

# Southwest

Minnesota State University



## **Social Work Program Field Instruction Manual**

Revised June 2017

## **Statement on Non-Discrimination**

Southwest Minnesota State University is committed to providing equal education and employment 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, or membership or activity in a local commission as defined by law.

In adhering to this policy, the University abides by Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Minnesota Statutes Chapter 363, and other applicable state or federal laws.

Inquiries regarding compliance should be referred to the Affirmative Action Officer, BA 257, phone 507-537-6544.

**Revised June 2017**

Dear Colleagues,

On behalf of the Southwest Minnesota State University Social Work Program, I would like to express our appreciation for your commitment to quality social work education. Your on-site training with a social work practicum student in field placement is a critical part of the SMSU Social Work Program.

The social work faculty at Southwest Minnesota State University (SMSU) in Marshall recognizes the importance of quality educational experiences for students graduating with the Bachelor of Social Work degree. Whether through field instruction or courses offered on campus, the quality of the social work curriculum and instruction has implications for local human services agencies, graduating social workers, social work professionals, and clients. Although the social work faculty at SMSU is accountable for the quality of the social work curriculum, the responsibility for developing and assuring quality curriculum is shared with the students and the broader social community.

Field education is an integral component of social work education. Your setting reinforces students' identification with the purposes, values, and ethics of the profession, fosters the integration of empirical and practice-based knowledge, and promotes the development of professional competence.

This field instruction manual is designed to provide the field information needed for our students, our faculty and our field instructors. I hope the manual will be of help to you and we welcome your suggestions as to how the manual could be improved.

Our appreciation is given to the students, faculty, and agency-based professionals for their contributions to social work education. Thank you for your personal and professional contributions toward making the SMSU Social Work Program an outstanding program.

Sincerely,

Director of Field Instruction  
Social Work Program  
Southwest Minnesota State University  
1501 State Street  
Marshall, Minnesota 56258

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## USE OF THIS MANUAL

This manual is intended to familiarize students, faculty, and field instructors with the field instruction policies and procedures in the SMSU Social Work Program. The information is intended to serve as a guide for the basic Social Work Program field instruction expectations. This manual is not intended to supersede official policies and procedures of Southwest Minnesota State University that are contained in the Southwest Minnesota State University Student Handbook, available online at [www.smsu.edu](http://www.smsu.edu) under Quick Links (for the most up-to-date information).

All social work majors and field instructors are expected to familiarize themselves with this Field Instruction Manual and to be responsible for relevant tasks. Any questions or comments you may have can be directed to:

Director of Field Instruction  
Social Work Program  
Southwest Minnesota State University  
1501 State Street  
Marshall, Minnesota 56258  
**Main Office:** (507) 537-6224  
**FAX:** (507) 537-6115

The contents of this manual are subject to change.

## **Social Work Licensure 2016 Minnesota Statutes Chapter 148E**

The Minnesota Board of Social Work Practice Act (*2016 Minnesota Statutes Chapter 148E*) is the law enacted by the Minnesota Legislature which governs the licensure and regulation of social workers in the State of Minnesota. The regulations prohibit practicing social work, and the use of a title incorporating the words social work or social worker unless the individual holds either a temporary permit or a license as a licensed social worker. A baccalaureate student, graduating from a Council on Social Work Education (CSWE) accredited social work program, is eligible to complete an application to the Minnesota Board of Social Work within six months of graduation, and upon approval, schedule the examination.

The Minnesota Board of Social Work Practice Act (*148E.010 § 11 Practice of social work*) **defines the practice of social work as:**

- (a) "Practice of social work" means working to maintain, restore, or improve behavioral, cognitive, emotional, mental, or social functioning of clients, in a manner that applies accepted professional social work knowledge, skills, and values, including the person-in-environment perspective, by providing in person or through telephone, video conferencing, or electronic means one or more of the social work services described in paragraph (b), clauses (1) to (3). Social work services may address conditions that impair or limit behavioral, cognitive, emotional, mental, or social functioning. Such conditions include, but are not limited to, the following: abuse and neglect of children or vulnerable adults, addictions, developmental disorders, disabilities, discrimination, illness, injuries, poverty, and trauma. Practice of social work also means providing social work services in a position for which the educational basis is the individual's degree in social work described in subdivision 13.
- (b) Social work services include:
  - (1) providing assessment and intervention through direct contact with clients, developing a plan based on information from an assessment, and providing services which include, but are not limited to, assessment, case management, client-centered advocacy, client education, consultation, counseling, crisis intervention, and referral;
  - (2) providing for the direct or indirect benefit of clients through administrative, educational, policy, or research services including, but not limited to:
    - (i) advocating for policies, programs, or services to improve the well-being of clients;
    - (ii) conducting research related to social work services;
    - (iii) developing and administering programs which provide social work services;
    - (iv) engaging in community organization to address social problems through planned collective action;
    - (v) supervising individuals who provide social work services to clients;
    - (vi) supervising social workers in order to comply with the supervised practice requirements specified in sections 148E.100 to 148E.125; and
    - (vii) teaching professional social work knowledge, skills, and values to students; and
  - (3) engaging in clinical practice.

**For further information contact: Minnesota Board of Social Work**

2829 University Avenue SE, Ste. 340

Minneapolis, MN 55414-3239

Website: <http://mn.gov/boards/social-work/>

Office Email: [social.work@state.mn.us](mailto:social.work@state.mn.us)

Phone: (612) 617-2100 – Toll Free (888) 234-1320 – Fax: (612) 617-2103



## **Code of Ethics of the National Association of Social Workers**

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

The NASW Code of Ethics can be found at: <http://www.socialworkers.org/pubs/code/code.asp>

# Section I

## Social Work Program Description

### **Social Work Program Mission Statement**

- *Program Goals*
- *Program Objectives*

### **Social Work Major Course Requirements**

### **Field Instruction Philosophy**

- *Field Instruction Objectives/Outcomes*

### **Role Descriptions and Responsibilities**

- *SMSU Social Work Program*
- *Director of Field Instruction/Field Coordinator*
- *Faculty Field Liaison*
- *Field Instructor/Supervisor*
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- *Student Expectations*

### **Criteria for Selection of Field Agencies and Field Instructors**

### **Basic Field Instructor Training Seminars**

### **Field Advisory Committee**

### **Applying for Field Practicum: The Pre-Field Practicum**

### **Guidelines for Setting up Your Own (New) Placement**

### **Guidelines for Setting up a Placement at Your Place of Employment**

### **Setting up a Placement at MN Department of Corrections Agencies**

## **SOUTHWEST MINNESOTA STATE UNIVERSITY (SMSU)**

*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.*

*The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice. (Council on Social Work Education, 2015)*

### **SOCIAL WORK PROGRAM MISSION STATEMENT**

The Southwest Minnesota State Social Work Program prepares liberally educated professional social workers to ethically serve diverse populations and promote a just global community.

### **SMSU SOCIAL WORK PROGRAM GOALS**

- GOAL I:** To prepare students for generalist practice with individuals, families, groups, organizations, and communities of diverse backgrounds;
- GOAL II:** To promote an identification with and responsibility to the values and ethics of the social work profession;
- GOAL III:** To prepare students to be lifelong learners in a changing global social and natural environment.

### **SMSU BSSW PROGRAM OBJECTIVES (OUTCOMES)**

The goals and objectives of the Social Work Program parallel the mission of the University as a regional university serving both the public and private sectors of southwest Minnesota and other regional institutions. Upon graduation, students should be able to:

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

## SOCIAL WORK MAJOR COURSE REQUIREMENTS

The Social Work Program's BSSW curriculum is organized around a foundation of liberal arts courses, interdisciplinary courses, and professional foundation courses which include content on social work values and ethics, diversity, social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice, research, and field practicum.

### *Liberal Education Foundation (MnTC):*

<b>BIOL 100</b> Biology in Modern World		Credits: 3
<b>BIOL 100L</b> Biology in Modern World Lab		Credits: 1
<b>ENG 251</b> Writing in Professions		Credits: 3
<b>INDS XXX</b> Any INDS Course		Credits: 3
<b>PHIL 103</b> Ethics		Credits: 3
<b>POL 120</b> American National Government		Credits: 3
<b>PSYC 101</b> General Psychology		Credits: 3
<b>SOCI 101</b> Introduction to Sociology		Credits: 3
<i>Select one of the following:</i>		
<b>ECON 201</b> Principles of Microeconomics		Credits: 3
<b>ECON 202</b> Principles of Macroeconomics		Credits: 3
<i>Interdisciplinary Foundation: (13 Credits)</i>		
<b>PSYC 200</b> Statistics for the Behavioral Sciences		Credits: 3
<b>PSYC 200L</b> Statistics for the Behavioral Sciences Lab		Credits: 1
<b>PSYC 335</b> Abnormal Psychology		Credits: 3
<b>PSYC 340</b> Developmental Psychology I		Credits: 3
<b>SOCI 315</b> Applied Social Research		Credits: 3
<i>Professional Social Work Foundation: (24 Credits)</i>		
<b>SWRK 234</b> Introduction to Social Work & Social Welfare		Credits: 3
<b>SWRK 330</b> Basic Interviewing Skills		Credits: 3
<b>SWRK 340</b> Human Behavior in the Social Environment		Credits: 3
<b>SWRK 342</b> Generalist Social Work Practice I		Credits: 3
<b>SWRK 343</b> Generalist Social Work Practice II		Credits: 3
<b>SWRK 344</b> Generalist Social Work Practice III		Credits: 3
<b>SWRK 351</b> Diverse and At-Risk Populations		Credits: 3
<b>SWRK 402</b> Social Welfare Policy		Credits: 3
<b>Footnotes:</b>		
For Social Work Methods Sequence (SWRK 342, SWRK 343, and SWRK 344) admission to the major is required.		
<i>Field Practicum: (13 Credits)</i>		
<b>SWRK 484</b> Pre-Field Practicum		Credits: 1
<b>SWRK 485</b> Social Work Field Seminar		Credits: 4
<b>SWRK 499</b> Field Practicum		Credits: 8

### **Bachelor of Science: Social Work Notes:**

Transfer students or students with an AA degree may find they have already met some of the course requirements. Please see your advisor if you have any questions.

**Total for *Bachelor of Science: Social Work:***

**Credits: 50**

## FIELD INSTRUCTION PHILOSOPHY

*Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.* (Council on Social Work Education, 2015)

Brad Scheafor and Lowell Jenkins' **Quality Field Instruction in Social Work: Program Development and Maintenance** defines field instruction as follows:

*Field education is an experiential form of teaching and learning in which the social work student is helped to 1) consciously bring selected knowledge to the practice situation; 2) develop competence in performing practice skills; 3) learn to practice within the framework of social work values and ethics; 4) develop a professional commitment to social work practice; 5) evolve a practice style consistent with personal strengths and capacities, and 6) develop the ability to work effectively within a social agency.* (p. 3)

The field instructor is viewed as a facilitator of learning, and creates the conditions where the learning takes place. The **learning agreement** is an educational tool that integrates the knowledge, value and skill bases for social work practice. It emphasizes both an **academic approach** (learning outcomes), knowing and understanding the professional knowledge base for social work practice, and a **competency-based approach** (practice-core clusters/competencies), concretizing a particular professional knowledge base in the form of measurable behaviors. Social policies, human behavior and the social environment, practice methodologies, and techniques, social work values and ethics, and research comprise the elements which the field instruction is expected to integrate into a meaningful whole.

The focus of field instruction must be on the student. The task is more than serving clients or learning to do agency work, although these are important. It demands a carefully planned effort to enable students to draw on their knowledge, values, skills, and life experiences; and requires translating abstract knowledge and principles from classroom learning into practical applications. The nine SMSU Social Work Program outcomes are actualized in field instruction as Field Instruction Course Outcomes.

### FIELD INSTRUCTION COURSE OUTCOMES

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

## **ROLE DESCRIPTIONS and RESPONSIBILITIES: SMSU Social Work Program**

The Social Work Program is responsible for:

1. the selection of field agencies and field instructors;
2. assessing the student's readiness for field instruction responsibilities;
3. the placement of students in agencies;
4. negotiating the details of the placement;
5. maintaining a supportive learning environment for students;
6. the final determination of student grades;
7. the provision of student intern professional liability insurance for students in field placement through the State of Minnesota Risk Management for Students of Minnesota Colleges and Universities;
8. the orientation, training, and enrichment seminars and other supports to students, field instructors and agencies.

### **Director of Field Instruction/Field Coordinator**

The Director of Field Instruction/Field Placement Coordinator must possess an MSW degree and have a minimum of two years direct practice experience. S/he is administratively responsible for planning, implementing and evaluating all aspects of the field education experience including:

1. assessing the readiness of students for field instruction;
2. assessing and selecting agencies;
3. acquiring and verifying qualifications of field instructors;
4. acquainting students with the nature of field instruction and the variety and range of learning experiences available in agencies;
5. placing students;
6. scheduling and implementing orientation and training of students, field instructors and agencies;
7. monitoring placements and consulting with agency personnel and students as needed;
8. mediating problems that may arise that may interfere with the successful completion of field instruction and assisting the student and field instructor in developing solutions;
9. convening the Field Advisory Committee as needed;
10. consulting with the Program Director on field instruction/student concerns;
11. monitoring the field instruction program to insure the instructional integrity of the experience for students, conducting professional advisement activities for students in placements, e.g. career guidance, job placement, etc.

### **Faculty Field Liaison**

At SMSU the field liaison activities are the responsibility of the Director of Field Instruction/Field Coordinator. The primary activities of the field liaison are to monitor student progress in placement, including:

1. maintaining regular contact with the student through the practice seminar to assess the integration of course work and field instruction;
2. providing the field instructor with a standard tool for performance appraisal;
3. assigning grades based on the written evaluation and recommendation of the field instructor;
4. arranging a minimum of two on-site visits per semester.

## **Field Instructor/Supervisor**

The field instructor is the primary supervisor for the student at the agency/field site, and is responsible for the following:

1. to assist the student in developing a strong sense of identification with the profession of social work through discussion, role modeling and provision of actual social work tasks;
2. to assist the student in learning about values and methods relevant to social work, for example, taking an ecological perspective, starting where the client is, etc.;
3. to assist the student in developing understanding of and familiarity with the *NASW Code of Ethics*, including making the Code tangible and relevant to the setting;
4. to provide the student with an orientation to the agency and identifying the agency policies and procedures within which the student is expected to operate, including the provision of an organization chart;
5. to ensure adequate work space for the student intern, including a suitable desk, phone, etc.;
6. to facilitate the field instruction learning outcomes of the social work program;
7. to develop in conjunction with the student the required **Learning Outcomes contract**, to be submitted to the faculty field liaison on the date specified by the Social Work Program (after placement begins);
8. to ensure that all assignments reflect the learning outcomes and identify tasks and learning opportunities within and outside the agency setting;
9. to select appropriate and challenging assignments for the student in order to assist the student in preparing for beginning entry level BSW practice;
10. to monitor all assignments by offering appropriate direction, coordination and availability for consultation sessions designed to enhance the student's learning and performance;
11. to monitor the student's performance by requiring accountability for practice behaviors while in the field placement;
12. to facilitate student completion of field based assignments for concurrent social work required courses;
13. to provide the student with a minimum of one hour of individual supervision per week.;
14. to provide the student with ongoing evaluation and feedback;
15. to notify the Director of Field Instruction/Field Coordinator of any problems that develop during field instruction;
16. to participate in formal conferences with the student and field liaison and to conduct midterm and final evaluation of the student;
17. to initial **Student Time Report** Forms and assure students meet the requirement of a minimum of 40 hours orientation and 400 hours field instruction;
18. to complete and submit the following forms to the Director of Field Instruction: **Field Supervisor/Instructor Agreement and Information** form, **Field Instruction Agreement**, and the **Midterm and Final Evaluation** forms;
19. to attend training and Field Advisory Board activities as arranged by the Director of Field Instruction;
20. to participate in an annual assessment of his/her interest, time, and general availability for supervising students.

### **Task Instructor**

A student may have a placement that involves having a field instructor/field supervisor, and a task instructor who assigns cases, provides ongoing supervision and also serves as a field instructor.

The responsibilities of the task instructor are as follows:

1. to provide the student with an appropriate case load, daily work assignments, regular ongoing supervision and consultation, and provision of other tasks as appropriate.
2. monitor and evaluate the student's success toward completion of tasks.
3. assist the student in developing interpersonal helping skills, assessment and referral, and/or other relevant areas.
4. provide the students with insight into the corporate culture of the agency, professional relationships with colleagues and other personnel, etc.
5. assist in the developing and monitoring of the student's performance by requiring accountability for and documentation for the student's professional behaviors while in placement.

### **Student Expectations**

The Social Work Program views the field placement experience as a mutual sharing of responsibility among the student, field instructor, and the field liaison. Students in field internship placement are responsible for the following:

1. to conduct themselves in an appropriate and responsible manner, consistent with the *NASW Code of Ethics*;
2. to read and be familiar with this manual;
3. to read and sign a statement indicating that they have read, understand and agree to conform to the Social Work Program's policies described in this manual;
4. to demonstrate honesty in the classroom, to display respect for self, clients, organizations and members of the University community, and to comply with the policies and expectations of the field placement agency;
5. to complete a minimum of 40 hours orientation to the agency;
6. to complete a minimum of 400 clock hours over the course of the semester placement. Students are expected to maintain a schedule which will have them in the agency Monday through Thursday;
7. to be responsible for personal transportation to and from the agency;
8. to notify the field instructor prior to or at the time of absence or tardiness;
9. to notify the field instructor in advance of vacation plans;
10. to complete, with the field instructor, all forms, contracts and written evaluations to be submitted to the faculty field liaison. These forms (contained in this Field Instruction Manual) include, but are not limited to:
  - a. Field Instruction Agreement
  - b. Learning Outcomes Agreement
  - c. Student Time Reports
  - d. Midterm and Final Evaluations
  - e. Student Evaluation of Field Instruction (submitted once the placement has ended)
11. to arrange liaison visit conferences between the student, the field instructor, and the faculty field liaison. These should be a minimum of two conferences (at the middle and at the end of the internship) held at the field site;



12. to participate in training opportunities offered by the agency that are appropriate to the student's field and educational experiences and learning outcomes;
13. to participate in a supervisory relationship with the agency field instructor in which self-assessment and evaluation are expected. Meetings between the field instructor and student should be held weekly for a minimum of one hour;
14. to notify the faculty field liaison of any difficulties encountered in the placement about which consultation with her/him might be helpful;
15. to participate in SW 485, Field Practicum Seminar that is scheduled as part of the field requirement.

### **CRITERIA FOR SELECTION OF FIELD AGENCIES and FIELD INSTRUCTORS**

The primary criteria for agencies and field instructors participating in field instruction are a commitment to the profession of social work education at the Bachelor's level. This commitment needs to be expressed through the availability of direct supervision of students and participation in the evaluation of the BSW program.

Prospective agencies must be able to provide students with a level of practice experience consistent with the stated goals of field instruction experience. During field instruction, students must be able to demonstrate that they are able to function as competent and ethical entry-level generalist practitioners.

Field instructors that are chosen will have an MSW or BSW degree from an accredited program and a current social work license where required, or, if not a professional social worker, is willing to work closely with the Director of Field Instruction to provide a generalist social work practice experience. In those cases where the field instructor does not hold a social work degree, the social work program faculty will assume responsibility for identifying the specific areas that will require additional faculty involvement to ensure that a social work focus and identification are sustained and for providing whatever involvement is judged necessary to achieve this objective. Field instructors that are chosen will accept students for field instruction without regard to race, gender, ethnicity, culture, class, religion, national origin, age, physical or mental ability, sexual orientation, political orientation, public assistance status, or geographic location, and have experience in the agency sufficient to orient the student to the agency's policies and practices, select appropriate work assignments, and guide the student's learning about generalist practice, including the relationship of practice to social policy, values and ethics, diversity of persons, populations at risk, and evaluation of practice and programs.

Field instructors must be knowledgeable of and practice in accord with the codes of ethics from NASW and the Minnesota Board of Social Work, must not be under sanction by NASW nor have a social work license suspended or revoked; and must acknowledge and respect professional and personal boundaries.

### **Criteria for selection of field agencies:**

1. The agency should provide students an opportunity to form purposeful, professional relationships with client systems at individual, group and community/organizational levels.
2. The agency should provide students an opportunity to participate in and assume responsibilities for professional activities consistent with expectations of an entry level BSW.
3. The agency should provide students with supervision by qualified, experienced, BSW or MSW degreed social workers with ample time to meet weekly with students for supervisory sessions.
4. The agency should provide agency-based field instructors/supervisors with adequate time to attend SMSU's informational programs for field instructors/supervisors.
5. The agency should be interested in social work education at the baccalaureate level and be willing to participate in evaluation of SMSU Social Work Program's curriculum.
6. The agency should be able to provide students with an opportunity to understand through practice, the complexities of rural areas and rural service delivery.
7. The agency should be able to provide students an opportunity to recognize our society as culturally diverse and to understand the implications of this for sensitive and effective social work intervention.
8. The agency should provide students with an opportunity to conduct a practice related research project.
9. The agency should provide students with the necessary support services and resources to carry out work assignments and achieve designated learning outcomes (for example, phone, desk, supplies, clerical services or computer, and mileage reimbursement for agency related tasks).
10. The agency should be located within 90 miles of the campus of Southwest Minnesota State University.
11. The agency should be able to accept students on a specific time frame corresponding with Southwest Minnesota State University's academic semesters.

### **Criteria for the selection of field instructors/supervisors:**

1. The individual should hold a social work degree from an accredited social work program, and have been working in a social work position for at least two years post BSW or MSW. In those cases where the field instructor does not hold a social work degree, the social work program faculty will assume responsibility for identifying the specific areas that will require additional faculty involvement to ensure that a social work focus and identification are sustained and for providing whatever involvement is judged necessary to achieve this objective.
2. The individual should be willing to provide an educationally directed experience by participating in regularly scheduled supervisory conferences with the student; by participating with the student in the completion of a course objectives agreement; by supporting the student; by directing the student to opportunities, activities and assignments within the agency that will ensure the student's achievement of the ten learning outcomes for field instruction.
3. The individual should be able and willing to devote time to students.
4. The individual should be committed to education at the undergraduate level.

5. The individual should be able to serve in a modeling role, or coaching role, for learners in terms of the sharing of knowledge and skill, positive attitude toward issues in the profession, and identification with student needs and interests.
6. The individual should be committed to and exemplify in action social work values.
7. The individual should be willing and able to attend orientation and training sessions for field instructors/supervisors sponsored by the Social Work Program at Southwest Minnesota State University.

Selection of field agencies and field instructors is formalized through the completion of the Field Agency Agreement form, to be completed by the agency executive, and the Field Supervisor Information form, to be completed by field instructors.

## **BASIC FIELD INSTRUCTOR TRAINING SEMINARS**

Field education revolves around a student's productive activities, which enable the development of roles and skills. The student is required to integrate social work values and knowledge in action. Field instruction is an educational process in which the field instructor/supervisor makes a shift from the role of practitioner to the role of educator/teacher. The training seminars include the following:

### **Field Requirements/Engagement**

This session will introduce the supervisor/instructor to the Southwest Minnesota State University Social Work Field Education Program. The instructor/supervisor will receive an orientation to the procedures for practicum placements and field requirements. The instructor/supervisor will be introduced to the student journal, the field seminars, and the research seminars. The role of the field liaison will be established. The sexual harassment policies of the University and field education program will be introduced and discussed. The Social Work Program's Retention and Discontinuance policies will be introduced and discussed.

### **Supervisory Beginnings with the Inexperienced Student Worker: Assessment and Planning**

This session will introduce activities designed to engage the instructor/supervisor and student in the instructional process. The instructor/supervisor will be guided through the beginning phase of developing a working contract with the student. The instructor/supervisor will also be introduced to a model for teaching the core practice skills.

### **Implementation and Evaluation**

This session will introduce the process and function of instruction. Specific instructional skills and strategies will be discussed. Through the use of the practice core competencies model as an instructional tool, the instructor/supervisor will be guided through a series of examples that present an opportunity to develop instructional skills for professional performance. In this session field instructor/supervisors will be introduced to evaluation methods which assess and enhance practice competency skills. Evaluation as an important aspect of generalist social work practice will be discussed. Termination with the student, client system, agency and instructor/supervisor will also be a focus of this session.

Seminars are held annually. These programs fulfill the basic training requirements for field instructors in order to participate in the SMSU field instruction program as a qualified field instructor/supervisor.

### **FIELD ADVISORY COMMITTEE**

- The Field Advisory Committee is open to all field instructors.
- The Committee meets once yearly, during the Spring Field Instructor Appreciation Luncheon.
- The Committee's responsibilities include consultation on policies and procedures related to field instruction, consulting on field issues and the field manual, acting as liaison between community agencies and the school, and assisting in the evaluation of the Director of Field Instructor.

## Applying for Field Practicum: SWRK 484: Pre-Field Practicum Seminar

A student enrolls in SWRK 484 Pre-field Practicum Seminar the semester before enrolling in SWRK 499, Field Practicum (field instruction). The placement planning for the internship takes place during this seminar. The pre- field practicum seminar provides opportunities for a student to explore her/his personal and professional interests and issues involved with field placement.

Within the first two weeks of the semester in which the student is enrolled in SWRK 484, the student completes an application for admission to field instruction and submits it, along with copies of transcripts from all colleges and universities attended, to the Director of Field Instruction. A release of information is included with the application in order to permit distribution of student information to approved field agencies and field instructors. The Director of Field Instruction determines the eligibility of the student to continue placement planning and to enroll in SWRK 499. A student may be accepted with conditions to continue placement planning; however, the student will not be allowed to enter SWRK 499 until those conditions are removed.

Requirements for admission to SWRK 499 include the following:

1. Completed or is completing all required courses for the social work major.
2. Earned a minimum overall cumulative GPA of 2.5.
3. Earned a minimum overall cumulative GPA of 2.5 in the courses required for the major; and
4. Earned a grade of "C" or better in all social work courses required for the major.
5. Demonstrated the values and ethics of the profession.

Admission to field is the decision of the Director of Field Instruction. A student will not be admitted to SWRK 499 Field Practicum without meeting the above academic criteria. The Director of Field Instruction will notify the student in writing of the decision. Students denied admission will be informed in writing of reason(s) for the decision.

Students, who are enrolled in an internship located 40 or more miles from their home campus, may be eligible for the 50% refund of Student Activity fees. Contact **Business Services**, regarding eligibility and application, in IL 139 and Telephone 507-537-6219 (Fax: 507-537-7173). The application is available

<http://www.smsu.edu/administration/businessservices/?id=8933> – note that the application must be submitted as early as possible during the semester in which you are in practicum. Consult the current SMSU Student Handbook for specific information regarding the per credit fee assessment.

### **Matching**

Following admission to the field program, the student schedules and completes a placement interview with the Director of Field Instruction. The interview will focus on student's interest's strengths, and limitations. Every effort is made to provide a match for both the student and the agency with regard to: the educational objectives of the program, the learning needs of the student, the educational opportunities available at the agency, and other specific concerns related to location, special needs, and requests of the student. The Director of Field

Instruction after reviewing the written application materials makes the initial judgment about a possible agency/student match and an interview with the student.

Following the selection of a field agency the student will forward a resume and cover letter to the field instructor requesting an interview.

### **Pre-Placement Interview**

The purpose of the interview is for both the student and field instructor to meet and determine if the proposed match is a good fit with regard to the matching variables including: the educational objectives, the learning needs of the student, the educational opportunities available at the agency and other specific concerns related to location, special needs and requests of the student. In addition, both field instructors and students should discuss learning and supervisory styles. Both field instructors and students are encouraged to carefully evaluate the proposed match discussing any reservations before confirmation in order to avoid the need for replacement later.

### **Confirmation**

Once the interview is completed and both the student and field instructor believe the match to be satisfactory, the Field Instruction Agreement form is signed by both parties and submitted to the Director of Field Instruction. The Field Instruction Agreement involves a mutual understanding between student, field instructor and the SMSU Social Work Program about the student's weekly and total hours to be spent at the agency. The Agreement stipulates the beginning and ending times of the placement, spells out the time frame during which the student will receive an orientation to the field agency, lists times during which the student will meet with the field instructor to work on the Course Outcomes Agreement, and identifies anticipated assignments and responsibilities.

## **Guidelines for Setting up Your Own (New) Placement**

A student may self-initiate a field placement in circumstances where the currently approved list of field agencies and field instructors does not meet a student's particular interests and learning needs. Familiarize yourself with the guidelines and policies from the field instruction manual. Know what the guidelines are in terms of what is allowed and not allowed by the Council on Social Work Education (CSWE).

1. Discuss with the Director of Field Education your plans to pursue a self-initiated placement and consult with that person throughout the process.
2. Research agencies that you may be interested in and obtain the names of potential field instructors/supervisors. Find out if the agency can fulfill the following basic school requirements.
  - a. The potential field instructor must have a BSW or an MSW with a minimum of two years of post-graduate experience.
  - b. Provide at least one hour of direct supervision per week.
  - c. Agency commitment to have a student a minimum of 30 hours per week for 15 weeks.

- d. The potential field instructor will participate in instructor seminars if s/he has not previously supervised BSW students, or completed field instructor training seminars at other accredited social work programs.
  - e. Provide an educationally directed experience.
  - f. Provide opportunities for activities that will fulfill the ten learning outcomes.
3. Keep the field office informed of your contacts. The Director of Field Instruction will contact the Agency and field instructor before you pursue the placement any further to assess the appropriateness of the site based on CSWE and Southwest Minnesota State University Social Work Program requirements. The Director of Field Instruction must approve placement.
  4. Once the field placement is approved by the field office, schedule your interview at the agency and continue with the same procedures for other students as outlined in this manual.

### **Guidelines for Setting up a Placement at Your Place of Employment**

The practicum courses are an educational experience and not a work experience. It may frequently involve educational and learning experiences and a level of autonomy beyond existing job descriptions and/or goals of an individual agency. The SMSU Social Work Program and the Council on Social Work Education require that the distinction between student and employee be clear and unambiguous. The educational supervisor must be a different individual than the employment supervisor. Paid placements are intended primarily for students for whom such is a key factor in being able to complete the degree. Therefore, a practicum at the place of employment will be allowed only under certain conditions. Refer to the "Social Work Program Policy on Field Placements in an Agency of Employment" in this manual.

### **Information for Setting up a Placement at Minnesota Department of Corrections Agencies**

Students, who want to apply for employment positions as Corrections Agents after graduation, must have completed an internship in a correctional agency. **Minimum Qualifications for employment as a corrections agent** include a **Bachelor's degree** in Corrections, Criminal Justice, Criminology, Counseling, Counseling Psychology, Law Enforcement, Psychology, Social Work, Sociology or a Human Services related field with an emphasis in corrections/criminal justice; **and** a completed, full-time **internship** (minimum duration of one semester or 10 weeks or 400 hours) **with the Minnesota Department of Corrections** as a Corrections Agent or Corrections Security Caseworker, or with another jurisdiction as a Probation Officer. An application for internship at MN DOC is available to download online at:

**<https://www.doc.state.mn.us/pages/index.php/employment-opportunities/internopportunities/>**

# **SECTION II**

## **Policies and Guidelines**

### **Operating Policies of the Field Program**

- *Intolerance, Harassment or Discrimination Related to Sex/Gender, Sexual Orientation/Preference or Race or Disability in Field Instruction*
- *Hours and Schedules*
- *Holidays, School Breaks, and Absences*
- *Transportation*
- *Liability Policy: General and Professional Liability Protection*

### **Guidelines for Termination due to Academic and Professional Reasons**

### **Non-Discrimination in Employment and Educational Opportunity Policy**

### **Confidentiality Guidelines**

### **Reassignment of Practicum Placement Students**

### **SWRK 499 Field Practicum Course Outcomes Agreement**

### **Evaluation Policy**

### **Grading Policy in Field Placement**

### **Field Placements in an Agency of Employment**



## Operating Policies of the Field Program

### Intolerance, Harassment or Discrimination Related to Sex/Gender, Sexual Orientation/Preference or Race or Disability in Field Instruction

Sexual/gender intolerance/harassment based on sexual orientation/affectional preference and racial intolerance/harassment or disability discrimination/harassment is unacceptable. Such conduct has the purpose or effect of threatening and substantially interfering with an individual's employment, with an individual's work or academic performance, or creating an intimidating, hostile or offensive, work or educational environment. Refer to the Minnesota State policy on **Nondiscrimination in Employment and Educational Opportunity** in this manual.

### Hours and Schedules

All BSW students must complete **440 hours in practicum**. Students spend **between 28 and 32 hours a week** in the field **for a minimum of 14 weeks**. Completing excessive hours each week, in order to finish the required 440 hours in less than 14 weeks, is prohibited. Students, with their Field Instructors, should plan practicum activities that avoid exceeding 32 hours/week. Exceeding 32 hours/week should be a rare occasion. The practicum is not a "race to 440 hours". It is critical that students experience the inevitable progress and setbacks that occur over the weeks/months of service delivery.

Students are normally expected to be at their field site on Mondays through Thursdays when the seminar class is not scheduled. Class is scheduled on Fridays. It is the responsibility of the student to comply with the schedule, which is designated in the learning contract. The student is responsible for notifying the field instructor when attendance is not possible and to arrange to make up missed hours. It is possible that part of the hours/week would be scheduled during evenings and/or weekends. All field instruction hours should be spent in activities that are congruent with the educational objectives of the field program.

### Holidays, School Breaks, and Absences

The Social Work Program does not require students to do field work during holidays or school breaks (e.g., Spring Break). However, professional responsibilities as a social worker and the nature of his/her professional fieldwork determine the student's responsibility to the clients during these periods.

If a student desires time off during the holidays or Spring Break, s/he **must make a request to her/his agency-based field instructor**. If time off is granted, then the student and field instructor mutually plan coverage of work during the absence of a student.

With no exception, students are required to complete 440 hours of field instruction. **Time absent due to weather, illness, pregnancy or any other occurrence must be made up**. If a student knows s/he is going to be absent from field instruction prior to entering field instruction, s/he should notify the field director so that the absence can be taken into consideration when planning the placement.

### **Transportation**

Transportation to and from the field setting is the student's responsibility. Assignments in many settings require the use of a car, and students must be prepared to provide not only a vehicle for transportation but also to bear transportation costs incurred. Agencies are urged to assist students, if at all possible, with the out-of-pocket transportation costs students incur while they are performing services for the agency. The student's personal automobile insurance carrier is the primary coverage in the event that a student has an auto accident which occurs during the internship "while under supervision."

### **Liability Policy: General and Professional Liability Protection**

The University's comprehensive liability policies provide coverage for University faculty, staff, and employees while acting within the scope of their duties as University employees. Students, who are participating in an internship as a requirement of the students' curriculum, including field instruction administered by the SMSU Social Work Program, are covered by Southwest Minnesota State University Student Intern Professional Liability Insurance. Field instruction agencies may require students to acquire additional liability insurance at the students' personal expense.

Additional questions concerning liability protection for University employees or students engaged in student internships should be directed to the State of Minnesota, Risk Management Division (RMD), 320 Centennial Office Building, 658 Cedar Street, St. Paul, MN 55155.

## **Policy Guidelines for Termination Due to Academic and Professional Reasons**

The SMSU Social Work Program recognizes that there may be mitigating circumstances which influence a student's ability to function satisfactorily as it relates to likely performance as a social work practitioner. In such cases, at the request of a student, faculty field liaison, field instructor, or faculty member, the SMSU Social Work Program and the Field Instruction Office will review the student's status and take action regarding continuance in the program. This could include, for example, a recommendation for study skills development or referral to other resources for resolving academic or personal problems. Knowledge, skill and value expectations are **all academic in a professional program** as they relate to a student's likely performance as a social work practitioner.

A student in the social work major is expected to maintain the standards established by the Social Work Program regarding continuation in the major. Under ordinary circumstances, failure to meet the standards established by the Social Work Program shall result in discontinuance from the major. Many aspects of a student's performance, including non-academic problems, are reviewed when a decision is made to recommend discontinuance.

Discontinuance can occur during any period of registration in the major.

Final authority regarding student continuation in the program rests with the Director of the Social Work Program. A recommendation is made by a social work faculty committee and held in confidence until the final decision is made known to the student.

Social workers frequently work with individuals having various personal and emotional difficulties. The demands of the social work role require that students have the emotional, psychological, and intellectual resources to render effective assistance to those in need. The social work student will be evaluated not only academically, but also on professional attitudes, skills, and behaviors based on the Code of Ethics of the National Association of Social Workers. Evaluation will, also, comport with the *2016 Minnesota Statutes Chapter 148E* ("Minnesota Board of Social Work Practice Act"), particularly §§ *148E.200* through *148E.230*. For more information, review the law online at:

**<https://www.revisor.mn.gov/statutes/?id=148E>**

The *NASW Code of Ethics* (rev. 2008) has placed further responsibility on social work programs to ensure that social work graduates are able to engage themselves with their clients in the practice of social work. For example, Standard 4 – Social Workers' Ethical Responsibilities as

Professionals, section '4.05 Impairment' states

- (a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

The social work graduate is a professional prepared to work with people in a variety of human service settings. Therefore, the Social Work Program has established academic and professional performance expectations.

Failure to meet academic requirements or to demonstrate professional conduct and relationship skills and behavior consistent with the values and ethics of the profession can result in discontinuance in the social work major.

### **Academic Criteria for Discontinuance in the Social Work Major**

Students are considered to be in academic difficulty if their grade point average drops below 2.5 upon completion of one-half the total credits required in the major. Students may be advised to withdraw from the major if their cumulative grade point average falls to 2.25. The social work faculty reviews criteria 1 through 4 at the time of application to the social work major:

1. minimum cumulative GPA of 2.5;
2. minimum overall GPA of 2.5 in the courses required for formal admission to the major;
3. minimum grade of "C+" in ENG 151, ENG 251, and COMM 110;
4. minimum grade of "C" (2.0) in the Liberal Education Foundation (MnTC), the Interdisciplinary Foundation, and the Professional Social Work Foundation courses;
5. Students must demonstrate competency in knowledge and understanding of social work theory and methods prior to admission to the field instruction course which is taken in the senior year.

### **Other Reasons for Discontinuance**

While there are no rigid guidelines for assessing a student's lack of professional development and/or self-awareness which could result in a recommendation for discontinuance from the major, some of the examples of behavior which the Social Work Program reviews and evaluates in this process are the following:

1. Ability to relate to people with warmth and empathy, communicating feelings appropriately.
2. Capacity for an accepting attitude toward one's total self, including responsibility for meeting one's physical and emotional needs.
3. Openness to change in oneself and others.
4. Recognition of the essential worth and dignity of all human beings.
5. Ability to respect and work with differences in people (race, class, culture, ethnicity, sexual preference, religion/spiritual beliefs, gender, value system, disability, or political affiliation)
6. Ability to develop self-confidence and initiative in working with people.

7. Ability to identify personal strengths, limitations, and motivations, especially as related to a decision to work with people.
8. Ability to express thoughts with clarity in both written and oral form.
9. Ability to ensure that one's own personal, religious, sexual and political preference is not imposed on clients.
10. Adherence to the NASW Code of Ethics.

Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, inappropriate or disruptive behavior toward colleagues, faculty or staff (at school or field placement) can result in discontinuance from the social work major.

### **Discontinuance from Field Instruction**

All students receive adequate information about ethical and legal boundaries related to practice prior to entering *Field Practicum*. Violation of these boundaries results in immediate discontinuance from *Field Practicum*.

1. Substantiated complaints in either of the following areas will result in immediate **suspension** from *Field Instruction*.
  - a. Violation of client or agency confidentiality.
  - b. Violation of professional relationship boundaries including physical contact with clients, harassment or dual relationships.
2. Substantiated complaints in either of the following areas will result in immediate **suspension** from *Field Instruction*.
  - a. Evidence of current drug abuse including alcohol.
  - b. Evidence of mental/emotional instability which, in the judgment of the Field supervisor/Instructor and Field Coordinator, jeopardizes clients' interests.
3. Substantiated complaints in either of the following areas will result in immediate **expulsion** from *Field Instruction* and **termination** from the Social Work Program.
  - a. Evidence of sexual activity or sexual contact with a client, or with client's relatives.
  - b. Felony charges that reflect personal behaviors incompatible with expected behaviors or ethics of professional social workers.

### **Flagrant documented violation of the NASW Code of Ethics will result in termination from the Social Work Program.**

Decisions made to discontinue an individual from field instruction have a profound effect on a person's future career; therefore, these decisions are not made on the basis of allegation or unverified circumstance. In any situation of potential discontinuance for professional reasons, there must be clear, concise documentation of the problem areas as well as verification that the Social Work Program and field instructor have discussed these with the student and attempted to ameliorate them.

Refer to the additional information on unprofessional conduct that is grounds for disciplinary and corrective action in the Minnesota Social Work Practice Act.

### **Faculty/Student Reconsideration Plan**

In the event that a student demonstrates emotional or mental instability, inadequate communication skills, insufficient academic ability, lacks the level of self-awareness necessary to pursue a social work career, or is suspended from *Field Instruction*, the following process will ensue:

1. Social work faculty will document reasons for concern.
2. Social work faculty will meet with the student and discuss how the skills or behaviors demonstrating a concern are negatively affecting the student's progress in the Social Work Program. The faculty team, with the student's input, will recommend a plan to improve skills and/or behaviors. If the student refuses the reconsideration proposal, the faculty will document and remind the student that:
  - a. continuation in the Social Work Program is dependent upon the previous academic and behavioral performance;
  - b. the student is responsible for meeting the academic, attitudinal, and behavioral standards of the Social Work Program;
  - c. failure of the student to meet the program standards will result in discontinuance in the Social Work major.
3. If the student accepts the reconsideration proposal, a written contract with completion date will be signed by the student and the faculty team. The completion date may be renegotiated.
4. The reconsideration contract will be a part of the student's social work program file, unless the student requests in writing that the plan be confidential; then the plan will be kept separate from the student's social work program file. (See the discussion of Confidentiality of Records below.)
5. Continuation in the Social Work major is dependent upon completion of the reconsideration plan. In some cases, students will continue course work; in other cases, students will interrupt their progress and courses and/or field instruction pending completion of the reconsideration plan. (An example might be if a student exhibits unstable and unreliable behaviors in a class and a plan is developed to regain stability, the student delays completing major coursework and/or field instruction.
6. The social work faculty and student will evaluate if the reconsideration plan objectives have been met in a timely fashion. The faculty may recommend the following options:
  - a. continuation of the reconsideration plan for a specific period of time with expected outcome written into an amended reconsideration plan;
  - b. successful completion of plan, with recommendation that the student continue courses and practicum requirements towards graduation;
  - c. documented failure to meet the objectives of the plan and dismissal from the Social Work Program and major.

The Faculty will inform the student of his/her right to appeal any Social Work Program action to the institution.

### **Confidentiality of Records**

All written deliberations shall be considered confidential and placed in the student's program file in the social work office unless the student requests otherwise. All materials submitted by

students, who are denied admission, withdraw, or are dismissed from the program, are placed in the program file and will be kept for two years and then destroyed. Faculty members may retain copies of letters and memoranda written in the course of their interactions with students.

### **Right of Appeal**

Applicants to the Social Work Program who are denied admission or are suspended, discontinued, or terminated from the program will have the right to appeal the decision. The appeal and grievance procedures are specified below and in the SMSU Student Handbook, available online at <http://www.smsu.edu/administration/studenthandbook/?id=8216> (SMSU Policy G-005 on academic appeals) and at <http://www.smsu.edu/administration/studenthandbook/?id=8217> (Minnesota State Policy 3.8 and Minnesota State Procedure 3.8.1 on student grievance and complaints).

### **Procedures of Adjudication of Student Grievance or Appeals**

Students should note that the SMSU Student Handbook contain discussions of the various committees in the University that have been established to review student appeals concerning academic or disciplinary decisions, including grades.

Students who believe that their rights have been violated or denied, who desire to appeal a decision made by a social work faculty member, or who desire to appeal a decision for denial of admission to the Social Work Program or suspension/dismissal from the Social Work Program are encouraged to utilize the following formal appeal procedures within the Social Work Program:

1. The student may appeal the decision in writing by sending a written request for reconsideration to the Social Work Program Director within 14 days of the decision. The written appeal must specify the basis for appeal.

The written appeal will be reviewed by all Social Work Program faculty, and the student will be given an opportunity to orally present her or his case in a hearing before all the social work faculty.

2. The student will be notified in writing of the faculty's decision within 14 days of written notification of the appeal.
3. If the student remains dissatisfied with the decision, then he or she has the right to take the appeal to appropriate individuals and committees as specified in the SMSU Student Handbook in the sections regarding student appeals.

## **Non-Discrimination in Employment and Educational Opportunity**

Minnesota State Colleges and Universities (Minnesota State) is committed to a policy of nondiscrimination in employment and education (Minnesota State Board Policy 1B.1 Nondiscrimination in Employment and Education Opportunity).

No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression. In addition, discrimination in employment based on membership or activity in a local commission as defined by law is prohibited.

Harassment 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 is prohibited. Harassment may occur in a variety of relationships, including faculty and student, supervisor and employee, student and student, staff and student, employee and employee, and other relationships with persons having business at, or visiting the educational or working environment.

This policy is directed at verbal or physical conduct that constitutes discrimination /harassment under state and federal law and is not directed at the content of speech. In cases in which verbal statements and other forms of expression are involved, Minnesota State Colleges and Universities will give due consideration to an individual's constitutionally protected right to free speech and academic freedom. However, discrimination and harassment are not within the protections of academic freedom or free speech.

The system office, colleges, and universities shall maintain and encourage full freedom, within the law, of expression, inquiry, teaching and research. Academic freedom comes with a responsibility that all members of our education community benefit from it without intimidation, exploitation or coercion.

This policy shall apply to all individuals affiliated with Minnesota State Colleges and Universities, including but not limited to, its students, employees, applicants, volunteers, agents, and Board of Trustees, and is intended to protect the rights and privacy of both the complainant and respondent and other involved individuals, as well as to prevent retaliation or reprisal. Individuals who violate this policy shall be subject to disciplinary or other corrective action.

For the complete policy and procedure, please reference Minnesota State Board Policies 1B.1 Nondiscrimination in Employment and Education Opportunity and 1B.1.1 Report/Complaint of Discrimination/Harassment Investigation and Resolution, available online at:



<http://www.mnscu.edu/board/policy/1b01.html> (1B.1), and at <http://www.mnscu.edu/board/procedure/1b01p1.html> (1B.1.1).

Designated Officers to address questions or concerns, file a complaint, or attain a paper copy of the policy and procedures include:

**For allegations against an employee**, you should contact:

Chief Human Resources Officer/Affirmative Action Officer  
Bellows Academic (BA) 257  
507-537-6243

**OR**

Director of University Public Safety  
Founders Hall Basement -18  
507-537-7858

**For allegations against a SMSU student**, you should contact:

Director of Environmental Health and Safety  
Founders Hall Basement – 20  
507-573-6470

**NOTE:** Allegations of Sexual Violence will be handled under Minnesota State Board Policy 1B.3 Sexual Violence Policy, 1B.3.1 Sexual Violence Procedure and SMSU P-013 Sexual Violence Policy.

# Confidentiality Guidelines

The Social Work Program is sensitive to issues of confidentiality and rights of privacy. The Social Work Program has set forth, here, a set of guidelines to assist students in placement settings. None of what is stated here, however, is intended to supersede the state or federal laws, the NASW Code of Ethics, University, or agency rules and regulations concerning confidentiality and privacy. Students are expected to abide by agency policies and practices relating to confidentiality of client related information and to adhere to Minnesota Statutes (8740.0330, Social Work Licenses – Client Confidentiality) which state:

## **Subpart 1.**

### **General.**

- A. A social worker shall ensure the confidentiality of all information provided by or obtained about a client. "Client information" includes the social worker's personal or other knowledge of the client and client records. Except as provided in this part, client information may be disclosed or released only with the client's or the client's legal representative's valid, informed consent, appropriate to the circumstances. A social worker shall seek consent to disclose or release client information only when such disclosure or release is necessary to provide services.
- B. Client records may be released only with the client's or the client's legal representative's written informed consent; the written informed consent must explain to whom the client records may be released and the purpose for the release. The written informed consent must also state an expiration date for the authorized release of client records.
- C. Other client information may be disclosed or released only with the client's or the client's legal representative's written informed consent, except that a social worker may disclose or release other client information with the client's or the client's legal representative's verbal informed consent during the course of providing services, when it is not practical to obtain written informed consent before providing necessary services. The social worker shall document the disclosure or release of client information pursuant to verbal consent.
- D. When providing services, as authorized by law, to a client who does not have the capacity to provide consent and who does not have a legal representative, the social worker may disclose or release client information as necessary to provide services to ensure the client's safety or to preserve the client's property or financial resources.

## **Subp. 2.**

### **Release of information without written consent.**

A social worker shall disclose client information, including client records, without the written consent of the client or the client's legal representative only under the circumstances described in items A to C.

- A. When mandated or authorized by federal or state law, including the mandatory reporting requirements under the maltreatment of minors and vulnerable adult laws.
- B. When the client communicates to the social worker a specific, serious threat of physical violence against a clearly identified or identifiable potential victim, or against the client's self or against society in general. In fulfilling this duty to warn, the social worker may release only the information that is necessary to avoid the infliction of physical violence. The social worker shall release this information to law enforcement and other appropriate authorities and to the potential victim or, as appropriate, to the victim's legal representative.
- C. When the board issues a subpoena to the social worker.

## **Subp. 3.**

### **Release of information under court order.**

A social worker may release client information, including client records, when a court of competent jurisdiction orders release of the client information or records.

**Subp. 4.**

**Limits of confidentiality.**

The social worker shall inform the client of the limits of confidentiality under other applicable standards or law, both at the beginning of a professional relationship and during the professional relationship as necessary and appropriate.

**Subp. 5.**

**Third-party billing.**

A social worker shall provide client information to a third party for the purpose of payment for services rendered only with the client's written informed consent.

**Subp. 6.**

**Client information to remain confidential.**

A social worker shall continue to maintain confidentiality of client information upon termination of the professional relationship including upon the death of the client, except as provided under this part or other applicable law.

**Subp. 7.**

**Limited access to client information.**

A social worker shall limit access to client information in a social worker's agency to appropriate agency staff whose duties require access.

**Subp. 8.**

**Photographs and audio or video recordings.**

Unless otherwise authorized by law to do so in the social worker's professional capacity, a social worker shall obtain a client's written informed consent before taking a photograph of the client or before making an audio or video recording of the client, or allowing a third party to do the same. If the photograph or recording is to be published, distributed, or used in any way outside of the professional relationship with the client, the written informed consent must explain to the client the purpose of the photograph or the recording and how the photograph or recording will be used, how it will be stored, and when it will be destroyed. The written informed consent must also explain to the client how the client may have access to the photograph or recording.

***Statutory Authority: MS s 148B.20***

***History: 23 SR 1382***

***Published Electronically: September 24, 2003***

**Client Confidentiality:**

A complete client-student relationship is based upon the presumed consent of the client. In achieving the educational goals of field instruction, it is therefore assumed that these interactions will be shared with the field instructor.

Appropriate agency personnel permission must be granted any time a student uses data from or about clients or the agency setting to fulfill social work practicum seminar assignments. All client material used to fulfill course requirements must be disguised to the extent necessary to protect client confidentiality and anonymity.

No client is to be taped, either on audio or video tape without his/her written permission. In the case of minors under eighteen years of age, the written consent of the parent and/or guardian must be obtained. In addition, written consent of the minor client should be obtained as well.

**Student Record Confidentiality:**

No evaluative work submitted by a student in the fulfillment of any course requirements shall be released by the responsible faculty person to any other person or agency not employed by the Social Work Program without the written consent of the student. The University and individual faculty members are restricted from releasing information concerning a student's academic record. Social work faculty may serve as an official University reference for a student when University records are needed to prepare the reference. Field instructors are free to prepare reference letters upon request of the student in accordance with agency policies and records. No one may provide any portion of the student record unless a completed and signed release of information form or a similar written request is on file.

## Reassignment of Student's in Field Placement Policy

Re-assignment of a placement student may occur for different reasons and the process may be initiated in three ways:

1. Student initiated
2. Agency initiated
3. University initiated

Students normally remain in the same agency for the entire term. However, unusual circumstances may arise which necessitate a request for a change of field agency or field instructor.

The Director of Field Instruction makes the final decision regarding the need to re-assign a student. Reassignment, after the semester has begun, will require the following steps:

1. Either the student or the field instructor contacts the field liaison.
2. In the event that a student is requesting replacement, a written statement must be submitted to the Director of Field Instruction before action is taken. The letter should include:
  - a. reasons for the request;
  - b. ways in which learning needs are not being met;
  - c. attempts that have been made to resolve the problem/s.

Reassignment is a last resort. Problem resolution and the exploration of other alternatives are considered before approving re-assignment.

The student is required to return to the agency and terminate appropriately under the direction of the field instructor before beginning a new placement.

The Director of Field Instruction reserves the right to reassign a student without adherence to the foregoing requirements in the event that the student's rights have been violated, and/or it is felt that field education outcomes cannot be met in the setting.

# SWRK 499 Field Practicum Course Outcomes Agreement

Social work field education is a critical component in the preparation of social work practitioners. Students are provided with supervised educational experiences where they have the opportunity to integrate social work theories and practice and develop necessary competencies through service delivery to be effective social work practitioners.

Brad Scheafor and Lowell Jenkins' ***Quality Field Instruction in Social Work: Program Development and Maintenance*** (1982) defines field instruction as follows:

"Field education is an experiential form of teaching and learning in which the social work student is helped to 1) consciously bring selected knowledge to the practice situation; 2) develop competence in performing practice skills, 3) learn to practice within the framework of social work values and ethics, 4) develop a professional commitment to social work practice; 5) evolve a practice style consistent with personal strengths and capacities, and 6) develop the ability to work effectively within a social agency." (p. 3)

The field instructor is viewed as a facilitator of learning, and creates the conditions where the learning takes place. The learning agreement is an educational tool that integrates the knowledge, value and skill bases for social work practice. It emphasizes both an *academic approach* (learning outcomes), knowing and understanding the professional knowledge base for social work practice, and a *competency-based approach* (practice-core clusters/competencies), making concrete a particular professional knowledge base in the form of measurable behaviors. Social policies, human behavior and the social environment, practice methodologies, and techniques, social work values and ethics, and research comprise the elements which the field instruction is expected to integrate into a meaningful whole.

The focus of field instruction must be on the student. The task is more than serving clients or learning to do agency work, although these are important. It demands a carefully planned effort to enable students to draw on their knowledge, values, skills, and life experiences; and requires translating abstract knowledge and principles from classroom learning into practical applications.

Learning agreements (educational contracts) serve as guides to learning by operationalizing the educational goals and objectives of the social work program. Each learning agreement comprises the written understanding between the student and field instructor as to the SMSU Social Work Program's goals and objectives, and field instruction outcomes. Each student will need to begin the development of their learning agreement with the field instructor, integrating the opportunities for tasks, activities and competency gain available at the agency. The field instructor assists the student in completing the learning agreement that identifies specific activities for meeting the ten learning outcomes identified for field instruction.

Learning agreements are to be signed by both the student and field instructor and submitted to the Director of Field Instruction at the sixth meeting of the field practicum seminar class. At the time of the mid-semester performance evaluation, the initial learning agreement should

be revised based upon additional learning needs and opportunities identified during the first half of the semester.

- The field liaison may suggest modification to strengthen the document, or recommend that portions of the agreement be modified.
- The original copy of the learning agreement becomes part of the student's record along with the mid-term and final evaluations.
- The learning agreement serves as an organizer for student/field instructor supervisory contacts, evaluations, and liaison contacts.

## Evaluation Policy

The ongoing field instructor-student supervisory conference is to help the student reflect upon his or own practice, and allows an exploration of alternative modes of helping. It centers on the student as practitioner. The educational assessment occurring between the student and field instructor focuses on both practice skills and learning style.

The evaluation of the student is to reflect the Social Work Program's educational goals and objectives and field instruction outcomes, assignments and activities, competency gain, the student's performance, and areas of learning that require future attention. The evaluation process is a collaborative effort by the student and field instructor which includes the student's input and joint discussion by both.

**The first formal evaluation occurs at mid-semester.** The student is responsible for submitting the evaluation form to the field instructor/s, for scheduling the mid-term evaluation and for arranging an evaluation conference between the field liaison, the student and field instructor/s. The field instructor/s and student are encouraged to have an evaluation conference prior to meeting with the field liaison for the more formal evaluation session. Student performance is to be reviewed at this time and the learning agreement may be modified based on the more complete understanding of student learning needs and a reappraisal of assignments and tasks that will be available within the agency.

**The final evaluation** is to be prepared by the field instructor/s, discussed with the student, and discussed by both with the field liaison at a final meeting. Once again, the student is responsible for submitting the final evaluation form to the field instructor/s and arranging the evaluation conference between the field liaison, the student, and field instructor/s.

Both the student and field instructor must sign the evaluation form. The student's signature indicates that the student has read the evaluation, but does not necessarily imply agreement. Should the student disagree with any part of the content, s/he and the field instructor ideally would work out an agreement. Should that not be possible, the student may add a statement to the evaluation, to be seen by the field instructor before it is handed in to the SMSU Director of Field Instruction.

Evaluation reports submitted to the Social Work Program are the property of the University and may not be released by the field instructor/agency to others for any reason. The Social

Work Program may release these reports only with the written permission of the student. In preparing general letters of reference formally requested by the student, school officials may incorporate evaluation materials only if appropriate releases have been obtained.

### **The Student's Evaluation of the Field Placement:**

To provide feedback to both the field instructor and the SMSU Social Work Program about the student's experience in the field agency, students are required at the end of their placement experience (after completion of the final evaluation) to evaluate her/his experience at the agency. The student evaluation (included in this field manual) must be filled out, signed by the field instructor and returned to the Director of Field Instruction before the student receives her/his final grade.

## **Grading Policy in the Field Placement**

The field placement courses SWRK 484 and 499 are graded Credit or No Credit ("C" or "NC"). Assigning field instruction grades is the responsibility of the **social work faculty liaison**. The field instructor's written evaluation as well as verbal comments will be used as guidelines when determining a grade. Students who are dissatisfied with their grade are advised to discuss their concerns with the social work faculty liaison. The student may, if he/she wishes, write an addendum to the evaluation expressing her/his concerns.

The field seminar course SWRK 485 is graded A-F. Assigning seminar grades is the responsibility of the **seminar course instructor**.

## **Field Placements in Agency of Employment Policy**

The practicum is an integral component of social work education, designed to enable students to demonstrate competent beginning level, ethical, generalist social work practice with diverse client systems of all sizes. It is important that the student have opportunity in the practicum setting to gain the experience necessary to reach this beginning level of practice. The practicum courses are an educational experience and not a work experience. It may frequently involve educational and learning experiences and a level of autonomy beyond existing job descriptions and/or goals of an individual agency. The SMSU Social Work Program and the Council on Social Work Education require that the distinction between student and employee be clear and unambiguous. Paid placements are intended primarily for students for whom such is a key factor in being able to complete the degree. Therefore, a practicum at the place of employment will be allowed only under the following conditions:

The practicum must have social work as the primary function. Social work as a discipline must be clearly distinguishable from other disciplines practiced in the agency.

1. A student must have a qualitatively different experience from that provided by her/his regular employment at the agency.
2. A qualified social worker/field instructor, who is not the work supervisor, must supervise the student.
3. The practicum must be educational, unencumbered by workload and administrative responsibilities of regular employment in the agency.



4. The student's obligations to the college such as attendance at seminars, completed papers and projects must have the support of the agency. No excuses for absences or delays related to employment will be accepted by the social work field director.

A written proposal must be submitted which outlines current employment responsibilities, proposed practicum roles and tasks, and a preliminary plan of how the work situation would be modified to meet the educational objectives of the practicum courses. The agency's written support for the plan must be included with the proposal. (see Forms for "Proposal for Practicum at Place of Employment.")

## **SECTION III**

### **Field Forms**

#### **Application for Admission to SWRK 499, Field Instruction**

- *Field Agency Agreement*
- *Field Supervisor/Instructor Agreement and Information*
- *Field Instruction Agreement*
- *Proposal for Practicum at Place of Employment*
- *Time Report Forms*
- *Student's Evaluation of Field Placement*
- *Learning Outcomes Agreement*
- *Mid-term Evaluation*
- *Final Evaluation*

#### **Syllabus SWRK 484: Pre-Field Practicum**

#### **Syllabus SWRK 485: Field Practicum**

#### **Assignment Guidelines: SWRK 484 and 485**

- *Personal Journals*
- *Pre-Field Agency Paper*
- *Analyzing Human Service Agencies*
- *Policy Discussion Post*
- *Case or Program Evaluation*
- *Case Presentations*
- *Eco Map*

**SOUTHWEST MINNESOTA STATE UNIVERSITY – SOCIAL WORK PROGRAM**  
***Application for Admission to SWRK 499 Field Instruction***

Date Received:	Action Taken:	Date Student Notified:
Placement Interview Date:	Agency:	

<b>NAME:</b>	
<b>PERMANENT ADDRESS:</b>	
<b>LOCAL ADDRESS:</b>	
<b>HOME PHONE: CELL PHONE:</b>	
<b>E-MAIL ADDRESS:</b>	
<b>TECH ID #</b>	
Do you have a valid driver's license? <input type="checkbox"/> YES <input type="checkbox"/> NO	
Do you have a car available for field instruction? <input type="checkbox"/> YES <input type="checkbox"/> NO	
<b>IN CASE OF EMERGENCY NOTIFY</b>	
<b>NAME:</b>	<b>RELATIONSHIP:</b>
<b>ADDRESS:</b>	<b>HOME PHONE:</b>
<b>ACADEMIC ELIGIBILITY FOR FIELD INSTRUCTION / GPA:</b> _____	
<b>CLASS STANDING:</b> <input type="checkbox"/> JR <input type="checkbox"/> SR	
<b>Date of Completion of All Required Courses for the Social Work Major:</b>	
<b>Date of Completion of SWRK 484 Pre-field Seminar:</b>	
<b>GPA in ALL REQUIRED Courses for the Major:</b>	<b>GPA in all courses:</b>
<b>Semester you are applying to enter Field Instruction:</b> <input type="checkbox"/> FALL <input type="checkbox"/> SPRING	

**PREVIOUS EMPLOYMENT AND/OR VOLUNTEER EXPERIENCE:**

<b>Employer:</b>	<b>Job Title:</b>	<b>Employment Dates:</b>
<b>Responsibilities:</b>		

<b>Employer:</b>	<b>Job Title:</b>	<b>Employment Dates:</b>
<b>Responsibilities:</b>		

<b>Employer:</b>	<b>Job Title:</b>	<b>Employment Dates:</b>
<b>Responsibilities:</b>		

<b>Employer:</b>	<b>Job Title:</b>	<b>Employment Dates:</b>
<b>Responsibilities:</b>		

<b>Employer:</b>	<b>Job Title:</b>	<b>Employment Dates:</b>
<b>Responsibilities:</b>		

<b>Employer:</b>	<b>Job Title:</b>	<b>Employment Dates:</b>
<b>Responsibilities:</b>		

**PERSONAL INFORMATION:**

**SOCIAL WORK CAREER GOALS:** Include social work experiences you wish to explore, skills you wish to acquire, and career directions you are considering.

**SPECIAL NEEDS:** Describe considerations related to family, job, travel, health or physical disability which should be noted in planning for your field placement.

**TYPE OF FIELD SETTING I WOULD LIKE:**

The Minnesota Social Work Practice Act is the law enacted by the Minnesota Legislature which governs the licensure and regulation of social workers in the State of Minnesota. The Board of Social Work will request a criminal history background check for all applicants for initial licensure.

Additionally, state, county and health care agencies also request a criminal history background check on all applicants for internships. We ask the following questions to determine if your conviction history may be reasonably related to the practice of social work.

Have you been convicted, including a finding of guilt, whether or not the adjudication of guilt was withheld or not entered, an admission of guilt, or a no contest plea of a felony, gross misdemeanor, or misdemeanor?

(Do not include juvenile convictions or petty misdemeanor)  yes  no

Have you been convicted, including a finding or verdict of guilt, whether or not the adjudication of guilt was withheld or not entered, an admission of guilt, or a no contest plea, of a crime against a minor?

yes  no

I hereby affirm that I will abide by the NASW Code of Ethics. \_\_\_\_\_ **(initial)**

I understand that giving false information or omitting requested information in any part of this application could result in rejection of my application or discontinuance from practicum.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*I understand that I am obligated to be available a minimum of 32 hours per week for internship hours, and available on Friday mornings and afternoons for Field Practicum and Field Research seminars. I understand that I must complete a total of 440 hours of internship hours, which includes the 40 hours agency orientation, within a semester time frame.*

*I hereby certify that the information contained herein is true and correct to the best of my knowledge. By signing this application, I grant permission for the Director of Field Instruction, Southwest Minnesota State University in Marshall Minnesota to release information contained in this form to potential field instructors and field agencies. By signing this application, I also grant permission for the Director of Field Instruction to release information relating to my performance as a student at Southwest Minnesota State University. I understand this release to be effective continuously from my dated signature. I understand this release may be rescinded by notifying the Director of Field Instruction in writing of my decision.*

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

***Please Attach:***

Current transcript of all college coursework at SMSU and other colleges and/or universities attended. The transcripts will not be returned to you.

**SOUTHWEST MINNESOTA STATE UNIVERSITY – SOCIAL WORK  
PROGRAM FIELD AGENCY AGREEMENT**

*(to be completed by Agency Executive)*

<b>AGENCY:</b>
<b>AGENCY EXECUTIVE:</b>
<b>ADDRESS:</b>
<b>CITY:</b>
<b>STATE:</b>
<b>ZIP:</b>
<b>PHONE:</b>
<b>EMAIL:</b>

**STATEMENTS of UNDERSTANDING**

This agreement acknowledges that the aforementioned agency is committed to undergraduate education at the Bachelor’s level and is entering into a joint understanding with Southwest Minnesota State University’s Social Work Program relating to field instruction for social work students. The mutual understanding between the Agency and SMSU Social Work Program is as follows:

***The Agency agrees to:***

1. As feasible, accept senior SMSU social work students for field instruction on a full time 30 hour per week basis for a period corresponding to SMSU’s academic semester and for a minimum of 440 hours.
2. Provide an appropriately degreed BSW or MSW person to serve as field supervisor/instructor for one or more students in field instruction. (Where a BSW or MSW staff person is not available within the agency, faculty from the SMSU Social Work Program can serve as field supervisor, while the agency- based person can serve as field instructor. The faculty field supervisor and agency-based field instructor negotiate responsibilities and assignments to insure that a social work focus and identification with the profession exists for the student(s)).
3. Provide the necessary staff time for agency-based field supervisors or field instructors to interview prospective student interns, to provide orientation, to supervise student intern(s) and to participate in initial and final conferences with SMSU social work faculty field liaisons. Agency-based field supervisor/instructor will provide a minimum of one hour per week of one to one supervision time with each student as well as being available for monitoring and support.
4. Provide the necessary release time for agency-based field supervisors and field instructors to attend orientation and training seminars arranged by the Director of Field Instruction at SMSU.
5. Participate in the evaluation of SMSU social work program’s curriculum.



6. Make resources available to students, as necessary and appropriate (for example, desk, telephone, support services, and reimbursement for agency related expenses.)
7. Provide opportunities for students to: a) work with individuals, b) facilitate groups, c) address community/organizational issues, d) work with diverse clients/issues, e) develop and conduct research on practice, and f) examine ethical and value issues.

***The BSW Program of Southwest Minnesota State University agrees to:***

1. Provide and refer qualified, senior level students for interviews with agency-based field supervisors/instructors.
2. Provide field supervisors/field instructors with a field manual, and a copy of the core practice skill areas for student development in their internship activities.
3. Provide ongoing support for completing the Learning objectives agreement.
4. Provide the necessary instruments for conducting midterm and final evaluations of student's performance in field instruction.
5. Meet with field supervisors/instructors for an initial conference and a final conference regarding student's learning objectives agreement and performance; discuss the student's midterm evaluation with the field supervisor/instructor.
6. Make available at no cost to field supervisors/instructors, orientation and training seminars (orientation sessions include use of field instruction manual, completion of learning objectives agreement, SMSU curriculum and accreditation issues, and student supervision.)
7. Respond promptly to issues occurring in field instruction.
8. Solicit and make opportunities available for the agency and field supervisors/instructors to have input into curriculum design for field instruction.
9. Assure that the students are covered by professional liability insurance.

***We have read and acknowledge the preceding Statements of Understanding:***

\_\_\_\_\_  
**Field Agency Executive's Signature**

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

\_\_\_\_\_  
**SMSU – Social Work Director of Field Instruction**

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

**Return to:**  
 Director of Field Instruction  
 Social Work Program  
 Southwest Minnesota State University  
 1501 State Street  
 Marshall, Minnesota 56258

Date Form Received: \_\_\_\_\_

**SOUTHWEST MINNESOTA STATE UNIVERSITY SOCIAL WORK PROGRAM  
Field Supervisor/Instructor Agreement and Information**

*(to be completed by agency-based social worker/s)*

<b>Name:</b>		<b>Title:</b>	
<b>Agency:</b>			
<b>Address:</b>			
<b>City:</b>		<b>State:</b>	<b>ZIP:</b>
<b>Phone:</b>			
<b>Email:</b>			

<b><i>EDUCATIONAL BACKGROUND:</i></b>	
<b>Highest Academic Degree:</b>	<b>Year:</b>
<b>Major:</b>	<b>Minor:</b>
<b>College/University:</b>	
<b>Location:</b>	

<b><i>LICENSURE STATUS</i></b>
Are you a licensed Social Worker in Minnesota? <input type="checkbox"/> YES <input type="checkbox"/> NO If "YES", what is your level of licensure? <input type="checkbox"/> LSW <input type="checkbox"/> LISW <input type="checkbox"/> LICSW
Are you licensed as a psychologist or other mental health professional? <input type="checkbox"/> YES <input type="checkbox"/> NO If "YES", what license/s do you hold?

<b><u>PROFESSIONAL WORK EXPERIENCE:</u></b>
<b>Agency:</b>
<b>Dates of Employment:</b>
<b>Responsibilities:</b>

<p><b><u>PROFESSIONAL WORK EXPERIENCE cont.</u></b>  <b>Agency:</b>  <b>Dates of Employment:</b>  <b>Responsibilities:</b></p>
<p><b><u>PROFESSIONAL WORK EXPERIENCE cont.</u></b>  <b>Agency:</b>  <b>Dates of Employment:</b>  <b>Responsibilities:</b></p>
<p><b><u>PROFESSIONAL WORK EXPERIENCE cont.</u></b>  <b>Agency:</b>  <b>Dates of Employment:</b>  <b>Responsibilities:</b></p>
<p><b><i>Total Years of professional work experience:</i></b></p>

***UNDERSTANDINGS as a FIELD SUPERVISOR or FIELD INSTRUCTOR***

**As a Field Supervisor/Field Instructor, you agree to:**

1. Participate with student in developing a Learning Outcomes Agreement
2. Provide an orientation to the agency for the student.
3. Provide a minimum of one hour of one-to-one supervision per week with the student, and be available for support, encouragement, monitoring and direction.
4. Select appropriate assignments that will enable the student to develop professionally while in field.
5. Assist the student in gaining access to agency and community resources as needed to complete the Learning Outcomes Agreement.
6. Participate in field conferences with the student and with the faculty field liaison.
7. Complete all required reporting forms including: time report forms, midterm and final evaluations.
8. Notify the field liaison immediately if problems develop in the field instruction.
9. Attend seminars, workshops, and other special activities for field instructors.

*The Council on Social Work Education requires senior social work practicum students to be supervised by a BSW or a MSW. In situations where a BSW or a MSW degreed supervisor is not available within the field agency, an appropriately degreed faculty member from the SMSU Social Work Program can serve as field supervisor and the agency-based person can serve as field instructor.*

**SIGNATURE**

**DATE**

**Please return to:** Director of Field Instruction, Social Work Program

Southwest Minnesota State University, 1501 State Street, Marshall, Minnesota 56258

SOUTHWEST MINNESOTA STATE UNIVERSITY SOCIAL WORK PROGRAM

**FIELD INSTRUCTION AGREEMENT**

*(to be completed by student and field supervisor/instructor in consultation with field director/coordinator prior to beginning field instruction)*

<b>Student:</b>	<b>Phone:</b>
<b>Field Supervisor/Instructor:</b>	<b>Phone:</b>
<b>Field Supervisor/Instructor:</b>	<b>Phone:</b>
<b>Agency:</b>	
<b>Student's Placement Title:</b>	

<b>Scheduling</b>	<b>Begin Date</b>	<b>End Date</b>
Dates for working on Learning Outcomes Agreement		
Dates for student orientation to field agency		
Dates for field instruction		
Anticipated number of hours per week for field instruction:		
Anticipated assignments and responsibilities:		

**Student agrees to:**

1. Complete an agency orientation prior to beginning field instruction.
2. Complete the Learning Outcomes Agreement and submit to the faculty liaison at the end of the 4<sup>th</sup> week of SWRK 485.
3. Submit weekly time sheets to his/her field supervisor/instructor.
4. Participate with the field supervisor/instructor in reviewing midterm and final evaluations of student performance.
5. Participate with the field supervisor/instructor and field director/coordinator in initial and final conferences and to assume responsibility for scheduling the conferences.
6. Complete a final evaluation of field instruction, field supervisor/instructor and field director/coordinator/liaison.
7. Assume responsibility to be an adult learner and enter into a student-teacher relationship with the field supervisor/instructor.
8. Discuss performance concerns occurring during field instruction with the field supervisor/instructor.
9. Bring to the attention of the field supervisor/instructor or field director/coordinator/liaison, issues considered unethical or in violation of the NASW Code of Ethics.
10. Complete all activities listed on the learning outcomes agreement.
11. To conduct self at all times in a professional manner.
12. To maintain confidentiality regarding all client information.
13. To complete a minimum of 440 hours of field instruction.

**Field Supervisor/instructor agrees to:**

1. Provide the student with an orientation to the agency.
2. Assist the student in developing a proposed learning outcomes agreement that takes into consideration the student's learning needs and the opportunities available within the agency.
3. Monitor the student's progress through regularly scheduled supervisory conferences consisting of a minimum of one hour per week in one to one supervision.
4. Arrange for appropriate office space, support services, and payment of all direct job-related expenses (for example, agency related mileage).
5. Notify the field director/coordinator immediately of any serious concern or problems related to the student's performance.
6. Monitor the student's time in field instruction through approval of student submitted time reports.
7. Complete all required evaluation materials.
8. Provide the student with access to learning experiences within the agency and the community.
9. Be able to provide the student with support and feedback on performance.

---

**Student Signature**

---

**Date**

---

**Field Supervisor/Instructor Signature**

---

**Date**

**SOUTHWEST MINNESOTA STATE UNIVERSITY – SOCIAL WORK PROGRAM**  
1501 State Street, Marshall, Minnesota 56258

<b>PROPOSAL FOR PRACTICUM AT PLACE OF EMPLOYMENT</b>	
Student Name _____	Semester _____
Student Telephone <i>(cell)</i> _____	<i>(work)</i> _____
<i>(email)</i> _____	
Agency Name _____	
Agency Address _____	
_____	
Field Supervisor/Instructor _____	
Field Supervisor/Instructor Telephone _____	
Field Supervisor/Instructor e-mail: _____	
Employment Supervisor _____	
Employment Supervisor Telephone _____	
Employment Supervisor e-mail _____	

***Practicum roles/tasks must be different from those of your employment.***

**I. Current employment responsibilities--Specify roles, tasks and activities.**

**II. Proposed practicum roles and tasks--Specify new roles that will produce new generalist social work practice learning.**

PROPOSAL for PRACTICUM at PLACE of EMPLOYMENT – Page 1 of 2

**III. Schedule of Hours Information – Please, complete the following schedule information:**

<b>Work Schedule</b>	<b>Practicum Schedule</b>
<b>MONDAY:</b>	<b>MONDAY:</b>
<b>TUESDAY:</b>	<b>TUESDAY:</b>
<b>WEDNESDAY:</b>	<b>WEDNESDAY:</b>
<b>THURSDAY:</b>	<b>THURSDAY:</b>
<b>FRIDAY:</b>	<b>FRIDAY:</b>
<b>SATURDAY:</b>	<b>SATURDAY:</b>
<b>SUNDAY:</b>	<b>SUNDAY:</b>

**Practicum Start Date:** \_\_\_\_\_ **Practicum Ending Date:** \_\_\_\_\_

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

\_\_\_\_\_  
**Employment Supervisor** **Date**

\_\_\_\_\_  
**Field Instruction Supervisor** **Date**

\_\_\_\_\_  
**Director of Field Instruction** **Date**

**SOUTHWEST MINNESOTA STATE UNIVERSITY – SOCIAL WORK PROGRAM**

***Student Time Report Forms***

Students are required to keep track of the number of hours per day that they are in field instruction. Please fill out a time report form for the hours spent in field instruction during each week. Submit the completed forms to your field supervisor/instructor for his/her approval.

Do not count hours you did not work due to illness, weather, or holidays. Do not count as work hours the time you spend on journal writing, or completing other written assignments for SWRK 485, Field Practicum Seminar. If in doubt about activities counting towards hours of field instruction, consult with your field supervisor/instructor or field liaison.

Time Report Forms for weeks 1 through 17 of the semester are available on the following pages.



**WEEK ONE**

Student: \_\_\_\_\_ Agency: \_\_\_\_\_

DATE:								
DAY:	SUN	MON	TUE	WED	THU	FRI	SAT	TOTAL
HOURS WORKED								

Field Instructor's Initials/Date: \_\_\_\_\_

**WEEK TWO**

Student: \_\_\_\_\_ Agency: \_\_\_\_\_

DATE:								
DAY:	SUN	MON	TUE	WED	THU	FRI	SAT	TOTAL
HOURS WORKED								

Field Instructor's Initials/Date: \_\_\_\_\_

**WEEK THREE**

**Student:** \_\_\_\_\_ **Agency:** \_\_\_\_\_

<b>DATE:</b>								
<b>DAY:</b>	<b>SUN</b>	<b>MON</b>	<b>TUE</b>	<b>WED</b>	<b>THU</b>	<b>FRI</b>	<b>SAT</b>	<b>TOTAL</b>
<b>HOURS WORKED</b>								

**Field Instructor's Initials/Date:** \_\_\_\_\_

**WEEK FOUR**

**Student:** \_\_\_\_\_ **Agency:** \_\_\_\_\_

<b>DATE:</b>								
<b>DAY:</b>	<b>SUN</b>	<b>MON</b>	<b>TUE</b>	<b>WED</b>	<b>THU</b>	<b>FRI</b>	<b>SAT</b>	<b>TOTAL</b>
<b>HOURS WORKED</b>								

**Field Instructor's Initials/Date:** \_\_\_\_\_

**WEEK FIVE**

**Student:** \_\_\_\_\_ **Agency:** \_\_\_\_\_

<b>DATE:</b>								
<b>DAY:</b>	<b>SUN</b>	<b>MON</b>	<b>TUE</b>	<b>WED</b>	<b>THU</b>	<b>FRI</b>	<b>SAT</b>	<b>TOTAL</b>
<b>HOURS WORKED</b>								

**Field Instructor's Initials/Date:** \_\_\_\_\_

**WEEK SIX**

**Student:** \_\_\_\_\_ **Agency:** \_\_\_\_\_

<b>DATE:</b>								
<b>DAY:</b>	<b>SUN</b>	<b>MON</b>	<b>TUE</b>	<b>WED</b>	<b>THU</b>	<b>FRI</b>	<b>SAT</b>	<b>TOTAL</b>
<b>HOURS WORKED</b>								

**Field Instructor's Initials/Date:** \_\_\_\_\_

**WEEK SEVEN**

Student: \_\_\_\_\_ Agency: \_\_\_\_\_

DATE:								
DAY:	SUN	MON	TUE	WED	THU	FRI	SAT	TOTAL
HOURS WORKED								

Field Instructor's Initials/Date: \_\_\_\_\_

**WEEK EIGHT**

Student: \_\_\_\_\_ Agency: \_\_\_\_\_

DATE:								
DAY:	SUN	MON	TUE	WED	THU	FRI	SAT	TOTAL
HOURS WORKED								

Field Instructor's Initials/Date: \_\_\_\_\_

**WEEK NINE**

**Student:** \_\_\_\_\_ **Agency:** \_\_\_\_\_

<b>DATE:</b>								
<b>DAY:</b>	<b>SUN</b>	<b>MON</b>	<b>TUE</b>	<b>WED</b>	<b>THU</b>	<b>FRI</b>	<b>SAT</b>	<b>TOTAL</b>
<b>HOURS WORKED</b>								

**Field Instructor's Initials/Date:** \_\_\_\_\_

**WEEK TEN**

**Student:** \_\_\_\_\_ **Agency:** \_\_\_\_\_

<b>DATE:</b>								
<b>DAY:</b>	<b>SUN</b>	<b>MON</b>	<b>TUE</b>	<b>WED</b>	<b>THU</b>	<b>FRI</b>	<b>SAT</b>	<b>TOTAL</b>
<b>HOURS WORKED</b>								

**Field Instructor's Initials/Date:** \_\_\_\_\_

**WEEK ELEVEN**

Student: \_\_\_\_\_ Agency: \_\_\_\_\_

DATE:								
DAY:	SUN	MON	TUE	WED	THU	FRI	SAT	TOTAL
HOURS WORKED								

Field Instructor's Initials/Date: \_\_\_\_\_

**WEEK TWELVE**

Student: \_\_\_\_\_ Agency: \_\_\_\_\_

DATE:								
DAY:	SUN	MON	TUE	WED	THU	FRI	SAT	TOTAL
HOURS WORKED								

Field Instructor's Initials/Date: \_\_\_\_\_

**WEEK THIRTEEN**

**Student:** \_\_\_\_\_ **Agency:** \_\_\_\_\_

<b>DATE:</b>								
<b>DAY:</b>	<b>SUN</b>	<b>MON</b>	<b>TUE</b>	<b>WED</b>	<b>THU</b>	<b>FRI</b>	<b>SAT</b>	<b>TOTAL</b>
<b>HOURS WORKED</b>								

**Field Instructor's Initials/Date:** \_\_\_\_\_

**WEEK FOURTEEN**

**Student:** \_\_\_\_\_ **Agency:** \_\_\_\_\_

<b>DATE:</b>								
<b>DAY:</b>	<b>SUN</b>	<b>MON</b>	<b>TUE</b>	<b>WED</b>	<b>THU</b>	<b>FRI</b>	<b>SAT</b>	<b>TOTAL</b>
<b>HOURS WORKED</b>								

**Field Instructor's Initials/Date:** \_\_\_\_\_

**WEEK FIFTEEN**

Student: \_\_\_\_\_ Agency: \_\_\_\_\_

DATE:								
DAY:	SUN	MON	TUE	WED	THU	FRI	SAT	TOTAL
HOURS WORKED								

Field Instructor's Initials/Date: \_\_\_\_\_

**WEEK SIXTEEN**

Student: \_\_\_\_\_ Agency: \_\_\_\_\_

DATE:								
DAY:	SUN	MON	TUE	WED	THU	FRI	SAT	TOTAL
HOURS WORKED								

Field Instructor's Initials/Date: \_\_\_\_\_



**WEEK SEVENTEEN**

**Student:** \_\_\_\_\_ **Agency:** \_\_\_\_\_

<b>DATE:</b>								
<b>DAY:</b>	<b>SUN</b>	<b>MON</b>	<b>TUE</b>	<b>WED</b>	<b>THU</b>	<b>FRI</b>	<b>SAT</b>	<b>TOTAL</b>
<b>HOURS WORKED</b>								

**Field Instructor's Initials/Date:** \_\_\_\_\_

**Student Time Report Form**

**SOUTHWEST MINNESOTA STATE UNIVERSITY – SOCIAL WORK PROGRAM  
STUDENT’S EVALUATION OF FIELD INSTRUCTION**

<b>Student:</b>	
<b>Field Agency:</b>	<b>Phone:</b>
<b>Field Agency Address:</b>	
<b>Field Agency Supervisor/Instructor:</b>	
<b>Field Liaison:</b>	

**PART I: AGENCY LEARNING ENVIRONMENT**

<i>Place an “X” in the column that best describes each of the following statements with regard to the agency setting and learning environment.</i>	LOW		AVERAGE		HIGH
<b>Quality of interaction with and acceptance by other staff</b>					
<b>Quality of in-services, consultations and other educational programs.</b>					
<b>Agency’s responsiveness to student’s education and learning</b>					
<b>Quality of orientation and training procedures</b>					
<b>Adequacy of physical space and support services.</b>					

**PART II: LEARNING OPPORTUNITIES AND RESPONSIBILITIES**

<i>Please answer each of the following questions by placing an “X” by the response that comes closest to describing your experience in this field agency</i>	<b>Responses</b>
<b>Were cases, groups and projects relevant to your learning needs available to you?</b>	Yes _____ No _____
<b>Was there an opportunity to work with diverse populations and problems?</b>	Yes _____ No _____
<b>Was there a sensitivity to women’s issues in the agency?</b>	Yes _____ No _____
<b>Was the level of skills required for work appropriate to your assignments?</b>	Yes _____ No _____

**PART III: FIELD INSTRUCTION**

<i>Please answer each of the following question by placing an "X" by the response that comes closest to describing your experience in field instruction.</i>	<b>Responses</b>
<b>Did you and your agency-based field supervisor/ instructor have scheduled times to meet for conferences?</b>	Yes _____ No _____
<b>Was the commitment to meet kept regularly?</b>	Occasionally ____ Fairly Regularly ____ Regularly ____
<b>How frequently did you meet?</b>	
<b>How long on the average were your conferences?</b>	
<b>Was your agency-based field supervisor/instructor present at the field agency during the hours you were there?</b>	Yes _____ Sometimes _____ No _____

**PART IV: FIELD SUPERVISOR/INSTRUCTOR**

<i>Please answer each of the following statements by placing an "X" in the column that comes closest to describing your experiences with you field supervisor during field instruction</i>	unsatisfactory	satisfactory	very good	exceptional	NA
<b>Was clear and consistent about expectations.</b>					
<b>Encouraged and engaged in mutual assessment of learning needs, expectations and progress on an ongoing basis.</b>					
<b>Provided clear, understandable feedback</b>					
<b>Was accessible for support and consultation.</b>					
<b>Facilitated the process of integration into the agency</b>					
<b>Was able to help integrate theoretical material with projects, assignments and work with clients.</b>					
<b>Encouraged critical assessment, appraisal and EVALUATION OF WORK WITH CLIENTS</b>					
<b>Facilitated learning of specific practice skills and techniques.</b>					
<b>Encouraged identification with professional values and encouraged professional behavior consistent with those values</b>					

**What techniques did your agency-based field supervisor/instructor use to assess your performance? (for example, reports, process recordings, taped interviews, etc.)**

**PART V: EVALUATION OF FACULTY FIELD LIAISON**

**Were there other staff at the agency who played a key role in your learning? If so, briefly comment.**

**Please comment on major strengths of this field agency with regard to supporting you in achieving your learning outcomes.**

**Please comment on limitations in this setting in relation to you achieving your learning outcomes.**

<p><i>Please answer each of the following questions by either placing an "X" by the response that comes closest to your experience with the field liaison in field instruction or by writing a response.</i></p>	<b>Responses</b>
<p><b>Did your field liaison schedule time to meet for field conferences?</b></p>	<b>YES _____ NO _____</b>
<p><b>Did your field liaison adequately facilitate your transition into the field agency?</b></p>	<b>YES _____ NO _____</b>
<p><b>Please comment on how your transition into the field agency might have been improved.</b></p>	

<p><b>Did your field liaison help you and your field supervisor to develop the learning objectives agreement?</b></p>	<b>YES ____ NO _____</b>
<p><b>Please comment on how the process of developing the learning objectives agreement might be improved.</b></p>	
<p><b>Did the field liaison respond adequately to any concerns or issues during field instruction?</b></p>	<b>YES    NO _____</b> <b>_____</b>
<p><b>Please comment on how the field liaison could be more responsive to any concerns or issues that occurred during field instruction.</b></p>	

<p><b>Did your field liaison provide you with helpful feedback during the field conferences?</b></p>	<p>YES _____NO _____</p>
<p><b>Please comment on how the field liaison could be more helpful in giving feedback to you during the conferences.</b></p>	
<p><b>Did you feel the field liaison adequately supported your needs with your field supervisor/instructor?</b></p>	<p>YES _____NO _____</p>
<p><b>Please comment on how the field liaison could have been more supportive of your needs with the field supervisor/instructor.</b></p>	

***PART VI: STUDENT'S LEARNING***

**Briefly list the main things you believe you have learned during the placement. This is in addition to the learning outcomes you identified in your learning agreement. Include areas you feel you have grown in, both professionally and personally, as a result of this practicum experience.**

**What do you believe are your greatest strengths, both personal and professional?**

**What do you consider to be the areas in which you need further growth?**

**What important factors regarding professional work environment and your professional needs will you consider in searching for employment when you graduate?**

***Signatures:***

***Student:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Field Supv./Instructor:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Field Liaison:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

**SOUTHWEST MINNESOTA STATE UNIVERSITY – BSW PROGRAM**

***Learning Outcomes Agreement***

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

Supervisors' Name: \_\_\_\_\_ Agency: \_\_\_\_\_

We would like to have your comments on the following items related to the student's activities in your agency. Please comment in the space provided on this form, or attach additional pages as needed. The format directly matches the Learning Contract goals and objectives as well as those for the course. Please rate each objective on the five-point scale provided.

<b>Program Outcome Competency 1: Identify with the social work profession</b>
---

- 1a. Student can articulate ways to advocate for client access to the services of social work.  

<b>Not demonstrated</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Demonstrated</b>	<b>N/A</b>
-------------------------	----------	----------	----------	----------	----------	---------------------	------------
  
- 1b. Student can practice personal reflection and self-correction to assure continual professional development, including attending to professional roles and boundaries.  

<b>Not demonstrated</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Demonstrated</b>	<b>N/A</b>
-------------------------	----------	----------	----------	----------	----------	---------------------	------------
  
- 1c. Student can demonstrate professional demeanor in behavior, appearance, and communications, including the appropriate use of supervision and consultation.  

<b>Not demonstrated</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Demonstrated</b>	<b>N/A</b>
-------------------------	----------	----------	----------	----------	----------	---------------------	------------

<b>Competencies</b>	<b>Task/Activity</b>
1a.	
1b.	
1c.	



**Program Outcome Competency 2: Apply ethical principles in practice**

- 2a. Student can recognize and manage personal values in a way that allows professional values to guide work.  
**Not demonstrated**                      **1**    **2**    **3**    **4**    **5**                      **Demonstrated**    **N/A**
- 2b. Student can make ethical decisions, which includes tolerating ambiguity in resolving ethical conflicts and applying strategies of ethical reasoning to arrive at principled decisions.  
**Not demonstrated**                      **1**    **2**    **3**    **4**    **5**                      **Demonstrated**    **N/A**

Competencies	Task/Activity
2a.	
2b.	

**Program Outcome Competency 3: Apply critical thinking in practice**

- 3a. Student can distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.  
**Not demonstrated**                      **1**    **2**    **3**    **4**    **5**                      **Demonstrated**    **N/A**
- 3b. Student can demonstrate effective oral and written communication.  
**Not demonstrated**                      **1**    **2**    **3**    **4**    **5**                      **Demonstrated**    **N/A**

Competencies	Task/Activity
3a.	
3b.	

**Program Outcome Competency 4: Incorporate diversity in practice**

4a. Student can recognize the extent to which a culture's structures and values may shape life experiences as well as oppress, marginalize, alienate, or create or enhance privilege and power.

**Not demonstrated**                      **1**      **2**      **3**      **4**      **5**      **Demonstrated**      **N/A**

4b. Student can view him/herself as a learner and engage those with whom he/she works as informants.

**Not demonstrated**                      **1**      **2**      **3**      **4**      **5**      **Demonstrated**      **N/A**

Competencies	Task/Activity
4a.	
4b.	

**Program Outcome Competency 5: Advocate for human rights and social and economic justice**

5a. Student can identify forms and mechanisms of oppression and discrimination.

**Not demonstrated**                      **1**      **2**      **3**      **4**      **5**      **Demonstrated**      **N/A**

5b. Student can articulate how to engage in practices that advance social and economic justice.

**Not demonstrated**                      **1**      **2**      **3**      **4**      **5**      **Demonstrated**      **N/A**

Competencies	Task/Activity
5a.	
5b.	

<b>Program Outcome Competency 6: Engage in informed research</b>
--

6a. Student can recognize how practice experience informs scientific inquiry.

**Not demonstrated**                      **1**      **2**      **3**      **4**      **5**                      **Demonstrated**    **N/A**

6b. Student can recognize how research evidence informs practice.

**Not demonstrated**                      **1**      **2**      **3**      **4**      **5**                      **Demonstrated**    **N/A**

6c. Student can critically evaluate research, recognizing its contributions and limitations.

**Not demonstrated**                      **1**      **2**      **3**      **4**      **5**                      **Demonstrated**    **N/A**

Competencies	Task/Activity
6a.	
6b.	
6c.	

**Program Outcome Competency 7: Apply knowledge of human behavior and the social environment**

- 7a. Student can utilize conceptual frameworks to conceptualize problems, interventions, and evaluation of interventions.  
**Not demonstrated**                      **1**      **2**      **3**      **4**      **5**      **Demonstrated**      **N/A**
- 7b. Student can demonstrate how to critique and apply knowledge to understand person and environment.  
**Not demonstrated**                      **1**      **2**      **3**      **4**      **5**      **Demonstrated**      **N/A**

Competencies	Task/Activity
7a.	
7b.	

**Program Outcome Competency 8: Engage in policy practice to advance social and economic well-being**

- 8a. Student can demonstrate how to analyze, formulate, and advocate for policies that advance social well-being.  
**Not demonstrated**                      **1**      **2**      **3**      **4**      **5**      **Demonstrated**      **N/A**
- 8b. Student can articulate how to collaborate with colleagues and clients for effective policy action.  
**Not demonstrated**                      **1**      **2**      **3**      **4**      **5**      **Demonstrated**      **N/A**

Competencies	Task/Activity
8a.	
8b.	

**Program Outcome Competency 9: Respond to contexts that shape practice**

- 9a Student can recognize the importance of continuously appraising and attending to changing locales, populations, scientific and technological developments, and emerging societal trends.  
**Not demonstrated**                      **1**      **2**      **3**      **4**      **5**      **Demonstrated**      **N/A**

Competencies	Task/Activity
9a.	

**Program Outcome Competency 10: Engage, assess, intervene, evaluate with individuals, families, groups, organizations, and communities**

- 10a. Student can articulate how to substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.  
**Not demonstrated**                    **1**      **2**      **3**      **4**      **5**      **Demonstrated**    **N/A**
  
- 10b. Student can use empathy and other interpersonal skills including facilitating transitions and endings.  
**Not demonstrated**                    **1**      **2**      **3**      **4**      **5**      **Demonstrated**    **N/A**
  
- 10c. Student can develop appropriate and mutually agreed-on focus of work, desired outcomes, and intervention goals and objectives that help clients resolve problems and capitalize on client strengths.  
**Not demonstrated**                    **1**      **2**      **3**      **4**      **5**      **Demonstrated**    **N/A**
  
- 10d. Student can demonstrate how to collect, organize, and interpret client data.  
**Not demonstrated**                    **1**      **2**      **3**      **4**      **5**      **Demonstrated**    **N/A**
  
- 10e. Student can demonstrate how to critically analyze, monitor, and evaluate interventions.  
**Not demonstrated**                    **1**      **2**      **3**      **4**      **5**      **Demonstrated**    **N/A**

Competencies	Task/Activity
10a.	
10b.	
10c.	
10d.	
10e.	

- It is jointly understood that the activities and timelines identified in this agreement provide the overall structure for the student during her/his field instruction.
- It is understood that these learning outcomes provide the basis for the field instructor's conferences with the student and also provides the basis for the midterm and final evaluation.
- The learning objectives agreement is a **flexible** document, and it is expected that assignments, tasks, and activities will be added as opportunities develop.
- The student should be able to demonstrate a satisfactory level of competency in all 10 learning outcomes upon completion of his/her internship in order to receive academic credit for the internship.

The student receives adequate information about ethical and legal boundaries related to practice prior to entering field instruction. Violation of these boundaries will result in immediate **suspension** or **expulsion** from field instruction. Please refer to the SMSU-Social Work Program Retention and Discontinuance Policy in the field instruction manual for the conditions which will determine when such action is necessary.

<i>Student's Signature:</i>	<i>Date:</i>
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<i>Field Instructor's Signature:</i>	<i>Date:</i>
--------------------------------------	--------------

<i>Field Instructor's Signature:</i>	<i>Date:</i>
--------------------------------------	--------------

<i>Director of Field Instruction:</i>	<i>Date:</i>
---------------------------------------	--------------

1. One copy for Student
2. One copy for each field instructor
3. The original copy is retained by the Director of Field Instruction

# Midterm Practicum Evaluation

## Southwest Minnesota State University – Social Work Program

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_ Agency: \_\_\_\_\_

This evaluation is intended to give you, the field instructor, a way to report on the student's performance at mid-semester and to identify any potential problems that may need to be addressed. On the first 3 questions, please rate the student's performance based on the scale below. Answer questions 4 & 5 as appropriate. Feel free to attach additional sheets or to contact the Practicum Director if necessary.

<b>Unsatisfactory</b>		<b>Satisfactory</b>		<b>Excellent</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

1. Student's professionalism in the agency \_\_\_\_\_  
Comments: \_\_\_\_\_
  
2. Student's ability to perform assignments and duties \_\_\_\_\_  
Comments: \_\_\_\_\_
  
3. Student's overall performance up to this point \_\_\_\_\_  
Comments: \_\_\_\_\_
  
4. Are there any concerns that need to be addressed for the student to continue in the placement?
  
5. Would you like a meeting with the Practicum Director to discuss the student's progress? (Check yes, and the Practicum Director will contact you.)  
  
Yes \_\_\_\_\_ Not necessary \_\_\_\_\_

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

**Please return via fax or mail to:**  
 Social Work – Director of Field Instruction Southwest  
 Minnesota State University  
 1501 State Street  
 Marshall, MN 56258  
**Fax: 507 537-6115 Office: 507 537-6224**



# FINAL / SEMESTER PRACTICUM EVALUATION

## SOUTHWEST MINNESOTA STATE UNIVERSITY – BSW PROGRAM

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

Supervisors' Name: \_\_\_\_\_ Agency: \_\_\_\_\_

We would like to have your comments on the following items related to the student's activities in your agency. Please comment in the space provided on this form, or attach additional pages as needed. The format directly matches the Learning Contract goals and objectives as well as those for the course. Please rate each objective on the five-point scale provided.

**Program Outcome Competency 1: Identify with the social work profession**

1a. Student can articulate ways to advocate for client access to the services of social work.  
 Not demonstrated                    1            2            3            4            5            Demonstrated    N/A

1b. Student can practice personal reflection and self-correction to assure continual professional development, including attending to professional roles and boundaries.  
 Not demonstrated                    1            2            3            4            5            Demonstrated    N/A

1c. Student can demonstrate professional demeanor in behavior, appearance, and communications, including the appropriate use of supervision and consultation.  
 Not demonstrated                    1            2            3            4            5            Demonstrated    N/A

**Program Outcome Competency 2: Apply ethical principles in practice**

2a. Student can recognize and manage personal values in a way that allows professional values to guide work.  
 Not demonstrated                    1            2            3            4            5            Demonstrated    N/A

2b. Student can make ethical decisions, which includes tolerating ambiguity in resolving ethical conflicts and applying strategies of ethical reasoning to arrive at principled decisions.  
 Not demonstrated                    1            2            3            4            5            Demonstrated    N/A

**Program Outcome Competency 3: Apply critical thinking in practice**

3a. Student can distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.  
 Not demonstrated                    1            2            3            4            5            Demonstrated    N/A

3b. Student can demonstrate effective oral and written communication.  
 Not demonstrated                    1            2            3            4            5            Demonstrated    N/A

**Program Outcome Competency 4: Incorporate diversity in practice**

4a. Student can recognize the extent to which a culture's structures and values may shape life experiences as well as oppress, marginalize, alienate, or create or enhance privilege and power.  
 Not demonstrated                    1            2            3            4            5            Demonstrated    N/A

4b. Student can view him/herself as a learner and engage those with whom he/she works as informants.  
 Not demonstrated                    1            2            3            4            5            Demonstrated    N/A

**Program Outcome Competency 5: Advocate for human rights and social and economic justice**

5a. Student can identify forms and mechanisms of oppression and discrimination.

Not demonstrated      1      2      3      4      5      Demonstrated      N/A

5b. Student can articulate how to engage in practices that advance social and economic justice.

Not demonstrated                      1      2      3      4      5      Demonstrated      N/A

**Program Outcome Competency 6: Engage in informed research**

6a. Student can recognize how practice experience informs scientific inquiry.

Not demonstrated                      1      2      3      4      5      Demonstrated      N/A

6b. Student can recognize how research evidence informs practice.

Not demonstrated                      1      2      3      4      5      Demonstrated      N/A

6c. Student can critically evaluate research, recognizing its contributions and limitations.

Not demonstrated                      1      2      3      4      5      Demonstrated      N/A

**Program Outcome Competency 7: Apply knowledge of human behavior and the social environment**

7a. Student can utilize conceptual frameworks to conceptualize problems, interventions, and evaluation of interventions.

Not demonstrated      1      2      3      4      5      Demonstrated      N/A

7b. Student can demonstrate how to critique and apply knowledge to understand person and environment.

Not demonstrated      1      2      3      4      5      Demonstrated      N/A

**Program Outcome Competency 8: Engage in policy practice to advance social and economic well-being**

8a. Student can demonstrate how to analyze, formulate, and advocate for policies that advance social well-being.

Not demonstrated                      1      2      3      4      5      Demonstrated      N/A

8b. Student can articulate how to collaborate with colleagues and clients for effective policy action.

Not demonstrated                      1      2      3      4      5      Demonstrated      N/A

**Program Outcome Competency 9: Respond to contexts that shape practice**

9a Student can recognize the importance of continuously appraising and attending to changing locales, populations, scientific and technological developments, and emerging societal trends.

Not demonstrated                      1      2      3      4      5      Demonstrated      N/A

<b>Program Outcome Competency 10: Engage, assess, intervene, evaluate with individuals, families, groups, organizations, and communities</b>
--

10a. Student can articulate how to substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.

Not demonstrated                    1            2            3            4            5            Demonstrated    N/A

10b. Student can use empathy and other interpersonal skills including facilitating transitions and endings.

Not demonstrated                    1            2            3            4            5            Demonstrated    N/A

10c. Student can develop appropriate and mutually agreed-on focus of work, desired outcomes, and intervention goals and objectives that help clients resolve problems and capitalize on client strengths.

Not demonstrated            1            2            3            4            5            Demonstrated    N/A

10d. Student can demonstrate how to collect, organize, and interpret client data.

Not demonstrated                    1            2            3            4            5            Demonstrated    N/A

10e. Student can demonstrate how to critically analyze, monitor, and evaluate interventions.

Not demonstrated                    1            2            3            4            5            Demonstrated    N/A

**Please comment on student’s strengths in any or all of the above areas (attach additional paper if necessary):**

**What specific activities and/or behaviors need to be demonstrated to raise the above rating on the next practicum evaluation (if applicable)?**

**Any other comments:**

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

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

**Please return via fax or mail to:**

Social Work – Director of Field Instruction  
 Southwest Minnesota State University – 1501 State Street, SS-117 – Marshall, MN 56258 **Fax:**  
**507 537-6115 Office: 507 537-6131**

## Southwest Minnesota State University – Social Work Program

**COURSE TITLE: SWRK 484: Pre-Field Seminar**

**CLASS MEETS:**

**OFFICE HOURS:**

**PHONE:**

### **Place of this Course in the Social Work Curriculum**

**Course Prerequisites:** This course precedes SWRK 485: Field Seminar and SWRK 499: Field Instruction. Prerequisites for this course include all courses in the social work major. A student may be completing final foundation coursework and other required courses (SWRK 344 and 402) while enrolled in SWRK 484. A student may not, however, enroll in SWRK 499 or 485 until he or she has completed all courses required in the social work major, and has a cumulative 2.5 GPA.

**Description of the Course:** The purpose of this one credit course is to prepare students to register for SWRK 485 and 499 and to enter an approved Field Agency with an approved Field Supervisor/Instructor during the following semester. The course provides an opportunity for students to: explore issues related to preferences for field experiences, discuss concerns connected with entering the field (including standards for selection of Field Agencies and Field Supervisor/Instructors, complete required forms for applying to Field Instruction, complete a Learning Outcomes Contract and Field Agency Orientation, examine the mechanics of field placement, (including resume, placement interview, liability insurance, and transportation), identify and examine uses of supervision in Field Instruction and review NASW Code of Ethics, Minnesota Data Privacy Laws, and Minnesota Board of Social Work Licensing Laws. At the end of the semester an “in progress” grade will be submitted to the registrar. Students will complete their field agency orientation and learning outcomes agreement during the semester that they are registered for SWRK 499. Students will receive credit for SWRK 484 upon completion of those requirements.

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University mission, vision and values are available at:

<https://www.smsu.edu/administration/strategicplanning/?id=7916>

### **Equal Opportunity and Nondiscrimination Policy**

Southwest Minnesota State University is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression. In addition, discrimination in employment based on membership or activity in a local commission as defined by law is prohibited. The Minnesota State Board Policy 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education is available on the SMSU's Affirmative Action web site at

<http://www.smsu.edu/administration/affirmativeaction/?id=7006>

Any individual who believes discrimination or harassment has occurred may make a report or file a complaint with the Designated Officer, in accordance with Minnesota State Procedure 1B.1.1. Report/Complaint of Discrimination/Harassment Investigation and Resolution.

### **SOCIAL WORK PROGRAM MISSION STATEMENT**

The Southwest Minnesota State Social Work Program prepares liberally educated professional social workers to ethically serve diverse populations and promote a just global community.

### ***SMSU SOCIAL WORK PROGRAM GOALS***

- GOAL I:** To prepare students for generalist practice with individuals, families, groups, organizations, and communities of diverse backgrounds;
- GOAL II:** To promote an identification with and responsibility to the values and ethics of the social work profession;
- GOAL III:** To prepare students to be lifelong learners in a changing global social and natural environment.

### ***SMSU BSSW PROGRAM OBJECTIVES (OUTCOMES)***

The goals and objectives of the Social Work Program parallel the mission of the University as a regional university serving both the public and private sectors of southwest Minnesota and other regional institutions. Upon graduation, students should be able to:

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

### **Course Outcomes:**

Upon completion of this course, students will be able to:

- Understand the expectations for a social work field placement
- Write a professional resume.
- Identify with the core values and ethics of the social work profession
- Understanding the Minnesota licensing laws and procedures
- Understand how to complete the learning agreement and its relationship to the learning outcomes evaluation
- Understand the process of social work supervision and consultation
- Successfully obtain a social work field placement

### **A. ASSIGNMENTS**

1. **Completion of Field Instruction Forms and Interviews**
  - a. Completion of Application to Admission to Field Instruction Completion of Resume
  - b. Scheduling and completion of placement interview with Director of Field Instruction Selection of Field Agency

- c. Forwarding of resume and cover letter to Field Agency requesting an interview
- d. Completion of Field Agency/Field Supervisor interviews
- e. Acceptance letter to Field Agency/Field Supervisor, thank you letters to agencies interviewed
- f. Completion of Field Instruction Agreement
- g. Completion of Learning Outcomes Contract
- h. Completion of 40 hours orientation to the field agency, due in SWRK 485
- i. Completion of pre-field agency paper – due in SWRK 485, see SWRK 485 syllabus

**2. Participation**

Students are expected to attend each seminar and to participate. Students will also meet individually with instructor.

**B. EVALUATION OF STUDENTS**

This is a one credit class, graded on a C/NC basis. In order to receive credit for the course a student will need to satisfactorily complete all written assignments, and interviews.

**c. REQUIRED TEXT:** SSU Social Work Program BSW Field Manual. Other readings may be assigned.

**d. COURSE OUTLINE:** The following course outline serves only as a guide to this course.

<b>Time Line</b>	<b>Outcomes</b>	<b>Activities/Tasks</b>
<b>Session 1</b>		Introduction to course. Review Syllabus and Assignments. Review of Field Instruction Policies. Discussion of Application for Admission to Field Instruction Forms. Discussion of Individual Issues.
<b>Session 2</b>	Students will use supervision and Consultation appropriate to social work practice	<i>Application for Admission to Field Instruction is due</i> Discussion of resumes and cover letters
<b>Session 3</b>	Students will use supervision and Consultation appropriate to social work practice	Discussion of Field Agencies and Fields of Practice Discussion of Learning Needs Discussion of individual issues
<b>Session 4</b>	Students will use supervision and Consultation appropriate to social work practice	Career Services Resume Development <i>Written notification of acceptance/rejection for field instruction.</i> Discussion of Use of Supervision. Discussion of individual issues. <i>Make an appointment with the Director of Field Instruction for field placement interview to discuss preferences for field instruction and to individually review resume.</i>

<b>Session 5</b>	Understand and apply the values and ethics of social work	Discussion of NASW Code of Ethics and the Minnesota Licensing Rules and Regulations.
<b>Session 6</b>	Understand and apply the values and ethics of social work	Discussion of selected Board of Social Work summaries of license sanctions. Discussion of individual issues.
<b>Session 7</b>	Students will use supervision and consultation appropriate to social work practice	Introduction to the Learning Agreement Discussion of individual issues. Evaluation of progress.
<b>Session 8</b>	Students will use supervision and consultation appropriate to social work practice	Introduction to The Core Practice Skills and the application to the Learning Agreement. Discussion of individual issues.
<b>Session 9</b>	Students will use supervision and consultation appropriate to social work practice	Core Practice Skills and Learning Outcomes Agreement continued Discussion of individual issues.
<b>Session 10</b>	Students will use supervision and consultation appropriate to social work practice	Discussion of the role of student social worker Discussion of individual issues.
<b>Session 11</b>	Students will use supervision and consultation appropriate to social work practice	Discussion of individual issues.
<b>Session 12</b>	Students will use supervision and consultation appropriate to social work practice	<i>Complete all Field Agency interviews and notify Coordinator of preference.</i> Discussion of individual issues.
<b>Session 13</b>	Students will use supervision and consultation appropriate to social work practice	<i>Obtain final approval of field instruction on Agency Agreement and Field Instructor Agreement Forms.</i>
<b>Session 14</b>	Students will use supervision and consultation appropriate to social work practice	Discussion of individual issues.

**Note: 400 hours of field instruction does not begin until the 40 hours of orientation to the agency is completed. Pre-Field Agency Orientation Paper is due following the 40 hours of orientation.**

## Southwest Minnesota State University – Social Work Program

**SWRK 485: Field Practicum Seminar**  
**Spring**  
**Friday**  
**Room:**

**Instructor:**  
**Office:**  
**Campus Phone:**  
**Home Phone:**

### **Place of Course in the Social Work Curriculum**

**Course Prerequisites:** This course runs concurrent with SWRK 499, Field Instruction. Prerequisites for this course are SWRK 484: Pre-Field Seminar and admission to SWRK 499: Field Instruction.

**Description of the Course:** This course provides an opportunity for students in field instruction to explore affective and cognitive aspects of practice, to demonstrate knowledge of his/her field agency in which she/he is placed, to evaluate experiences from a social work perspective, to apply social work models related to generalist practice to experiences from the field, to enhance skills in the use of discussion methods, to share self-awareness in relation to human diversity and with regard to a developing professional social work identification, to apply problem solving approaches to problems in the field, and to continue to expand research knowledge and skills.

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6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

### **Course Outcomes:**

Upon completion of this course, students will be able to:

- Demonstrate critical thinking skills within the context of professional social work practice.
- Demonstrate an understanding of the value base of the profession and its ethical standards, principles, and practice accordingly.
- Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender marital status, national origin, race, religion, sex, and sexual orientation
- Demonstrate their understanding of the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
- Interpret the history of the social work profession and its contemporary structures and issues.
- Apply the knowledge and skills of generalist social work practice with systems of all sizes.
- Utilize theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
- Demonstrate an ability to analyze, formulate and influence social policies.
- Demonstrate an ability to evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
- Use supervision and consultation appropriate to social work practice.
- Demonstrate an ability to function within the structure of organizations and service delivery systems and seek necessary organizational change.

**A. Assignments:**

Assignments:	Points:	Total Points Earned	Final Grade
Learning Outcomes	10	350 - 315	A
Personal Journals (13 @ 5 pts. each)	65	314 - 280	B
Pre-Field Agency Paper	25	279 - 245	C
Mid-Term Placement Evaluation	50	244 - 210	D
Policy Discussion Post	10	Below 210	F
Analyzing Human Service Agency Paper	25		
Case Presentation	40		
Case or Program Evaluation Paper	25		
Final Placement Evaluation	100		
<b>TOTAL Points</b>	<b>350</b>		

**Attendance Notes:**

- Attendance at Field Seminar, whether in-person or online, is mandatory.
- Only absences, due to “learning opportunities” (such as attending a conference, client court session, agency fundraiser, etc.), will be excused. However, this option is limited to **two** opportunities.
- Students must request permission and receive authorization, from both her/his Field Instructor and the Faculty Field Liaison, for an excused absence prior to missing a Field Seminar session.
- Only students, designated as online participants, may use this service, unless online participation is requested from and authorized by the Faculty Field Liaison at least **3 hours** in advance. Inclement winter weather excepted, this option is limited to **1 event**.
- Receiving **two unexcused absences** from Field Seminar will result in a **failing grade**.

**Weekly Personal Journals:** Students are expected to prepare and submit a journal on a weekly basis. A minimum of 13 journals are required. The journals are to be descriptive, reflective, and involve affective as well as cognitive dimensions. (See: *Guidelines for Writing Personal Journals*).

**Pre-Field Agency Orientation Paper:** (See: *Guidelines for Pre-field Agency Orientation Paper*)

**Analyzing Human Service Agencies Paper:** This paper builds upon the Pre-Field paper and involves further data gathering, assessment and analysis on structural, policy, programmatic and client aspects of the student’s field agency (See: *Guidelines for Analyzing Human Service Agencies*).

**Policy Discussion Post:** This discussion post involves analyzing either:

- (1) a federal or state administrative policy that is applicable to your setting, or
- (2) a federal or state administrative rule, regulation or directive that negatively limits services or impacts services to clients, or excludes clients [such as an on-going need that does not meet services criteria, thereby restricting services and presenting ethical issues in the application of the law or regulation. (See: *Guidelines for Policy Discussion Post*)

**Single-System (Case) or Program Evaluation Paper:** This paper involves designing and completing either:

- (1) a single-system research design of a client system the student served, or
- (2) a program evaluation of a specific program in which the student was assigned (can be a

“partial” program evaluation, rather than a “full” program evaluation).  
 (See: *Guidelines for Case/Program Evaluation Paper*)

**Case Presentations:** Students are expected to make one formal case presentation during the course of the semester. The presentation involves **two parts** (See: *Guidelines for Case Presentations*):

- (1) a multidimensional assessment of a client situation occurring in the student's practice; this may be at the individual, family, group, organization or community level.
- (2) a description and rationale for the intervention undertaken at either the individual, family, group, organization or community level.

**Participation:** Students are expected to **attend each seminar** and to **participate** by sharing personal practice experiences within the contexts of social work values, knowledge and skills, as well as responding to the experiences and ideas of colleagues. Students are reminded to maintain client confidentiality during class discussions.

**B. Evaluation of Students:**

This is a three-credit class, graded on an A/F basis. In order to receive credit for the course a student will need to satisfactorily complete all written assignments and presentations **and** meet the participation requirement. Rewrites of written work may be required to successfully complete any assignment.

**C. Evaluation of Instruction and Class:**

There will be a formal final evaluation conducted in the last class to address the quality of the class and the achievement of the course outcomes.

**D. Required Text:** None. There may be assigned readings during the semester.

**The Course Schedule:** (The following schedule serves only as a guide to this course; changes should be expected.)

Time Line	Outcomes	Activities/Tasks
Session 1	<ul style="list-style-type: none"> <li>• Use of supervision and consultation</li> <li>• Functioning within the structure of organizations and service delivery systems</li> <li>• Apply knowledge and skills of GSW practice</li> <li>• Undertake critical thinking skills</li> </ul>	Review of Syllabus and Assignments  Discussion of entering the organization and roles  Discussion on use of supervision  Discussion of problem-solving methods  Discussion of student placement sites  Discussion of licensing and licensing exam

<b>Session 2</b>	<ul style="list-style-type: none"> <li>• <b>Functioning within the structure of organizations and service delivery systems</b></li> <li>• <b>History of the SW profession and issues</b></li> <li>• <b>Use of supervision and consultation</b></li> <li>• <b>Undertake critical thinking skills</b></li> <li>• <b>Apply SW values and ethical standards</b></li> <li>• <b>Evaluate practice</b></li> </ul>	<p>Discussion of agency influence on practice</p> <p>Discussion of relationship with supervisor</p> <p>Discussion of individual issues and concerns</p> <p><i>Personal Journal #1 - due</i></p>
<b>Session 3</b>	<ul style="list-style-type: none"> <li>• <b>Apply knowledge and skills of GSW practice</b></li> <li>• <b>Communication skills</b></li> <li>• <b>Apply theoretical frameworks</b></li> <li>• <b>Apply knowledge and skills of GSW practice</b></li> <li>• <b>Apply SW values and ethical standards</b></li> <li>• <b>Undertake critical thinking skills</b></li> <li>• <b>Evaluate practice</b></li> </ul>	<p>Discussion of agency intake and assessment practices</p> <p>Discussion of individual issues and concerns</p> <p><i>Learning Outcomes - due</i></p> <p><i>Personal Journal #2 - due</i></p>
<b>Session 4</b>	<ul style="list-style-type: none"> <li>• <b>Undertake critical thinking skills</b></li> <li>• <b>Practice without discrimination</b></li> <li>• <b>Understand forms and mechanisms of oppression and discrimination</b></li> <li>• <b>Apply theoretical framework</b></li> <li>• <b>Apply knowledge and skills of GSW practice</b></li> <li>• <b>Evaluate Practice/Program</b></li> </ul>	<p>Discussion of work with minority clients</p> <p>Case discussions – Intake and Assessment</p> <p>Discussion of individual issues and concerns</p> <p><i>Pre-field agency orientation paper due</i></p> <p><i>Personal Journal #3 - due</i></p>
<b>Session 5</b>	<ul style="list-style-type: none"> <li>• <b>Apply SW values and ethical standards</b></li> <li>• <b>Apply knowledge and skills of GSW practice</b></li> <li>• <b>Apply theoretical frameworks</b></li> <li>• <b>Undertake critical thinking skills</b></li> <li>• <b>Apply communication skills</b></li> <li>• <b>Practice without discrimination</b></li> <li>• <b>Understand forms and mechanisms of oppression and discrimination</b></li> <li>• <b>Evaluate Practice/Program</b></li> </ul>	<p>Discussion of values and ethical dilemmas</p> <p>Case Presentations – Assessment</p> <p>Discussion of individual issues and concerns</p> <p><i>Personal Journal #4 - due</i></p>

<b>Session 6</b>	<ul style="list-style-type: none"> <li>• Apply SW values and ethical standards</li> <li>• Apply knowledge and skills of GSW practice</li> <li>• Undertake critical thinking skills</li> <li>• Apply theoretical frameworks</li> <li>• Practice without discrimination</li> <li>• Understand forms and mechanisms of oppression and discrimination</li> <li>• Evaluate Practice/Program</li> </ul>	<p>Discussion of values and ethical dilemmas</p> <p>Case Presentations – Assessment</p> <p>Discussion of individual issues and concerns</p> <p><i>Personal Journal #5 – due</i></p>
<b>Session 7</b>	<ul style="list-style-type: none"> <li>• Apply SW values and ethical standards</li> <li>• Practice without discrimination</li> <li>• Understand forms and mechanisms of oppression and discrimination</li> <li>• Apply knowledge and skills of GSW practice</li> <li>• Undertake critical thinking skills</li> <li>• Apply theoretical frameworks</li> <li>• Interpret the role of policy in service delivery</li> <li>• Evaluate Practice/Program</li> </ul>	<p>Discuss issues of oppression, harassment for women, minorities, clients, and workers</p> <p>Discussion of individual issues and concerns</p> <p>Discussion of Evaluation methods</p> <p><i>Personal Journal #6 - due</i></p>
<b>Session 8</b>	<ul style="list-style-type: none"> <li>• Apply SW values and ethical standards</li> <li>• Practice without discrimination</li> <li>• Understand forms and mechanisms of oppression and discrimination</li> <li>• Undertake critical thinking skills</li> <li>• Apply knowledge and skills of GSW practice.</li> <li>• Interpret the role of policy in service delivery</li> <li>• Analyze and influence policies consistent with SW</li> </ul>	<p>Discussion of case situations, value dilemmas</p> <p>Discussion of individual issues and concerns</p> <p>Discussion of Evaluation methods</p> <p><i>Policy Discussion Post - due</i></p> <p><i>Personal Journal #7 - due</i></p>
<b>Session 9</b>	<ul style="list-style-type: none"> <li>• Undertake critical thinking skills</li> <li>• Understand forms and mechanisms of oppression and discrimination</li> <li>• Apply knowledge and skills of GSW practice</li> <li>• Apply SW values and ethical standards</li> <li>• Evaluate Practice/Program</li> </ul>	<p>Discussion of social work in rural areas.</p> <p>Discussion of casework practice issues.</p> <p>Discussion of individual issues and concerns</p> <p>Discussion of Evaluation methods</p> <p><i>Personal Journal #8 - due</i></p>

<b>Session 10</b>	<ul style="list-style-type: none"> <li>• <b>Apply knowledge and skills of GSW practice</b></li> <li>• <b>Apply SW values and ethical standards</b></li> <li>• <b>Practice without discrimination</b></li> <li>• <b>Apply theoretical frameworks</b></li> <li>• <b>Use of supervision and consultation</b></li> <li>• <b>Communication skills</b></li> <li>• <b>Functioning within the structure of organizations</b></li> <li>• <b>Evaluate Practice/Program</b></li> </ul>	<p>Discussion of individual issues and concerns</p> <p>Discussion of Evaluation methods</p> <p><i>Personal Journal #9 - due</i></p>
<b>Session 11</b>	<ul style="list-style-type: none"> <li>• <b>Apply knowledge and skills of GSW practice</b></li> <li>• <b>Apply SW values and ethical standards</b></li> <li>• <b>Practice without discrimination</b></li> <li>• <b>Apply theoretical frameworks</b></li> <li>• <b>Use of supervision and consultation</b></li> <li>• <b>Communication skills</b></li> <li>• <b>Evaluate Practice/Program</b></li> </ul>	<p>Discussion of individual issues and concerns</p> <p>Discussion of Evaluation methods</p> <p><i>Personal Journal #10 - due</i></p>
<b>Session 12</b>	<ul style="list-style-type: none"> <li>• <b>Apply knowledge and skills of GSW practice</b></li> <li>• <b>Apply SW values and ethical standards</b></li> <li>• <b>Practice without discrimination</b></li> <li>• <b>Apply theoretical frameworks</b></li> <li>• <b>Use of supervision and consultation</b></li> <li>• <b>Communication skills</b></li> <li>• <b>Evaluate Practice</b></li> </ul>	<p>Case Presentations – Assessments and Interventions</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol> <p>Discussion of individual issues and concerns</p> <p><i>Agency Paper - due</i></p> <p><i>Personal Journal #11 - due</i></p>

<b>Session 13</b>	<ul style="list-style-type: none"> <li>• <b>Apply knowledge and skills of GSW practice</b></li> <li>• <b>Apply SW values and ethical standards</b></li> <li>• <b>Practice without discrimination</b></li> <li>• <b>Apply theoretical frameworks</b></li> <li>• <b>Use of supervision and consultation</b></li> <li>• <b>Communication skills</b></li> <li>• <b>Evaluate Practice</b></li> </ul>	<p>Case Presentations – Assessments and Interventions</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol> <p>Discussion of individual issues and concerns</p> <p><i>Personal Journal #12 - due</i></p>
<b>Session 14</b>	<ul style="list-style-type: none"> <li>• <b>Apply knowledge and skills of GSW practice</b></li> <li>• <b>Apply SW values and ethical standards</b></li> <li>• <b>Practice without discrimination</b></li> <li>• <b>Apply theoretical frameworks</b></li> <li>• <b>Use of supervision and consultation</b></li> <li>• <b>Communication skills</b></li> <li>• <b>Evaluate Practice</b></li> </ul>	<p>Case Presentations – Assessments and Interventions</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol> <p>Discussion of individual issues and concerns</p> <p><i>Personal Journal #13 - due</i></p>
<b>Session 15</b>		<p>Discussion of individual issues and concerns</p> <p>Course evaluation</p> <p><i>Case/Program Evaluation Paper - due</i></p>

**Attached:**

- **Guidelines for Writing Personal Journals**
- **Guidelines for Pre-Field Agency Orientation Paper**
- **Guidelines for Analyzing Human Service Agencies**
- **Guidelines for Policy Discussion Post**
- **Guidelines for Case/Program Evaluation Paper**
- **Guidelines for Case Presentation**

## Guidelines for Writing Personal Journals

Students in SWRK 485, Field Seminar are required to complete a written journal prior to each seminar class for a **minimum of 13** journals over the semester. The journals are confidential and reviewed by the seminar instructor. Personal journals will not be shared with other students in the field seminar, unless initiated by the student. In approaching journaling, it is important to keep in mind that, as a student in field instruction, you are going to have learning experiences and be in situations sometimes mistakenly called mistakes. It is important to use the field instruction experience as a real opportunity to explore your growing areas, as well as gifts.

The purpose of the journal is to assist a student in enhancing her/his skills in self-evaluation and self-directed professional growth. The strategies for achieving these goals include: **1)** asking students to use “objective” reporting by describing a phenomenon (what happened) in detail using what s/he heard, saw and did, **2)** asking students to identify his/her interpretations of and affective responses to the reported phenomena (situations, actions, words) and **3)** asking students to explore, using multidimensional thinking, possible explanations for her/his interpretations, affective responses and actions.

Journal entries are to be single spaced and submitted into their individual **D2L-B Droboxes**. The length of the journals should range from 1 - 2 pages in length.

**A Phenomena** is any interaction involving you and a client, supervisor, colleague, or etc. Interactions vary widely and might include situations where you experienced anxiety, fear, anger, frustration or confusion; or where you are uncertain about an action you took and the consequences of that action; or where you commented on others or yourself, such as engaging in office politics or gossip; or where you think you made a mistake; or where you believe you learned something different about yourself. Any of these phenomena can be productive to journal about.

***The following format is suggested for use in writing your journal:***

- I.** Concrete description of the phenomena. For example, what you said and/or did, and what others said and did.
- II.** Identification of your interpretations of/about the phenomena. For example, what did your actions and/or words, or the actions and words of others in the interactions, mean to you.
- III.** What emotional responses do you identify within yourself?
- IV.** Analyze or reflect on the situation. What do you think were the reasons or possible explanations for your feelings, words, interpretations and actions? What do you think were reasons or possible explanations for others interpretations, words and actions?
- V.** Did any of the following types of issues have a part in your reaction or others' reactions: views of authority; power; family values and rules; previous experiences of troubling



## **GUIDELINES FOR PRE-FIELD AGENCY ORIENTATION PAPER**

The paper should include the following sections (use headings/subheadings, double-space, and page number the report) and submitted into **D2L-B assignment drobox**:

1. Describe the agency's Mission Statement and the agency's Philosophy position (if available).
2. A brief description of the agency's overall organizational structure; an organizational chart can be attached.
3. A brief, descriptive overview of the agency's funding sources, including its (a) cash, grant, and/or contract funding, (b) non-cash sources of revenue, and (c) which sources provide the majority of funding.
4. A brief, descriptive overview of populations served, including (a) the diversity characteristics of the client populations served, (b) how clients are referred for services and (c) what percent pays full fee, partial fee, and/or no fee.
5. Describe how the agency works with the identified populations, including (a) problem areas addressed by agency services and (b) brief descriptions of organizational programs and their intervention services offered to address these problem areas.
6. What does the agency aim to achieve in client outcomes; include agency operational definitions of client's/program's success, client's/program's inadequate change, and client's/program's failure?
7. List and briefly describe any state and/or federal regulatory bodies that oversee programs provided by this organization.

### Suggested Critiques:

- From your understanding of the client populations, what are the program/agency strengths and limitations as you see them in their service delivery? You may note gaps in services; what kinds of ideas do you have to fill those gaps?
- You may find that the agency/program does not have an effective means of measuring change or evaluating outcomes. You might find that the services and the way that they are provided do not produce the kinds of effects/results that were expected. Comment on your observations of these processes.
- If the agency uses a "model" of intervention from a theoretical perspective or a model from the professional treatment literature, cite that model in #5 above.

**Due date:** SWRK 485, Field Practice Seminar, **fourth (4<sup>th</sup>) field seminar class meeting.**

## Guidelines for Analyzing Human Service Agencies

Briefly answer these questions, citing the sources of information from where or from whom you obtained the answers. The paper should be typed, double-spaced, and page-numbered; length of the paper is variable, dependent upon the type and complexity of agency setting and organization. **Submit into D2L-B dropbox.**

### Part I: Identifying the Agency's Client System

#### Identify Intake Process:

1. How are the client's needs for services determined? Outline steps and procedures.
2. In what ways do the social worker's judgment and interpretation of client information effect needs identified?
3. When clients have needs that this agency cannot meet, what are the policies and procedures for responding to those needs?

#### Identify the Agency's Organizational Network and Constituents:

1. Which agencies contract with this organization for service delivery?
2. What professional associations, labor unions, or accrediting bodies influence agency operations? How do they influence operations?
3. Is this organization affiliated with or sponsored by religious, ethnic, or fraternal bodies?

### Part II: Recognizing and Assessing the Dynamics of Agency, Environment, Worker, and Client Systems

#### Observe relationships with clients:

1. Has the agency targeted new clients during the last 5 years? Are these clients the ones who bring in money or clients for whom new resources must be found?
2. What types of clients does the organization refuse to serve? What happens to these clients?
3. Is there a mechanism for clients to complain or report what they consider inappropriate treatment?
4. Is there a mechanism for clients to have a say (input) in the overall operation of the agency programs and services?

#### Identify Personnel Policies and Practices:

1. Is there a formal "personnel policies and procedures" manual? What does the manual say about hiring minorities, women, the elderly, and the disabled?
2. How are performance evaluations conducted? Are there formal criteria for each position within the agency, such as a delineated job description?
3. What are the benefits offered through the agency? Identify with a few specifics, e.g., policies regarding continuing education and training (funding/reimbursement available?).

#### Observe relationships between staff:

1. Where does most staff informally talk about issues occurring within the organization (break room, the hallway, etc.)? What are the common stories you hear?
2. How does staff try to influence one another with regard to attitudes about clients, about administration, about themselves?
3. How does staff try to create change within the agency? What specific steps have you observed, and what was the outcome of those efforts by other staff? What change efforts have been tried in the past, and to what extent did these efforts succeed?

#### Observe relationships between staff and administration:

1. What is the most common method for organizing staff (bureaucracy, participatory teams, etc.)?

2. What is the attitude of staff towards administration? How frequently do you observe staff presenting their concern to the administration?
3. How does administration handle differences of opinion between staff, and between administration and staff? Have any employees been dismissed during the last two years? What do people tell you are the reasons for the dismissal?

**Observe relationships between agency and competitors:**

1. What other agencies provide the same services to the same clientele as this agency?
2. Are these agencies mainly competitive, or are there mechanisms for cooperation between these agencies?

**Observe relationships between agency and resource sources:**

1. How good are the relationships between funding sources and organizational leaders?
2. Is this agency responsible to a board of directors, county commissioners, or some controlling group? Describe the nature of this relationship and how it has impact on funding of agency services?
3. What types of changes occurring in state, federal or county policies have had an impact on client services? Identify the specific policies and how impacted.

## **Part III: Analyzing the Organizational System**

**Analysis of Organization Mission:**

1. Based on your understanding of agency purpose, programs and clients served in this agency, what changes would you make in agency policies to enhance the agency's responses to clients?
2. What do you consider to be the major problems in this agency's delivery of services to clients?

**Analysis of Personnel**

1. Based on your understanding of agency personnel, what resources are most needed to enhance staff functioning?
2. To what extent do you think staff training and development are being used by staff? What would you propose to enhance the use of continuing education opportunities by staff?
3. What qualifications do you think are needed for staff working in this agency? What if any changes would you make to the current qualifications the agency requires?

**Analysis of Decision Making System:**

1. What is your reaction to processes used in this agency for making decisions about program operations (e.g., starting, changing, terminating programs)?
2. What is your reaction to processes used in this agency for making decisions about clients?
3. What is your reaction to processes used in this agency for making decisions about funding?
4. What is your reaction to processes used in this agency for hiring new staff?

**Analysis of Management and Leadership**

1. What are the strengths of management and leadership in this agency?
2. How might management and leadership be improved in this agency?
3. Based on your knowledge of political organizations, is this a political organization? If Yes, in what ways? If No, in what ways is it not?

**Analysis of Clients:**

1. What is one action you believe needs to be taken to enhance services to clients? Describe how you might implement a change in this agency to accomplish this? Use some specifics.

## Guidelines for Policy Discussion Post

Post an original **Discussion on D2L-Brightspace** regarding a policy that **negatively affects** the service-provision at your placement agency.

The policy must be relevant to a program in which you are having or had experiences with client systems during your practicum placement.

1. **Identify and briefly describe** a US/Federal **or** Minnesota State policy, rule, regulation, **or** directive that is applicable to your agency setting. (~ 1 paragraph)
2. **Discuss** how this policy, rule, regulation, or directive **negatively limits/impacts services** to your agency's clients. (~ 1 paragraph)
3. **Briefly describe** a possible alternative policy that might ameliorate the negative limits/impacts on services to your agency's clients.  
(~1 paragraph)
4. **Reply, in a meaningful way, to a minimum of two** other students' policy discussions. You do NOT need to reply to replies; any **replies to replies are optional**.

# Guidelines for Case/Program Evaluation Paper

Students will consult with their field instructors and choose to design and conduct/complete **either**:

(1) a **single-system research design** of a client system the student served. In order to adequately complete a single-system research design, which is dependent upon gathering baseline and intervention data on the client system, the student must begin early in the helping process. It is, also, necessary that services to the client system be of sufficient duration.

**or**

(2) a **program evaluation** of a specific program in which the student was assigned (should be a “partial” program evaluation, **not** a “full” program evaluation). The student will need to have access to program outcome data in order to design and complete this type of evaluation.

The paper must be typed, double-spaced, and page-numbered; use appropriate headings and subheadings for structure and clarity; use a **minimum of 3** professional references; and follow a typical research report format, including headings such as:

## I. Introduction

- Problem Statement
- Literature Review

## II. Research Design

## III. Data Analysis

## IV. Findings

## V. Discussion and Further Study

**NOTE:** The **length** of students’ reports **will vary** due to type of evaluation conducted, the client system or program being evaluated, time and other constraints, and other variables. However, reports should be a **minimum of 4 pages** long. Submit into **D2L-B dropbox**.

## Guidelines for Case Presentations

During SWRK 485: Field Seminar, Students are required to make one case presentation.

- Consistent with the knowledge and skills of generalist social work practice, case presentations are to target either individual, couple, family, group, organizational or community systems.
- A problem-solving approach, using a critical multidimensional consideration of variables from several social work perspectives is to be used.
- Only actual issues and clients, with whom the student has had **ample** work experience with in field instruction, are to be used for case presentations.

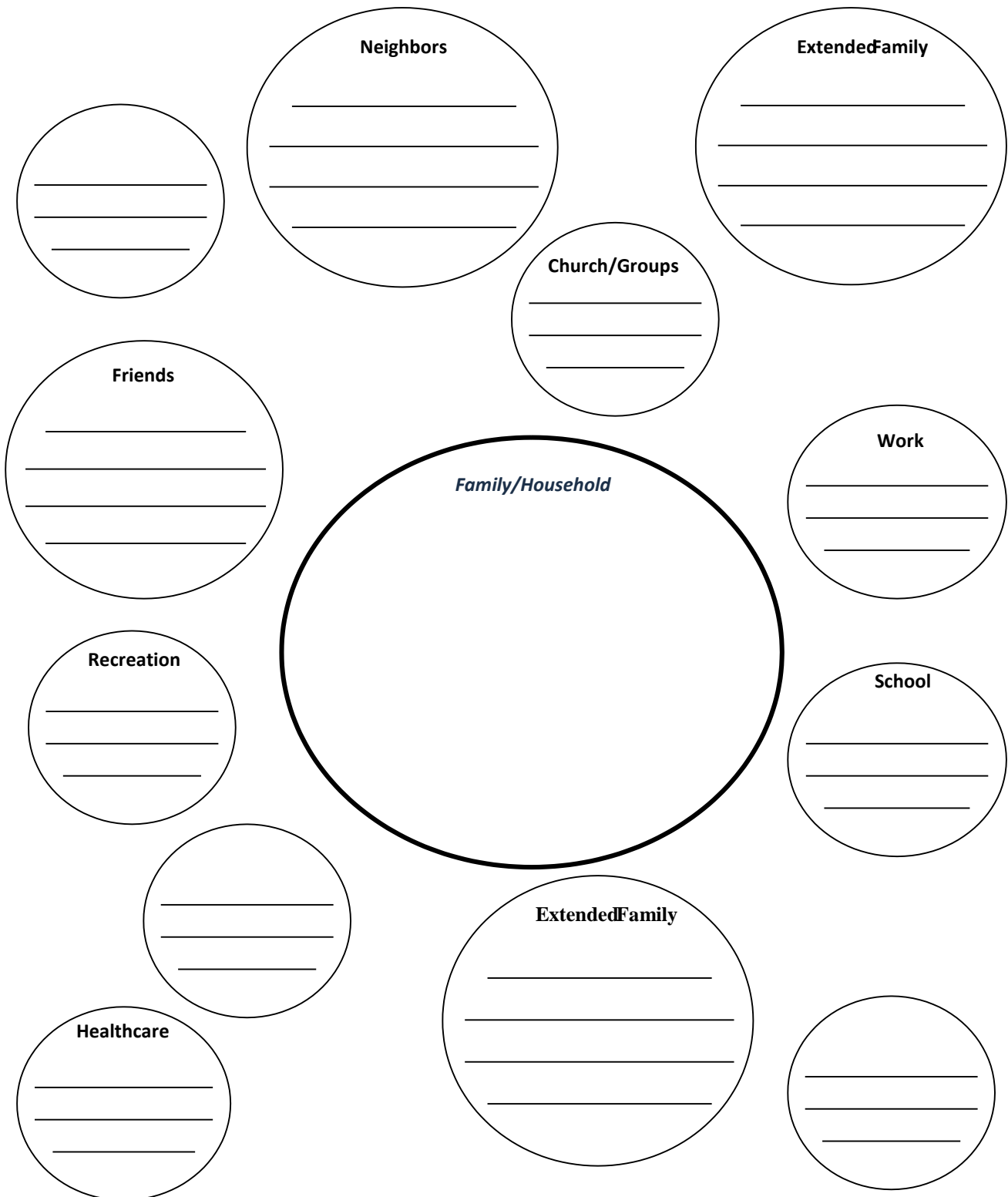
**NOTE:** Prepare Case Presentation as either a **Power Point**, a **Word**, or a **PDF** document and submit into **D2L-B drop box**.




### ***Suggested Outline for Case Presentations – Assessments***

1. **Complete an Eco-map:** General Background Information (eco-map programs are available on the web)
2. **Complete a Genogram** (if possible in your agency setting; genogram programs are available on the web, search genograms.)
3. **Problem/Strengths Identification:** Describe in detail what are considered to be the problems. Substantiate your reasoning. Provide a summary of who identifies the problems. What are the various explanations for the problems: economic, political, personal, behavioral, psychosocial, developmental, psychological, peer pressure, institutional, biological factors, etc.? What are the identified strengths? Confidentially identify your sources of data.
4. What are possible **long-term goals** related to the problems? Who is defining these goals? What about the other problems, how are they going to be addressed? What do you as the worker consider to be realistic goals? Is there a contract with a client or client group? Describe the contract.
5. What are possible **strategies or methods of intervening** with the identified problems? What are the strengths and weaknesses of each strategy?

### ***Suggested Outline for Case Presentations – Interventions***

1. What was the **nature of the problem** that was to be addressed by the intervention? What **strengths** were identified, regarding the client system?
2. What was the **reason** for the **choice of strategy or intervention** chosen?
3. Describe the **intervention** in detail?
4. What were the **immediate responses** to the intervention? Did others observe the intervention? What were the **positive and negative outcomes** of the intervention?
5. What was **learned** by conducting the intervention?



-  Strong, positive connection
-  Stressful, negative connection
-  Tenuous, uncertain connection