



MINNESOTA STATE UNIVERSITY, MANKATO

DEPARTMENT OF SOCIAL WORK

Field Education Manual

Bachelor of Science in Social Work (BSSW) Field Program

Master of Social Work (MSW) Field Program

This manual is designed to guide students' and field instructors' as to the process and purpose of the field education program. Changes may be made at any time during the year with advance written notification.

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INTRODUCTION

Welcome to Field Education

Welcome to one of the most anticipated and exciting components of your social work education, field practicum. Field is where student learning of theories, values, ethics, and skills connects to the real work practice of social work. The social work practicum and seminars are the capstone academic experience of BSSW and MSW program in the Department of Social Work at Minnesota State University, Mankato, leading to graduation with either a Bachelor of Science in Social Work (BSSW) degree or Master of Social Work (MSW) degree. BSSW and MSW degrees allow its graduates access to specific opportunities, rights, privileges, and obligations pertaining to the practice of social work in the State of Minnesota, nationally, and internationally.

Field education is not possible without the support of the communities, agencies and field instructors who open their doors for the students to be mentored. Without this support, students would not be able to participate in the most essential part of their educational journey. The journey begins when a student chooses a degree in social work. This choice is usually built on the passion they possess to want to change and influence individuals, families and communities. Students bring their hearts to social work. They then develop their minds by studying social work practice theories and research. They become great problem solvers and scholars. Finally, students bring their hearts and their minds to the final step in the journey as they learn how to engage themselves in the practice of social work. Field practicum is the combination of their hearts, minds, and hands. This unique journey is the foundation of field education that elevates it to be the signature pedagogy of social work education and continues to shape the next generation of professionals.

This manual contains information regarding Departmental policy, practice standards, and processes to which the student must comply for completion of the capstone requirement and ultimately, graduation. Students and field agencies are strongly encouraged to read and focus on those sections relevant to their particular place in the BSSW or MSW program. This manual will help students understand the connection between field education and over all course of their social work education.

Congratulations on beginning your journey to becoming a social worker. Even though the destination may be the goal, the learning is in the journey.



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Glossary of Terms

The following terms, defined here, will appear throughout the manual:

Agency Field Instructor – staff person employed by the agency, who serves as the lead contact person for a practicum student but does not hold a social work degree. In this manual, you will see reference to this role as field instructor or agency field instructor.

CSWE – the Council on Social Work Education provides the accreditation standards to which all accredited social work programs must adhere.

Department – the Minnesota State University, Mankato, Department of Social Work.

Field Director – Department liaison that provides oversight, direction, and support to students and Field Instructors involved with the field education program. The field director will have additional administrative duties for the field education programming.

Field Seminar Liaison – Refers to the faculty member who represents the Department and provides the link between the department, the agency, and the student. The field seminar liaison monitors, consults, and intervenes when necessary to ensure a quality field experience occurs for all students.

Social Work Field Instructor – staff person employed by the agency who serves as the lead contact person for a practicum student and holds the BSSW and/or MSW degree (CSWE preferred model). In this manual you will see reference to this role as field instructor.

Generalist year – the first year of the MSW program, student not holding a BSW/BSSW from an accredited program must complete this year before moving on to the specialization year. Used interchangeably with “first year.”

Off-site Field Instructor – an appropriately degreed social worker from the community who provides field instruction and guidance to reinforce the social work perspective when a BSSW/MSW-trained Field Instructor is not available within the agency (model allowed by CSWE). In this manual you will see reference to this role as field instructor or off-site field instructor.

NASW- the National Association of Social Workers is an organization that guides professional social workers to make ethically sound decisions in their everyday practice.

Practicum Site – agency or organization that agrees to host a student for the field practicum.

Specialization year – the second year of the traditional 2-year MSW program, Specialization year is completed by all students admitted to the MSW program. Used interchangeably with “second year.”

SONIA – the field database system that manages field placement information.

University - refers to Minnesota State University, Mankato

MISSION STATEMENTS AND PURPOSE OF FIELD EDUCATION

University Mission Statement

Minnesota State University, Mankato promotes learning through effective undergraduate and graduate teaching, scholarship, and research in service to the state, the region and the global community.

College of Social and Behavioral Sciences Mission Statement

The College of Social and Behavioral Sciences is a community of diverse learners seeking to understand and transform the social world through inquire, inspiration, service and innovation

BSSW Mission Statement

The BSSW program at Minnesota State University, Mankato builds on a strong liberal arts foundation to prepare its graduates for professional generalist social work practice with individuals, families, groups, organizations, and communities. The program commits to ethical and competent professional practice and service with compassion and integrity. The program empowers social work students to understand the experience, culture, and the diverse contexts of clients' lives and to honor their voices. The program commits to professional practice that enhances human well-being and advocates for social, economic, and environmental justice for all members of our diverse and global society. The program's graduates are resourceful problem-solvers who are prepared to make a difference through policy and practice in the ever-changing global society. The program also contributes to the work of the profession and social service agencies through consultation, scholarship, research, and leadership. (Adopted 12/05/2016)

MSW Mission Statement

The mission of the Master of Social (MSW) Program is to empower students to be ethical and culturally responsive advanced generalist social workers who are champions and advocates for social justice, economic justice, and the equality of human rights at all system levels. Located in Mankato, a mid-size community that serves as a regional hub for surrounding small and rural communities, we build on strengths and address the social, economic, and cultural challenges confronting small and rural communities. We are also committed to developing social work leaders with an awareness of historical and contemporary social, economic, and cultural issues in a broader and global context. (Adopted 03/01/2017)

Generalist Practice Definition

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. (Adopted from CSWE EPAS 2015 Educational Policy 2.0 on 9.14.16.)

Advanced Generalist Practice Definition

Advanced generalist practice builds on mastery of the generalist foundation to increase the depth and breadth of practice. Advanced generalist practice integrates greater theoretical and methodological sophistication for differential application of advanced social work knowledge, theories, skills, values and ethics in the assessment of and intervention with individuals, couples, families, groups, organizations and communities. Advanced generalist practice emphasizes the unique characteristics of social work services in the small and rural community context. Advanced generalist practice enhances the profession through the application and integration of research and evaluation at all levels of practice.

The advanced generalist practitioner:

- Integrates culturally responsive social work practice throughout all intervention levels.
- Effectively addresses the complex environment of service provision through sophisticated application of an advanced skill set across varied social work roles with emphasis on the context of small and rural communities.
- Engages in ethical, independent direct practice with individuals, families and groups and indirect practice in organizational administration and change, policy development, and community practice.
- Demonstrates leadership in both direct and indirect practice at all system levels.
- Encourages and engages in interdisciplinary collaboration and public-private partnerships.
- Engages in advocacy, policy practice, and social change to advance social and economic justice.

Adopted: June 9, 2006; Revised and Adopted: January 7, 2008; Revised and Adopted: October 13, 2008; Revised and Adopted: March 21, 2012; Revised and Adopted: April 26, 2017

Goals of BSSW Program

The Bachelor of Science in Social Work (BSSW) major prepares students for generalist professional social work practice at all system levels with an emphasis on small communities and rural areas within the global context, and provides a foundation for graduate-level social work education. Students become competent in nine broad areas including knowledge, values, skills, and cognitive and affective processes to practice at a generalist professional level.

1. Prepares competent professional generalist social work practitioners for work with individuals, families, groups, organizations, and communities. [Comps 1-9]
2. Promotes identification with the social work profession and commitment to the profession's values and ethics that guide practice. [Comp 1]
3. Values human well-being and advocates for human rights through social, economic, and environmental justice. [Comps 2, 3, & 5]
4. Develops critical thinkers as resourceful problem-solvers that analyze and respond to diverse global contexts. [Comps, 2, 3, 4, & 5]
5. Prepares graduates for social work careers and life-long learning through a strong liberal arts foundation. [Comps 1-9]
6. Supports the profession and communities at large through consultation, scholarship, research, and leadership. [Comps 1-9]

Adopted: 01/05/2017.

Goals of MSW Program

1. Prepare advanced generalist social workers that understand and identify with the values and ethics that serve to guide culturally responsive social work practice [C 1].
2. Prepare advanced generalist social workers that are able to critically and differentially apply the knowledge, theories, values, and skills required to engage in research-informed practice and planned change (i.e. engagement, assessment, intervention, and evaluation) at all system levels, emphasizing the small and rural community context [C 4, 6, 7, 8, 9].
3. Prepare advanced generalist social workers who build upon strengths, are committed to affirming diversity and difference in practice, and are advocates for the advancement of human rights and social and economic justice at all system levels [C 2, 3].
4. Prepare advanced generalist social workers as leaders who critically analyze, respond to, and shape the practice context, emphasizing rural and small communities [C 7].
5. Prepare advanced generalist social workers who engage in policy practice to deliver effective social work services and advance social and economic well-being [C 5].
6. Model and promote the core values of competency and service through life-long learning, scholarship, community involvement, and the promotion of the social work profession, spanning local to global communities [C 1].

Adopted: June 9, 2006; Revised and Adopted: January 7, 2008; Revised and adopted: March 2012; Revised and adopted: April 19, 2017

[The numbers in parentheses after Goals refer to sections of the "Educational Policies and Accreditation Standards" (EPAS) of the Council on Social Work Education (CSWE).]

Council on Social Work Education Competencies & Behaviors

Field education lays a solid foundation in all of the above definitions and goals. In addition, the Council on Social Work Education (CSWE) proposes Competencies that apply throughout a student's social work education and behaviors that apply to BSSW and MSW generalist year students. Each competency describes the knowledge, values, skills, and cognitive and affective processes that involve each competency at the generalist level of practice followed by a set of behaviors that integrate these. Additionally, the Department has added *specialized* behaviors as students complete their specialization year of the MSW program. For list of Competencies and Behaviors for BSSW/MSW Generalist year and MSW Specialization year please see SOWK Appendix 1 following this manual.

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ROLES AND RESPONSIBILITIES

Responsibilities of BSSW/MSW Director of Field Education

The BSSW and MSW Directors of Field Education are University faculty members who serve as the Social Work Department liaisons and provide oversight, direction, and support to students and field instructors involved with the field education program. The field directors provide additional administrative duties for the delivery of the field education programs including managing the field education database, Sonia. The BSSW Director of Field Education oversees the undergraduate field program while the MSW Director of Field Education oversees the MSW field program.

Responsibilities include:

- Oversee all the aspects of placing students in appropriate settings with credentialed social workers.
- Develop and monitor field practicum settings and field instructors to assure their willingness to abide by field education goals and policies.
- Provide initial and on-going orientation to all new sites to discuss the policies and procedures of the Department and provide information regarding online resources available (i.e. Field Education Manual, trainings).
- Provide annual and ongoing online field education training for field instructors.
- Provide guidelines for the development and evaluation of student performance through the Learning Contract and Evaluation (LC&E).
- Provide dates for the beginning and end of field practicum placement as well as deadlines for receipt of Learning Contracts and Evaluations (LC&E).
- Provide a general review of feedback from student evaluations to agencies and field instructors.
- Provide long-term development of the field education program, oversight of Memorandum of Agreements and Field Practicum Acceptance Agreements, Field Education Manual, program evaluation, field education trainings, and the field database.
- Assign final grades for field practicum and/or seminar courses as well as final decision on all field related inquiries.
- Approve of all agreements between students and agencies when the practicum site is also the student's employer, as guided by CSWE standards and relevant field policy.
- Develop and maintain adequate field education sites within 150 mile radius of MSU, Mankato through field education database.
- Ensure all field policies and University policies and procedures are followed throughout a students' field practicum experience.
- Orientate students to the field practicum process and to the online field database system.
- Consult with field seminar liaisons regarding policy changes, updates, and student concerns.
- Educate BSSW and MSW faculty on field program updates and changes.

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Responsibilities of Field Seminar Liaison

The field seminar liaison is an important element in a student's field practicum experience. They are the representative of the Department of Social Work that provides the link between the department, the agency, and the student. The field seminar liaison monitors, consults, and intervenes when necessary to ensure a quality field experience occurs for all students. Seminar focuses on facilitating student led problem-solving, providing support and integration of knowledge and application in field education.

Responsibilities include:

- Monitor the field placement through in-person visits, and written and verbal communication with both students and field instructors.
- Conduct ongoing dialogue regarding the process, procedures, and progress of the field practicum with students and field instructors.
- Maintain knowledge and understanding of the CSWE competencies and behaviors.
- Schedule, at minimum, one site visit per semester during the practicum. Additional visits can be made at the discretion of the field seminar liaison, student, or field instructor.
- Final oversight of the learning contract to assure the student has the opportunity to develop and practice a range of knowledge, values, skills, and cognitive and affective processes.
- Offer consultation, mediation and support regarding student or agency concerns or disputes to ensure maximum field experiences for students via the telephone, email, or by a site visit.
- Facilitate seminar discussions with students.
- Read and respond/provide feedback to students' class assignments.
- Provide a syllabus for content of seminar instruction.
- Assist students with integration of coursework and practicum experiences.
- Collaborates with the field director to assign final grade for practicum and/or seminar.

Responsibilities of Student

The social work student is the essential person in the field practicum experience. Students are expected to take an active role in their professional development. Therefore, it is expected that the student participates in the planning and implementing of their learning experience while in field practicum.

Responsibilities include:

- Participate in practicum placement process by completing the application and placement process in a timely manner.
- Obtain and maintain student liability insurance during enrollment in field practicum.
- Conduct themselves as social work professionals by adhering to the NASW Code of Ethics.
- Read, understand, and follow this manual.
- Review agency policy and procedures, as directed by the field instructor.
- Act within the requirements of that agency. This includes, but is not limited to, adhering to policies regarding safety, documentation, practice and procedures, confidentiality for both the agency and clients, the use of computer and telephone for personal reasons, and dress code.
- Develop and negotiate an appropriate learning contract with their field instructor and field seminar liaison drawing on the learning objectives of the student and opportunities that the agency can provide consistent with the CSWE competencies and behaviors.

- Adhere to field placement and program timeframes.
- Communicate with the field instructor and the field seminar liaison regarding the field placement, especially if difficulties arise that could disrupt field practicum.
- Students, who need off-site field instruction, will make themselves available for off-site field instruction meetings throughout the semester.
- Respond to communications from the field director, field seminar liaison, and placement sites in a timely manner.
- Seek supervision when there is any doubt about actions they are taking or on behalf of the agency or clients.
- Participate in evaluation of field agency, field instructors, and field program.

Responsibilities of Field Instructor

Field instructors are an integral part of the practicum experience by helping students to identify with and take responsibility for the professions, to value and affirm diversity and culturally sensitive practice, and to implement the goals of the profession.

Responsibilities include:

- Orient the student to the agency including but not limited to personnel policies and procedures related to a weekly schedule, safety, documentation, transporting clients, social media, and confidentiality.
- Allow students to ask questions a new employee might not feel free to ask, and allow time for reflection and the active application of knowledge and skills with client systems including assignments for practicum and seminar.
- Provide opportunities for students to observe early on, with the expectation that the student will gradually take on more independent work and assignments (under supervision). The student should manage approximately 1/3 of the caseload of a regular worker.
- If the student is concurrently employed in the agency, the field instructor should also assist the student in adhering to the guidelines in this manual that address that circumstance. If the student is to receive a stipend from the agency, the field instructor should also facilitate that process while maintaining the educational intent and focus of the field placement.
- Consult and negotiate with the student to develop a learning contract that outlines specific opportunities, responsibilities and tasks consistent with the CSWE competencies and behaviors.
- To make reading, writing, task, participation or training assignments as needed to benefit student learning and services provision. Field instructors are asked to balance their need to make assignments with the assignments that are required for other courses.
- Meet with the student, at a **minimum of one hour per week**, to monitor progress toward meeting the learning contract goals and assess the student's contribution to client care in regularly scheduled, face-to-face meetings.
- Notify the field seminar liaison immediately of any serious concerns or problems related to student performance and/or attendance.
- Assess student performance at the evaluation periods identified by field seminar liaison. The input of other social workers and staff may be considered.
- Meet with field seminar liaison and student to monitor progress in learning contract.
- Participate in orientation with field director prior to or at the beginning of the field practicum.

- Field instructors taking students for the first time or those who have not had a student in the last three years are strongly encouraged to complete the field instructor training through the Department.
- Provide feedback and evaluation of field education program.

Responsibilities of Off-site Field Instructor

The off-site field instructor is a degreed social worker from the community who provides supervision and guidance to reinforce the social work perspective when a degreed social worker is not available within the agency (model allowed by CSWE). Although the off-site field instructor cannot maintain the same level of participation as an agency field instructor, they should strive to perform in a similar fashion.

Responsibilities include:

- Provide field practicum instruction in individual and/or small group formats depending on the needs of the student(s) and the interests of the off-site field instructor(s).
- Provide instruction either on campus or in local community where confidentiality is ensured.
- Instruction will focus on discussion of student experiences of applying social work principles, theory, and practice methodology.
- Assist the student and agency field instructor with the development of the learning contract.
- Participate in the student performance evaluation process identified by field seminar liaison.
- Participate in continuing education hours available through the Department.
- Provide consultation regarding student performance if circumstances arise that may require remediation or disciplinary actions.
- Provide feedback and evaluation of field education program.
- May make reading assignments regarding specific populations, techniques, and or other social work information and resources.

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DEPARTMENT POLICIES FOR FIELD PRACTICUM

Students are required to adhere to *all the following* MnSCU, University, Department of Social Work, and BSSW or MSW Program policies and practices as they develop, engage in, and complete their practicum. Planning for field practicum begins at least one semester BEFORE the practicum actually starts. Failure to comply with the following policies can impact the development of a field practicum and can result in not completing the program in a timely manner.

Ethical Behavior and Non-Academic Good Standing Policy

Non-academic good standing in Field Education refers to professional performance. Students are required to demonstrate behaviors consistent with the NASW Code of Ethics, and the MSU, Mankato Student Responsibility Policy. Student conduct towards clients, student colleagues, field instructors, agency personnel, and/or the field faculty will be evaluated based on these professionally established guidelines. Additionally, students are expected to comply with the Student Responsibilities Policy outlined in BSSW and MSW Student handbooks.

All practicum students should be familiar with the [NASW Code of Ethics](#) and the [Minnesota Licensure Board Practice Standards](#). Requirements regarding data privacy as outlined in the Standards for Privacy of Individually Identifiable Health Information (“Privacy Rule”) implemented in the [Health Insurance Portability and Accountability Act 1996 \(“HIPPA”\)](#). Students should adhere to these standards throughout their social work practicum.

Any complaints produced by clients, agency personnel, student colleagues, faculty members, and/or the field seminar liaison including, but not limited to, the following areas may result in corrective instruction, disciplinary action, suspension, and/or a grade of No Credit (NC) in either or both field practicum and seminar. If complaints are made, students will be provided due process to respond to allegations. Additionally, reconsideration of the student being retained in the field practicum and/or dismissal from the BSSW or MSW program are possible. Here are examples of complaints and violations of this policy:

Unprofessional performance can include, but are not limited to:

- a lack of commitment to the values and ethics of the social work profession;
- the inability to establish and maintain positive and constructive interpersonal relationships with clients, colleagues, and field instructors;
- the inability to perform professional duties due to personal problems;
- refusal to accept and follow through on field placement assignments;
- the inability to accept constructive feedback from the field instructors and/or field faculty;
- attendance problems or failure to communicate with field instructors about schedule changes outside of the originally established practicum schedule;
- the inability to meet deadlines or complete responsibilities and duties;
- the inability to apply professional skills and knowledge gained through classroom learning to the field experience;
- violation of professional relationship boundaries including, but not exclusively, inappropriate physical contact, any harassment, social/sexual involvement, or emotional abuse;

- violation of client and/or agency confidentiality;
- evidence of impairment that, in the judgment of the placement agency or field seminar liaison, jeopardizes the primary client and/or agency interests;
- disciplinary action as a result of academic performance;
- criminal charges that reflect personal behaviors incompatible with the expected behaviors and/or ethics of professional social workers;
- any behavior that is incompatible with the NASW Code of Ethics/Practice Standards/HIPPA (e.g., falsifying records, misrepresentation of work performed, misleading consumers, harassment of field instructor, agency personnel, clients, fellow students, and/or faculty).

Some types of disciplinary action taken against a student must, by law, be reported on the MN Board of Social Work Application for Licensure when an application is made for licensure. When a student already holds a license in social work, other licensed social workers and social work faculty are obligated to report ethical violations. Other professionals with whom the student works in the practicum setting may have similar reporting obligations depending upon their professional codes or workplace policies.

Communication & Confidentiality Policy

Communication between the field seminar liaison, agency field instructor, off-site field instructor (when applicable) and/or the student is a critical component to the success of all placements and should occur throughout the practicum. The field instructor, field seminar liaison, or student may initiate such communication using any of a variety of formats (telephone, email, letters, in person, etc.). The field directors and field seminar liaisons may consult with the Department of Social Work faculty if the need arises.

Students must be extremely cautious about breaching confidentiality when responding to instantaneous communication such as email, text, blogs and social media. The impulse to respond instantaneously to requests for information, even to other professionals, must be resisted. The student's responsibility is to seek supervision when there is *any* doubt about communicating information or taking action within or on behalf of the agency or a client. Additionally, **information from the practicum site is prohibited from use in personal communication** (verbally, online, or in print) without written permission of the agency field instructor and field seminar liaison. This includes sharing information about field practicum sites, clients, other students, or staff on social media sites. While students will be discussing their work with clients in seminar and in the agency, strict adherence to confidentiality standards, redacting information from documents or reports, and disguising client data must occur. Breaches of client or agency confidentiality can have serious consequences for the student including dismissal from the program. Health Insurance Portability and Accountability Act of 1996 (HIPAA) standards should be reviewed and carefully followed. Students should discuss how these are implemented in their respective agencies with the agency field instructor.

Students are cautioned against the use of personal cell phones for conducting agency business. The automatic appearance of personal numbers on a cell phone log allows the client to contact the student at any time regardless of when the student is actually "on the clock" in the practicum setting. Setting appropriate boundaries may be difficult with that level of access. Additionally, inadvertent release of client information through a client call or the observation of names/numbers (for others who might

use the student's cell phone) is also a breach of confidentiality. Password protections should be implemented on personal devices if they are used for professional business. Precautions should be taken to prevent theft or usage by unauthorized individuals.

Credit for Life Experience or Previous Coursework Experience Policy

Although previous work experience will support and enhance participation in the practicum experience, under **no circumstances** will previous life or work experience substitute for practicum hours. SOWK 450/455, SOWK 615/SOWK 625 and SOWK 665/SOWK 675 are never waived for any reason, nor will transfer credits be substituted.

BSSW students are expected to read and comply with the *Credit for Life Experience or Previous Work Experience Policy* stipulated in the *BSSW Program Student Handbook*. MSW students are expected to read and comply with the *Credit for Life Experience or Previous Work Experience Policy* stipulated in the *MSW Program Graduate Student Handbook*.

Credit-Earning Out-of-Region & International Coursework Policy

BSSW students are expected to comply with the *BSSW Credit-Earning Out-Of-Region & International Coursework policy* stipulated in the *BSSW Program Student Handbook*. MSW Students are expected to comply with the *MSW Credit-Earning Out-Of-Region & International Coursework policy* stipulated in the *MSW Program Graduate Student Handbook*.

Transportation of Self & Clients Policy

Department of Social Work BSSW and MSW students in field education placements (junior field experience, senior practicum, or graduate level practicum) are responsible for providing their own transportation to and from their field placement site. In some very limited situations (e.g. international student without valid license, student with disability), students may request assistance from the Department to make other transportation arrangements.

Practicum students are **not** expected to transport clients unless the agency clearly communicates with the practicum student and field seminar liaison that such requirement is an essential duty of the practicum responsibilities. It is the responsibility of the agency to state whether practicum students are required to drive, travel, or transport clients as part of their duties and to manage any such requirements. Agencies that require practicum students to drive for agency business should verify that the agency's liability insurance policy covers practicum students transporting clients in an agency approved vehicle. Students are not allowed to transport clients in their own personal vehicles. Practicum students are informed that agencies requiring driving/transporting of clients may also require the student to submit to a motor vehicles records check, and comply with all driving and client transportation policies of the agency.

Minnesota State University, Mankato and the Department shall not be responsible for managing any requirements for transportation as part of practicum; does not maintain insurance for practicum student's driving or transporting clients in association with their practicum; and does not vouch for the student's driving record or valid driving license.

Adopted: March 2, 2011; Revised and Adopted: August 22, 2018

Criminal Background Check Policy

Professional social workers are increasingly required to undergo criminal background checks, minor and vulnerable adult maltreatment checks, and/or drug tests for field practicum placements and employment. The implications of having a criminal record of felonies, gross misdemeanors, misdemeanors and/or arrests may negatively impact future professional licensure and employment opportunities in the social work field. Additionally, substantiated complaints of maltreatment against minors and vulnerable adults could preclude field placement and/or employment in setting related to those populations. Therefore, students are required by the Department to complete a criminal background check prior to entering field education courses. In some instances, specific agencies may require students to complete additional background checks, which may also include drug testing. Supplementary costs associated with these additional requirements **MAY** be the responsibility of the student and **ARE NOT** covered by the department. Additionally, any accusation, arrest, or conviction of criminal behavior that occurs after the background check or during the program, **must be reported immediately** to the field director. Failure to report any accusation, arrest, or conviction of criminal behavior that occurs after the background check, or during the program, may result in delay or termination of a field practicum placement.

Since legal convictions may have implications for field placements, students are required to discuss past and current concerns with the field director during the placement process. This information will allow the field director to effectively provide the student with guidance on the impact on their field placement and future professional employment. Some legal accusations, arrests, or convictions may limit placement options or disqualify a student from being able to be placed. It is important to comply with the required timelines set for background checks and/or agency requests as failure may result in delay and/or denial into field practicum and seminar courses.

Agencies and field instructors assume risk when hosting a student for their field placement. It is important for the agency to make informed decisions about students they are accepting to work under the social work license of their field instructor. Therefore, it is the Department's policy to disclose student criminal background information if it is returned with disqualifying evidence which includes felonies, gross misdemeanors and/or misdemeanors. The field director may request further documentation, request to meet with the student, ask the student to submit a written explanation of the information reported on their background check, and/or request any other information considered necessary by the program.

The **student is expected** to take the initiative to discuss background check results with the agency and field instructor. The field director will communicate with the agency and field instructor regarding background check results. In this case, the agency has final decision-making power based on any background information they receive, as to whether they will accept the student for placement.

Draft: August 23, 2007; Revised and Adopted: October 10, 2007; Revised and Adopted: March 1, 2012; Revised and Adopted: March 27, 2013; Revised and Adopted: September 6, 2017

Inclement Weather Policy

Most practicum sites are located in Southern and Central Minnesota and inclement weather should be expected. Students may use the following to gain information regarding travel to and/or from their home or practicum site:

- The Statewide Road Conditions and Weather number 1-800-542-0220 or [click here](#) for their website.
- Local radio stations for school closings and early dismissals.

If the student is at the practicum site and the weather conditions create unsafe road conditions, the agency field instructor should be consulted. If a student is delayed by weather from leaving home, they should immediately contact their agency field instructor and negotiate an arrival time. Once at the practicum site, the student is permitted to leave early, take advantage of the agency's overnight hospitality, or make other accommodations to stay overnight should weather become problematic. The student and field instructor should always consider safety in making any travel plans during the course of the workday. Students traveling long distances for seminar attendance should use the same consideration as used for travel to or from field practicum sites. All students are expected to read and comply with the [University Emergency Closing Policy](#).

Distraction & Technology Use Policy

The purpose of seminar and practicum is learning through educational interaction with the instructor and others. In order to fulfill that purpose and to help students develop professional behavior that extends beyond the classroom, the Department of Social Work has developed a policy on *Distraction and Use of Personal Technology* in the classroom. All students are expected to read and comply with the policy stipulated in the *BSSW Program Student Handbook*. MSW students are expected to read policy stipulated in the *MSW Program Graduate Student Handbook*.

Social media may allow and support many useful professional learning opportunities during field practicum, however it also presents many potential challenges. If a field agency already has a social media policy in place it should be shared with the student during the orientation period. If the field agency does not have a formal social media policy the student should follow the [NASW Code of Ethics](#) related to the use of social media. It is expected that students will not access personal social media sites during field practicum hours.

BSSW students are expected to comply with the Department of Social Work *Social Media Guidelines* stipulated in the *BSSW Program Student Handbook*. MSW Students are expected to comply with the Department of Social Work *Social Media Guidelines* stipulated in the *MSW Program Graduate Student Handbook*.

Academic Honesty Policy

All students are expected to read and comply with the [Academic Honesty Policy](#) stipulated in the *University Policy*.

Safety Policy

Safety in field education should be taken seriously. Familiarizing oneself with sources and types of danger and practicing how to address a potentially unsafe situation can reduce risk to the student, clients, and the community. Students participating in practicum should acknowledge their participation in practicum is not risk free.

National Association of Social Worker (NASW) has guidelines to address safety in the workplace and in academic field settings. You can review the entire document at the following link: [NASW Guidelines on Social Work Safety in the Workplace](#) .

The Field Education Program defines two broad categories of safety: “Direct Client Safety” and “Environmental and Community Safety”.

Direct Client Safety

Direct client safety involves students who engage with individual clients, group or family system. High-risk settings for volatile client(s) may include but not limited to:

- A client under the influence of a substance or withdrawing from a substance,
- A client with a previous history of physical, emotional, impulsive, or threatening behaviors,
- A client who is involuntarily receiving services, such as in an in-patient mental health or substance abuse setting,
- A client who is experiencing psychosis, paranoia, delusions, or hallucinations,
- A client who does not respect or resents a person in an authority role,
- A client who is a perpetrator of partner violence who wants to know the whereabouts of their partner,
- Or a client who possesses and is not afraid to use weapons.

Safety practices may include but are not limited to:

- Remaining calm and using respectful language.
- Knowing how to deescalate a client when they become angry, emotionally charged, or feel threatened.
- Intervene as early as possible in a high-risk situation.
- Communicate with a field instructor or other trusting agency staff when you arrive to a potentially high-risk client’s home and when you leave.
- Inform the field instructor or other agency staff of a meeting with a potentially high-risk client in the office, so that they can be alert to any changes in your meeting space.
- Create an escape plan and carry a cell phone.
- Ensure you are positioned in a non-threatening stance and be aware of your non-verbal communication with clients.
- Position yourself close to an exit.
- Use active listening and empathy.
- Contact law enforcement or others who may arrive to assist.
- Cooperate with law enforcement.

Procedures for addressing direct client safety:

1. Students and field instructors need to review agency safety policies and procedures at the beginning of the practicum.
2. Students are expected to follow agency procedures to ensure their safety, safety of their clients, and the overall safety of the community.
3. Following an incident that involves a threat to student safety, the student should document the situation, report this immediately to your field instructor and field liaison to debrief the occurrence.

Environmental and Community Safety

Environmental and community safety involves students who engage with field activities in group settings and in the community. High-risk settings for students in this category may include, but are not limited to:

- Community emergencies related to natural disasters (tornados, fires, or other severe weather),
- Community violence (homicides, abductions, robberies, drug raids, and other hostile acts),
- Or Public health emergencies such as environments with high-risk of infectious diseases (Pandemics, COVID-19, etc.).

Safety practices may include but are not limited to:

- Remaining calm and follow instructions.
- Communicate with a field instructor or field seminar liaison regarding situation.
- Inform the field instructor or field seminar liaison of your safety needs.
- Follow and cooperate law enforcement or others emergency responders who may arrive to assist.
- Monitor and respond to email(s) from the University and Department of Social Work to address circumstances.
- Be aware of and follow local, state and federal guidelines and expectations to ensure safety.

Procedures for addressing environmental and community safety:

1. The SW field education program will develop protocols to address specific circumstances.
2. Students and field instructors will need to complete expectation(s) established by SW field education program.
3. Students and field instructors will be expected to maintain communication as situations progress.

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Equal Opportunity and Nondiscrimination in Education Policy

Statement of Non-Discrimination Policy

Pursuant to the 1B.1 Equal Opportunity & Nondiscrimination in Employment and Education Policy and 1B.3 Sexual Violence Policy, the University and Department of Social Work is committed to providing equal education opportunities to all persons and does not discriminate on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity or gender expression. Complaints of discrimination, discriminatory harassment, sexual harassment, and sexual violence are to be filed with:

Office of Equal Opportunity & Title IX
112 Armstrong Hall
Minnesota State University, Mankato
Mankato, MN 56001
Phone: 507-389-2986
(800) 627-352 or 711 (MRS/TTY)
Email: eotitleix@mnsu.edu
Website: <http://www.mnsu.edu/eotitleix/titleix/>

Procedure for Addressing Harassment and Discrimination:

Students experiencing harassment:

1. Notify your field instructor and field seminar liaison about the harassment immediately. If the harasser is the field instructor, notify the field seminar liaison. *Do not delay*.
2. Keep a written record for the specific dates, times, places, social media verification, witnesses, and the nature of every event of the harassment.
3. As per University Policy, any complaints for harassment and/or discrimination made to Department faculty will be reported to the Office of Equal Opportunity & Title IX to provide guidance and resources to students. NOTE: Student has the right to directly report any incident to the Office of Equal Opportunity & Title IX.

Agency Personnel Experience harassment from student and/or University Personnel:

1. Notify field seminar liaison about the harassment immediately. *Do not delay*.
2. Keep a written record for the specific dates, times, places, witnesses, and the nature of every event of the harassment.
3. As per University Policy, any complaints for harassment and/or discrimination made to Department faculty will be reported to the Office of Equal Opportunity & Title IX to provide guidance and resources. NOTE: Any harassment or discrimination complaints can also be reported directly report to the Office of Equal Opportunity & Title IX.

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Persons with Disabilities Policy

In accordance with University Policy, the Department of Social Work is committed to ensuring equal educational opportunity and full participation for qualified persons with disabilities as is legally required under the Rehabilitation Act of 1973 including section 504 and the Americans with Disabilities Act. All students with a disability may request accommodation for classroom and field practicum through the Office of Accessibility Resources. This request must be made **prior** to the beginning of field practicum. Visit the Office of Accessibility Resources at 132 Memorial Library or call 507-389-2825 (V/TTY). Student disability accommodations will be made by faculty based upon the advisement of the Office of Accessibility Resources. Please refer to *the BSSW Program Student Handbook* or *MSW Program Graduate Student Handbook* for entire “Access for Student with Disabilities” Policy.

Grievance Policy

Grievance procedures have been developed for the use of students and faculty. The procedures are designed to deal with disagreements that may develop. The students may grieve any decision made that will affect the student's outcome for practicum and seminar. BSSW students should follow the step-by-step procedure that is outlined in the [BSSW Student Handbook](#). MSW students should follow the step-by step procedure that is outlined in the [MSW Program Graduate Student Handbook](#).

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POLICIES AND PROCEDURES FOR SELECTION OF FIELD AGENCIES AND FIELD INSTRUCTORS

Locating Placement Sites

The field directors will maintain a computerized database of sites within a 150-mile radius of Minnesota State University, Mankato. New potential practicum placements are initiated, developed, and added to the database each semester. Agencies may come to the attention of the field directors and Department faculty through contacts in the community, student interests, and/or by the agency contacting the Department of Social Work and expressing their interest in beginning a practicum site. Agencies are screened to assure their willingness to abide by Department goals and policies, to provide significant learning assignments, and to provide the appropriate level of field instruction. The database may be used to locate and explore sites that meet the student's learning objectives. Students are welcome to submit information about other sites for consideration inclusion in this database.

Placements outside the 150-mile radius may be made under special circumstances. There are cost, field instruction, travel, and seminar issues that must be considered with out of state placements. BSSW students are encouraged to discuss any plan of that nature with the field director a year or two prior to admission into practicum. MSW students should request exceptions to the policy at the minimum three months in advance of placements. These placement requests will be considered due to unique opportunities for students that are not available in a more immediate setting. Students requesting such a placement should also understand there may be additional financial responsibilities for facilitating such a placement such as transportation for the field seminar liaison to make site visit.

Field Site Selection

While every effort will be made to meet the individual student placement wishes, factors influencing a solidified placement include an agency's availability, CSWE requirements for appropriate field instruction, and other administrative issues will influence the final placement decision. Field placement settings will be selected to ensure that students achieve the goals of each program, including CSWE Competencies and behaviors. In addition, field placements in rural and small communities will be encouraged to afford students the opportunity to integrate and apply generalist or advanced generalist knowledge, values, skills, and cognitive and affective processes that involve rural social work practice.

Placements are negotiated between the student, the field directors, and the agency. The placement is based on the student's practice interests, educational goals, and the availability of agencies that are able to assist in meeting these goals. The agency has the authority to accept or deny a student for placement. This decision is based on agency availability and interest, the information provided by the student and the field director, and the interview between the student and field instructor(s) and/or other agency staff). The student also has the right to accept or decline any invitation for placement from an agency. The field director has the final authority for approval of all practicum placements.

Practicum sites are evaluated by the students at the end of the practicum. This information, along with the experience the field director has with the agency, is used to determine whether a site will be retained on the database. Agencies may also opt to remove themselves from the database or to ask that no students be placed for specified lengths of time. Periodically, feedback will be provided back to

agencies as evaluations from students are aggregated to provide a general review of all practicum sites. Aggregated data is used to protect student anonymity.

Criteria for Selection of Field Placement Agencies

Field education settings will be selected to ensure that students achieve the goals of the BSSW and MSW program, including CSWE competencies and behaviors.

Criteria for selection of field agencies include:

- Established policies and procedures for service delivery.
- Opportunity for students to practice generalist and advanced generalists social work roles.
- Ability for students to achieve the goals of the BSSW and MSW Programs, including the nine (9) CSWE competencies and behaviors.
- Operates with the NASW Code of Ethics and values.
- Provides a field instructor who possesses appropriate credentials for the level of study. (See appropriate level in Criteria for Selection of Field Instructors). If that is not available, the agency agrees that an off-site field instructor will provide additional field instruction.
- Provision of services are well developed and maintained without the reliance of student interns.
- Allow sufficient time for the field instructor to provide effective field instruction.
- Allow time for field instructors to attend conferences or trainings on field instruction.
- Provide appropriate accommodations for effective student learning
- Complete and submit the Memorandum of Agreement. Should an agency require a special contract please contact the field directors to start process prior to placement.

Criteria for Selection of Field Instructors

Preparing students to begin professional careers in social work requires a combined effort of the community and social work educators. Field instructors are a valuable component of the success of social work education. Therefore, the selection and preparation of field instructors is of paramount importance. Preparation for the role of a field instructor may be necessary particularly if field instruction is a new role. Therefore, the field education program will provide free, ongoing field instructor training and resources to support and grow quality field instructors for students.

Criteria for selection of Field Instructors include:

- appropriately degreed agency field instructor for BSSW student must have a BSSW or MSW degree from a CSWE-accredited program and two (2) years post-social work degree practice experience in social work;
- appropriately degreed agency field instructor for MSW student must have a MSW degree from a CSWE-accredited program and two (2) years post-social work degree practice experience in social work;
- for cases in which an agency field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing the social work perspective by assigning an off-site field instructor;
- both BSSW and MSW preferred at least one year at the current agency;
- preferred both BSSW and MSW must possess a MN social work license for non-county workers; (Field Instructors do not have to possess a supervisory license from the state.)

- submit Field Instructor Contact and Qualification form (SOWK Appendix 5);
- ability to complete yearly field instructor training;
- demonstrate the desire to teach and demonstrate appropriate skills in practice;
- must be available and present to student when they are at the practicum site or provide appropriate replacement for guidance of students' day to day tasks and responsibilities;
- have interest and time to provide effective weekly field instruction for the students;
- adhere to the professional code of ethics and values;
- ability to provide constructive feedback and written evaluations for students' learning contract;

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POLICIES AND PROCEDURES FOR PRACTICUM PLACEMENT

Child Welfare Title IV-E Program

Participation in either the Undergraduate or Graduate Child Welfare Program (CWP) requires that students complete field practicum in a child welfare setting that meets the requirements for their respective program. The following guidelines are for consideration in the planning process for participants in the CWP. Should any questions arise, please communicate with the appropriate BSSW or MSW Child Welfare Program Coordinator.

Guidelines for CWP Placement Process:

- Field placements are arranged through the field directors who may consult with the CWP Coordinators to clarify any questions related to placement.
- CWP students must meet with CWP Coordinator prior to meeting with field director to discuss options for appropriate field placements.
- CWP students will complete their practicum in a county or tribal child welfare setting with the exception of a CWP student in the two-year MSW program. In this case, that student may be placed in any child or family related setting in their first year of the program and the county and tribal child welfare setting in their second year.
- Placements with specific counties, tribes, or state offices ***are not guaranteed*** although efforts will be made to satisfy student preferences.
- When completing the Learning Contract and subsequent assignments, all CWP students are responsible for relating their work to child welfare clients and programs in order to comply with program participation.
- All CWP students should participate in the Minnesota Department of Human Services Foundation Training. This training may be included in the CWP student's Learning Contract. CWP are required to communicate their attendance of this training to their field instructor.
 - BSSW students complete **Classroom One training** and the online modules.
 - MSW students complete **Classroom Two and Three** and all online modules.
 - Classroom training count toward field hours; the online modules do not.

Behavioral Health Workforce Education and Training Grant

The following guidelines are additional requirements for MSW students and agencies that are participants in the Southern Minnesota Behavioral Health Initiative grant. Student, agencies and Field Instructors are expected to meet MSW program expectation outlined in field manual as well as the following:

- Emphasis on behavioral healthcare across the lifespan;
- Focus on serving persons in rural, vulnerable, and/or underserved communities in an integrated primary care setting;
- Experiential learning opportunities with client systems;
- Use of empirically supported interventions or evidence-based models of practice;
- Enhanced instruction and supervision of students;
- Opportunities for participation in integrated or interprofessional teams;
- When completing the learning contract and subsequent assignments, all grantees are responsible for relating their work to integrated behavioral health.

BSSW Policies and Procedures for Placement

Hour Requirements

BSSW students are required to complete a minimum of 440-hours in practicum. Students are typically in the practicum setting Monday through Thursday for approximately 30 hours each week, for 15 weeks during the fall or spring semester. Practicum is designed for continuity of services across a full semester and students are expected to begin the first day of classes and conclude the last class day of the semester (exceptions for this must be approved by the field director).

| # Weeks | Times | # Hours | Equals | Total Hours | # Flex Hours | Equals | Required Hours |
|---------------------------|-------|---------|--------|-------------|--------------|--------|----------------|
| 15 weeks (Fall or Spring) | X | 30** | = | 450 | (-) 10 | = | 440** |

During the semester, students should be at the practicum site the *hours* the agency operates or as agreed upon by the student and the field instructor. In almost all instances, the University calendar governs the *days* students are at the agency. A few students, however, will find it necessary to negotiate the variance of University and the Agency's calendars, for instance when the University is on Spring Break. During exam week, students will not be at the placement site except by special arrangement between the student, the field instructor, and the field seminar liaison.

**Hours are subject to change with approval by the Council of Social Work Education (CSWE). If this occurs, the BSSW Director of Field Education will inform students, field faculty, and field settings. This may be due to situations related to the health and safety of students, field settings, and client population.

Students who may have difficulty completing their practicum requirements in one semester should communicate this concern to the field director as soon as possible. The field director can work with individual students in order to meet the student's needs and the Department's requirements. Any adjustments to the time frame are exceptions and require prior approval from the field director and the agency field instructor.

Out of Area Policy

BSSW students should plan to complete SOWK 455: Senior Practicum within a 150-mile radius of Minnesota State University, Mankato. In rare instances, a student may request to complete a practicum outside of 150-miles. Students will need to complete a letter of request explaining reasons why and submit it to the BSSW Program Director at least one year prior to enrolling in practicum. The student must be aware of the additional expenses for site visits by the field faculty may be their responsibility (including mileage, airfare, and accommodations as necessary). Exceptions to this policy must be related to one or more of the following justifications:

- Significant change in personal and/or family responsibilities
- Significant economic/financial need
- Location of primary residence outside of the 150 miles
- Access to practice experiences that is significantly different from those available within the 150-mile radius.

Registration Policy

Students will receive Departmental permission to register for SOWK 455: Practicum and SOWK 450: Integrative Seminar. Completion of all required general education courses and all required social work courses (with a grade of C- or better, or a passing grade when applicable) is a prerequisite to SOWK 450 and SOWK 455. A student must receive an overall final rating of a “3” or higher with no ratings at a “1” or “0” for any rating scale item in their SOWK 315: Junior Field Experience. This evaluation and the narrative evaluation must reflect the student’s appropriateness for the social work profession. To enroll in SOWK 450 and SOWK 455, all incompletes (IC), in progresses (IP), or any other unmet social work curriculum requirements must be met.

Any student has the right to drop either course following the University policy for course changes. Since the BSSW program requires that these courses be taken together, a student may not elect to keep one and drop the other. A student does have the right to withdraw (W) from these courses, however doing so may affect academic opportunities related to financial aid, graduation, and continuation in the program. Other considerations include the impact on agency services, clients, and client systems, and the BSSW Program relationship with the agency for future placements. A plan for withdrawal (W) must be developed and implemented carefully in order to minimize the impact on these relationships.

The BSSW Field Director in consultation with the BSSW Program reserves the right to deny any student who delays the application or placement process as it is the student’s responsibility to ensure they are following the process.

Field Placement at Employment Policy

The BSSW Program follows the standards established by Council on Social Work Education (CSWE) that clearly state that the student’s practicum experience and supervision must be different from the student’s employment. Students must communicate this request with the field director as soon as possible. Student will need to complete SOWK Appendix 6: Field Practicum at Place of Employment.

The field director will make every attempt to work with the student and the agency if the student requests to complete the practicum requirement at their place of employment. The following conditions **must be satisfied** to have a successful placement:

- Practicum assignments must be within a different unit/division/department than that of the student’s employment.
- The student must be assigned a field instructor who **does not** supervise their employment.
- The agency must provide release time for the practicum.
- All documents and meetings related to field practicum at place of employment must be fully completed by required due dates for placement.
- Students are expected to communicate with their assigned field seminar liaison if there are any changes or concerns to the initial agreement when their practicum begins.

Readiness for Field Policy

Admitting students to practicum is the responsibility of the BSSW Director of Field Education and faculty of the BSSW Program. The responsibility is to assure that each social work student who graduates from Minnesota State University, Mankato has demonstrated mastery of the Competencies and Behaviors as outlined by Council on Social Work Education (CSWE), along with meeting the goals

and outcomes for Minnesota State University, Mankato, the College of Social and Behavioral Sciences, and the BSSW Program.

The purpose of this policy is to support the success of a student in completing a field practicum placement, and to be able to meet the needs of our community partners and clients. The field program strives to ensure social work students are well prepared for a successful practicum experience.

The field director will assess the student's ability to demonstrate the capacity for professional behavior, ethical conduct, professional communication skills, self-awareness, and critical thinking. The field director formally initiates this assessment at the beginning of the field placement process. The assessment may incorporate feedback from the Department of Social Work faculty, and agency contacts as a student progresses through the field placement process. Typically, the readiness for field assessment process will end when a student begins their field placement. Students will be rating using the following scale:

- 0 – No evidence for concern; student will automatically continue the field placement process.
- 1 – Evidence of minor concern; student will be monitored and assessed for a continued problematic pattern of behaviors.
- 2 - Evidence of concern; student will need an immediate meeting with the field director to develop a plan of action.

If a student presents behaviors that score a level of concern rating of a "2", the field education program is concerned about the student's capacity to successfully complete a field search and/or field practicum, and the student will be required to meet immediately with the field director. A student may be suspended from the field placement process while concerns are being addressed. The field director may consult the faculty regarding the plan of action developed for any student who is not prepared to begin practicum. Students can be denied the right to enter field placement if they reach a level 2. Each student's circumstances will be considered on an individual basis and will be developed to meet their distinct needs.

Due to time required to negotiate practicum placement, it is required that students attend to the placement process, requests by the field director, and due dates. Student behaviors that are unprofessional and delay the planning process may result in a student not being placed. Field directors will monitor and assess students for unprofessional behaviors that delay the planning process, (i.e. missing field requirements, missing due dates, or lack of communication).

The field director will offer the student three (3) approved practicum options. Student will move automatically to a Level 1 of concern if the student:

- Chooses to deny an approved practicum opportunity, or
- Does not secure a field placement after completing placement interview.

Student will move automatically to a level 2 of concern if the student:

- Meets the combination of these two listed scenarios for a total of two (2) attempts to secure a field placement.

The field director in consultation with the BSSW Program may decide to delay the student entrance into SOWK 450 and SOWK 455 until the student is able to provide a plan to address the level of concern.

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Practicum Placement Procedures

Students admitted to SOWK 455: Social Work Practicum, should note the following paragraphs are presented sequentially and include steps for the student and the field director. Compliance to this sequence of steps is critical. Students *must* adhere to this process if they intend to begin their practicum in a timely fashion. *At times, the placement process may not represent the needs of every agency; therefore, flexibility and adaptability are sometime necessary.*

1. **Orientation** - The field director will schedule a SOWK 455: Practicum Orientation with students to review the placement process and procedures in detail including the field database system, respond to any questions or concerns the students may have, and formally begin the placement process. Students will be required to attend this orientation **before** they are able to apply for admission to practicum. Notice of the orientation dates and due dates for the application materials will be posted on the social work bulletin boards, email, and will be announced in SOWK 443. **Missing this meeting will delay the placement process.** If it is impossible to attend this meeting for any reasons, please notify the field director as soon as possible.
2. **Intent to Register** - The application for admission to SOWK 455: Social Work Practicum is to be completed during the semester prior to enrollment. The field director will establish due dates for applications for fall and spring semesters and notify students of due dates through the Sonia database, MSU email, and will be announced in social work courses. If forms are not completed by the given due dates, students may delay the placement process.

Students submit all application materials on the field education database, Sonia. These materials are reviewed by the BSSW Director of Field Education and they will assist to determine an appropriate field placement for each student.

The following forms are required to be completed and electronically signed, if applicable, by the student **before the field interview** with the field director:

- a. Intent to Register (BSSW Appendix 1)
- b. Professional Commitment (SOWK Appendix 2)
- c. An uploaded, updated resume
- d. An uploaded sample cover letter
- e. Student preferencing of potential field placements

Note: Students are encouraged to utilize the services offered by the Career Development Center (CDC). The CDC has staff that work with students to develop and review a professionally prepared resume, cover letters, and thank-you notes. More information can be located at <http://www.mnsu.edu/cdc/>.

Students are asked to think carefully about their learning goals as they begin to consider practicum opportunities. Applicants will preference possible practicum sites through the field database, Sonia **after** they attend the SOWK 455: Practicum Orientation Meeting. Once a student has submitted their agency preferences in Sonia, the field director will begin the placement process. When students are considering placement opportunities, they **should not contact** any of the practicum placements without prior permission of the field director.

3. **Field Interview** – Students are informed in the SOWK 455: Practicum Orientation that individual student interviews will be scheduled with the field director at the beginning of the semester prior to their field placement. Meeting timeslots are allotted to students through Sonia and students will schedule meetings with the field director. If students are not able to meet with the field director with the given timeframe, it is the student’s responsibility to communicate this with the field director to arrange an alternative meeting option.
4. **Submitting Materials to the Agency** - The field director will notify the student when an agency is willing to be a practicum site. At that point, the field director will instruct the student on how to proceed with the agency. This may include the student sending their documents, completing a separate application through the practicum agency, and scheduling an interview with the potential agency.
5. **Communication with the Field Director** - The student will report to the field director the date and time of the scheduled interview and apprise them of the outcome of the interview. Students may interview at more than one agency, however the competition for placements exists not only with one’s student colleagues from Minnesota State University, Mankato, but also from other colleges and universities.
6. **Student liability insurance and background check requirement**- At mid-term the semester prior to placement, the field director will send out an email to students instructing them to apply for a criminal background check. The field director will inform students of timelines and due dates for these requirements. The background check is to be completed prior to the student beginning their practicum. At the time a student registers for SOWK 455: Practicum and SOWK 450: Integrative Seminar, the University will obtain the students’ liability insurance.
7. **Finalization of the Practicum** - Students will send a thank-you letter to each interviewer regardless of the outcome of the interview. After a student completes an interview and the field director, student, and field instructor agree that a placement will be a mutually beneficial, the student and field instructor will complete the Field Practicum Placement Agreement (SOWK Appendix 4) on Sonia to finalize the placement. The field director will also ensure the appropriate Memorandum of Agreement is active between the University and the field practicum site prior to student beginning practicum.

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MSW Policies and Procedures for Placement

Hour Requirements

The field education program is conceptualized to accommodate students' schedules by spreading the required hours across spring and summer semesters, in both the generalist and specialization years, concurrent with coursework. The Council on Social Work Education specifies that students must complete a minimum total of 900 hours of fieldwork. The following table indicates how students will be meeting that requirement:

| Year of the MSW Program | Hours |
|---|--------------------|
| Generalist Year | 460** |
| Specialization (Advanced Generalist) Year | 500** |
| | Total = 960 |

Students accrue field education hours for SOWK 615-625 as follows:

| # Weeks | Times | # Hours | Equals | Total # Hours | Location |
|-------------------|-------|------------|--------|----------------------------------|-------------------|
| 15 weeks (Spring) | X | 20 hours** | = | 300** | Practicum setting |
| 10 weeks (Summer) | X | 16 hours** | = | 160** | Practicum setting |
| Sub-Total | | | | 460 Field Education Hours | |

Students accrue field education hours for SOWK 665-675 as follows:

| # Weeks | Times | # Hours | Equals | Total # Hours | Location |
|-------------------|-------|------------|--------|----------------------------------|-------------------|
| 15 weeks (Spring) | X | 20 hours** | = | 300** | Practicum setting |
| 10 weeks (Summer) | X | 20 hours** | = | 200** | Practicum setting |
| Sub-Total | | | | 500 Field Education Hours | |

Generalist field practicum is scheduled for 20 hours per week for 15 weeks in the spring semester and 16 hours per week for 10 weeks in the summer semester. Specialization field practicum is scheduled for 20 hours per week for 15 weeks in the spring semester and 20 hours per week for 10 weeks in the summer semester. A plan for accruing hours will be determined by the student and Field Instructor. Very few agencies offer paid practicums and rarely will weekend and night hours be offered due to the lack of field instruction opportunities.

**Hours are subject to change with approval by the Council of Social Work Education (CSWE). If this occurs, the MSW Director of Field Education will inform students, field faculty, and field settings. This may be due to situations related to the health and safety of students, field settings, and client population.

Students who may have difficulty completing their practicum requirements in the planned time frame should communicate this to the field director as soon as possible, in writing. The field director may be able to work with the student to meet the student's needs and the Department's requirements. Any

adjustments to the time frame are exceptions and require prior approval of the field director and the agency field instructor.

Out of Area Policy

Students should plan to complete *Social Work Practicum, SOWK 615/625 and SOWK 665/675* within a 150 mile radius of Minnesota State University, Mankato. Students must request an exception to this policy if a plan for the field sequence is beyond the 150 mile radius.

Requests for exceptions to this policy must be related to one or more of the following justifications:

- Significant change in personal and/or family responsibilities
- Significant economic/financial need
- Location of primary residence outside of the 150 miles
- Access to practice experiences that is significantly different from those available within the 150 mile radius.

This request for an exception must be presented in writing three months in advance, for review on a case-by-case basis, by the MSW faculty. The student making this request must also present a written plan which demonstrates that the concurrent courses and related activities and/or field instruction responsibilities for these courses can be met. In addition to their own increased travel expenses, students must be aware that additional expenses for site visits by the field seminar liaison will be their responsibility (including mileage, airfare, and accommodations as necessary).

Adopted by MSW Faculty: January 30, 2008

Registration Policy

Students register in the fall and spring semesters for SOWK 615/625 and SOWK 665/675. Practicum and Seminar (SOWK 615/625 & SOWK 665-675) occur in the spring and summer semesters. Prior to beginning field placement in the spring semester, students must meet all the MSW program requirements including successful completion of prior coursework.

Due to the time required to negotiate practicum placements, pre-planning is critical. Delaying the planning process may result in a placement not being available and the student can be denied the right to enter field practicum. A student does have the right to withdraw (W) from these courses, however in doing so will affect a student graduation and continuation in the program. If the student need to withdrawal, they should communicate immediately with the field director and the student's academic advisor. Other considerations include the impact, particularly after the semester has begun, on agency services, the consumers, and the Department of Social Work's relationship with the agency for future practicum placements. A plan for withdrawing must be developed and implemented carefully in order to minimize the impact on these relationships. Any variation from the established field program must be discussed with the field director, the student's academic advisor, and the program director.

Field Placement at Employment Policy

The Department is strongly committed to ensuring that students assume the role of learner in order for them to achieve their learning goals in field settings. The Department also recognizes that some students have personal economic situations that make it necessary for them to explore field opportunities that can provide financial assistance including at their place of employment. Even

though the Department does not encourage placement at employment, if a student desires to do *one* practicum at their place of employment, they will be allowed to pursue such an arrangement.

The student will need to apply for this field practicum through a separate process defined in procedures for practicum placement section of Field Education Manual. The purpose of using a separate process is to ascertain that specific criteria in policy have been established. For the student, it clearly indicates that there must be unique learning opportunities and that these must be separate and distinct from their current employment. For the agencies, the process designates that the student must assume the role of a learner and that the agency will need to create an environment for educational objectives to be fulfilled. Finally, the process provides clarity to the field director as to the specific generalist/advanced generalist assignments that will be accomplished. Requests will be assessed case-by-case and are not guaranteed for approval until the end of the placement process.

The following criteria must be satisfied:

- Students are only allowed to do only one practicum at their place of employment.
- The agency must meet the same criteria and expectations for a field practicum site as for all other sites to be able to achieve generalist or specialization practicum objectives as outlined in *Criteria for Selection of Agency Settings*.
- Student must be assigned a Field Instructor, preferably an MSW, who does not currently supervise, or previously supervised, their employment. The Field Instructor must meet the same criteria as other Field Instructors outlined in *Criteria for Selection of Agency Field Instructor* section.
- If a MSW Field Instructor is not available, a Master's level (preferred) Field Instructor will be utilized. The agency must agree to the use of an 'off-site' MSW Field Instructor.
- Student must have practicum assignments that are fundamentally different from their current or past job assignments and that expand their professional social work skills and knowledge. A fundamentally different learning environment could be established by two or more of the following:
 - change of unit/department within the agency;
 - change in client population served;
 - assignments are different social work interventions or special assignments.
- Preferred that student has not completed a practicum at agency previously.
- All documents and meetings related to field practicum at place of employment must be fully completed by required dates for placement.
- Learning contract will have clearly delineated practicum assignments, tasks and/or responsibilities that are imbedded in CSWE competencies and behaviors.

Student should be aware that disruptions in employment may affect the student's ability to complete the field practicum therefore affecting their ability to complete their degree. If a disruption occurs while the student is completing field practicum, an immediate review of the practicum placement will be conducted. The agency, student, and field seminar liaison must all agree for the practicum to continue at that agency. If such agreement does not exist, the field seminar liaison and the student will work with the field director to determine how to meet the practicum requirement. Depending on the circumstances of the disruption of employment, the situation may be addressed under the policies related to Ethical Behavior and/or those related to Practicum Completion.

Readiness for Field Practicum Policy

Admitting students to practicum is the responsibility of the MSW Director of Field Education and faculty of the MSW Program. The responsibility is to assure that each social work student who graduates from Minnesota State University, Mankato has demonstrated mastery of the nine (9) competencies and behaviors as outlined by Council on Social Work Education (CSWE), along with meeting the goals and outcomes for Minnesota State University, Mankato, the College of Social and Behavioral Sciences, and the MSW Program.

The purpose of this policy is to support the success of a student in completing a field practicum placement, and to be able to meet the needs of our community partners and clients. The field program strives to ensure social work students are well prepared for a successful practicum experience.

The field director will assess the student's ability to demonstrate the capacity for professional behavior, ethical conduct, professional communication skills, self-awareness and critical thinking. The field director formally initiates this assessment at the beginning of the field placement process. The assessment may integrate feedback from the Department of Social Work faculty, and agency contacts as a student progresses through the field placement process. Typically, the readiness for field assessment process will end when a student begins their field placement. Students will be rating using the following scale:

- 0 – No evidence for concern; student will automatically continue the field placement process.
- 1 – Evidence of minor concern; student will be monitored and assessed for a continued problematic pattern of behaviors.
- 2 - Evidence of concern; student will need an immediate meeting with the field director to develop a plan of action.

If a student presents behaviors that score a level of concern rating of a "2", the field education program is concerned about the student's capacity to successfully complete a field search and/or field practicum, and the student will be required to meet immediately with the field director. A student may be suspended from the field placement process while concerns are being addressed. The field director may consult the faculty regarding the plan of action developed for any student who is not prepared to begin practicum. Students can be denied the right to enter field placement if they reach a level 2. Each student's circumstances will be considered on an individual basis and plans will be developed to meet their distinct needs.

Due to time required to negotiate practicum placement, it is required that students attend to placement process, requests by the field director, and due dates. Student behaviors that are unprofessional and delay the planning process may result in a student not being placed. Field directors will monitor students for unprofessional behaviors that delay the planning process, i.e. missing field requirements, missing due dates, or lack of communication. If a student does not secure a field placement after three (3) placement interviews, the student automatically moves to a level 2 of concern.

The field director will offer the student three (3) approved practicum options. Student will move automatically to a Level 1 of concern if the student:

- Chooses to deny an approved practicum opportunity, or
- Does not obtain a field placement after completing placement interview.

Student will move automatically to a Level 2 of concern if the student:

- Meets the combination of these two listed scenarios for a total of two (2) attempts to secure a field placement.

The field director in consultation with the MSW Program may decide to delay the student entrance into SOWK 615/625 or SOWK 665/675 until the student is able to provide a plan to address the level of concern.

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Practicum Placement Procedures

Students admitted to social work practicum should note the following paragraphs are presented sequentially and include steps for the student and the field director. Compliance to this sequence of steps is critical. Students *must* adhere to this process if they intend to begin their practicum in a timely fashion. Additionally, students should review field policies that are related to field practicum placement prior to starting the procedure. Students may choose to confer with their academic advisor before applying for field practicum.

There are two processes outlined in the following pages: The first process, which most students will follow, is the standard field placement procedure. The second process is intended only for those students who are anticipating completing their practicum at their place of employment. *At times, the placement process may not represent the needs of every agency; therefore, flexibility and adaptability are sometime necessary.*

Standard Field Placement Procedure:

1. **Orientation** – The field director will schedule a practicum orientation with students to review the placement process and procedure in detail. Students are required to attend the orientation before they are able to apply for admission to field practicum. After attendance to the orientation, students are given access to the field database system, Sonia, to start applying for field.
2. **Intent to Register** – The application for admission to practicum is to be completed the semester prior to enrollment. The field director will establish due dates for application and notify students of due dates. If materials are not completed by the given due date, students may delay the placement process. All materials **must be completed** and submitted through the field database, Sonia, prior to signing up for field practicum interview. Materials include:
 - Professional Commitment (SOWK Appendix 2)
 - Intent to Register (MSW Appendix 1)
 - An uploaded, updated resume. This **will be** reviewed by potential field instructor.

Note: Students are encouraged to utilize the services offered by the Career Development Center (CDC). The CDC has staff that work with students to develop and review a professionally prepared resume, cover letters, and thank-you notes. More information can be located at <http://www.mnsu.edu/cdc/>.

3. **Preparation for Field Interview** – Students will then sign up for individual interview with the field director. Students are asked to think carefully about their learning goals and program objectives as they begin to consider practicum opportunities. Students are required to preference potential field practicum sites and submit other placement options on Sonia.
4. **Field Interview** - Students will attend interview with the field director. Interview timeslots are allotted to students through Sonia and student will schedule appointments with the field director. If students are not able to meet with the field director within the given timeframe, it is the student's responsibility to communication this with the field director to arrange an

alternative meeting option. Students are responsible for making sure that paperwork and interview are completed by established due dates.

5. **Initial Agency Contact** - The field director will contact the agency and determine if they are interested in a practicum student, whether appropriate opportunities are available to meet the educational goals of the student, and whether appropriate field instruction is available within the agency. Students should **not contact** any of the practicum placements without prior permission of the field director. This is at the request of agencies and potential field instructors.
6. **Submitting Materials** – The field director will notify students when an agency is willing to host a practicum student. At that point, the field director will instruct students on how to proceed with the agency. This may include students sending their resume, completing a separate application through the practicum agency, and scheduling an interview with the potential agency. Agency personnel will be aware that students are sending materials and students should be aware that delays in may impact the placement.
7. **Placement Interview at Potential Agency** – Students will report to the field director the date and time of the scheduled interview and apprise them of the outcome of the interview. Students may interview at more than one agency, however the competition for placements exists not only with one’s student colleagues from MSU, Mankato but also from other colleges and universities. If an interview does not result in a field placement, the field director will then assist the student to make other contacts.
8. **Liability Insurance and Background Checks** – Prior to placement, the field director will send out an email to students instructing them to apply for a criminal background check. Student liability insurance will be purchased through the University by the Department. Copy of the liability insurance will be made available on Sonia. If students want or require more liability insurance, they are responsible to purchase additional student liability insurance. Both the student liability insurance and a background check are to be completed prior to the student beginning their practicum.
9. **Finalization of the Practicum** – If the placement interview goes well and all parties (field director, student, field instructor) agree that a placement will be mutually beneficial, the final field placement materials will be completed. The student and field instructor will first complete Field Practicum Acceptance Agreement (SOWK Appendix 4) on Sonia. The field director will also ensure the field instructor completes the Field Instructor Contact and Qualification form (SOWK Appendix 5) and the appropriate Memorandum of Agreement is active between the University and the Agency prior to the beginning of the student’s practicum. Students will be responsible for making sure all placement forms are submitted on Sonia and agency requirements including additional background checks, or medical tests are completed prior to start of the field placement.

Field Practicum at Place of Employment Procedures:

Students are asked to think carefully about their learning goals and program objectives as they begin to consider practicum opportunities at their place of employment. While a placement at one's place of employment may be convenient, it may not offer the opportunities for expanded learning and experience another site might offer. Please review field policies regarding to field placement at employment.

1. **Orientation** - The field director will schedule a practicum orientation with students to review the placement process and procedure in detail. Students are required to attend the orientation before they are able to apply for admission to field practicum. After attendance to the orientation, students are given access to the field database system, Sonia, to start applying for field.
2. **Intent to Register** - The application for admission to practicum is to be completed the semester prior to enrollment. The field director will establish due dates for application and notify students of due dates. If materials are not completed by the given due date, students may delay the placement process. All materials **must be completed** and submitted through the field database, Sonia, prior to signing up for field practicum interview. Materials include:
 - Professional Commitment (SOWK Appendix 2)
 - Intent to Register (MSW Appendix 1)
 - An uploaded, updated resume. This **will be** reviewed by potential field instructor.

Note: Students are encouraged to utilize the services offered by the Career Development Center (CDC). The CDC has staff that work with students to develop and review a professionally prepared resume, cover letters, and thank-you notes. More information can be located at <http://www.mnsu.edu/cdc/>.

3. **Preparation for Field Interview** - Students will then sign up for individual interview with the field director to discuss interests in practicum at place of employment, desired learning objectives, career goals and prior experience, etc. Students are asked to think carefully about their learning goals and program objectives as they begin to consider practicum opportunities. They should explore opportunities for field placement at place of employment that meet their learning goals and the program objectives. Students will start completing the Field Practicum at Place of Employment form (SOWK Appendix 6). The information provided on the form needs to clearly define the student's current employment duties, what the student is proposing to do differently for practicum and information on potential field instructor. If the agency is not currently on the field database, the student will submit agency as a potential field practicum site on Sonia. Also, students will complete site preference procedures in Sonia in case employment agency is not approved. Additional agency documents can be uploaded in Sonia to assist the field director in determining appropriateness of agency as field site.
4. **Field Interview** - Students will attend practicum interview with the field director. Interview timeslots are allotted to students through Sonia and student will schedule appointments with the field director. If students are not able to meet with the field director within the given timeframe, it is the student's responsibility to communicate this with the field director to arrange an alternative meeting option. Students are responsible for making sure that

paperwork and interview are completed by established due dates. Once the interview is completed and documents are in progress, the field director will determine if students will be able to progress with field placement at employment.

5. **Placement Conference at Employment** - Once approved to move forward, students will schedule a time to meet to formally with the agency administrators, current employment supervisor and potential field instructor who has the authority to arrange and approve placements. Students should discuss the following with employment agency:
 - Proposed duties, task, activities, and opportunities for field practicum.
 - Support available for student to take on the role of a learner.
 - Compensation for field practicum. Are the practicum hours on top of the regular 40 hours per week or will they be part of a regular schedule, is flex time or vacation available.
 - Potential field instructor with required credentials available on-site. If they do not have required credentials, is the agency is willing to the addition of an off-site field instructor.

If the proposal is accepted by the employer, then the student will contact the field director to set up the approval meeting. If the proposal is not accepted by the employer, student will continue in the standard field placement procedure. Students should be aware that delay in the process may impact field placement.

6. **Liability Insurance and Background Checks** – Prior to placement, the field director will send out an email to students instructing them to apply for a criminal background check. Student liability insurance will be purchased through the University by the Department. Copy of the liability insurance will be made available on Sonia. If students want or require more liability insurance, they are responsible to purchase additional student liability insurance. Both the student liability insurance and a background check are to be completed prior to the student beginning their practicum.
7. **Finalization of the Practicum** – Students will set up a meeting with agency administrators, current employment supervisor(s), proposed field instructor and field director to discuss the proposal, answer any outstanding questions, and finalize the placement. Students will complete and submit Field Practicum at Place of Employment Form (SOWK Appendix 6) and facilitate getting appropriate signatures from agency. The student and field instructor will first complete Field Practicum Acceptance Agreement (SOWK Appendix 4) on Sonia. The field director will also ensure the field instructor completes the Field Instructor Contact and Qualification form (SOWK Appendix 5) and the appropriate Memorandum of Agreement is active between the University and the Agency prior to the beginning of the student’s practicum. Students are responsible for making sure that appropriate signatures are submitted on all placement forms prior to start of field practicum.

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POLICIES AND INTEGRATION OF FIELD COURSES

BSSW Policies and Integration of Practicum and Seminar

Practicum Attendance and Participation Policy

Students are required to maintain documentation of practicum hours. If students are absent from the practicum for reasons beyond their control (illness, family death, weather, etc.) the student must notify the field instructor as soon as possible and provide the reasons for the absence or tardiness. When a student is absent for three or more days at their practicum site for reasons outside of practicum related events, or if the student starts to develop a pattern of absences, the field instructor and/or the student should communicate with the field seminar liaison ***as soon as possible***.

Participation also includes appropriate attire while in practicum and when students are representing the agency within the community. Agency guidelines for physical appearance such as appropriate clothing, should be discussed with students prior to or at the beginning of their practicum experience. *It is strongly recommended* that students represent themselves through a professional lens and dress in a way that would be perceived professional. Casual attire is appropriate for seminar.

Active engagement and participation in field practicum is critical for successful completion. Students are expected to take initiative as appropriate, to practice prompt regular attendance, to exhibit attentive, professional nonverbal behavior, to provide and receive feedback, to offer support, and to prepare materials in advance. Students should expect to participate in a variety of activities.

Seminar Attendance and Participation Policies

Attendance and engagement is critical for SOWK 450: Integrative Seminar. It includes regular, on time attendance, awareness of nonverbal behavior, participation in discussions and group facilitation, small group exercises, practice activities, using critical thinking to build on and respond to the comments of others, and adhering to the NASW Code of Ethics.

Seminar attendance is mandatory. Any disruption of seminar attendance may impact the continuation of the student's practicum. Students should communicate directly with the field seminar liaison about any seminar absences they may anticipate throughout the semester as soon as possible. Each field seminar liaison has the discretion to determine what absences may be excused and will have a more specific definition of attendance and participation requirements in their individual course syllabus. Students are advised to read, understand, and follow the attendance and participation policies in their given section of SOWK 450.

Integration of Field Courses

Place in the BSSW Curriculum

SOWK 455: Practicum is taken in the final semester of a BSSW student's academic career with the Minnesota State University, Mankato's Department of Social Work. SOWK 450 must be taken concurrently with SOWK 455. These courses provide the final links between students' academic learning in their general education/liberal arts sequence and the social work curriculum.

SOWK 455 is designed to provide the student the opportunity to fully engage in the field of social work, practicing all the knowledge, skills, values, and cognitive and affective processes learned throughout

their courses in social work and from the liberal arts foundation. The primary purpose of SOWK 450 is to offer the student the opportunity for support and direction in practice. Second, it affords the student social worker a successful transition to that of generalist social work professional by the end of the semester.

Purpose of Course

SOWK 455: Practicum

The practicum experience is designed to give students agency exposure that permits them to build on coursework by integrating and utilizing knowledge, skills, theories, and values that are applied in generalist social work practice. One of the primary purposes is to allow students contact with individuals, families, groups, organizations or communities involved with social service delivery (as practitioners and clients) who are distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental disability, age, and national origin, in order to learn how to provide services adequately. Students will be able to acknowledge the impact of global social services that affect rural social service delivery.

SOWK 450: Integrative Seminar

The purpose of seminar is to help students clarify and integrate practicum issues and experiences with theoretical knowledge and the values of the profession. Seminar is a place to discuss how and when it is appropriate to intervene at micro, mezzo, and macro levels. Seminar is a safe place for students to confront and learn to deal with the social injustices within the social service system. Seminar will explore the ethical considerations of an intervention and non-intervention. Seminar is designed to be collaborative; therefore, students will be required to participate by sharing their experiences. It is only through this sharing that the value of practicum experiences is realized. Students will be expected to utilize Seminar as an environment to demonstrate the completion of the CSWE Competencies and Behaviors.

Course Learning Objectives

SOWK 455: Practicum and SOWK 450: Integrative Seminar

The student will take a more self-directive role during the practicum experience. It is not expected that the student will have all the knowledge and skills to complete the practicum outcomes at the beginning of the semester, but that the student will seek out opportunities as appropriate to access and acquire knowledge, skills, values, and cognitive and affective processes. The objectives of SOWK 455: Practicum directly relate to, and rely on, the successful completion of the field practicum *in addition* to materials and information presented in SOWK 450: Integrative Seminar.

The list below of knowledge, skills, values, and cognitive and affective processes are a more specific statement of the BSSW Program's Competencies and Behaviors. The faculty believe that each student will have mastered these outcomes by the end of their academic career at Minnesota State University, Mankato. Students will be asked to demonstrate mastery of these competencies and behaviors through documentation in the seminar assignments, facilitation in seminar classes, as a part of the Learning Contract and tasks in practicum.

Course Learning Outcomes

The outcomes of this course directly relate to and rely on the successful completion of the field practicum in addition to materials and information presented in seminar. Below are the course outcomes followed by the CSWE competencies and behaviors:

1. Prepares competent professional generalist social work practitioners for work with individuals, families, groups, organizations, and communities. [Competencies 1-9, All Behaviors]
2. Promotes identification with the social work profession and commitment to the profession's values and ethics that guide practice. [Competency 1, Behaviors A-E]
3. Values human well-being and advocates for human rights through social, economic, and environmental justice. [Competency 2, Behaviors A-C, Competency 3, Behaviors A & B, Competency 5, Behaviors A-C]
4. Develops critical thinkers as resourceful problem-solvers that analyze and respond to diverse global contexts. [Competency 2, Behaviors A-C, Competency 3, Behaviors A-E, Competency 4, Behaviors A-C, Competency 5, Behaviors A-C]
5. Prepares graduates for social work careers and life-long learning through a strong liberal arts foundation. [Competencies 1-9, All Behaviors]
6. Supports the profession and communities at large through consultation, scholarship, research, and leadership. [Competencies 1-9, All Behaviors]

SOWK 450 and SOWK 455 Assignments Leading to Capstone Completion

Social Work 450 and Social Work 455 provide the opportunity to demonstrate the accomplishment of the Departmental goals. Successful participation in both, along with the completion of the requisite assignments, is designed to function as the program Capstone as required by the College of Social and Behavioral Sciences.

Practicum and seminar assignments are given to the student by the field seminar liaison, agency field instructor, or a designated agency person to achieve the aforementioned Departmental competencies and behaviors. These may include reading, observation, seminars, training sessions, and or other educational opportunities that arise. Students are required to complete all assignments in an organized, professional, and timely manner. Incomplete assignments may result in the delay of the completion of practicum and graduation.

Learning Contract

Each student will complete a Learning Contract and Evaluation Matrix (LC&E), in consultation with the field instructor and field seminar liaison, which establishes goals and individualized objectives to structure the practicum experience and to assess the student's accomplishments. The LC&E is developed during the first two to three weeks of practicum. The LC&E will provide specific educational learning opportunities to demonstrate mastery of the nine (9) competencies at the micro, mezzo and macro levels. It is the student responsibility to get this document completed for review and submitted for approval and evaluation by due dates. The document may be amended during the semester upon agreement with the Field Instructor and Field Seminar Liaison. The LC&E will be completed and submitted on Sonia.

Evaluation and Grades

SOWK 450, Integrative Seminar and SOWK 455, Social Work Practicum are Pass or No Credit grades. Although the field director is responsible for determining the final grade of each student in practicum, communication with the field seminar liaison and agency field instructor and/or other agency personnel is also an integral part of determining that grade.

Grading is based on the following:

- Completion of seminar & practicum assignments.
- Attendance and participation in seminar and at practicum site.
- Completion of Midterm Evaluation.
- Completion of Final Evaluation achieving benchmark.

MSW Policies and Integration of Practicum and Seminar

Practicum Attendance & Participation Policy

Both practicums are designed for continuity of experiences across both semesters. Students are expected to begin the first day of classes and conclude the last class day of each semester as determined by the University calendar unless approved by the field director. Students will not be expected to be at the placement site during spring break, University holidays, exam week, or between semesters except by arrangement between the student and the field instructor. Practicum sites may observe holidays not recognized by the University. Students can use these opportunities, as available, to accrue additional hours, participate in different agency experiences, attend trainings, and to provide continuous services to clients by agreement with their field instructor.

If students are absent from the practicum for reasons beyond their control (illness, family death, weather, etc.) the student must notify the field instructor as soon as possible and provide the reasons for the absence or tardiness. The student is responsible for initiating a plan for completion of hours with the field instructor. If a student has absent for one week or more (or an on-going pattern of absence) the field instructor and the student must notify the field seminar liaison. A pattern of absence, tardiness, or incomplete hours can result in a grade of No Credit for SOWK 615/625 or SOWK 665/675.

Active engagement and participation in field practicum is critical for successful completion. Students are expected to take initiative as appropriate, to practice prompt regular attendance, to exhibit attentive, professional nonverbal behavior, to provide and receive feedback, to offer support, and to prepare materials in advance. Students should expect to participate in a variety of activities.

Seminar Attendance and Participation Policy

Attendance and participation are mandatory for all seminar activities, either on campus or scheduled online. As it is at the field agency, your presence matters. The expectation is that you will be present, on time, and prepared to work in seminar. The only absences that are excused are for hazardous weather, medical, or legal reasons and documentation from a doctor, attorney, or judge must be provided for the latter two. An unexcused absence is defined as any reason for absence outside of those stated in the previous sentence. Students are expected to attend the entire seminar. A pattern of late attendance or leaving early will count toward missed classes. Excessive absence in field seminar is defined as more than one unexcused absence per semester. Excessive absence will result in a No

Credit grade. Students should communicate *directly* with the field seminar instructor about *any* absences.

Integration of Field Courses

Foundation Practicum & Seminar I/II: SOWK 615/625

Purpose of course

SOWK 615 Foundation Practicum & Seminar I will allow students the opportunity to integrate social work theory and practice knowledge, skills, ethics and values through generalist social work direct practice with individuals, families, groups, organizations, and/or communities. In addition, students will apply the social work theory and practice knowledge, skills, ethics and values learned at a generalist level to engage in culturally competent direct social work practice with people representing diversity of age, class, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation. Each student will work with the field director to locate agencies with opportunities for master's level practice and field instruction corresponding with their learning goals.

Foundation Practicum & Seminar I is required for all students admitted with traditional standing to the MSW program. Students will be placed in agencies that can provide appropriate practice experiences and field education. Students are expected to apply the generalist practice perspective to their experiences with individual clients, families, groups, agencies, and/or communities while in their practicum setting. Seminar will provide additional hours for students to share their practicum experiences and challenges with their student colleagues for problem-solving, consultation, feedback, and support.

SOWK 625 Foundation Practicum & Seminar II is required for all students admitted with traditional standing to the MSW program who have successfully completed or received an "IP" grade for SOWK 615 Foundation Practicum & Seminar I. Students will continue their placement in the same agency as in SOWK 615. Students are expected to continue to apply the generalist social work practice perspective to their experiences with individual clients, families, groups, agencies, and/or communities while in their practicum setting. SOWK 625 will provide on-going problem-solving, consultation, feedback, and support for students as they complete their practicum. SOWK 625 expectations are similar to that of SOWK 615 and will require students to be active participants in field, in the classroom (both in person and online), and with assignments.

Place in MSW Curriculum

SOWK 615 Foundation Practicum & Seminar I is taken in the spring semester (5 credits) followed by SOWK 625 Foundation Practicum & Seminar II in the summer semester (5 credits). Students must have completed the first semester foundation coursework SOWK 601 Foundation of Generalist Practice, SOWK 605 Social Welfare Policy and Services, and SOWK 609 Culturally Responsive Communication in Social Work Practice with a grade of B or above prior to enrollment. Foundation Practicum & Seminar I builds on first semester course work and draws on concurrent enrollment with SOWK 611 Macro Social Work Practice and Theory and SOWK 603 Human Behavior in the Social Environment for information and opportunities for application in the field practicum setting.

SOWK 625 Foundation Practicum & Seminar II is taken in the summer semester (5 credits). This course is a continuation of SOWK 615 and SOWK 629 Applied Social Work Research.

Course objectives

The focus of SOWK 615/625 is to develop generalist social work behaviors; these are displayed through practice in the field practicum setting. Field practicum experience is then strengthened through seminar sessions and assignments. The learning objectives of SOWK 615/625 ensure that CSWE competencies are met through the practicum process. The knowledge, values, skills and cognitive/affective processes are reflected in the behaviors are evaluated through field practicum, and then strengthened through field instruction, assignments, and discussions in seminar. Given consistent attendance, regular participation, completion of seminar assignments and completion of the learning contract in field practicum, students will be able to:

1. Demonstrate Ethical and Professional Behavior. (Comp 1)
2. Engage in Diversity and Difference in Practice. (Comp2)
3. Advance Human Rights and Social, Economic, and Environmental Justice. (Comp 3)
4. Engage in Practice-informed Research and Research-informed Practice. (Comp 4)
5. Engage in Policy Practice. (Comp 5)
6. Engage with Individuals, Families, Groups, Organization and Communities. (Comp 6)
7. Assess Individuals, Families, Groups, Organizations, and Communities. (Comp 7)
8. Intervene with Individuals, Families, Groups, Organizations and Communities. (Comp 8)
9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities. (Comp 9)

Advanced Practicum & Seminar I/II: SOWK 665/675

Purpose of course

SOWK 665/675 is designed to offer students the opportunity for direct and indirect evidence-based practice with increasingly more advanced practice situations, to emphasize advanced practice in the small and rural context as appropriate, and to recognize opportunities for leadership in both direct and indirect practice. In practicum settings students draw on all courses and take initiative to apply advanced knowledge, skills, and ethical principles in their contact with client populations, colleagues, and communities. This requires the use of critical thinking, increasing responsibility for application of advanced theories and methodology, and for assuming leadership as appropriate to create change opportunities in both direct and indirect practice. Practice occurs under the supervision of a MSW-prepared social worker that functions as a field instructor. One of the primary purposes of this practicum is to provide student contact with individuals, families, groups, organizations or communities who are involved with the social service delivery system and are distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental disability, age, and national origin. This will serve to sensitize students to the practice issues germane to these client groups, to learn how to provide services adequately, and to develop collegial relationships with a diverse group of practitioners.

Seminar is the integrative component of the course that promotes the open discussion of students' experiences with their student-colleagues from the perspective of various practice settings. The purpose of seminar is to help students reflect on their experiences within the field agency, and to clarify and integrate theoretical and practice curriculum content in practice with individuals, families,

groups, organizations, and communities. Professional development, application of coursework, and issues related to populations at risk and clients distinguished by race, ethnicity, culture, class, gender or sexual orientation, religion, physical or mental disability, age and national origin, will be addressed through case presentation and discussion (face to face and/or on-line). Students will explore the ethical considerations of social justice, intervention and non-intervention in a supportive and collaborative setting.

Place in MSW curriculum

SOWK 665 Advanced Practicum & Seminar I is taken in the spring semester (5 credits) followed by SOWK 675 Advanced Practicum & Seminar II in the summer semester (5 credits). Students must have successfully completed their first year of the MSW program **OR** have been admitted as Advanced Standing. Additionally, students must have successfully completion of the first semester of the Specialization year prior to enroll in SOWK 665/675. Advanced Practicum and Seminar I/II builds on previous courses and draws on concurrent coursework during the spring semester (SOWK 660 – Advanced Practice with Couples and Families and SOWK 655 Social Welfare Policy Practice) and summer semester (SOWK 669 – Advanced Social Work Evaluation).

Course objectives

The focus of SOWK 665/675 is to develop advanced generalist social work behaviors; these are displayed through practice in the field practicum setting. Field practicum experience is then strengthened through seminar sessions and assignments. The learning objectives of SOWK 665/675 ensure that CSWE Competencies are met through the practicum process. The knowledge, values, skills and cognitive/affective processes are reflected in the behaviors that are evaluated through field practicum, and then reinforces through field instruction, seminar discussions and assignments. Given consistent attendance, regular participation, and completion of assignments in seminar and the learning contract in field practicum, students will be able to:

1. Demonstrate Ethical and Professional Behavior. (Comp 1)
2. Engage in Diversity and Difference in Practice. (Comp2)
3. Advance Human Rights and Social, Economic, and Environmental Justice. (Comp 3)
4. Engage in Practice-informed Research and Research-informed Practice. (Comp 4)
5. Engage in Policy Practice. (Comp 5)
6. Engage with Individuals, Families, Groups, Organization and Communities. (Comp 6)
7. Assess Individuals, Families, Groups, Organizations, and Communities. (Comp 7)
8. Intervene with Individuals, Families, Groups, Organizations and Communities. (Comp 8)
9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities. (Comp 9)

SOWK 665 and SOWK 675 Assignments Leading to Capstone Completion

SOWK 665/675 Advanced Practicum & Seminar I/II provide the opportunity to demonstrate the accomplishment of the Departmental goals. Successful participation in both, along with the completion of the requisite assignments, is designed to function as the program Capstone as required by the College of Social and Behavioral Sciences and College of Graduate Studies.

Practicum and seminar assignments will be given to the student by the field director, field seminar liaison, field instructor, or a designated agency person to achieve the aforementioned Departmental competencies and behaviors. These may include reading, observation, seminars, training sessions, and or other educational opportunities that arise. Students are required to complete all assignments in an organized, professional, and timely manner. Incomplete assignments may result in the delay of the completion of practicum and graduation.

Learning Contract

Within the first four (4) weeks of the Spring semester, a Learning Contract and Evaluation Matrix (LC&E) will be developed by the student, in collaboration with the field instructors and field seminar liaison. The LC&E will provide specific educational learning opportunities to demonstrate mastery of the nine (9) competencies at the micro, mezzo and macro levels. It is the student responsibility to get this document completed for review and submitted for approval and evaluation by due dates. The document may be amended upon agreement with the field instructor and field seminar liaison. The LC&E will be completed and submitted on Sonia.

Evaluations and Grades

Students will be evaluated based on their LC&E at midterm and final. The same LC&E Matrix will be used for each of those evaluations. At the final evaluation, the student will be responsible to make sure that the document is completed on Sonia, including signatures submitted by the field instructor and the off-site field instructor (if applicable), to the field seminar liaison by final due date.

SOWK 615/625 or SOWK 665/675 is a Pass or No Credit Grade. Although the field director/field seminar liaison are responsible for determining the final grade, communication with the agency field instructor and/or other agency personnel is also an integral part of determining the final grade.

Grading is based on the following:

- Completion of seminar & practicum assignments.
- Attendance and participation in seminar and at practicum site.
- Completion of Midterm Evaluation.
- Completion of Final Evaluation achieving benchmark.

A grade of 'In Progress' will be given at the end of SOWK 615 or SOWK 665. If a student receives the overall midterm rating is below a 3 and/or there is a presence of an item rating of 0, they will be required to submit a written plan for remediation. The remediation plan must be approved by the field instructor, field seminar liaison and field director in order for the student to move on to SOWK 625 or SOWK 675. At the conclusion of SOWK 625 or 675 a student must then earn a 'Pass' in order to pass SOWK 615 or SOWK 675. A grade of 'No Credit' at the end of SOWK 625 or SOWK 675 will result in a 'No Credit' grade for SOWK 615 or SOWK 675.

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FIELD CHALLENGES, RESOLUTION, AND TERMINATION

Challenges and Support

Field Education is one of the most rewarding and challenging parts of a student's learning experience. It is the expectation that the field instructor creates an enriching and supportive educational environment to address challenges. It is the expectation of the field seminar liaison to provide guidance and support to the field instructor and student to successfully navigate these learning opportunities. At first these difficulties can appear to be insurmountable, but they can be resolved successfully if they are addressed early. It is a key objective in social work to recognize challenges that occur in relationships and to work towards resolution. When these challenges occur, the expectation is that the field instructor and student meet and resolve the concern. The field seminar liaison should be notified by the student and/or field instructor of the concern to monitor the situation and provide support.

Situations occasionally develop that require a placement be changed once the semester has begun. Disruptions to field placements are infrequent and changes in placement will only be considered under unusual or extenuating circumstances. Examples include significant life events, agency disruptions and serious impediments, health or safety situations, and student impairments that interfere with the professional judgement, performance, or jeopardize the best interest of those whom the social work student is responsible. **No student can change or terminate field practicum placement without consultation with field seminar liaison and the respective program field director.**

Procedures for Addressing Student Difficulties

If there is no resolution to the concern between the student and field instructor, a formal review process can be initiated at the request of the field instructor, field seminar liaison, or the student. Placement agencies and the field program have the right to immediately terminate a student from field practicum when the student has acted egregiously such as, but not limited to, professional misconduct, violation of NASW Code of Ethics, etc. Once a student has been terminated from field placement, the student loses all accumulated hours. The formal process of addressing student difficulties will occur as follows:

Level 1: Field Remediation Plan (SOWK Appendix 8)

1. The field seminar liaison will consult with both the field instructor and student regarding the concern. The field director will be notified of the concern.
2. The field seminar liaison initiates a meeting with field instructor and student (may include the field director as needed).
3. The field seminar liaison will make recommendations, and all parties will develop a remediation plan with a given timeline for concerns to be resolved.
 - a. If the concern is resolved by the time frame and there are no further problems the situation is considered no longer an issue.
 - b. If the concern is not resolved, continues, and/or intensifies then the situation is taken to a level 2 review.

Level 2: Academic Plan

1. The field seminar liaison will notify the field director that student has not made significant progress on remediation plan and is at risk of receiving a grade of "No Credit".

2. The field director will meet with field seminar liaison and student to discuss academic options. The field director may also invite the student's academic advisor to this meeting as it is related to the student's academic plan. A written letter or a summary of the meeting will be provided to the student following the meeting to ensure all parties understand the student's academic status.

Level 3: Termination from Field Practicum

1. The field director will notify the student that they are receiving a grade of "No Credit" (NC).
2. The field director will notify the BSSW/MSW Program Director of failing grade.

Procedures for Addressing Agency Difficulties

Students, field instructors, or an agency can inform the field program of concerns regarding difficulties at a practicum setting. Concerns may also originate through observations by the field seminar liaison, individuals through community involvement with a field setting, or from compiled data from agency evaluations across social work programs.

Concerns might include:

1. Inadequate field instruction;
2. Inadequate tasks or responsibilities;
3. Safety concerns;
4. Micro-aggressions; or
5. Any behaviors and situation that affect the student's ability to successfully complete their learning objectives.

The following steps will be taken to resolve concern(s) with the field agency:

Step 1: Field team will gather data from all parties involved to assess the situation.

Step 2: Field team will take into consideration the individual risk to the student placement.

- a. If a student is currently at the agency, it will be determined if the concern is serious enough to take immediate action. If no immediate action is needed, then the field seminar liaison will continue to monitor the situation until a more appropriate time for resolution is determined.
- b. If it is determined that the difficulty is between the current student and field instructor, the field seminar liaison will assist the student in approaches to resolve the situation.
- c. If the conflict continues with no resolution or if it is determined that the current concern is beyond the capacity for a student to address individually with the field instructor or agency, Step 3 will be implemented.

Step 3: Field team will determine the most appropriate party to discuss solution of the concern(s) with the agency.

- a. Field seminar liaisons will be utilized in situations that involved a current field placement.

- b. Field directors will be utilized:
 - a. in situations in which a student field placement will be disrupted due to serious concern(s);
 - b. when a pattern of concern(s) is determined; and/or
 - c. when prior attempts to resolve concern(s) have been unsuccessful.

Step 4: A meeting will be scheduled with parties involved at the agency to address concern(s). These meetings may include the field seminar liaison and the student depending on the nature of the concern and the timing of the resolution. A mutually agreed upon plan for resolution will be developed and implemented. Resolution plans may include the following:

- a. adjusting field instruction to meet the needs of students and requirements of the Department;
- b. adjusting the student's tasks and responsibilities to meet the CSWE competencies and learning objectives;
- c. reducing the number of students assigned to the agency;
- d. implementing supports to address safety or culturally competent social work practice; and
- e. temporarily withholding student placements until the concern(s) have been address and resolved.

Step 5: Field team will monitor the resolution plan. If a student is currently placed at the agency and able to be maintain their practicum during this time, the field seminar liaison will continue to monitor the resolution plan until resolved. If the student is not able to continue at the field placement or there are no current placements at the agency, the field director will continue to monitor the resolution plan. Once concern(s) is rectified, the agency can continue to provide field placements in good standing.

If a mutually agreed resolution plan cannot be implemented to address concern(s) or the agency concern(s) rises to a level of serious violations, the agency will be changed to an "in active" status for future students and the Memorandum of Agreement (MOA) with the agency will be terminated. This decision will not be made casually, and ideally several attempts to resolve concerns should be attempted. Mutually beneficial relationships with agencies is a cornerstone of the field experience. It is important for both parties to be respectful and open to discussions of concerns and resolutions in order to effectively educate future students and protect services for agency clients and constituents.

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BSSW FIELD EDUCATION

BSSW APPENDICES

- Appendix 1 BSSW Intent to Register Form

-----Forms can be located on SONIA ---


BSSW INTENT TO REGISTER

This application is to assist the field director in determining your readiness to enter SOWK 455: Practicum. Answer **all** of the following questions marked with a **red** asterisk. As you complete this form, remember that the intent for practicum is to enhance your education as you are preparing for professional practice. ***It does not guarantee employment following this experience.***


PART 1: STUDENT and PRACTICUM PLACEMENT INFORMATION

| | |
|-----------------------------------|--|
| Student Name: | |
| Preferred Name: | |
| Address: | |
| Address Line 2: | |
| City, State, Zip Code: | |
| Permanent Address (if different): | |
| Address Line 2: | |
| City, State, Zip Code: | |
| Mobile Number: | |
| Date of Birth: | |

I am a Title IV-E Child Welfare recipient.


Yes No  *

Are you working toward a double major, minor, or certificate?

Yes No  *


If yes, what are the majors/minors or certificates you are working towards?

Will this placement need to fulfill requirements toward your double major/minor/certificate?

Yes No  *

If yes, what is the criteria for this to occur?

Is there anything that might interrupt your practicum experience over the next semester?

Yes No  *


If yes, please explain:

Are you now, or have you ever been convicted of a felony or any misdemeanor?

Yes No  *

If yes, please give specific date(s), conviction, and resolution:

Are you – or have you ever been – known to the protective services division of any county due to a substantiated complaint of abuse or neglect to a child or adult?

Yes No  *

If yes, please give specific date(s), specify complaint, and resolution:

PART TWO: PROFESSIONAL STATEMENTS

Describe your strengths as a social work student going into practicum.


Describe your limitations as a social work student going into practicum.

Describe your intended goals while in practicum.


Describe the kind of supervisor you thrive under or a supervisor who you think you would work well with.

FIELD PRACTICUM POLICY FOR SIGNATURE

I understand that a MN background check is required prior to placement and information related to violations of the law (misdemeanor, gross misdemeanor, or felony) will be shared with potential field sites.


Yes  *

I understand that I will be expected to provide my own transportation to, from, and during my practicum placement.


Yes  *

I have uploaded all of the following materials to Sonia:

- a current resume;
- a cover letter;
- an academic record of completed course.

Yes  *

I have read and understand the policies and procedure in the MSU Department of Social Work Field Education Manual found on the Social Work Field Education website.

Yes  *

By submitting this form, I certify that my answers are true and complete to the best of my knowledge. If this application leads to practicum, I understand that false or misleading information in my application, subsequent documents, or interview may result in my release from practicum and may result in additional disciplinary measures from the Department of Social Work and/or Minnesota State University, Mankato.

Save Draft

Submit

MSW FIELD EDUCATION

MSW APPENDICES

- Appendix 1 MSW Intent to Register
- Appendix 2 SOWK 665/675 Learning Contract and Evaluation

-----Forms can be located on SONIA --

SAMPLE

MSW INTENT TO REGISTER

This application is to assist the field director in determining your readiness for practicum. Answer all the following questions marked with a red asterisk*. This application will also assist in making an appropriate match between your expectations, needs, and educational goals and those of the agency in which you may be placed.



STUDENT INFORMATION

| | |
|--|--|
| Student Name: | |
| Preferred First Name: | |
| Date of Birth | |
| Preferred Contact Number: (Enter Number & Select Type) | |
| Year in the MSW Program: | <input type="radio"/> Foundation: Placement with emphasize the application of the generalist perspective <input type="radio"/> Specialization: Placement will emphasize the application of the advanced generalist perspective. |

PRACTICUM PLACEMENT INFORMATION

A student is matched to a practicum placement based upon the student’s educational needs and professional interests, as well as the agency’s ability to provide learning opportunities. While every effort will be made to meet the individual student placement preferences, the final placement decision will also be influenced by agency availability, Council on Social Work Education requirements for MSW field instruction, and other administrative considerations. Students are not guaranteed a specific type, location or alternative for field practicum placement, however their requests are considered as much as possible when making placements.


Please reference the field practicum site location map on the front page of Sonia and then list, in order of preference, the regions that may be considered in selecting your field placement.

| | | |
|----|----------------------|---|
| 1. | <input type="text"/> |  * |
| 2. | <input type="text"/> |  * |
| 3. | <input type="text"/> |  * |


I am a Title IV-E Child Welfare recipient.

Yes No *

I am a Behavioral Health Grantee.


Yes No  *

Will you be employed while in field placement?

Yes No  *


If yes, how many hours will you be working per week?

Are you considering your place of employment as a practicum placement?

Yes No  *


IMPORTANT: You can only use your place of employment for ONE of your practicum placements. You must review the policy and procedures for field placement at employment in Field Education Manual prior to field interview with the field director.

Do you have any special issues and/or limitations that need to be considered in the practicum setting?

Yes No  *


If yes, please explain:

Are you anticipating anything that may interrupt your practicum experience over the next semesters?

Yes No  *


If yes, please explain:

Are you now or have you ever been convicted of a felony or any misdemeanor?

Yes No  *

If yes, please explain:

Are you – or have you ever been – known to the protective services division of any county due to a substantiated complaint of abuse or neglect to a child or adult?

Yes No  *

If yes, please explain:

List any special skills you hold that are relevant to the field experience:

Prior Undergraduate Field Placement Information

| | |
|--|---|
| Undergraduate field practicum site: | |
| This was a social work field placement: | <input type="radio"/> Yes <input type="radio"/> No |
| Please describe your job duties for this internship: | |

STUDENT FIELD PRACTICUM GOALS

Short-Term Education Goals:

What skills do you wish to develop from your practicum?

Long-Term Education Goals:


Describe the career directions you are considering.

Learning Goals:


Please describe your learning goals (may include knowledge, skills, populations, or intervention goals) for the practicum experience using a narrative or bullets.

FIELD PRACTICUM POLICY FOR SIGNATURE


I understand that a MN background check is required prior to placement and information related to violations of the law (misdemeanor, gross misdemeanor, or felony) will be shared with potential field sites.

Yes  *


I expect a B or better in courses that I am currently enrolled in.

Yes  *


I understand I will be expected to provide my own transportation to, from, and during my practicum placement.

Yes  *

I have uploaded a current resume to Sonia.

Yes  *

I have read and understand the Field Education Manual.

Yes  *

By submitting this form, I certify that my answers are true and complete to the best of my knowledge. If this application leads to practicum, I understand that false or misleading information in my application, subsequent documents, or at the field interview(s) may result in termination from practicum and may result in additional disciplinary measures from the Department of Social Work and/or Minnesota State University, Mankato.

Save Draft

Submit

MSW APPENDIX 2



Specialization Year Combined Learning Contract and Evaluation

| | | | | |
|----------|---------|-------------------|-----------------------|------------------------|
| Student: | Agency: | Field Instructor: | Off-Site FI (if app): | Field Seminar Liaison: |
| | | | | |

Students, please work in collaboration with your field instructor to develop learning opportunities that will allow you to be evaluated on the competencies and behaviors. For each competency, you must have tasks, assignments, and/or experiences that demonstrate your mastery in all of the behaviors.

This form, with all approvals, ratings, and signatures must be submitted at the FINAL evaluation. For each competency, an average overall competency rating is calculated using the field instructor ratings for each behavior for both the midterm and final. The overall midterm and final ratings are a grand mean of the overall competency ratings for all nine competencies.

Evaluation of the student mastery will utilize the following scale:

| Rating: | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---------------------------|--|--|---|--|--|--|--|---|
| *Level of Mastery: | Not demonstrated (NO CREDIT): Offers no evidence of engagement with practicum experience. Examples include: does not show up when scheduled; does not engage in agency milieu, or activities, task, or other participatory events selected to achieve the course objective. | Engaged Learner: Demonstrate the following: shows up as schedule; engaged in agency milieu and or in some activities, tasks, or other participatory events selected but a specific opportunity not yet available. | **Engaged Learner transitioning to “apprentice” level of mastery: Demonstrates learning in field and beginning to show skills and behaviors as an “apprentice” level of mastery. | Apprentice: Demonstrates the following: imitates behavior of FI and or colleagues; provides limited evidence of mastery in the activities, tasks, or other participatory events selected to achieve the course objective. | **Apprentice behavior transitioning to “proficient” level of mastery: Demonstrates apprentice level of behavior and well on way to developing and displaying “proficient” level of mastery. | Proficient (PASSING): Demonstrates the following: understands overarching professional competency; demonstrates commitment to developing practice behavior; evidence emerging of mastery in activities, tasks, or other participatory events selected to achieve the course objectives. | **Proficient level transitioning to “Distinguished” level of mastery: Demonstrates proficient level of mastery with autonomy to develop “distinguished” level of mastery. | Distinguished: Exceed expectation: proactively engages and excels in activities, tasks, or other participatory events selected to achieve the course objective; extends this behavior to other activities throughout the practicum experience. |

*model adapted from Indiana University, School of Social Work: ePortfolio

Rating scale (Midterm):

| Benchmark Achieved | Benchmark Not Achieved |
|-----------------------------------|---|
| An average rating of 4 or higher. | An overall midterm rating of 1 or higher, but did not reach benchmark. Student is required to submit a written plan for remediation if overall midterm ratings are below a 3 and/or there is a presence of an item rating of 0. Remediation plan must be approved by the agency Field Instructor, Off-site FI (if applicable), and the Field Seminar Liaison. |

Rating scale (Final):

| Benchmark Achieved | Benchmark Not Achieved |
|---|---|
| An overall final rating of 5 or higher with no ratings at 1 or 0 for any rating scale item. | Did not achieve an overall final rating of 5 or higher and/or received ratings at 1 or 0 for any rating scale item. |

**A grade of "In Progress" will be granted at the end of SOWK 665 unless student receives a rating under 1. At the conclusion of SOWK 675 a student must then earn a "Pass" in order to pass SOWK 665. A grade of "No Credit" at the end of SOWK 675 will result in a "No Credit" grade for SOWK 665.

Learning Goals and Objective for competency #1

Demonstrate Ethical and Professional Behavior

| |
|---|
| In the space below, list a minimum of 3 tasks, assignments, or experiences that the student will complete to demonstrate mastery of competency and behaviors: |
| |

EVALUATION FORM

| Student and Field Instructor will evaluate at each interval based on the agreed upon tasks, assignments, or experiences. EACH of the behaviors must be rated using the above scale. | Student Midterm Rating | Field Instructor Midterm Rating | Student Final Rating | Field Instructor Final Rating |
|--|------------------------|---------------------------------|----------------------|-------------------------------|
| Demonstrate independence and accountability as an Advanced Generalist social worker, particularly in rural and small communities | | | | |
| Differentiate and manage boundaries and multiple roles at multiple system levels | | | | |
| Model and promote life-long learning and commitment to the social work profession through reflective practice and community involvement | | | | |
| Apply ethical decision making frameworks to resolve complex ethical dilemmas | | | | |

| | | | | |
|--|---|--|---|--|
| Assume leadership for critically examining ethical issues within inter-professional teams | | | | |
| Communicate professional judgments to client systems, public audiences, professional colleagues, and policy makers through multiple forms of media | | | | |
| Model proficient use in technological skills and tools required for competent and ethical practice and seek appropriate training and consultation to stay current with emerging technologies | | | | |
| | Overall Midterm Rating for Competency 1: | | Overall Final Rating for Competency 1: | |

Learning Goals and Objective for competency #2

Engage Diversity and Difference in Practice

| |
|---|
| In the space below, list a minimum of 2 tasks, assignments, or experiences that the student will complete to demonstrate mastery of Competency and behaviors: |
| |

EVALUATION FORM

| Student and Field Instructor will evaluate at each interval based on the agreed upon tasks, assignments, or experiences. EACH of the behaviors must be rated using the above scale. | Student Midterm Rating | Field Instructor Midterm Rating | Student Final Rating | Field Instructor Final Rating |
|---|---|---------------------------------|---|-------------------------------|
| Demonstrate culturally responsive social work practice appropriate to the practice context | | | | |
| Critically examine historical and contemporary oppression, poverty, marginalization and alienation impacting diverse groups | | | | |
| Engage in on-going self-reflective practice, including the understanding of intersectionality to address strengths and challenges related to working with diverse groups | | | | |
| | Overall Midterm Rating for Competency 2: | | Overall Final Rating for Competency 2: | |

Learning Goals and Objective for competency #3

Advance Human Rights and Social, Economic, and Environmental Justice

In the space below, list a minimum of 2 tasks, assignments, or experiences that the student will complete to demonstrate mastery of Competency and behaviors:

| |
|--|
| |
|--|

EVALUATION FORM

| Student and Field Instructor will evaluate at each interval based on the agreed upon tasks, assignments, or experiences. EACH of the behaviors must be rated using the above scale. | Student Midterm Rating | Field Instructor Midterm Rating | Student Final Rating | Field Instructor Final Rating |
|--|---|---------------------------------|---|-------------------------------|
| Advocate for just social, economic, and environmental policies, particularly for rural and small community settings | | | | |
| Synthesize knowledge of the effects of oppression, discrimination, and historical trauma on client systems to guide planning and intervention | | | | |
| | Overall Midterm Rating for Competency 3: | | Overall Final Rating for Competency 3: | |

Learning Goals and Objective for competency #4

Engage in Practice-Informed Research and Research-Informed Practice

In the space below, list a minimum of 2 tasks, assignments, or experiences that the student will complete to demonstrate mastery of competency and behaviors:

| |
|--|
| |
|--|

EVALUATION FORM

| Student and Field Instructor will evaluate at each interval based on the agreed upon tasks, assignments, or experiences. EACH of the behaviors must be rated using the above scale. | Student Midterm Rating | Field Instructor Midterm Rating | Student Final Rating | Field Instructor Final Rating |
|--|---|---------------------------------|---|-------------------------------|
| Use the evidence-based practice framework to apply and integrate research and evaluation at all levels of practice | | | | |
| Collect and analyze quantitative and/or qualitative forms of data to promote effective practice | | | | |
| Critically evaluate and differentially apply theoretical perspectives for interventions that support optimal client system outcomes | | | | |
| | Overall Midterm Rating for Competency 4: | | Overall Final Rating for Competency 4: | |

Learning Goals and Objective for competency #5

Engage in Policy Practice

In the space below, list a minimum of 2 tasks, assignments, or experiences that the student will complete to demonstrate mastery of competency and behaviors:

| |
|--|
| |
|--|

EVALUATION FORM

| Student and Field Instructor will evaluate at each interval based on the agreed upon tasks, assignments, or experiences. EACH of the behaviors must be rated using the above scale. | Student Midterm Rating | Field Instructor Midterm Rating | Student Final Rating | Field Instructor Final Rating |
|--|---|---------------------------------|---|-------------------------------|
| Develop, implement and evaluate advocacy strategies for influencing social economic and environmental policy | | | | |
| Demonstrate leadership in critiquing policy and advocating for policy change | | | | |
| Effectively communicate socially and economically just policy positions | | | | |
| | Overall Midterm Rating for Competency 5: | | Overall Final Rating for Competency 5: | |

Learning Goals and Objective for competency #6

Engage with Individuals, Families, Groups, Organizations, and Communities

In the space below, list a minimum of 3 tasks, assignments, or experiences the student will complete to demonstrate mastery of this competency and behaviors:

| |
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| |
|--|

EVALUATION FORM

| Student and Field Instructor will evaluate at each interval based on the agreed upon tasks, assignments, or experiences. EACH of the behaviors must be rated using the above scale. | Student Midterm Rating | Field Instructor Midterm Rating | Student Final Rating | Field Instructor Final Rating |
|--|------------------------|---------------------------------|----------------------|-------------------------------|
| Differentially appraise and select theories of human behavior and the social environment in engaging client systems throughout the planned- change process | | | | |
| Develop helping relationships that are culturally responsive, change- focused, client informed, collaborative, strengths based, outcome oriented, and that are grounded in reflective social work practice | | | | |

| | | | | |
|--|---|--|---|--|
| Engage in relationship building and inter-professional collaborative practice to effectively engage diverse clients and constituencies | | | | |
| | Overall Midterm Rating for Competency 6: | | Overall Final Rating for Competency 6: | |

Learning Goals and Objective for competency #7

Assesses Individuals, Families, Groups, Organizations, and Communities

In the space below, list a minimum of 3 tasks, assignments, or experiences that the student will complete to demonstrate mastery of competency and behaviors:

EVALUATION FORM

| Student and Field Instructor will evaluate at each interval based on the agreed upon tasks, assignments, or experiences. EACH of the behaviors must be rated using the above scale. | Student Midterm Rating | Field Instructor Midterm Rating | Student Final Rating | Field Instructor Final Rating |
|--|---|---------------------------------|---|-------------------------------|
| Formulate comprehensive assessments of the client system appropriate to the practice context that recognize client and constituent diversity | | | | |
| Demonstrate the use of assessment instruments and analytic frameworks to decipher complex phenomena | | | | |
| | Overall Midterm Rating for Competency 7: | | Overall Final Rating for Competency 7: | |

Learning Goals and Objective for competency #8

Intervene with Individuals, Families, Groups, Organizations, and Communities

In the space below, list a minimum of 3 tasks, assignments, or experiences that the student will complete to demonstrate mastery of competency and behaviors:

EVALUATION FORM

| Student and Field Instructor will evaluate at each interval based on the agreed upon tasks, assignments, or experiences. EACH of the behaviors must be rated using the above scale. | Student Midterm Rating | Field Instructor Midterm Rating | Student Final Rating | Field Instructor Final Rating |
|--|------------------------|---------------------------------|----------------------|-------------------------------|
| Critically appraise theoretical perspectives for interventions that support optimal client outcomes | | | | |

| | | | | |
|---|---|--|---|--|
| Demonstrate the differential application of evidence-based, theoretically grounded, and culturally responsive methods of intervention | | | | |
| Differentially select and implement advanced practice skills appropriate to the inter-professional practice context | | | | |
| | Overall Midterm Rating for Competency 8: | | Overall Final Rating for Competency 8: | |

Learning Goals and Objective for competency #9

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

In the space below, list a minimum of 2 tasks, assignments, or experiences that the student will complete to demonstrate mastery of competency and behaviors:

EVALUATION FORM

| Student and Field Instructor will evaluate at each interval based on the agreed upon tasks, assignments, or experiences. EACH of the behaviors must be rated using the above scale. | Student Midterm Rating | Field Instructor Midterm Rating | Student Final Rating | Field Instructor Final Rating |
|--|---|---------------------------------|---|-------------------------------|
| Evaluate interventions with client systems using approaches that are evidence- based, theoretically grounded, and culturally responsive | | | | |
| Design process and outcome evaluations to inform and improve practice | | | | |
| | Overall Midterm Rating for Competency 9: | | Overall Final Rating for Competency 9: | |

Written Feedback:

| | |
|--|---|
| Field Instructor: Strengths (Midterm eval) | Field Instructor: Strengths (Final eval) |
| Field Instructor: Areas Needing Improvement (Midterm eval) | Field Instructor: Areas for future professional growth (Final eval) |
| Off-Site Field Instructor: Strengths (Midterm eval) | Off-Site Field Instructor: Strengths (Final eval) |
| Off-Site Field Instructor: Areas Needing Improvement (Midterm eval) | Off-Site Field Instructor: Areas for future professional growth (Final eval) |
| Student Comments (Midterm eval) | Student Comments (Final eval) |

By clicking **Save & Submit**, you may return to this form to edit learning goals and objectives as needed.

Student: By clicking **Submit**, you are submitting your **Learning Objectives** for review. You may return to this form to edit only your learning objectives as discussed with your Field Instructor.

Field Instructor: By clicking **Submit**, you are approving the **Learning Objectives** as the final draft of record.

Off-Site Field Instructor: By clicking **Submit**, you are approving the **Learning Objectives** as the final draft of record.
(Off-Site Field Instructor wait to submit form after the agency Field Instructor.)

Field Seminar Liaison: By clicking **Submit**, you are approving the **Learning Contract** as the final draft of record.

Please **Save** before you **Submit**.

Save Draft Submit Learning Contract Student

****The Learning Contract portion of this form is now complete.****

By clicking **Save**, you may return to this form to edit as needed. **Submit**; midterm fields are locked.

Student: By clicking **Submit**, you are submitting your **Midterm Ratings** for review.

Field Instructor: By clicking **Submit**, you are approving the **Midterm Ratings** as the final draft of record.

Off-Site Field Instructor: By clicking **Submit**, you are approving the **Midterm Ratings** as the final draft of record.
(Off-Site Field Instructor wait to submit form after the agency Field Instructor.)

Field Seminar Liaison: By clicking **Submit**, you are approving the **Midterm Ratings** as the final draft of record.

Please **Save** before you **Submit**.

Save Draft Submit Midterm Student

Midterm Rating

| | |
|--|--|
| Average of all midterm competency ratings: | Benchmark Achieved: <ul style="list-style-type: none">○ Benchmark achieved with an overall midterm competency rating of 4 or higher.○ In progress with an overall midterm competency rating of 2 or higher, but did not reach a benchmark.○ In progress with a remediation plan. Overall midterm competency rating is below a 2 and/or there is a presence of an item rating of 0, did not reach benchmark. |
| A grade of "In Progress" will be granted at the end of SOWK 665 unless student receives an average rating under 1. At the conclusion of SOWK 675 a student must then earn a "Pass" in order to pass SOWK 665. A grade of "No Credit" at the end of SOWK 675 will result in a "No Credit" grade for SOWK 665. | Field Seminar Liaison Comments: |

****The Midterm evaluation portion of this form is now complete.****

By clicking **Save**, you may return to this form to edit as needed. **Submit**; final fields are locked.

Student: By clicking **Submit**, you are submitting your **Final Ratings** for review.

Field Instructor: By clicking **Submit**, you are approving the **Final Ratings** as the final draft of record.

Off-Site Field Instructor: By clicking **Submit**, you are approving the **Final Ratings** as the final draft of record.

(Off-Site Field Instructor wait to submit form after the agency Field Instructor.)

Field Seminar Liaison: By clicking **Submit**, you are approving the **Final Ratings** as the final draft of record.

Please **Save** before you **Submit**.

Save Draft

Submit Final Student

Final Grade

| | |
|--|---|
| Average of all final competency ratings: | Benchmark Achieved: <ul style="list-style-type: none">○ Benchmark achieved with an overall final rating of 5 or higher with no ratings at 1 or 0 for any rating scale item.○ Did not achieve an overall final rating of 5 or higher and/or there is a rating of 1 or 0 for any item. |
| Grading is based on the following: <ul style="list-style-type: none">○ Completion of seminar & practicum assignments○ Attendance and participation in seminar & practicum○ Completion of Midterm Evaluation○ Completion of Final Evaluation achieving benchmark | Field Seminar Liaison Comments: |

****The Final evaluation portion of this form is now complete.****

DEPARTMENT OF SOCIAL WORK

FIELD EDUCATION APPENDICES

- Appendix 1 CSWE Competencies and Behavior Chart
- Appendix 2 Professional Commitment
- Appendix 3 Readiness For Field Assessment
- Appendix 4 Field Practicum Acceptance Agreement
- Appendix 5 Field Instructor Contact and Qualification
- Appendix 6 Field Practicum at Place of Employment
- Appendix 7 Off-Site Field Instruction Agreement
- Appendix 8 Remediation Plan
- Appendix 9 BSSW/MSW Generalist Year Combined Learning Contract and Evaluation

-----Forms can be located on SONIA --

**Council of Social Work Education (CSWE) Educational Policy
and Accreditation Standards (EPAS), 2015
COMPETENCIES AND BEHAVIORS**

Competency 1: Demonstrate Ethical and Professional Behavior

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

| BSSW & MSW Generalist Year Behaviors | | Specialization Year Behaviors | |
|---|--|--------------------------------------|---|
| A | 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; | 1 | Demonstrate independence and accountability as an Advanced Generalist social worker, particularly in rural and small communities; |
| B | Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; | 2 | Differentiate and manage boundaries and multiple roles at multiple system levels; |
| C | Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; | 3 | Model and promote life-long learning and commitment to the social work profession through reflective practice and community involvement; |
| D | Use technology ethically and appropriately to facilitate practice outcomes; and | 4 | Apply ethical decision making frameworks to resolve complex ethical dilemmas; |
| E | Use supervision and consultation to guide professional judgment and behavior. | 5 | Assume leadership for critically examining ethical issues within inter-professional teams; |
| | | 6 | Communicate professional judgments to client systems, public audiences, professional colleagues, and policy makers through multiple forms of media; and |
| | | 7 | Model proficient use in technological skills and tools required for competent and ethical practice and seek appropriate training and consultation to stay current with emerging technologies. |

Competency 2: Engage Diversity and Difference in Practice

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

| BSSW & MSW Generalist Year Behaviors | | Specialization Year Behaviors | |
|--------------------------------------|--|-------------------------------|---|
| A | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; | 8 | Demonstrate culturally responsive social work practice appropriate to the practice context; |
| B | Present themselves as learners and engage clients and constituencies as experts of their own experiences; and | 9 | Critically examine historical and contemporary oppression, poverty, marginalization and alienation impacting diverse groups; and |
| C | Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. | 10 | Engage in on-going self-reflective practice, including the understanding of intersectionality to address strengths and challenges related to working with diverse groups. |

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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

| BSSW & MSW Generalist Year Behaviors | | Specialization Year Behaviors | |
|--------------------------------------|--|-------------------------------|--|
| A | Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and | 11 | Advocate for just social, economic, and environmental policies, particularly for rural and small community settings; and |
| B | Engage in practices that advance social, economic, and environmental justice. | 12 | Synthesize knowledge of the effects of oppression, discrimination, and historical trauma on client systems to guide planning and intervention. |

Competency 4: Engage in Practice-informed Research and Research-informed Practice

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

| BSSW & MSW Generalist Year Behaviors | | Specialization Year Behaviors | |
|---|---|--------------------------------------|--|
| A | Use practice experience and theory to inform scientific inquiry and research; | 13 | Use the evidence-based practice framework to apply and integrate research and evaluation at all levels of practice; |
| B | Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and | 14 | Collect and analyze quantitative and/or qualitative forms of data to promote effective practice; and |
| C | Use and translate research evidence to inform and improve practice, policy, and service delivery. | 15 | Critically evaluate and differentially apply theoretical perspectives for interventions that support optimal client system outcomes. |

Competency 5: Engage in Policy Practice

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

| BSSW & MSW Generalist Year Behaviors | | Specialization Year Behaviors | |
|---|---|--------------------------------------|---|
| A | Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; | 16 | Develop, implement and evaluate advocacy strategies for influencing social, economic, and environmental policy; |
| B | Assess how social welfare and economic policies impact the delivery of and access to social services; | 17 | Demonstrate leadership in critiquing policy and advocating for policy change; and |
| C | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. | 18 | Effectively communicate socially and economically just policy positions. |

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

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

| BSSW & MSW Generalist Year Behaviors | | Specialization Year Behaviors | |
|--------------------------------------|--|-------------------------------|---|
| A | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and | 19 | Differentially appraise and select theories of human behavior and the social environment in engaging client systems throughout the planned- change process; |
| B | Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. | 20 | Develop helping relationships that are culturally responsive, change- focused, client informed, collaborative, strengths based, outcome oriented, and that are grounded in reflective social work practice; and |
| | | 21 | Engage in relationship building and inter-professional collaborative practice to effectively engage diverse clients and constituencies. |

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

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

| BSSW & MSW Generalist Year Behaviors | | Specialization Year Behaviors | |
|--------------------------------------|---|-------------------------------|---|
| A | Collect and organize data, and apply critical thinking to interpret | 22 | Formulate comprehensive assessments of the client system appropriate to the |

| | | | |
|---|---|----|--|
| | information from clients and constituencies; | | practice context that recognize client and constituent diversity; and |
| B | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; | 23 | Demonstrate the use of assessment instruments and analytic frameworks to decipher complex phenomena. |
| C | Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; | | |
| D | Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. | | |

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

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

| BSSW & MSW Generalist Year Behaviors | | Specialization Year Behaviors | |
|---|---|--------------------------------------|--|
| A | Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; | 24 | Critically appraise theoretical perspectives for interventions that support optimal client outcomes; |
| B | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; | 25 | Demonstrate the differential application of evidence-based, theoretically grounded, and culturally responsive methods of intervention; and |

| | | | |
|---|--|----|--|
| C | Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; | 26 | Differentially select and implement advanced practice skills appropriate to the inter-professional practice context. |
| D | Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and | | |
| E | Facilitate effective transitions and endings that advance mutually agreed-on goals. | | |

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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

| BSSW & MSW Generalist Year Behaviors | | Specialization Year Behaviors | |
|---|--|--------------------------------------|---|
| A | Select and use appropriate methods for evaluation of outcomes; | 27 | Evaluate interventions with client systems using approaches that are evidence-based, theoretically grounded, and culturally responsive; and |
| B | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; | 28 | Design process and outcome evaluations to inform and improve practice. |
| C | Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and | | |
| D | Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. | | |



Professional Commitment Form

When students enter practicum, they are expected to accept and abide by social work obligations required by the profession, the law, and/or licensing regulations. Students assume responsibility for the liability risks that are inherent in their role as a practicing social worker. Each student must sign this section of the application in order to enter practicum. A copy of this form will accompany materials submitted to the potential practicum field supervisors.

I understand that criminal convictions may limit future employment and licensure. Federal and state law governs this. The Department has implemented a policy to require a criminal background check prior to senior placement. If, during the past five years a conviction occurred for a misdemeanor or felony for which a jail sentence could have been or was imposed, please describe these events in writing and attach to this document. You may need to be redirected to appropriate areas of practice if a conviction creates conflicts with practicum agency requirements.

1. I understand that lapses in professional conduct are governed by licensing regulations and the profession. These are best summarized in Section I, B-3 of the NASW Code of Ethics and the Minnesota Board of Social Work Standards of Practice, which I have reviewed.
2. I understand that the student social worker should not allow their own personal difficulties, psychosocial distress, substance abuse, or mental health difficulties to interfere with professional judgment, performance, or jeopardize the best interests of those for whom the social worker has a professional responsibility.
3. I understand that if I have had substance abuse difficulties, an agency may require a signed agreement to refrain from use of alcohol and or other mind-altering drugs during the period of the practicum.

I have read the above and understand that any misrepresentation of known, current life stressors that might affect my performance in the practicum, or any related legal problems in my background, could result in academic and/or ethical sanctions. By submitting this form, I certify that I am able to practice social work, as a student, within the legal and ethical requirements of the profession and the law.

Submission By:

Save Draft

Submit

READINESS FOR FIELD ASSESSMENT

| | |
|----------|-----------------|
| Student: | Field Director: |
|----------|-----------------|

Professional Behavior:

| | | |
|---|--|-----------------------------------|
| Rating (0) = No Evidence for Concern | <ul style="list-style-type: none"> Follows through with commitments Adheres to instructions Able to modify plans Dressed and presentation appropriate for setting | Comments: <input type="text"/> |
| Rating (1) = Evidence of Minor Concern | <ul style="list-style-type: none"> Has missed/rescheduled 1 meeting Has required repeated instructions once or twice Resistant to modifying plans Dressed and presentation inappropriate for setting and corrects after one prompt | Comments: <input type="text"/> |
| Rating (2) = Evidence of Concern | <ul style="list-style-type: none"> Has missed/reschedules 2 or more meetings Difficulty following instructions repeated more than twice Refusal to modify plans Dressed and presentation extremely inappropriate for setting or no correction after prompted | Comments: <input type="text"/> |

Ethical Conduct:

| | | |
|--|---|-----------------------------------|
| Rating (0) = No Evidence for Concern | <ul style="list-style-type: none"> Aware of and openly (honestly) communicates significant information Demonstrates willingness to engage in diverse experiences and perspectives | Comments: <input type="text"/> |
| Rating (1) = Evidence of Minor Concern | <ul style="list-style-type: none"> Lack of awareness of professional boundaries regarding significant information Demonstrates resistance to engage in diverse experiences & perspectives | Comments: <input type="text"/> |
| Rating (2) = Evidence of Concern | <ul style="list-style-type: none"> Has withheld significant information and/or continued lack of awareness of professional boundaries Refuses to engage in diverse experiences & perspectives | Comments: <input type="text"/> |

Professional Communication:

| | | |
|--|---|-----------------------------------|
| Rating (0) = No Evidence for Concern | <ul style="list-style-type: none"> Verbal Written Listening Non-verbal (congruence) | Comments: <input type="text"/> |
|--|---|-----------------------------------|

| | | |
|--|--|-----------------------------------|
| Rating (1) = Evidence of Minor Concern | <ul style="list-style-type: none"> Verbal: Corrects after prompted once Written: Corrects after prompted once Listening: Corrects after prompted once Non-verbal (incongruence): Demonstrates awareness after prompted once | Comments: <input type="text"/> |
| Rating (2) = Evidence of Concern | <ul style="list-style-type: none"> Verbal: Extreme concern or no corrected after prompted Written: Extreme concern or no correction after prompted Listening: Extreme concern or no correction after prompted Non-verbal (incongruence): Extreme concern or no correction after prompted | Comments: <input type="text"/> |

Self-Awareness & Critical Thinking:

| | | |
|--|--|-----------------------------------|
| Rating (0) = No Evidence for Concern | <ul style="list-style-type: none"> Demonstrates openness to learning Demonstrates collaborative skills Demonstrates ability to respond and applies suggestions and feedback Demonstrates critical thinking skills | Comments: <input type="text"/> |
| Rating (1) = Evidence of Minor Concern | <ul style="list-style-type: none"> Demonstrates hesitance to learning Hesitant to collaborate with others Hesitant to apply suggestions and feedback Lacks confidence in critical thinking skills | Comments: <input type="text"/> |
| Rating (2) = Evidence of Concern | <ul style="list-style-type: none"> Demonstrates resistance to learning Resistance to collaborate with others Resistance to apply suggestions and feedback Lacks confidence and demonstration of critical thinking skills | Comments: <input type="text"/> |

Interviewed and Denied Placement:

| Interview 1 | Interview 2 | Interview 3 |
|-------------|-------------|-------------|
| Agency: | Agency: | Agency: |
| Date: | Date: | Date: |
| Comments: | Comments: | Comments: |

*Model adapted from Graduate School of Social Work, University of Denver



FIELD PRACTICUM ACCEPTANCE AGREEMENT

This agreement establishes a relationship between the agency, student, and the Department of Social Work for the purpose of a student field placement under the descriptions and responsibilities outlined in the Field Education manual. **This form must be submitted to the field director before the student can begin the field practicum.**

| | |
|----------------------|-------------------------------------|
| Student: | Agency: |
| <input type="text"/> | <input type="text"/> |
| Field Instructor: | Degree/License of Field Instructor: |
| <input type="text"/> | <input type="text"/> |

Type of Placement

- BSSW field practicum: A minimum of 440 hours (average 32 hours per week) to be completed over one semester (15 weeks)
- MSW generalist field practicum: A minimum of 460 hours (average 20 hours in Spring and 16 hours in Summer) to be completed over two semesters (15 weeks in Spring and 10 weeks in Summer)
- MSW specialization field practicum: A minimum of 500 hours (average 20 hours per week) to be completed over two semesters (15 weeks in Spring and 10 weeks in Summer)

| | |
|----------------------------------|---|
| Start Date: <input type="text"/> | Anticipated Completion Date: <input type="text"/> |
|----------------------------------|---|

Roles and Responsibilities

Student

In exchange for the opportunity to participate in the field practicum, the Student agrees to follow all the roles and responsibilities outlined in the Field Education manual including:

- Conduct themselves as social work professionals by adhering to the NASW Code of Ethics.
- Act within the requirements of that agency. This includes, but is not limited to, adhering to policies regarding safety, documentation, practice and procedures, confidentiality for both the agency and clients, and dress code.
- Develop a Learning Contract with the Field Instructors and Field Seminar Liaison and adhere to field placement timeframes for completion.
- Actively participate in evaluations at the evaluation periods identified by Field Seminar Liaison and adhere to field practicum timeframes for completion.

- Communicate with the Agency Field Instructor and the Field Seminar Liaison regarding progress of field placement especially if difficulties arise that could disrupt the field practicum. Student will not terminate their participation in the training experience without first consulting with the Field Seminar Liaison.
- Seek supervision when there is any doubt about actions they are taking on behalf of the agency or clients.
- Keep regular attendance and be on time.

Field Instructor

In exchange for the opportunity to host a field practicum student, the Field Instructor agrees to follow the roles and responsibilities outlined in the Field Education manual including:

- Orient the student to the agency personnel, policies and procedures, including but not limited to, those related to safety, documentation, transporting clients, social media and confidentiality.
- Allow students to grow progressively into more responsible roles while providing client services, to ask questions a new employee might not feel free to ask, and allow time for reflection and the active application of knowledge and skills with clients, including assignments for practicum and seminar.
- Provide opportunities for students to observe early on, with the expectation that the student will gradually take on more independent work and assignments (under supervision). The student should manage approximately 1/3 of the caseload of a regular worker.
- Consult with the student to develop a Learning Contract based on the CSWE competencies and behaviors that outlines specific opportunities, responsibilities and tasks.
- Meet with the student, a recommended average of one hour per week to monitor progress toward meeting the Learning Contract goals and assess the student's contribution to client care in regularly scheduled, face-to-face meetings.
- Notify the Field Seminar Liaison immediately of any serious concerns or problems related to student performance.
- Assess student performance at the evaluation periods identified by the Field Seminar Liaison.

Field Director/Field Seminar Liaison

As a representative of MSU, Mankato Department of Social Work I agree to follow the roles and responsibilities outlined in the Field Education manual including:

- Monitor the placement through visits to the field practicum site.
- Conduct ongoing dialogue regarding the process, procedures, and progress of the field practicum with students and Field Instructors.
- Final oversight of the Learning Contract to assure the student has the opportunity to develop and practice a range of knowledge, skills, and values.
- Offer consultation, mediation and support regarding student or agency concerns or disputes to ensure maximum field experiences for students via the telephone, email, or by a visit.
- Assist students with integration of coursework and practicum experiences.

The Student is not covered by the College/University worker's compensation coverage. The Student is responsible for providing their own health insurance and for any and all medical expenses incurred related to injury, loss, or illness sustained while participating in field practicum. Practicum students should **not** expect to transport clients unless the Agency clearly communicates with the practicum student and field seminar liaison that such requirement is an essential duty of the practicum responsibilities. It is the responsibility of the agency to state whether practicum students are required to drive, travel, or transport clients as part of their duties and to manage any such requirements. Agencies that require practicum students to drive for agency business should verify that the agency's liability insurance policy covers practicum students transporting clients in an Agency approved vehicle. Students **are not** allowed to transport clients in their own personal vehicles.

Practicum students are informed that agencies requiring driving/transporting of clients may also require the student to submit to a Motor Vehicles Records check, and comply with all driving and client transportation policies of the Agency.

Minnesota State University, Mankato and the Department shall not be responsible for managing any requirements for transportation as part of practicum; does not maintain insurance for practicum student's driving or transporting clients in association with their practicum; and does not vouch for the student's driving record or valid driving license.

Parties understand that participation in field practicum does not promise or guarantee any future employment at the agency.

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

Save Draft

Submit Student

SOWK APPENDIX 5



FIELD INSTRUCTOR CONTACT AND QUALIFICATIONS

Please complete the following information.

First Name

Last Name

Preferred Name

Work Phone

Cell Phone

Alternative Email Address

Degree

Year Granted

Name of Graduating Institution

Degree was received by an accredited CSWE institution?

Yes No *

Licensure Level

Current Employer

How long have you worked with this employer?

Do you have two years of post degree experience?

Yes No *

I have uploaded a current resume or CV. (optional*)

Yes No

Please describe two years post degree experience. (*optional if you have uploaded resume)

| Dates | Employer | Position Title | Brief Description of Duties |
|----------------------|----------------------|----------------------|-----------------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

By submitting this form, I certify that my answers are true and complete to the best of my knowledge.

SOWK APPENDIX 6



Field Practicum at Place of Employment

| | |
|------------------------------|--|
| Student Name | |
| Agency Name | |
| Student Start Date at Agency | |
| Current Hours per Week | |

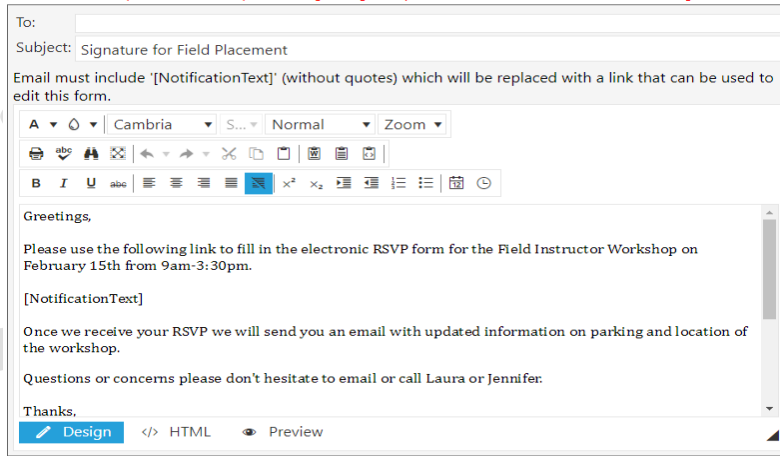
Student’s current position title/duties:

Student’s new position title/duties:

What new learning opportunities do you expect to gain, and how are they related to your field practicum goals?

Describe how you will maintain clear boundaries between your employment and practicum duties.

Instructions for student: Please input your current supervisor’s email address in the “To:” line. After submitting this form follow up with current supervisor regarding receipt of the email and submission of their signature.






Current Supervisor Information

| | |
|--------------------------|--|
| Name | |
| Professional Credentials | |
| Title/Department | |
| Phone | |
| Email | |

Proposed Agency Field Instructor (Must be different from current supervisor)

| | |
|--------------------------|--|
| Name | |
| Professional Credentials | |
| Title/Department | |
| Phone | |
| Email | |

1. If a field instructor, at the place of employment, is not available with the required appropriate SW degree for field level, the agency agrees that a field instructor with a SW degree from outside the agency will provide additional field instruction.
 - Yes: SW Dept will provide Off-Site Field Instructor
 - No or Not Applicable: Agency will provide SW Field Instructor
2. Agency and student have discussed and agreed upon how the student will be compensated as part of their employment/paid practicum with the agency (i.e. part of the student's regular schedule, flextime, vacation time, or additional hours outside of current schedule).
Student agrees this has occurred:
 - Yes  *Agency representative agrees this has occurred:
 - Yes
3. Agency and student have discussed the importance of the student's role as a learner and agreed upon how the student will maintain that role within employment/paid practicum with the agency. This includes allowing release time for student course work, field instruction, and field practicum activities.
Student agrees this has occurred:
 - Yes  *Agency representative agrees this has occurred:
 - Yes
4. Agency and student are aware that disruptions in the student's employment may affect the student's ability to complete the field practicum therefore affecting progress towards timely completion of their degree.
Student is aware:
 - Yes  *Agency representative is aware:
 - Yes

By submitting this form, I certify that I understand and agree to the above.



OFF-SITE FIELD INSTRUCTION AGREEMENT

This form is to be completed at the beginning of the student’s practicum experience. The Council of Social Work Education requires that an appropriately degreed social worker provide field instruction. When an appropriately degreed social worker is not available within the practicum setting, the MSU Department of Social Work will assign the student to consult with an off-site field instructor to reinforce the social work perspective throughout the duration of the student’s practicum. An agency field instructor will also be assigned to the student at the practicum site for day-to-day field instruction.

| | |
|---|--|
| Student: | |
| Agency: | |
| Agency Field Instructor: | |
| Agency Field Instructor Credentials: | |
| Agency FI Preferred Contact: | |
| <input type="radio"/> Email <input type="radio"/> Office Phone <input type="radio"/> Cell Phone | |
| Off-site Field Instructor: | |
| Off-site Field Instructor Credentials: | |
| Off-site FI Preferred Contact: | |
| <input type="radio"/> Email <input type="radio"/> Office Phone <input type="radio"/> Cell Phone | |

Dates of proposed off-site field instruction: *Typically, off-site field instruction occurs on a bi-weekly basis for approximately one and a half hours.*

| | |
|-------------------------------------|--|
| Start Date: <input type="text"/> | Anticipated Completion Date: <input type="text"/> |
|-------------------------------------|--|

Roles and Responsibilities

Student Responsibility for off-site field instruction participation include, but are not limited to:

- Conducting themselves as social work professionals by adhering to the NASW Code of Ethics.
- Developing and reviewing the student Learning Contract and Evaluation (LC&E) with the Off-Site Field Instructor.
- Attending, preparing for, and participating in off-site field instruction meetings.
- Facilitating communication throughout the practicum experience with all parties involved in this document to ensure the student’s educational needs are being met.

Off-Site Field Instructor Responsibility include, but are not limited to:

- Providing field practicum instruction in individual and/or small group formats depending on the needs of the student(s) and the interests of the Off-site Field Instructor(s).
- Focusing Instruction on discussion of student experiences of applying social work principles, theory, and practice methodology.
- Assigning reading assignments regarding specific populations, techniques, and/or other social work information and resources pertaining to the students' practicum experience.
- Assisting the student and Agency Field Instructor with the development of the Learning Contract.
- Assisting in completing the student performance at the evaluation periods identified by Field Seminar Liaison.
- Providing consultation regarding student performance if circumstances arise that may require remediation or disciplinary actions.

Agency Field Instructor Responsibility include, but are not limited to:

- Agreeing to support the student's participation in field instruction with an off-site field instructor.
- Collaborating with the assigned Off-Site Field Instructor as necessary to ensure the student's educational needs are being met.

Submit

By submitting this form, I agree with and authorize this agreement

Save Draft

Submit Student

REMEDIATION PLAN

| | |
|--|--|
| Student: | |
| Agency: | |
| Field Instructor: | |
| Off-site Field Instructor (if applicable): | |
| Field Seminar Liaison: | |
| Date: | |
| Level of Field Practicum: | |

SPECIFIC CONCERNS:

- Insufficient Hours
- Failure to meet benchmark of overall midterm ratings below a 3 and/or there is a presence of an item rating of 0
- Failure to adhere to professional ethics
- Failure to meet professional expectations
- Failure to comply with agency policy and procedure
- Failure to respond to request of field instructor, off-site field instructor, and field faculty
- Medical and/or personal reasons
- Other

Comments:

SPECIFIC GOAL(S) TO ADDRESS CONCERN(S):

DATE TO REVIEW GOAL(S):

By submitting this form, I certify that I understand and agree to the above.

Save Draft

Submit Student

RESOLUTION TO CONCERN(S):

- Concern(s) resolved
- Concern(s) not resolved, continues, and/or intensifies: Referred to Level 2 Review

Comments:

BSSW/MSW Generalist Year Combined Learning Contract and Evaluation

| | | | | |
|----------|---------|-------------------|-----------------------|------------------------|
| Student: | Agency: | Field Instructor: | Off-Site FI (if app): | Field Seminar Liaison: |
| | | | | |

Students, please work in collaboration with your field instructor to develop learning opportunities that will allow you to be evaluated on the competencies and behaviors. For each competency, you must have tasks, assignments, and/or experiences that demonstrate your mastery in all of the behaviors.

This form, with all approvals, ratings, and signatures must be submitted at the FINAL evaluation. Overall ratings are calculated through an aggregate system. Because there are often multiple evaluation items associated with a behavior (indicated by the letters in the far left column in each evaluation table), an average rating is calculated for each practice behavior within each competency (Competency 1 Behavior A, Competency 1 Behavior B, etc.). The overall midterm and final ratings are a grand mean of the overall competency ratings for all nine competencies.

Evaluation of the student mastery will utilize the following scale:

| Rating: | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---------------------------|--|--|---|--|--|--|--|---|
| *Level of Mastery: | Not demonstrated (NO CREDIT): Offers no evidence of engagement with practicum experience. Examples include: does not show up when scheduled; does not engage in agency milieu, or activities, task, or other participatory events selected to achieve the course objective. | Engaged Learner: Demonstrate the following: shows up as schedule; engaged in agency milieu and or in some activities, tasks, or other participatory events selected but a specific opportunity not yet available. | **Engaged Learner transitioning to "apprentice" level of mastery: Demonstrates learning in field and beginning to show skills and behaviors as an "apprentice" level of mastery. | Apprentice: Demonstrates the following: imitates behavior of FI and or colleagues; provides limited evidence of mastery in the activities, tasks, or other participatory events selected to achieve the course objective. | **Apprentice behavior transitioning to "proficient" level of mastery: Demonstrates apprentice level of behavior and well on way to developing and displaying "proficient" level of mastery. | Proficient (PASSING): Demonstrates the following: understands overarching professional competency; demonstrates commitment to developing practice behavior; evidence emerging of mastery in activities, tasks, or other participatory events selected to achieve the course objectives. | **Proficient level transitioning to "Distinguished" level of mastery: Demonstrates proficient level of mastery with autonomy to develop "distinguished" level of mastery. | Distinguished: Exceed expectation: proactively engages and excels in activities, tasks, or other participatory events selected to achieve the course objective; extends this behavior to other activities throughout the practicum experience. |

*model adapted from Indiana University, School of Social Work: ePortfolio

Rating scale (Midterm):

| Benchmark Achieved | Benchmark Not Achieved |
|-----------------------------------|--|
| An average rating of 4 or higher. | An overall midterm rating of 1 or higher, but did not reach benchmark. Student is required to submit a written plan for remediation if overall midterm ratings are below a 3 and/or there is a presence of an item rating of 0. Remediation plan must be approved by the agency Field Instructor, Field Seminar Liaison, and Field Director in order for the student to move forward in placement. . |

Rating scale (Final):

| Benchmark Achieved | Benchmark Not Achieved |
|---|---|
| An overall final rating of 5 or higher with no ratings at 1 or 0 for any rating scale item. | Did not achieve an overall final rating of 5 or higher and/or received ratings at 1 or 0 for any rating scale item. |

****MSW students ONLY:** A grade of “In Progress” will be granted at the end of SOWK 615 unless student receives a rating under 1. At the conclusion of SOWK 625 a student must then earn a “Pass” in order to pass SOWK 615. A grade of “No Credit” at the end of SOWK 625 will result in a “No Credit” grade for SOWK 615.

**Learning Goals and Objective for competency #1
Demonstrate Ethical and Professional Behavior**

List a minimum of 3 tasks, assignments, or experiences that the student will complete to demonstrate mastery of competency and behaviors:

EVALUATION FORM

| | Student and Field Instructor will evaluate at each interval based on the agreed upon tasks, assignments, or experiences. EACH of the behaviors must be rated using the above scale. | Student Midterm Rating | Field Instructor Midterm Rating | Student Final Rating | Field Instructor Final Rating |
|---|--|------------------------|---------------------------------|----------------------|-------------------------------|
| A | Accepts and uses professional values, ethics and principles of social work | | | | |
| A | Maintains client confidentiality | | | | |
| B | Seeks feedback and critique regarding own work and uses feedback for constructive growth and change | | | | |
| C | Demonstrate professional behavior; follows agreed-upon work schedule; completes assignments on time; is on time for appointments | | | | |
| C | Demonstrates understanding of responsibilities and assigned tasks within organization | | | | |

| | | | | | |
|---|--|---|--|---|--|
| C | Expresses self clearly in verbal communications | | | | |
| D | Demonstrates ability to use technology in service delivery | | | | |
| E | Prepared for field instruction and consultation | | | | |
| E | Engages in field instruction and consultation | | | | |
| | | Overall Midterm Rating for Competency 1: | | Overall Final Rating for Competency 1: | |

Learning Goals and Objective for competency #2

Engage Diversity and Difference in Practice

List a minimum of 2 tasks, assignments, or experiences that the student will complete to demonstrate mastery of competency and behaviors:

| |
|--|
| |
|--|

EVALUATION FORM

| | Student and Field Instructor will evaluate at each interval based on the agreed upon tasks, assignments, or experiences. EACH of the behaviors must be rated using the above scale. | Student Midterm Rating | Field Instructor Midterm Rating | Student Final Rating | Field Instructor Final Rating |
|---|--|---|---------------------------------|---|-------------------------------|
| A | Expresses differing points of view without depreciating others | | | | |
| A | Demonstrates ability to respect differing points of view at micro, mezzo, and macro levels | | | | |
| B | Demonstrates the ability to learn from others' experiences | | | | |
| C | Recognizes personal values and any change(s) needed in order to work effectively in the field of social work | | | | |
| C | Demonstrates self-awareness and self-regulation in relation to human diversity by accepting differences in self and others | | | | |
| | | Overall Midterm Rating for Competency 2: | | Overall Final Rating for Competency 2: | |

Learning Goals and Objective for competency #3

Advance Human Rights and Social, Economic, and Environmental Justice

List a minimum of 2 tasks, assignments, or experiences that the student will complete to demonstrate mastery of competency and behaviors:

| |
|--|
| |
|--|

EVALUATION FORM

| | Student and Field Instructor will evaluate at each interval based on the agreed upon tasks, assignments, or experiences. EACH of the behaviors must be rated using the above scale. | Student Midterm Rating | Field Instructor Midterm Rating | Student Final Rating | Field Instructor Final Rating |
|---|--|---|---------------------------------|---|-------------------------------|
| A | Advocates for client access to services | | | | |
| A | Demonstrates understanding of how societal changes may impact the services provided to clients at system levels | | | | |
| B | Understands, advocates, and engages in social work practice that improves social, economic, and environmental justice | | | | |
| B | Provide leadership in promoting changes in service delivery and practice to improve the quality of social services to all populations | | | | |
| | | Overall Midterm Rating for Competency 3: | | Overall Final Rating for Competency 3: | |

Learning Goals and Objective for competency #4

Engage in Practice-Informed Research and Research-Informed Practice

In the space below, list a minimum of 2 tasks, assignments, or experiences the student will complete to demonstrate mastery of this competency and behaviors:

EVALUATION FORM

| | Student and Field Instructor will evaluate at each interval based on the agreed upon tasks, assignments, or experiences. EACH of the behaviors must be rated using the above scale. | Student Midterm Rating | Field Instructor Midterm Rating | Student Final Rating | Field Instructor Final Rating |
|---|--|---|---------------------------------|---|-------------------------------|
| A | Demonstrates awareness of how practice informs research | | | | |
| B | Demonstrates ability to use critical thinking skills when analyzing research related to client | | | | |
| C | Uses multiple sources of knowledge including research-based and practice knowledge to inform evidence-based practice | | | | |
| | | Overall Midterm Rating for Competency 4: | | Overall Final Rating for Competency 4: | |

Learning Goals and Objective for competency #5
Engage in Policy Practice

In the space below, list a minimum of 2 tasks, assignments, or experiences the student will complete to demonstrate mastery of this competency and behaviors:

EVALUATION FORM

| | Student and Field Instructor will evaluate at each interval based on the agreed upon tasks, assignments, or experiences. EACH of the behaviors must be rated using the above scale. | Student Midterm Rating | Field Instructor Midterm Rating | Student Final Rating | Field Instructor Final Rating |
|---|--|---|---------------------------------|---|-------------------------------|
| A | Demonstrates awareness of local, state, and federal policies on the provision of services | | | | |
| B | Assess how social welfare and economic policies impact the delivery of and access to client services | | | | |
| C | Demonstrates the ability to use critical thinking when applying policies to practices and advocates when necessary | | | | |
| | | Overall Midterm Rating for Competency 5: | | Overall Final Rating for Competency 5: | |

Learning Goals and Objective for competency #6
Engage with Individuals, Families, Groups, Organizations, and Communities

In the space below, list a minimum of 2 tasks, assignments, or experiences the student will complete to demonstrate mastery of this competency and behaviors:

EVALUATION FORM

| | Student and Field Instructor will evaluate at each interval based on the agreed upon tasks, assignments, or experiences. EACH of the behaviors must be rated using the above scale. | Student Midterm Rating | Field Instructor Midterm Rating | Student Final Rating | Field Instructor Final Rating |
|---|--|---|---------------------------------|---|-------------------------------|
| A | Demonstrates ability to use critical thinking skills to understand that environment affects behavior | | | | |
| A | Applies knowledge of theoretical frameworks to engage clients | | | | |
| B | Demonstrates ability to listen with empathetic understanding | | | | |
| B | Demonstrates ability to use effective interviewing skills to engage diverse clients | | | | |
| | | Overall Midterm Rating for Competency 6: | | Overall Final Rating for Competency 6: | |

Learning Goals and Objective for competency #7
Assesses Individuals, Families, Groups, Organizations, and Communities

List a minimum of 2 tasks, assignments, or experiences that the student will complete to demonstrate mastery of competency and behaviors:

EVALUATION FORM

| | Student and Field Instructor will evaluate at each interval based on the agreed upon tasks, assignments, or experiences. EACH of the behaviors must be rated using the above scale. | Student Midterm Rating | Field Instructor Midterm Rating | Student Final Rating | Field Instructor Final Rating |
|---|--|---|---------------------------------|---|-------------------------------|
| A | Demonstrates ability to collect and interpret client data in an organized manner | | | | |
| B | Applies knowledge of theoretical frameworks to analyze client assessment data | | | | |
| B | Uses critical thinking skills when assessing clients in their own environments | | | | |
| C | Demonstrates the ability to develop mutually agreed-upon intervention goals and objectives | | | | |
| C | Demonstrates the ability to assess client strengths, needs, and limitations | | | | |
| D | Demonstrates ability to use assessment data to determine which services are appropriate for clients | | | | |
| | | Overall Midterm Rating for Competency 7: | | Overall Final Rating for Competency 7: | |

Learning Goals and Objective for competency #8
Intervene with Individuals, Families, Groups, Organizations, and Communities

List a minimum of 2 tasks, assignments, or experiences that the student will complete to demonstrate mastery of competency and behaviors:

EVALUATION FORM

| | Student and Field Instructor will evaluate at each interval based on the agreed upon tasks, assignments, or experiences. EACH of the behaviors must be rated using the above scale. | Student Midterm Rating | Field Instructor Midterm Rating | Student Final Rating | Field Instructor Final Rating |
|---|--|------------------------|---------------------------------|----------------------|-------------------------------|
| A | Selects and implements mutually agreed-upon goals | | | | |

| | | | | | |
|---|---|---|--|---|--|
| B | Applies knowledge of theoretical frameworks to determine and implement appropriate interventions with clients | | | | |
| C | Collaborates with inter-professional service providers to ensure proper services are implemented | | | | |
| D | Demonstrates ability to advocate and use community resources to assist clients | | | | |
| E | Monitors mutually agreed-upon goals to facilitate transition and endings | | | | |
| | | Overall Midterm Rating for Competency 8: | | Overall Final Rating for Competency 8: | |

Learning Goals and Objective for competency #9

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

List a minimum of 2 tasks, assignments, or experiences that the student will complete to demonstrate mastery of competency and behaviors:

EVALUATION FORM

| | Student and Field Instructor will evaluate at each interval based on the agreed upon tasks, assignments, or experiences. EACH of the behaviors must be rated using the above scale. | Student Midterm Rating | Field Instructor Midterm Rating | Student Final Rating | Field Instructor Final Rating |
|---|--|---|---------------------------------|---|-------------------------------|
| A | Demonstrates ability to select and use appropriate evaluation methods to determine intervention outcomes | | | | |
| B | Applies knowledge of theoretical frameworks to evaluate intervention outcomes | | | | |
| C | Uses critical thinking skills to evaluate intervention/program processes and outcomes | | | | |
| D | Demonstrates ability to utilize outcome data to improve service delivery at micro, mezzo, and macro levels | | | | |
| | | Overall Midterm Rating for Competency 9: | | Overall Final Rating for Competency 9: | |

Written Feedback:

| | |
|---|--|
| Field Instructor: Strengths (Midterm eval) | Field Instructor: Strengths (Final eval) |
| Field Instructor: Areas Needing Improvement (Midterm eval) | Field Instructor: Areas for future professional growth (Final eval) |

| | |
|--|---|
| Off-Site Field Instructor: Strengths (Midterm eval) | Off-Site Field Instructor: Strengths (Final eval) |
| Off-Site Field Instructor: Areas Needing Improvement (Midterm eval) | Off-Site Field Instructor: Areas for future professional growth (Final eval) |
| Student Comments (Midterm eval) | Student Comments (Final eval) |

By clicking **Save & Submit**, you may return to this form to edit learning goals and objectives as needed.

Student: By clicking **Submit**, you are submitting your **Learning Objectives** for review. You may return to this form to edit only your learning objectives as discussed with your Field Instructor.

Field Instructor: By clicking **Submit**, you are approving the **Learning Objectives** as the final draft of record.

Off-Site Field Instructor: By clicking **Submit**, you are approving the **Learning Objectives** as the final draft of record.

(Off-Site Field Instructor wait to submit form after the agency Field Instructor.)

Field Seminar Liaison: By clicking **Submit**, you are approving the **Learning Contract** as the final draft of record.

Please **Save** before you **Submit**.

Save Draft Submit Learning Contract Student

Field Seminar Liaison Learning Objectives Comments:

****The Learning Contract portion of this form is now complete.****

By clicking **Save**, you may return to this form to edit as needed. **Submit**; midterm fields are locked.

Student: By clicking **Submit**, you are submitting your **Midterm Ratings** for review.

Field Instructor: By clicking **Submit**, you are approving the **Midterm Ratings** as the final draft of record.

Off-Site Field Instructor: By clicking **Submit**, you are approving the **Midterm Ratings** as the final draft of record.

(Off-Site Field Instructor wait to submit form after the agency Field Instructor.)

Field Seminar Liaison: By clicking **Submit**, you are approving the **Midterm Ratings** as the final draft of record.

Please **Save** before you **Submit**.

Save Draft Submit Midterm Student

Midterm Rating

| | |
|--|---|
| Average of all midterm competency ratings: | Benchmark Achieved: <ul style="list-style-type: none"> ○ Benchmark achieved with an overall midterm competency rating of 4 or higher. ○ In progress with an overall midterm competency rating of 3 or higher, but did not reach a benchmark. ○ In progress with a remediation plan. Overall midterm competency rating is below a 3 and/or there is a presence of an item rating of 0, did not reach benchmark. |
| | Field Seminar Liaison Comments: |

****The Midterm evaluation portion of this form is now complete.****

By clicking **Save**, you may return to this form to edit as needed. **Submit**; final fields are locked.

Student: By clicking **Submit**, you are submitting your **Final Ratings** for review.

Field Instructor: By clicking **Submit**, you are approving the **Final Ratings** as the final draft of record.

Off-Site Field Instructor: By clicking **Submit**, you are approving the **Final Ratings** as the final draft of record.
(Off-Site Field Instructor wait to submit form after the agency Field Instructor.)

Field Seminar Liaison: By clicking **Submit**, you are approving the **Final Ratings** as the final draft of record.

Please **Save** before you **Submit**.

Final Grade

| | |
|--|---|
| Average of all final competency ratings: | Benchmark Achieved: <ul style="list-style-type: none">○ Benchmark achieved with an overall final rating of 5 or higher with no ratings at 1 or 0 for any rating scale item.○ Did not achieve an overall final rating of 5 or higher and/or there is a rating of 1 or 0 for any item. |
| Grading is based on the following: <ul style="list-style-type: none">○ Completion of seminar & practicum assignments○ Attendance and participation in seminar & practicum○ Completion of Midterm Evaluation○ Completion of Final Evaluation achieving benchmark | Field Seminar Liaison Comments: |

****The Final evaluation portion of this form is now complete.****