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Appendix 10 (if applicable) Policy on Student Practicum/Internship Transportation
Memorandum of Agreement

Please note that ALL telephone numbers and internet links in this document have been checked for accuracy. While printed in black, the links are active links in the online version of this document.

Part 2 of 2 will include the information updates relevant to SOWK 615/625, the foundation year field practicum, and SOWK 665/675, the concentration year field practicum.
Preface

This manual contains information that effects the successful completion of both SOWK 615/SOWK 625, Foundation Practicum & Seminar, I & II, and SOWK 665/SOWK675, Advanced Practicum and Seminar, I & II. Students and field agencies are strongly encouraged to read and focus on those sections relevant to their particular place in the MSW program. The field education program is conceptualized to accommodate students who may be working in agencies by spreading the required hours across spring and summer semesters, in both the foundation and concentration years, concurrent with coursework. The Council on Social Work Education specifies that students must complete a minimum total of 900 hours of field work. The following table indicates how students will be meeting that requirement:

<table>
<thead>
<tr>
<th>Year of the MSW Program</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Foundation Year (or baccalaureate social work field)</td>
<td>460</td>
</tr>
<tr>
<td>Concentration (Advanced) Year</td>
<td>500</td>
</tr>
<tr>
<td><strong>Total = 960</strong></td>
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</tbody>
</table>

The manual will help students understand the connections between field education in the foundation and concentration years. By reading this manual, students should have a clear understanding of their role in the successful completion of both courses. The following terms, defined here, will appear throughout the manual:

**Advanced standing** – students who have a BSW/BSSW from an accredited social work program may be admitted to the MSW program and advance to the Concentration year to earn their degree in one year.

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

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

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

**Field coordinator** – Department liaison that provides oversight, direction, and support to students and field instructors involved with the MSW field education program.
**Field director** – Department liaison that provides oversight, direction, and support to students and field instructors involved with the MSW field education program with additional administrative duties for field education programming.

**Field liaison** – refers to the field coordinator or field director assigned to work with a specific student and practicum site.

**Field instructor** – staff person employed by the agency who serves as the lead person for a practicum student, typically holds the MSW degree and serves as the on-site field instructor (CSWE preferred model). This term will be used throughout the manual to include task supervisors.

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

**Off-site MSW field instructor** – a MSW degreed social worker from the community who provides supervision and guidance to “reinforce the social work perspective” (CSWE, 2002) when a MSW is not available within the agency (model allowed by CSWE).

**Practicum site** – agency or organization that agrees to host a student for the field practicum. Sites are selected through student interest, agency willingness, and opportunities commensurate with MSW level expectations. Very few agencies pay practicum students and rarely are weekend and night hours offered due to the lack of supervision opportunities.

**Seminar instructor** – the concentration year MSW Social Work course instructor or faculty for SOWK 665/675.

**Task supervisor** – a master’s level (preferred) person employed by the agency who serves as the lead person for a practicum student for the entire practicum within a particular service area, provides direction day to day supervision, and evaluates the students work. Their supervision is supplemented with an off-site MSW field instructor or other MSW level agency employee to “reinforce the social work perspective” (CSWE, 2002) (model allowed by CSWE).

**Traditional program** – 2-year (foundation and concentration) MSW program, students may be admitted with any undergraduate degree and must meet other admission criteria.
Overview

Completion of SOWK 615/SOWK 625, Foundation Practicum & Seminar I & II in the foundation year and or SOWK 665/675, Advanced Practicum and Seminar I & II that occurs in the concentration year, will lead to graduation with the Master of Social Work (MSW) degree. This degree allows its holder access to specific opportunities, rights, privileges, and obligations pertaining to the practice and leadership of social work locally, statewide, nationally, and internationally. This manual contains information regarding policy, practice standards, and processes to which the student must comply for completion of SOWK 615/625 and SOWK 665/675 requirements. This document will reflect the curricular requirements prescribed by the Council on Social Work Education (CSWE, 2002) as well as the mission, goals, and objectives of the University, the College, and the Department.

It is strongly encouraged that students review this entire manual carefully in order to appreciate where these courses lie within the social work curriculum, the requirements for successful completion of field practicum, the Department of Social Work faculty’s expectations, and the transition into professional social work, including licensure. The following statements regarding mission, definition of advanced generalist, goals and objectives are critical to understanding the overall conceptualization of the MSW program. While SOWK 615/SOWK 625 are foundation year placements that focus on developing a generalist perspective, SOWK 665/SOWK 675 in the concentration year will build on that for the advanced generalist focus. The following definitional paragraphs are drawn from the Department of Social Work’s accreditation documents submitted to Council on Social Work Education.

**DEPARTMENT OF SOCIAL WORK MISSION STATEMENT**

The Department of Social Work at Minnesota State University, Mankato promotes learning to prepare students to become social workers who practice with competence and integrity at the generalist (BSSW) and advanced generalist (MSW) levels. The Department supports and enhances the work of social service agencies through consultation, scholarship, research, leadership, and other service activities. The Department affirms its commitment to practice with individuals, families, groups, organizations, and communities, with an emphasis on small and rural areas, by enhancing human well-being, promoting social justice, and alleviating poverty and oppression for all members of our diverse society within its global context.

**Generalist Practice Definition**

Generalist practice, as defined by the Department, is the delivery of social work services across systems with all populations, affirming diversity and advocating for human rights and social and economic justice. Generalist practice is built on a liberal arts foundation and incorporates social work knowledge and theories, values and ethics, and skills. Generalist practice is informed by research and responds to the contexts in which services are delivered.

The generalist social work practitioner:

- Identifies with the social work profession and is committed to the values and ethics of the profession that serve as a guide to professional practice.
- Affirms diversity and works to advance human rights and social and economic justice with individuals, families, groups, organizations, and communities.
• Applies knowledge, values, and skills to engage in planned change and research informed practice with individuals, families, groups, organizations, and communities.
• Uses critical thinking to analyze and respond to contexts that shape policy and practice.

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

**The advanced generalist practitioner:**
• Integrates culturally responsive social work services throughout all intervention levels.

• Effectively addresses the complex environment of service provision through sophisticated application of an advanced skill set across varied social work roles with emphasis on the context of small and rural communities.

• Engages in ethical, independent direct practice with individuals, families and groups and indirect practice in organizational administration and change, policy development, and community practice.

• Is prepared to assume leadership in both direct and indirect practice settings.

• Encourages and engages in interdisciplinary collaboration and public-private partnerships.

• Engages in advocacy, policy practice, and social change to advance social justice.

Adopted: June 9, 2006; Revised and Adopted: January 7, 2008; Revised and adopted: October 13, 2008; Revised and Adopted: March 21, 2012.
MSW Program Goals

1. To prepare advanced generalist social workers that understand and identify with the social work profession and are committed to upholding the values and ethics of the profession that serve to guide professional practice [EPAS 2.1.1 & 2.1.2].

2. To prepare advanced generalist social workers that are able to critically and differentially apply the knowledge, theories, values, skills, required to engage in research-informed practice and planned change (i.e. engagement, assessment, intervention, and evaluation) with individuals, couples, families, groups, organizations, and communities, emphasizing the small and rural community context [EPAS 2.1.3, 2.1.6, 2.1.7, & 2.1.10a-d].

3. To prepare advanced generalist social workers who are committed to affirming diversity and difference in practice, and advocate to advance human rights and social and economic justice in organizations, communities, and the broader global society [EPAS 2.1.4, & 2.1.5].

4. To prepare advanced generalist social workers who critically analyze, respond to, and shape the practice context, including rural practice context, and engage in policy practice to deliver effective social work services and advance social and economic well-being [EPAS 2.1.3, 2.1.7, 2.1.8, 2.1.9].

5. To model and promote the core values of competency and service through life-long learning, scholarship, community involvement, and promotion of the social work profession, spanning local to global communities [EPAS 2.1.1].

Adopted: June 9, 2006; Revised and Adopted: January 7, 2008, Revised and adopted: March 2012, final approval pending

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Field education is grounded in all of the above definitions and goals. In addition, the Council on Social Work Education (CSWE) prescribes the following Core Competencies that apply throughout social work education and Practice Behaviors that apply to foundation year MSW students (indicated by bullets). The Department has added additional *ADVANCED* Practice Behaviors (APB) that will be addressed by students in the concentration year of the MSW program. The table below lists the different competencies and practice behaviors by year in the MSW program:

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<th>Competencies and CONCENTRATION Year Advanced Practice Behaviors</th>
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<tbody>
<tr>
<td><strong>Educational Policy 2.1.1</strong> Identify as a professional social worker and conduct oneself accordingly</td>
<td><strong>Educational Policy 2.1.1</strong> Identify as a professional social worker and conduct oneself accordingly</td>
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<tr>
<td>PB 1: Advocate for client access to the services of social work</td>
<td>APB 1: Demonstrate independence and accountability as an Advanced Generalist social worker.</td>
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<td>PB 2: Practice personal reflection and self-correction to assure continual professional development</td>
<td>APB 2: Advocate for just social structures and equitable client services.</td>
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<td>PB 3: Attend to professional roles and boundaries</td>
<td>APB 3: Differentiate and manage boundaries and multiple roles at multiple system levels.</td>
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<td>PB 4: Demonstrate professional demeanor in behavior, appearance, and communication</td>
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<tr>
<td>PB 5: Engage in career-long learning</td>
<td>APB 4: Model and promote life-long learning, scholarship, community involvement, and commitment to the social work profession.</td>
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<tr>
<td>PB 6: Use supervision and consultation</td>
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<tr>
<td><strong>Educational Policy 2.1.2</strong> Apply social work ethical principles to guide professional practice</td>
<td><strong>Educational Policy 2.1.2</strong> Apply social work ethical principles to guide professional practice</td>
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<tr>
<td>PB 7: Recognize and manage personal values in a way that allows professional values to guide practice.</td>
<td>APB 5: Identify and analyze ethical issues related to the selection and implementation of interventions particularly in rural and small community settings.</td>
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<tr>
<td>PB 8: Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers /International Association of Schools of Social Work Ethics in Social Work, Statement of Principles</td>
<td>APB 6: Practice ethical decision making to resolve complex ethical dilemmas using consultation and supervision as needed.</td>
</tr>
<tr>
<td>PB 9: Tolerate ambiguity in resolving ethical conflicts</td>
<td>APB 7: Assume leadership for critically examining ethical issues within multidisciplinary settings.</td>
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<td>PB 10: Apply strategies of ethical reasoning to arrive at principled decisions</td>
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<tr>
<td><strong>Educational Policy 2.1.3</strong></td>
<td><strong>Educational Policy 2.1.3</strong></td>
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<tr>
<td><strong>Apply critical thinking to inform and communicate professional judgments</strong></td>
<td><strong>Apply critical thinking to inform and communicate professional judgments</strong></td>
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<tr>
<td>PB 11: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</td>
<td>APB 8: Communicate professional judgments to client systems, public audiences, professional colleagues, and policy makers through multiple forms of media.</td>
</tr>
<tr>
<td>PB 12: Analyze models of assessment, prevention, intervention, and evaluation</td>
<td>APB 9: Analyze and integrate disparate information, theories, and empirical research knowledge in selecting and using intervention strategies.</td>
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<td>PB 13: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
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<tr>
<td><strong>Educational Policy 2.1.4</strong></td>
<td><strong>Educational Policy 2.1.4</strong></td>
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<tr>
<td><strong>Engage diversity and difference in practice</strong></td>
<td><strong>Engage diversity and difference in practice</strong></td>
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<tr>
<td>PB 14: Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
<td>APB 10: Demonstrate culturally responsive social work practice appropriate to the practice context.</td>
</tr>
<tr>
<td>PB 15: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
<td>APB 11: Critically examine historical and contemporary policy and practice issues impacting diverse groups.</td>
</tr>
<tr>
<td>PB 16: Recognize and communicate their understanding of the importance of difference in shaping life experiences</td>
<td>APB 12: Engage in on-going self-reflective practice to address strengths and challenges related to working with diverse groups.</td>
</tr>
<tr>
<td>PB 17: View themselves as learners and engage those with whom they work as informants</td>
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<td><strong>Educational Policy 2.1.5</strong></td>
<td><strong>Educational Policy 2.1.5</strong></td>
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<tr>
<td><strong>Advance human rights and social and economic justice</strong></td>
<td><strong>Advance human rights and social and economic justice</strong></td>
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<tr>
<td>PB 18: Understand the forms and mechanisms of oppression and discrimination</td>
<td>APB 13: Advocate for just social and economic policies for rural and small community settings.</td>
</tr>
<tr>
<td>PB 19: Advocate for human rights and social and economic justice</td>
<td>APB 14: Synthesize knowledge of the effects of oppression, discrimination, and historical trauma on client systems to guide planning and intervention.</td>
</tr>
<tr>
<td>PB 20: Engage in practices that advance social and economic justice</td>
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<tr>
<td><strong>Educational Policy 2.1.6</strong></td>
<td>Engage in research-informed practice and practice-informed research</td>
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<tr>
<td>PB 21: Use practice experience to inform scientific inquiry</td>
<td>APB 15: Apply and integrate research and evaluation at all levels of practice.</td>
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<tr>
<td>APB 17: Collect and analyze quantitative and qualitative forms of data.</td>
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<tr>
<td><strong>Educational Policy 2.1.7</strong></td>
<td>Apply knowledge of human behavior and the social environment</td>
</tr>
<tr>
<td>PB 23: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
<td>APB 18: Critically evaluate and differentially apply theoretical perspectives for interventions that support optimal client outcomes.</td>
</tr>
<tr>
<td><strong>Educational Policy 2.1.8</strong></td>
<td>Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
</tr>
<tr>
<td>PB 25: Analyze, formulate, and advocate for policies that advance social well-being</td>
<td>APB 19: Develop, implement and evaluate advocacy strategies for influencing social and economic policy.</td>
</tr>
<tr>
<td>APB 21: Effectively communicate socially and economically just policy positions.</td>
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<tr>
<td><strong>Educational Policy 2.1.9</strong></td>
<td>Respond to contexts that shape practice</td>
</tr>
<tr>
<td>PB 27: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</td>
<td>APB 22: Engage in multidisciplinary collaborative practice.</td>
</tr>
<tr>
<td>APB 24: Demonstrate ability to write grants and develop resources.</td>
<td>APB 25: Evaluate the effectiveness of leadership to enhance practice within the social work practice context.</td>
</tr>
<tr>
<td>Educational Policy 2.1.10 (a) Engagement</td>
<td>Educational Policy 2.1.10 (a) Engage with individuals, families, groups, organizations and communities</td>
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<tr>
<td>PB 29: Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities</td>
<td>APB 26: Critically apply interaction skills in engaging client systems throughout the planned-change process.</td>
</tr>
<tr>
<td>PB 30: Use empathy and other interpersonal skills</td>
<td>APB 27: Develop trusting helping relationships that are culturally responsive, change-focused, client informed, collaborative, strengths based, and outcome oriented.</td>
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<tr>
<td>PB 31: Develop a mutually agreed-on focus of work and desired outcomes</td>
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<tr>
<th>Educational Policy 2.1.10 (b) Assessment</th>
<th>Educational Policy 2.1.10 (b) Assess individuals, families, groups, organizations and communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>PB 32: Collect, organize, and interpret client data</td>
<td>APB 28: Formulate comprehensive assessments of the client system appropriate to the practice context.</td>
</tr>
<tr>
<td>PB 33: Assess client strengths and limitations</td>
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<tr>
<td>PB 34: Develop mutually agreed-on intervention goals and objectives</td>
<td>APB 29: Demonstrate the use of assessment instruments and analytic frameworks to decipher complex phenomena.</td>
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<tr>
<td>PB 35: Select appropriate intervention strategies</td>
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</tbody>
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<tr>
<th>Educational Policy 2.1.10 (c) Intervention</th>
<th>Educational Policy 2.1.10 (c) Intervene with individuals, families, groups, organizations and communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>PB 36: Initiate actions to achieve organizational goals</td>
<td>APB 30: Demonstrate the differential application of evidence-based, theoretically grounded, and culturally responsive methods of intervention.</td>
</tr>
<tr>
<td>PB 37: Implement prevention interventions that enhance client capacities</td>
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<tr>
<td>PB 38: Help clients resolve problems</td>
<td>APB 31: Differentially select and implement advanced practice skills appropriate to the practice context.</td>
</tr>
<tr>
<td>PB 39: Negotiate, mediate, and advocate for clients</td>
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<td>PB 40: Facilitate transitions and endings</td>
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</table>

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<tr>
<th>Educational Policy 2.1.10 (d) Evaluation</th>
<th>Educational Policy 2.1.10 (d) Evaluate interventions with individuals, families, groups, organizations and communities</th>
</tr>
</thead>
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<tr>
<td>PB 41: Social workers critically analyze, monitor, and evaluate interventions.</td>
<td>APB 32: Use process and outcome evaluations to inform and improve practice.</td>
</tr>
<tr>
<td></td>
<td>APB 33: Evaluate interventions with client systems using approaches that are evidence-based, theoretically grounded, and culturally responsive.</td>
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</tbody>
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Adopted: January 12, 2012 and November 10, 2012
Roles and Responsibilities

Preparing students to begin professional careers in advanced generalist practice requires a combined effort of the practice community and social work educators. Preparation for the role of field instructor may be necessary particularly if supervision is a new role. The MSW Field Education Program has developed an on-line Field Instructor Training that focuses on the roles of administrator, educator, and helper as they are used in the early, middle, and concluding stages of the field practicum experience with graduate students. This training is free and does offer continuing education hours applicable for general, ethics, and supervisory requirements for licensure as a professional social worker. They may also be relevant for licensure requirements in other disciplines. The access information will be forwarded to you as part of the placement paperwork.

Communication between the field liaison, the field instructor/task supervisor, off-site field instructor (when applicable) and/or the student is a critical component to the success of all placements and should occur throughout the practicum. The field liaison, field instructor, or student may initiate such communication by telephone, email, or by requesting a site visit. The following pages will provide information that will be useful to establishing a strong working relationship between all parties. This information is not redundant to what the field instructor/task supervisor will find in the on-line Field Instructor Training. We hope you will avail yourself of both sets of information.

Responsibilities of the Field Liaison

The field liaison is responsible for overseeing all the aspects of placing students in appropriate settings with credentialed social workers, monitoring the placement through visits and journals, and consultation with both students and field instructors. The field liaison shares responsibility for ongoing dialogue regarding the process, procedures, and progress of the field practicum with students and field instructors.

The field liaison will read and respond to assignments, schedule at minimum two site visits during the practicum, and make any necessary adjustments in consultation with the student and the field instructor or task supervisor to the Learning Contract or other assignments. The field liaison will also assign the final grade for SOWK 615/625 and SOWK 665/675.

The field liaison will provide ongoing orientation and updates to supervisors regarding any additions or changes to the goals and objectives of the practicum. That information will also be made available in the field manual. The field manual is distributed to all parties to clearly communicate the goals and objective of the Department, and the objectives of the practicum sequence. The manual also provides an overview of the integration of the practicum sequence that includes SOWK 615/625, Foundation Practicum and Seminar I & II and SOWK 665/675 Concentration Practicum and Seminar I & II

In addition to the initial site visit, the field liaison will make one additional scheduled visit to agencies when students are placed in the agency to monitor student progress. Additional site visits can be made at the discretion of the field liaison, student, or field instructor. The field liaison will consult with the field instructor, as requested, about possible assignments,
experiences, and or events that may occur as part of the practicum. The field liaison will also be available to field instructors for support and discussion of concerns or issues related to the student's progress via the telephone, e-mail, or by a visit.

Possible new placement sites are explored and added to the roster each semester. Agencies may come to the attention of the field liaison through contacts in the community, a student expressing an interest in a specific agency or type of client population, or by the agency contacting the Department of Social Work and expressing their interest in being a practicum site. Agencies are screened by the field liaison to assure their willingness to abide by Department goals and policies, to provide significant learning assignments, and to provide the appropriate level of supervision. All new sites will receive an orientation visit that will include a discussion of the policies and procedures of the Department of Social Work and receive a copy of the Field Education Manual. A web-based training is available on the Department website to support field instructors.

Practicum sites are evaluated by the students who are placed there at the end of the practicum. This information, along with the experience the field liaison has with the agency, is used to determine whether a site will be retained on the database. Agencies may also opt to remove themselves from the database or to ask that no students be placed for specified lengths of time. Periodically, feedback will be provided back to agencies as evaluations from students are aggregated to provide a general review of all practicum sites. Aggregated data is used to protect student anonymity.

Responsibilities of the Student
The student is responsible for reading, understanding, and following this manual as it is explicit regarding completing the required prerequisites for field practicum and field seminar, and Learning Contract assignments and tasks, and other requirements for participating in the practicum experience.

In addition students will review agency policy and procedures, as directed by the field instructor, and be prepared to act within the requirements of that agency. This includes, but is not limited to, adhering to policies regarding safety, documentation, practice and procedures, confidentiality for both the agency and clients, the use of computer and telephone for personal reasons, and dress code. If the student is uncertain about how any specific policy impacts their participation in the agency, the students should communicate with the field instructor/task supervisor and the field liaison, as needed. For example, if the student is in doubt about sharing any agency or client information within or outside of the agency (in any format) the students should discuss this with the field instructor and the field liaison. The student’s responsibility is to seek supervision when there is any doubt about actions they are taking within or on behalf of the agency or clients.

Responsibilities of the MSW Field Instructor OR Task Supervisor (Also see Field Supervision Requirements, p 21)
Field instructors are an integral part of the practicum experience by helping students to identify with and take responsibility for the profession, to value and affirm diversity and culturally sensitive practice, and to implement the goals of the profession through contributions of
scholarship and service. Field instructors have usually expressed an interest in participating in the practicum sequence of the social work program. We believe self-selection demonstrates a commitment to social work and other professional values, ethics, and the educational structure required. The Department appreciates that agencies can choose among many qualified students and that competition may exist for student placements. It is the intent of the field liaison to ensure that the practicum is a mutually beneficial process, respecting the need for quality services for clients. This includes ensuring appropriate and timely support and interaction between agencies, the Department, and students.

The Council on Social Work Education requires that field instruction be provided by a MSW prepared social work professional. In some instances a MSW prepared field instructor is not available in the practicum setting. In that situation a Masters prepared task supervisor will provide supervision with the field liaison seeking an off-site MSW field instructor to work with the student. This satisfies the Council on Social Work Education and adds richness of perspective to the students learning (see Field Practicum Supervision Requirements, p 27). Task supervisors, included in this document as field instructors, are valued for the contributions they make and are encouraged to use the material in this manual to support their work with students.

Field instructors are provided with an overview of student supervisory needs, skills, experience (volunteer and professional), and the particular learning goals the students has discussed during the placement process. The field instructor is also encouraged to use the first weeks of the practicum as an assessment period during which decisions can be made regarding assignments, projects, or opportunities the student will allowed to pursue. The field instructor is encouraged to maintain the ‘student’ orientation during the practicum, allowing students to grow progressively into more responsible roles while providing client services, to ask questions a new employee might not feel free to ask, and to allow time for reflection and the active application of knowledge and skills with clients, including assignments for practicum and seminar.

The field instructor’s responsibilities are to work with the student to develop a Learning Contract with the student that provides a written description outlining the student specific opportunities, responsibilities, and tasks commiserate with generalist or advanced generalist levels of practice. A format will be provided in the field manual that addresses micro, mezzo, and macro practice. This is an individualized plan, negotiated between the student and the field instructor, drawing on the learning objectives of the student and the opportunities that the agency can provide. The field liaison has final oversight responsibility of the Learning Contract to assure the student has the opportunity to develop and practice a range of knowledge, skills, and values. Social work is not a stagnant profession and opportunities may arise during the practicum for student involvement that had not been considered. The plan can be amended to document other significant tasks and projects the student is involved with during the practicum. For Concentration Year students the Learning Contract will integrate the Capstone Project in which the agency is a collaborator.

The field instructor should orient the student to the agency policies and procedures including, but not limited to, those related to safety, documentation, transporting clients, and confidentiality. This includes arranging for office space and facilitating any paperwork for the payment of all related expenses (i.e. mileage) as discussed and agreed upon. If the student is concurrently
employed in the agency, the supervisor should also assist the student in adhering to the guidelines in this manual that address that circumstance. If the student is to receive a stipend from the agency the field instructor should also facilitate that process while maintaining the educational intent and focus of the field placement.

The field instructor must meet with the student to monitor progress toward meeting the Learning Contract goals and assess the student contribution to client care, in regularly scheduled, face to face supervisory meetings. These meetings should be, at minimum, one hour per week. It is expected that more informal direction, support, and supervision will occur. Although a designated field instructor must meet with the student for the required supervision, this does not preclude the use of other personnel for day to day work assignments. It is not the expectation of the Department that the student will only work with the field instructor. Interaction with other social workers and multi-disciplinary staff will enhance the student’s understanding of professional cooperation, coordination, and collaboration.

Field instructors should structure the students time until such time the student can function with more independence. The student should have the opportunity to observe early on, with the expectation that the student will gradually take on more independent work and assignments (under supervision) so that eventually the student may be managing approximately 1/3 of the caseload of a regular worker. This increase in responsibility should be carefully monitored by the field instructor so that client needs are always foremost. As the student begins to act in a more purposeful way with clients, the necessity for the required supervision becomes even more critical.

Field instructors have the authority to make reading, writing, task, participation, or training assignments as needed to benefit student learning and service provision. Field instructors are asked to balance their need to make assignments with the assignments that are required for other courses. Seminar assignments may be read by the field instructor.

The field instructor should also notify the field liaison immediately (verbally and in writing) of any serious concerns or problems related to the student's performance. This may include concerns regarding the student’s application of principles and theory, any ethical issues, or work-related issues such as absenteeism. Concerns could be related to student behavior within the agency in regards to attitude, cooperation, compliance with agency policy or practices, or completion of the Learning Contract. The field liaison will address student behavior by consulting with the field instructor the student, individually or together, in person and or via telephone or email. Resolutions that meet both the needs of the student and of the agency will be sought. In rare instances, students may be removed from placement due to behavior that is incompatible with the work of the agency.

The field instructor is required to complete the student’s performance assessments. Those forms are available in the field manual. The student should take responsibility for reminding the field instructor of due dates. The field instructor may also include the input of other social workers or staff with whom the student has worked. Although the field instructor does not grade the student, their input significantly impacts the pass/no pass status of the student. If an off-site MSW field instructor is used, they will also contribute to the evaluations.
In addition to the brief information provided in this manual, field instructors are invited to participate in the on-line training available through the Department. Continuing education hours are available for participating and there is no charge. Further information can be provided by the field liaison.

**Responsibilities of the Off-Site MSW Field Instructor**

Although the off-site MSW field instructor cannot maintain the same level of participation as an on-site supervisor, generally speaking they should strive to perform in a similar fashion. Please read the preceding paragraphs for that description. Items that suggest day to day or immediate supervision are not possible and therefore not expected.

The off-site MSW field instructor will provide field practicum instruction in individual and or small group formats depending on the needs of the student(s) and the interests of the off-site MSW field instructor(s). Off-site field instruction may be offered in the local community or on campus. For those students meeting on campus, the meeting schedule will generally follow the hybrid ‘in-class schedule’ during the spring and summer semesters, unless otherwise negotiated by the off-site MSW field instructor. If the off-site MSW field instructor prefers to meet with the student in their local community, a similar schedule will be negotiated.

Case presentation by the student and consultation with the off-site MSW field instructor will provide the foundation for the field instruction. The nature of the off-site field instruction will focus on discussion of student experiences of applying social work principles, theory, and practice methodology while providing direct and indirect social work services. The off-site MSW field instructor may also make reading assignments regarding specific populations, techniques, and or other social work information and resources.

Off-site MSW field instructors will be consulted regarding student performance if circumstances arise that may require remediation or disciplinary action.

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Practicum Admission and Retention Policies and Procedures

Foundation and Concentration year students are required to use the following policies and practices as they develop, engage in, and complete their practicum planning and participation. Exceptions may be requested using the outlines provided in the MSW Student Manual, available at the MSU,M Department of Social Work, MSW Program website.

Planning for field practicum begins the semester BEFORE the practicum actually starts in January. Failure to comply with the following policies can impact the development of a field practicum and can result in not concluding the program in a timely manner.

Transfer Credits
SOWK 615/SOWK 625 and SOWK 665/SOWK 675 are never waived for any reason, nor will transfer credits be substituted.

Locating Placement Sites
The field liaison will maintain a computerized database of sites within a 150-mile radius of Minnesota State University, Mankato. This may be used to locate and explore sites that meet the students learning objectives. Students are welcome to submit information about other sites for inclusion in this database using the Agency Exploration Questionnaire (Appendix 6).

Field Site Selection
While every effort will be made to meet the individual student placement wishes, agency availability, CSWE requirements for MSW supervision, and other administrative issues will influence the final placement decision. Field education settings will be selected to ensure that students achieve the goals of the MSW Program, including Competencies and Practice Behaviors. Field education will focus on providing students with the opportunity to intervene in “complex direct practice situations” which requires engaging in the “full spectrum of direct services” (Schatz et al., 1990, ¶ 50), as well as more “complex indirect practice situations at the bureaucratic, organizational, and community levels” (Schatz et al., ¶ 51) in order to prepare graduates for “autonomous practice, supervisory levels, and administrative roles in organizations” (Schatz et al., ¶ 48). In addition, field education settings in rural and small communities will be encouraged to afford students the opportunity to integrate and apply at a more sophisticated level the generalist/advanced generalist knowledge, values, and skills for rural social work practice.

Placements are negotiated between the student, the field liaison, and the agency (generally represented by the field instructor). The placement is based on the student’s practice interests, educational goals, and the availability of agencies that are able to assist in meeting these goals.

The agency (generally represented by the field instructor) has the authority to accept or deny a student for placement. This decision is based on agency availability and interest, the information provided by the student and the field liaison, and the interview between the student and field instructors (or other agency staff). The student also has the right to accept or decline any invitation for placement from an agency. The field liaison has the final authority for approval of
Students are not currently limited in the number of agencies they explore for potential placements. However, students need to be aware that “sitting” on an agency during an extensive search effectively limits the search of their student-colleagues. That behavior is strongly discouraged. Students should be aware that the competition from other undergraduate and graduate social work programs in Minnesota does affect the availability of some placements and agencies are under no obligation to accept students.

MSW Credit-earning Out-of-region and International Coursework (Sections I, II, III)
In keeping with University strategic priorities, College mission and goals, and Departmental goals, the Department has established the following policies in regards to MSW student participation in credit-earning out-of-region (i.e., outside a 150 mile radius from Minnesota State University, Mankato) and or international educational opportunities. While there are myriad ways a student might want to engage in out-of-region or international experiences to earn credit toward a graduate social work degree, the following policies represent the types of opportunities that the Department endorses to provide sound academic experiences consistent with the curriculum requirements and CSWE accreditation standards.

Some students may choose to use out-of-region or international opportunities to directly enhance their social work curriculum; other students seek additional travel experiences through the International Programs Office and other colleges and universities that, while not social work credit-earning, nonetheless enhance their educational experience. Students are encouraged to avail themselves of such educational experiences. Students should talk with their advisor about adding the opportunity for credit by developing an academic component to their travel plan if one does not exist. These policies are not intended to usurp the opportunity for student appeal (see MSW Student Handbook).

I. International and Domestic Credit-earning Opportunities
A) Students may elect to complete a social work Individual Study (SOWK 677, 1-3 cr.) in an international setting. The student must identify and develop this study or paper with a MSW social work faculty person who will be reviewing the finished study or paper and assigning the grade. This study or paper may be in conjunction with an experience through the International Programs Office or developed around international travel that the student plans privately. This study may meet the elective requirement (3 cr.) if sufficient depth and focus are planned. Students are advised to meet with their faculty advisor to discuss the content, learning outcomes, and time period.

B) Students who elect to do additional field placement hours may develop an Internship: Social Work (SOWK 697) in an out-of-region or international setting. This will not substitute for any required Social Work Practicum (SOWK615/625 or 665/675). SOWK 697 will be planned with a social work faculty person who will be responsible for negotiating the number of credits, assignments, monitoring the internship, collecting the necessary paperwork and or assignments, and assigning the grade.
II. General Policies regarding MSW Credit-earning Out-of-region and International Coursework

The following general policies apply to all credit-earning out-of-region (i.e., outside a 150 mile radius from Minnesota State University, Mankato) and or international educational opportunities.

A) Students must begin the planning process for any out-of-region or international social work credit-earning experience by formally contacting their advisor with a dated letter or other application materials, three (3) months in advance of the planned experience. The advisor will work with the student or make a recommendation to work with a different faculty member. All paperwork for the experience must be completed by end of the semester before the planned experience.

B) If contact with an international or out-of-region institution is required for the credit-earning experience to occur, the institution must have reliable access to, minimally, telephone and email. The reliability of any technology will be demonstrated by the use of the technology during the planning process with the faculty member with whom the student is planning the experience.

C) Students are expected to comply with Department of Social Work, MSU,M and or International Program Office policies for international travel, including but not limited to those policies related to conduct, liability, and documentation. Students are required to complete all documentation required by the International Program Office.

D) Due to the year-round sequencing of MSW coursework and practicum experiences, students should be aware that adding an out-of-region or international experience may extend their academic program. Students should work carefully with their advisor to integrate a credit-earning opportunity in an appropriate place in the curriculum sequence. Likely times occur over holiday breaks, spring break, or between semesters. A plan that disrupts the course sequence may require a student to request a leave of absence and rejoin the program the following year.

E) Evaluations of the domestic or international experience will be conducted by the involved faculty person for benefit of feedback to the Department regarding international and out-of-region credit-earning opportunities, and for ongoing assessment of the accomplishment of Departmental goals and objectives.

III. Social Work Practicum (SOWK 615/625 and SOWK 665/675)

Students should plan to complete Social Work Practicum, SOWK 615/625 and SOWK 665/675 within a 150 mile radius of Minnesota State University, Mankato. All policies and procedures for field education, as outlined in the MSW Student Handbook and the MSW Field Education Manual, apply.

Social Work Practicum, SOWK 615/625 and SOWK 665/675, are integrated with other courses during the spring and summer semesters. Some courses are offered as ‘hybrid’ courses with on-line meetings but all require face to face meetings.

Students must request an exception to MSW Field Education policy regarding SOWK 615/625 or SOWK 665/675, if a plan for the field sequence is beyond the 150 mile radius.
Requests for exceptions to this policy must be related to one or more of the following justifications:

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

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

Field Practicum Supervision Requirements (Also see Responsibilities of the Field Instructor/Task Supervisor, p 13)

The Council on Social Work Education requires that students be supervised by a MSW credentialed field instructor while in their practicum placements. The MSW credentialed field instructor is expected by the Department of Social Work to have, preferably, two years practice experience in social work and, preferably, and two-years at their current agency. MSW credentialed field instructors may or may not be licensed, depending on the Minnesota statutory requirements for licensure.

In situations where no MSW exists in the agency to provide MSW field instruction, the MSW Program will “assume responsibility for reinforcing a social work perspective” (CSWE, 2002, p. 37) in coordination with the practicum agency. The MSW field liaison will identify an appropriate MSW prepared social worker from the community or faculty member (off-site MSW field instructor) to provide the required field instruction for approval by the agency. An agency-based master’s level task supervisor will provide day-to-day direction, oversight, and evaluation of the student.

The agreement to use an out of agency off-site MSW field instructor will be discussed with the agency administrator and or the agency designee during the placement process. The agency will make the determination of who will provide task supervision to best meet the learning needs of the student. The field liaison will locate the off-site MSW field instructor and facilitate the assignment of students. The field liaison will meet with the off-site MSW field instructor and the task supervisor to review this policy. Appendix 9 will be completed and added to the students file along with information regarding the off-site MSW field instructor. The need for confidentiality will be respected by all parties and formalized by signing confidentiality statements as necessary.

The off-site MSW field instructor will be provided with a copy of the student’s name, resume, agency placement, and Learning Contract (once written). The task supervisor will be provided with the name of the off-site MSW field instructor and other information germane to the
provision of field instruction. Both the off-site MSW field instructor and the task supervisor will sign the Learning Contract and provide input for evaluations. On-going contact, consultation, and discussion of the student’s work, while encouraged, is left at their discretion.

The off-site MSW field instructor will provide field practicum instruction in individual and or small group formats depending on the needs of the student(s) and the interests of the off-site MSW field instructor(s). Off-site field instruction may be offered in the local community or on campus. For those students meeting on campus, the meeting schedule will generally follow the hybrid ‘in-class schedule’ during the spring and summer semesters, unless otherwise negotiated by the off-site MSW field instructor. If the off-site MSW field instructor prefers to meet with the student in their local community, a similar schedule will be negotiated.

Case presentations by the student and consultation with the off-site MSW field instructor will provide the foundation for the field instruction. The nature of the off-site field instruction will focus on discussion of student experiences of applying social work principles, theory, practice methodology, and professional growth while providing direct and indirect social work services. The off-site MSW field instructor may also make reading assignments regarding specific populations, techniques, and or other social work information and resources.

The task supervisor will function in the same manner as an on-site MSW field instructor by providing administrative structure and supervision including introduction and orientation to the agency, making assignments, regular consultation regarding the work the student does with clients, and consistent oversight of any work the student in the agency. The task supervisor may also make reading assignments regarding specific populations, techniques, and or other social work information and resources and will be consulted regarding the use of auditory recordings and or other learning opportunities to contribute to the field practicum instruction.

Employment and Practicum

The Department is committed to helping students achieve their learning goals in settings that offer significant opportunity for generalist/advanced generalist practice. If a student desires to do one practicum at their place of employment, and the agency can provide generalist/advanced generalist “assignments and field education supervision that differ from those associated with the student’s employment” (CSWE, 2002), students will be allowed to pursue such an arrangement (see Appendix 8). If the student has accepted employment within 4 months prior to beginning practicum, that will be considered ‘new’ employment for the purposes of practicum and will not require different unit/division/department placement or alternate MSW field instruction if a MSW supervisor is already supervising the student.

An Expedited Field Practicum Placement Process may be utilized for placements at one’s place of employment. Placements will require the approval of the field liaison, the field instructor, and the agency administrator. Requests will be assessed case-by-case. The following conditions must be satisfied in order to have a successful placement:

- All documents related to Expedited Field Practicum Placement must be fully completed in a timely manner (see page 34).
- Unless deemed “new” employment, the practicum assignment must be within a different unit/division/department than that of the employment.
• Unless deemed “new” employment, the student must be assigned a field instructor, preferably an MSW, who does not also supervise their employment.
• If a MSW field instructor is not available, a Master’s level (preferred) task supervisor will be utilized. The agency must agree to the use of an ‘off-site’ MSW field instructor to “reinforce a social work perspective” (CSWE, 2002). See Field Placement Supervision Requirements, next section, for additional information regarding policy regarding ‘off-site’ supervision.
• Practicum assignments must be clearly distinguished in the Learning Contract from regular work assignments. Only practicum assignments will count toward the requisite number of practicum hours.
• A Learning Contract that clearly delineates practicum assignments, task, and or responsibilities must be developed and will provide the underpinning for all field practicum and seminar assignments.

Termination of employment from the place of employment while completing field practicum will require an immediate review of the practicum placement. In such situations, the agency, the student, and the field liaison must all agree for the practicum to continue at that agency. If such agreement does not exist, the field liaison will work with the student to determine how to meet the practicum requirement. Depending on the circumstances of the termination of employment, the situation may be addressed under the policies related to Ethical Behavior (see page 23) and or those related to Practicum Completion (see page 22).

Registration/Drop/Add
Students register for SOWK 615/625 and SOWK 665/675 in the spring and summer of their respective program. Any variation from the established field program must be discussed with the field liaison, the student's academic advisor, and the field instructor. Due to the time required to negotiate practicum placements, pre-planning is critical and begins the fall semester before the actual practicum begins. Delaying the planning process may result in a placement not being available. Waiting until the beginning of the spring semester to begin practicum placement discussions is not permitted. Withdrawal from a planned placement will affect continuation in the program. Other considerations include the impact, particularly after the semester has begun, on agency services, the consumers, and the Department of Social Work's relationship with the agency for future practicum placements. A plan for beginning late or withdrawing must be carefully considered, developed, and implemented.

Attendance
Practicum Site
Students are expected to negotiate a schedule with their field instructor and maintain that schedule. If students are absent for reasons beyond their control (illness, family death, weather, etc.) the student must notify the field instructor as soon as possible (at a minimum, usual professional practice requires notification within a half-hour of the beginning of the day) and provide the reasons for the absence or tardiness. If possible, the student should speak with the field instructor. If not, the student should leave a message, with a telephone number for a return call. The hours absent will have to be made up at a later date. The student is responsible for initiating a plan for completion of hours with the field instructor. If a student has more than 2
days absent in one week (or an on-going pattern of absence) the field liaison must be notified by the field instructor. A pattern of absence, tardiness, or incomplete hours can result in a grade of No Credit for SOWK 615/625 or SOWK 665/675.

Seminar
Attendance and participation are mandatory for all seminar activities, either on campus or scheduled on-line. As it is at the field agency, your presence matters. The expectation is that you will be present, on time, and prepared to work in seminar. The only absences that are excused are for hazardous weather, medical, or legal reasons and you must have documentation from a doctor, attorney, or judge for the latter two. Students are expected to attend the entire seminar. A pattern of late attendance or leaving early will count toward missed classes. Excessive absence (defined as three absences in SOWK 615/625 or SOWK 665/675) will result in a No Credit grade. Students should communicate directly with the field liaison about any absences.

Practicum Completion & Disruptions
Both SOWK 615/625 and SOWK 665/675 are intended to be completed in practicum settings that provide opportunities for both the spring and summer semesters, with continuous MSW field instruction from one person. If a specific agency is not able to provide the requisite hours for both semesters (spring and summer), the student must initiate the discussion, IN ADVANCE, for concluding the placement in an alternative site and or with an alternate field instructor. For example, those seeking placement in a school setting where the school social work program is inactive in the summer MUST have a plan in place by the middle of the spring semester to address the summer requirement. A community education or summer youth employment program that has summer opportunities and is willing to participate, are examples of alternative site options. Students should plan to complete SOWK 615/625 and SOWK 665/675 in different settings.

Students who may have difficulty completing their practicum requirements in the planned time frame should communicate this to the field liaison as soon as possible, in writing. The field liaison may be able to work with the student to meet the student’s needs and the Department’s requirements. Any adjustments to the time frame are the exception and require prior approval of the program director, the field liaison, and the field instructor or task supervisor. Documentation of any adjustments will be placed in the student file by the field liaison.

Situations occasionally develop that require a placement be changed once the semester has begun. Such disruptions are infrequent and changes in placement will only be considered under unusual circumstances, such as extreme life events, agency disruption, or serious impediments to completing the practicum as planned. Changes can be initiated at the request of the field instructor, field liaison, or the student. The field liaison is responsible for determining the nature and extent of the unusual circumstances and assessing remediation possibilities within the agency prior to terminating the placement. It is the field liaison’s responsibility to make the decision to terminate one placement and, if appropriate, to find an alternative placement. It is the field liaison’s decision whether the student is to receive credit for the time spent in the original placement.
Students must be concurrently enrolled in courses for both the foundation and concentration year field practicum. Student academic performance and or standing will impact completion of field practicum in a timely manner. Refer to the MSW Graduate Student Handbook, Scholastic Standards Policy and Procedures for related information.

**Ethical Behavior**


Student conduct towards their clients, co-workers, student colleagues, field instructor, task supervisors, off-site supervisor (if applicable) and or field liaisons will be evaluated based on NASW standards for ethical behavior.

Any complaints lodged by clients, agency personnel, student colleagues, faculty members, and or the field liaison including, but not limited to, the following areas may result in corrective instruction, disciplinary action, suspension, and or a grade of no credit in either or both of field practicum and seminar. Additionally, reconsideration of the student being retained in the program, and/or dismissal from the program is possible.

- Violation of professional relationship boundaries including, but not exclusively, inappropriate physical contact, any harassment, social/sexual involvement, or emotional abuse.
- Violation of consumer and/or agency confidentiality.
- Evidence of impairment that, in the judgment of the placement agency or field liaison, jeopardizes the primacy of the consumer's or agency's interests.
- Disciplinary action as a result of academic performance.
- Criminal charges that reflect personal behaviors incompatible with the expected behaviors and/or ethics of professional social workers.
- Any behavior that is incompatible with the Social Work Code of Ethics/Practice Standards/HIPPA (e.g., falsifying records, misrepresentation of work performed, misleading consumers, harassment of supervisors, clients, fellow students, and/or faculty).

Some types of disciplinary action taken against a student must by law be reported on the MN Board of Social Work Application for Licensure when an application is made for licensure. When a student already holds a license in social work, licensed social workers are obligated to report ethical violations. Contact the Minnesota Board of Social Work for additional information <[http://www.socialwork.state.mn.us/](http://www.socialwork.state.mn.us/)>. Other professionals with whom the student works in the practicum setting may have similar reporting obligations.
Policies related to disciplinary action, dismissal, or suspensions are not meant to inhibit the student’s right to appeal (See the MSW Graduate Student Handbook.).

**Field Placement Communication**
The field instructor and field liaison have the responsibility to communicate as needed using any of a variety of formats (telephone, letters, in person, fax, email, etc.) as a means to discuss and evaluate the student’s performance. The student is also responsible for communicating directly with both the field instructor and the field liaison in any of the aforementioned formats.

**Communication and Confidentiality**
As instantaneous communication via email, blogs, and listservs has become more common, and traditional communication channels like the telephone and ground mail have not abated, students must be extremely cautious about breaching confidentiality. The impulse to respond instantaneously to requests for information, even to other professionals, must be resisted. The student’s responsibility is to seek supervision when there is any doubt about communicating information or taking action within or on behalf of the agency or a client. *Additionally, information from the practicum site is prohibited from use in personal communication (verbally, on-line, or in print) without written permission of the field instructor and field liaison. This includes sharing information about field practicum sites, clients, other students, or staff on social media sites such as Facebook.* While students will be discussing their work with clients in seminar and in the agency, strict adherence to confidentiality standards, redacting information from documents or reports, and disguising client data must occur. Breaches of client or agency confidentiality can have serious consequences for the student including dismissal from the program. Health Insurance Portability and Accountability Act of 1996 (HIPAA) standards should be reviewed and carefully followed. They are available on the Health and Human Services webpage at [http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html](http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html) for your review. Students should discuss on these are implemented in their respective agencies with the field instructor and or task supervisor.

Students are cautioned against the use of personal cell phones for conducting agency business. The automatic appearance of personal numbers on a cell phone log allows the client to contact the student at any time regardless of when the student is actually “on the clock” in the practicum setting. Setting appropriate boundaries may be difficult with that level of access. Additionally, inadvertent release of client information through a client call or the observation of names/numbers (for others who might use the student’s cell phone) is also a breach of confidentiality. Password protections should be implemented on personal devices if they are used for professional business. Precautions should be taken to prevent theft or usage by unauthorized individuals.

**Professional Membership and Liability Insurance**
As an opportunity for enhancing professional identity and development, *NASW membership* is required for SOWK 615/625 and SOWK 665/675. Membership information can be obtained online at [https://www.socialworkers.org/online-join/join.aspx](https://www.socialworkers.org/online-join/join.aspx). A copy of the membership card or the downloadable membership acknowledgement, submitted to the field liaison, will provide verification of this requirement. Consideration for any student for whom this is a financial burden will be given.
Liability insurance is required to be in place prior to beginning, and throughout, SOWK 615/625 and SOWK 665/675. Liability insurance purchased for work or provided by an employer may not substitute for student liability insurance.

- A student policy can be purchased, through the office of Student Financial Services located on the first floor of the Wigley Administration Center. Student policies through the University cover a fiscal year (June 1 – July 31). Insurance must not be allowed to lapse during the summer semester. Rate is under $10 per year.
- The American Professional Agency, Inc. also provides liability for students and does not require membership in an organization. Visit http://www.americanprofessional.com/ for additional information. Rates start at $23 per year.
- Commercial insurance carriers may also provide liability coverage. A copy of the receipt, attached to a document that clearly indicates that you have practice liability insurance, is required for verification. Rates vary by insurer.

If copies of those documents are not received prior to the beginning of either placement, the field instructor will be notified that the student will not begin practicum until the necessary paperwork has been submitted to the field liaison.

Transportation of Clients
Students in Department of Social Work field education placements are responsible for providing their own transportation to and from their field sites. In some very limited situations (e.g. international student without valid license, student with disability), students may request assistance from the Department to make other transportation arrangements.

Practicum students should not be expected to transport clients unless the agency field instructor or task supervisor clearly communicates with the practicum student and field faculty liaison that such requirement is an essential duty of the practicum/internship at the beginning of placement. It is the responsibility of the agency to state whether practicum students are required to drive, travel, or transport clients as part of their duties and to manage any such requirements. Agencies that require practicum students to drive for agency business should verify that the agency’s liability insurance policy covers students driving and/or transporting clients either in an agency vehicle or the student’s private vehicle. Agencies are asked to reimburse students for mileage if they use their own vehicles.

Practicum students are advised that agencies requiring driving/transporting may also require students to submit to a Motor Vehicles Records check, notification of their own insurance carrier regarding use of the vehicle within the practicum, and compliance with all driving and client transportation policies of the agency. Clients should only be transported for specified agency business.

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

NOTE: This policy is subject to change. If it changes during the course of a practicum placement, the students and agencies involved will be informed by the field liaison. Agencies that require interns to transport clients should also make this known to the Department’s field liaisons by signing and returning a copy of this signed policy form by third week of placement (Appendix 10).

Inclement Weather
Most practicum sites are located in Southern and Central Minnesota and inclement weather should be expected. The student's departure to or from the practicum site may only be delayed an hour or so, or it could be for an entire day or more. Students may use the following to gain information regarding travel to and/or from their home or practicum site:

- The Statewide Road Conditions and Weather number 1-800-542-0220 or at http://www.511mn.org/about511.asp online.
- Local radio stations for school closings and early dismissals.

If the student is at the practicum site and the weather conditions create unsafe road conditions, the field instructor at the agency should be consulted. If a student is delayed by weather from leaving home, they should immediately contact their field instructor and negotiate an arrival time. Once at the practicum site, the student is permitted to leave early, take advantage of the agency’s overnight hospitality, or make other accommodations to stay overnight should weather become problematic. The student and supervisor should always consider safety in making any travel plans during the course of the work day. Students traveling long distances for seminar attendance should always use the same consideration as used for travel to or from field practicum sites.

Nondiscrimination in Educational Opportunity

Definitions
Minnesota State University, Mankato and the Department of Social Work have clear policies regarding nondiscrimination and the possible outcomes if it occurs. The following will assist students in determining if discrimination or harassment is occurring.

- Discrimination is defined as conduct that is directed at an individual because of his or her protected class and that subjects the individual to different treatment by agents or employees so as to interfere with or limit the ability of the individual to participate in, or benefit from, the services, activities, or privileges provided by the system or colleges and universities or otherwise adversely affects the individual's employment or education. Discriminatory harassment is defined as verbal or physical conduct that is directed at an individual because of his or her protected class, and that is sufficiently severe, pervasive, or persistent so as to have the purpose or effect of creating a hostile work or educational environment.
- Harassment on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, or sexual orientation is prohibited. Sexual harassment is a form of sex discrimination prohibited by state and federal law.
• Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, and other verbal or physical conduct of a sexual nature when:
  1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, evaluation of a student's academic performance, or term or condition of participation in student activities or in other events or activities sanctioned by the college or university; or
  2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions or other decisions about participation in student activities or other events or activities sanctioned by the college or university; or
  3. Such conduct has the purpose and effect of threatening an individual's employment; interfering with an individual's work or academic performance; or creating an intimidating, hostile, or offensive work or educational environment.

• Harassment includes action beyond the mere expression of views, words, symbols or thoughts that another individual finds offensive. Not every act that may be offensive to an individual or group constitutes discrimination or harassment.

• Discrimination or harassment can 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 other person having business at or visiting the educational environment. Sometimes comments or actions that constitute discrimination or harassment are intended to be humorous or to express familiarity. This doesn’t excuse the behavior or the need to address it.

Under certain circumstances, sexual harassment or violence may constitute sexual abuse according to Minnesota law. In such situations, the system office and colleges and universities shall comply with the reporting requirements in Minnesota Statutes Section 626.556 (reporting of maltreatment of minors) and Minnesota Statutes Section 626.557 (Vulnerable Adult Protection Act).

**Reporting and Documentation of Harassment**

**If you are being harassed:**

1. The student should clearly, specifically, and firmly communicate to the alleged harasser that their behavior is offensive and unwelcome. If the student is not comfortable talking directly to the individual, the student can identify a third party whom the student and the other individual mutually respect and ask for their assistance in helping to talk through the behavior and why it was offensive.

2. Notify the field liaison and the field instructor or task supervisor about the harassment immediately. If the harasser is the field instructor or task supervisor, notify that person’s supervisor. *Do not delay.*

3. When the harassment begins, and if it continues, the student should keep a written record for the specific dates, times, places, witnesses, and the nature of every event of the harassment.

4. The field liaison will act as the student’s advocate to see that the harassment ceases. The student will not be penalized if it becomes necessary to disrupt the placement.
Persons with Disabilities
In accordance with University Policy, the Department of Social Work is committed to ensuring equal educational opportunity and full participation for qualified persons with disabilities as is legally required under the Rehabilitation Act of 1973 including section 504 and the Americans with Disabilities Act. All students with a disability may request accommodation for classroom and field practicum through the Office of Accessibility Resources. This request must be made prior to the beginning of field practicum. Visit the Office of Accessibility Resources at 132 Memorial Library or call 507-389-2825 (V/TTY). Student disability accommodations will be made by faculty based upon the advisement of the Office of Accessibility Resources.

Scent Free Environment
The Department of Social Work has a “scent-free environment” policy for our students, staff, faculty, and visitors. This is an accommodation in response to a request under the Americans with Disabilities Act, and as such, compliance is mandatory. There is no “right” to wear volatile organic compounds (VOC) of natural or synthetic composition that interfere with the health of colleagues, and there is a duty to assertively avoid the use of such substances during work hours. People with multiple chemical sensitivity or environmental illness have a range of responses to these compounds, such as headaches, nausea, disorientation, dizziness, migraines, skin reactions and asthmatic reactions. Some reactions can be severe, requiring oxygen treatment, continuous medication treatment, emergency room treatment, and/or hospitalization. Therefore we take our scent-free environment very seriously.

The most common, and easiest to control, volatile organic compounds are scented products, for example, perfume, body oils, powders, hair sprays, etc. Other scents that can be harmful come from scented clothes-dryer sheets and liquids, some printed materials, some cleaning compounds, some paints, carpet glue, new upholstery, chemicals, etc. Please monitor your use of scented products and don’t wear them while in Wissink Hall, Trafton Science Center, or in social work classes. This is also an important consideration as you begin to work with persons in the community who may have similar allergy problems. We would encourage you to limit your use of VOCs throughout your practicum and career.

Distraction and Technology Use
The purpose of seminar and practicum is learning through educational interaction with the instructor and others. In order to fulfill that purpose and to help students develop professional behavior that extends beyond the classroom, the Department of Social Work has developed this policy on Distraction and Use of Personal Technology in the classroom. We ask that students arrive and be prepared to begin seminar at the time indicated in the course registration materials and not leave prior to official course ending time, unless instructor makes other arrangements. If a student must leave early, they should do so with as little distraction as possible. While you may bring electronic devices (e.g. computers, PDAs, I-Pods, cell phones, etc.) into the classroom, their usage during seminar time should be restricted to educational purposes related to the seminar itself. Students should check the policy of their practicum site regarding the use of electronic devises. Students who use their devices for other than educational purposes (e.g. to text message, search the Internet, play games, listen to music, or read email) may be asked to close their computers or leave the room or practicum. Cell phones should be turned off or set to
vibrate during seminar or practicum hours; personal messages or calls should be responded to
during seminar or practicum only in the case of an emergency.

Please read the full policy in the MSW Student Handbook.

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

Career Development and Licensure
SOWK 615/625 and SOWK 665/675 Competencies and Practice Behaviors focus on knowledge,
skills, and values that social work students are expected to accomplish during their educational
tenure. These support students’ graduation and transition into the professional social work
community. The accomplishment of those Competencies and Practice Behaviors prepare
students to begin professional careers in generalist/advanced generalist practice, to identify with
and take responsibility for the profession, to value and affirm diversity in society and the world,
to be prepared for continued graduate education (PhD, DSW, etc.), and to implement the goals of
the profession through contributions of leadership, scholarship, and service regionally, locally,
nationally, and internationally. Continuing education in the field, focused on specific
populations and or practices and or to advance in licensure levels, will always be necessary.

Students are encouraged to recognize that the knowledge, skills, and values they develop in the
practicum setting are those that employers are looking for. Students are encouraged to
“package” their abilities in a professionally prepared vita, resume, and/or portfolio. The Career
Counseling Center has staff people that work with students from the College of Social and
Behavioral Sciences to develop such a document. They are also available for other career
development and job placement opportunities.

Although it is not the policy of this Department that students must take a licensing examination,
the Department strongly encourages students to do so. In Minnesota and many states, licensure
is a requirement for social work practice and social service employment. Information will be
provided regarding the nature of the examination, time lines for application for licensure, and for
taking the examination, costs, and the requisite supervision. Information will also be made
available regarding merit examinations. However, it is incumbent on the student to take the
initiative to access information (including the licensure handbook and application), contact the
relevant agencies with questions, and, in general, manage their transition to professional work
settings. The following are World Wide Web sites that are often requested from students for
information about licensing, examinations, employment:

- Minnesota Board of Social Work (state licensing board, test information, and forms)
  www.socialwork.state.mn.us/

- Association of Social Work Boards (national, licensure test information)
  www.aswb.org/
• Minnesota Merit System, Department of Human Resources (state, merit system information and forms)
  www.dhs.state.mn.us/main/groups/agencywide/documents/pub/dhs_id_010515.hcsp

• Minnesota Department of Employee Relations (state, career opportunities)
  http://www.doer.state.mn.us/employment.htm

• Minnesota Social Service Association (state, for members, emailed jobs bulletin)
  www.mnsocialserviceassoc.org

• Minnesota School Social Workers Association (state, school social work license information and position openings (www.msswa.org/)

• National Association of Social Workers, MN Chapter (professional organization information and opportunities for involvement)
  www.naswmn.org/

• Association of Baccalaureate Social Workers Program Directors, Inc. (national, free listserve subscription required, positions in higher education)
  http://www.bpdonline.org/

• Council on Social Work Education Career Center (national, positions in higher education, social service agencies)
Application Policies and Procedures

Intent to Register for Practicum Review

Notice of the dates of a mandatory meeting regarding field practicum placement will be announced via the listserv and email. At those meetings students will be given specific directions for the processes that will lead to a successful placement process.

Each student who intends to register for practicum must complete a number of forms and schedule a time to submit and discuss those with the field liaison early in the fall semester.

Students SHOULD NOT contact agencies for practicum planning purposes prior to meeting with the field liaison but may explore potential placements through conversation with colleagues, a website, or through collateral contacts.

The field liaison will review all applications. Documentation of successful completion of prior coursework may be required. If it is determined that a student has not successfully prepared for entry into SOWK 612/625 or SOWK 665/675, the student will be removed from the planning process. The student must initiate a re-entry into the practicum planning process. The next sections will describe the steps for completing the practicum placement process.

Some agencies require a different paperwork process than those used by this Department. All efforts will be made to make that a smooth process with minimal duplication.

Note: Students should maintain their own file of forms submitted, correspondence with field liaison, potential practicum sites, and meeting notes.

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Practicum Placement Procedures for Students

Students admitted to SOWK 615/625, Social Work Practicum and Seminar I&II or SOWK 665/675, Concentration Practicum and Seminar I&II should note the following paragraphs are presented sequentially and include steps for the student and the field liaison. Compliance to this sequence of steps is critical. Students must adhere to this process if they intend to begin their practicum in a timely fashion. Students should use this sequence as a checklist to gauge their placement progress.

There are two processes outlined in the following pages:

1) Expedited Field Practicum Placement Process – only for those Concentration Year students who are anticipating completing their practicum at their place of employment, and

2) Standard Field Practicum Placement Process for Foundation Year and all other Concentration Year students. Concentration Year students may choose to confer with the field liaison or academic advisor before they decide which process to follow.

Expedited Field Placement Process - Practicum at Place of Employment
(FOR CONCENTRATION YEAR ONLY)

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

1. Email the field liaison the following documents completed accurately with all required signatures.

   o A completed copy of the Intent to Register (Appendix 5) form. This should be typed or word-processed. Please keep in mind this form should be prepared thoughtfully as it will be reviewed by potential field instructors. The field liaison will provide feedback regarding this form.
   
   o A copy of student’s resume. Students are encouraged to take advantage of the Career Development and Center (located on the second floor in the Wigley Administration Building) for review of their resume prior to submission with this packet. The field liaison will also provide feedback on the resume. This will be reviewed by potential field instructors.
   
   o Signed copy of the Professional Commitment, Appendix 3. This will not be reviewed by potential field instructor or task supervisor.
   
   o A copy of the signature page from the section on Criminal Background Checks (p 26). This will not be reviewed by potential field instructor or task supervisor.

   AND
   
   o Cover Letter for Place of Employment – write a formal letter of request addressed to the immediate supervisor or the agency administrator. If employment has been for less than 4 months, tasks and MSW supervision may remain unchanged.
A copy of this letter will be submitted to the field liaison to be kept in the students file.

Strict attention should be paid to correct grammar, punctuation, sentence structure, and content. (Students have lost placement opportunities based on poorly constructed letters of introduction.)

The formal letter includes the following:

- Contact person, agency name and address, date,
- Salutation – use appropriate address (Mr., Ms., Mrs., Dr., etc.,)
- 1st paragraph – introduction/reminder of the student and their current employment status in the agency,
- 2nd paragraph – what the student specifically wants to do differently to meet the needs of the field practicum and their learning interests, including the need for a different MSW level supervisor, if available,
- 3rd paragraph – student thanks the agency for their consideration and indicates they will look forward to acceptance of this proposal, provides the name of the field liaison from the MSW program for additional information,
- Closing with signature.

AND

- Provide the field liaison with information about the agency. A website or brochure is acceptable.

2. Permission to move forward or not will be based on those documents.

- If the letter clearly defines what the student is employed to do, what the students wants to do differently for practicum, and how MSW supervision can be achieved, the student will be approved to move forward to #3.

- If the field liaison has any questions about the student’s status or intentions, the student will be asked to clarify those with the field liaison before approval to move on #3 is granted.

3. Once approved, the student will schedule a time to meet formally with the administrator or supervisor who has the authority to arrange and or approve placements (sometimes there is more than one person involved) to discuss:

- Duties, tasks, activities, or opportunities that could be used for practicum. These MUST be different from the student’s regular job assignments and must extend from January through July of the field placement year.
How the student will be compensated; are the practicum hours on top of the regular 40 hours per week or will they be part of your regular schedule, is flex time or vacation available, can the student commit to working post-graduation for time engaged in practicum.

Whether a potential degreed social work supervisor, preferably with 2 years post-MSW graduation experience, is available on-site. Has that person agreed to provide supervision? If that is not available the student will need to know if the agency is willing for off-site supervision to occur with a MSW degreed social worker. Also talk about who would provide on-site day to day task supervision (preferably a master’s level professional) if a MSW is not available.

Possible Capstone Projects.

That the field liaison will contact the administrator/supervisor to finalize a plan.

4. Once the student has met with the administrator or supervisor, the student will send the field liaison a detailed email with all the answers to all those questions and anything else that was raised as a question or concern by the student or by the administrator or the supervisor.

5. The student will schedule a time to meet with the field liaison to discuss the details and the fit with the students learning interests. If this proposal is not accepted by the employer, a discussion of next steps will occur.

6. After meeting with the student, the field liaison will follow up with the administrator or supervisor to discuss the proposal, answer any outstanding questions, and finalize the placement. Depending on the agency this will occur either with a telephone call (for those who have a relationship with the Department) OR with a site visit.

   Memorandum of Agreement will be signed by administrator or supervisor and field liaison.

   Student will also sign Appendix 7, Student Training Experience/Internship Agreement

   Student will be required to provide additional documentation for the field liaison using Appendix 8.

   Availability of MSW level field instruction at the placement agency will determine the necessity of Appendix 9.

7. Once notified that the practicum has been finalized, the student will follow up with a formal letter of acceptance to the administrator or supervisor, cc:ed to the field liaison, indicating the start date.
Standard Field Practicum Placement Procedure
(for SOWK 615/625 and SOWK 665/675 placements that are not worksite based)

1. Individual Meetings with Application Packet
All materials in the “MSW Field Practicum Application Packet” should be completed and submitted to the assigned field liaison at the first meeting and must be typed or word processed. Materials include:
   a. A completed copy of the Intent to Register (Appendix 5) form. This should be typed or word-processed. Please keep in mind this form should be prepared thoughtfully as it will be reviewed by potential field instructors. The field liaison will provide feedback regarding this form.
   b. A copy of the student’s resume. Students are encouraged to take advantage of the Career Development and Center (located on the second floor in the Wigley Administration Building) for review of their resume prior to submission with this packet. This will be reviewed by potential field instructors.
   c. Completed Agency Exploration Forms, three recommended (Appendix 6). This will not be reviewed by potential field instructor or task supervisor.
   d. Signed copy of the Professional Commitment, (Appendix 3). This will not be reviewed by potential field instructor or task supervisor.
   e. A copy of the signature page from the section on Criminal Background Checks (pages 45-46). This will not be reviewed by potential field instructor or task supervisor.

2. Selecting Possible Practicum Sites
   a. Students are asked to think carefully about their learning goals and program objectives as they begin to consider practicum opportunities. While it is anticipated that public and private agencies will be utilized as they meet the specific learning goals of students, students will be encouraged to consider agencies in small and rural communities for placements. Applicants may look at the Field Database (located in the Social Work Office), use their professional networks, or search the web for possible practicum sites before or after the mandatory meeting. The Field Database is accessible in the Department of Social Work or by contacting the field liaison.
   b. Do not contact any of the practicum placements without prior permission of the field liaison. This is at the request of field instructors and task supervisors. The initial contact is the responsibility of the field liaison.
   c. Students will provide the field liaison with Agency Exploration Forms describing options they believe will meet their learning goals. The field liaison may have additional suggestions or information that may impact the site selection.
   d. Students seeking placement at their place of employment must communicate that to the liaison at this time. Additional documentation will be required.
   e. Placements are made within a 150-mile radius of MSU, M. An exception to that policy should be requested at the minimum three months in advance (see p 17). The student requesting such a placement should also understand there may be additional financial responsibilities regarding transportation for the field liaison to make site
visits.

3. **Initial Agency Contact** - From the Agency Exploration Forms, the field liaison will contact the agency and determine if they are interested in a practicum student, whether appropriate opportunities are available to meet the educational goals of the student, and whether MSW field instruction is available within the agency.
   a. If it is a previously unused agency the field liaison will orient the agency personnel to the Department of Social Work’s requirements for student placements.
   b. If the agency is interested and can provide the required field instruction or is amenable to off-site MSW field instruction, and student appropriate tasks and assignments are available, the student will be notified.
   c. The field liaison will also discuss the requirements for students seeking placement in their place of employment.

4. **Cover Letter of Introduction** - Students will prepare a letter of introduction to be ground mailed or e-mailed only at agency discretion to the potential field instructor along with a copy of the students’ resume.
   a. A copy of this letter will be submitted to the field liaison to be kept in the students file.
   b. Strict attention should be paid to correct grammar, punctuation, sentence structure, and content. (Students have lost placement opportunities based on poorly constructed letters of introduction.)
   c. The cover letter of introduction should be a formal letter that includes the following:
      i. Contact person, agency name and address, date
      ii. Salutation – use appropriate address (Mr., Ms., Mrs., Dr., etc.,)
      iii. 1st paragraph – introduction of the student and their interest in the agency
      iv. 2nd paragraph – what the student has to offer the agency from volunteer experiences, previous placements, or job related skills, and their learning interests
      v. 3rd paragraph – student thanks the agency for their consideration and states the student will call to set up an interview within the next three working days
      vi. Closing with signature
   d. Availability of MSW level field instruction at the placement agency will determine the necessity of **Appendix 9: Off-site MSW Field Instruction Form**.
   e. Agencies may also require that students complete agency volunteer applications, submit to an additional background check, or submit to required medical tests. Choosing not to honor those requests will impact placement.

5. **Submitting Material to the Agency** - When notified that an agency is willing to be a practicum site, the student will forward, by ground mail (e-mail only at agency discretion)
   a. The cover letter, resume, and **Intent to Register**
   b. Students will follow up with a telephone call to that agency within three to five working days to set an appointment for an interview. It is the responsibility of the student to schedule the interview.
   c. Agency personnel will be aware that you are sending materials. Delays will impact their continued interest in hosting a practicum student.
d. Students may interview at more than one agency, however the competition for placements exists not only with one’s student social work colleagues from MSU, M but also from other MSU, M departments and other colleges and universities. This can be particularly important to keep in mind in the urban areas. “Sitting” on potential placements is discouraged.

6. Communication with the field liaison - The student must inform the field liaison of the interview outcome. In some cases agency personnel may also call the field liaison with feedback. The field liaison will then finalize the placement or assist the student to make other contacts for placements.

7. Finalization of the Practicum
   a. If an interview does not result in a placement (either at the agency, the liaison, or the students determination), the student will send a thank you letter to the agency for their time and interest.
   b. If an interview does result in a field placement (with agency, liaison, and student agreement), a thank you letter of acceptance of the placement will be sent by the student.
   c. For all practicum placements, the field liaison will confirm the placement with the agency, and will send, as needed, Memorandum of Agreement for Student Training Experience/Internship for review and the necessary agency, and field liaison signatures.
   d. Students will sign Appendix 7: Student Training Experience/Internship Contract.
   e. A copy of the Learning Agreement/Plan form, and other documents, as needed, will be forwarded by the field liaison. The field liaison will also make plans for an orientation and or first site visit.

8. Begin placement following the University calendar.
   a. Two-weeks prior to beginning placement, the student will re-contact the agency, reminding them of the start date and reaffirming their commitment. The practicum agency may have additional paperwork or requirements for the student to complete.
   b. Students will be provided a course syllabus and will follow the requirements found there.

This overview may not represent the needs of every agency in which a student may be placed. Flexibility with that possibility is appreciated.
MSW Field Education
Practicum Application Packet

(Bring this packet to your first meeting with your assigned MSW Field Liaison)
APPENDIX 1

MSW Field Placement Steps
Department of Social Work
MSW Program

1. Meet with field liaison, complete the application packet (Checklist in Appendix 2), and have the placement site approved by the field liaison prior to the end of the fall semester.

2. Proof of background check from Department of Public Safety forwarded to the field liaison before the first day of your placement.

3. Register for the correct field course (SOWK 615, SOWK 625, SOWK 665, or SOWK 675) during your registration ‘window’ on the University’s MARS system.

4. Student must be in good standing with all prerequisites completed. Any In Progress (IP) or Incomplete (IC) grades must be resolved before the last day of the semester before practicum is scheduled to begin.

5. Remind the field instructor before you begin your placement of the start date and time. Remind the field instructor of the agreed upon schedule and provide that information to the field liaison.

6. If you are completing your practicum at your place of employment or will be using an off-site MSW field instructor, additional paperwork is required. Discuss with the field liaison.

The importance of meeting these steps cannot be overstressed. Practicum will not begin unless all placement and documentation requirements are met.
APPENDIX 2
Application Packet Checklist
Department of Social Work
MSW Program

All materials should be submitted and should be word processed. Use the boxes to the right of each number listed below to assist you in the process to complete this packet.

The application packet should be complete at the first individual meeting with the field liaison and must include:

1. Professional Commitment (Appendix 3)
   Students should read and then sign and date this form. This will not be sent to your field instructor.

2. Criminal Background Check Process and Form (Appendix 4/Appendix 4, Part II)
   Students should follow the directions on the bottom of page 44 for the Letter of Good Standing and Consent form, and then read and sign the agreement on page 45. This will not be sent to your field instructor.

3. Intent to Register Form (Appendix 5)
   This should be typed or word-processed. Please keep in mind this form should be prepared thoughtfully as it will be reviewed potential field instructor. The field liaison will provide feedback regarding this form. This will be sent to your field instructor.

4. Resume or Curricula Vita
   Students are encouraged to take advantage of the Career Development and Center (located on the second floor in the Wigley Administration Building) for review of their resume prior to submission with this packet. The field liaison will also provide feedback on the resume. This will be sent to your field instructor.

5. Agency Exploration Forms (Appendix 6)
   Students should submit at least three different forms to the field liaison. Students are encouraged to put thought and effort into these forms as the field liaison will use these forms to search out potential MSW field practicums for the student. This will not be sent to your field instructor.

6. NASW Student Membership (page 26-27)
   Refer to pages 26-27 in MSW Field Educational Manual Part 1 for more information. Students should show documentation of purchased NASW Student Membership.

7. Student Liability Insurance (page 26-27)
   Refer to pages 26-27 in MSW Field Educational Manual Part 1 for more information. Students should show documentation of purchased Student Liability Insurance.

Note: If the application is not complete at the first meeting, the student may be asked to reschedule.
When students enter practicum they are expected to accept and abide by social work obligations required by the profession, the law, and/or licensing regulations as they apply to aspiring social workers. Students assume responsibility for the liability risks that are inherent in their role as a practicing social worker. Each student must sign this section of the application in order to enter practicum.

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

2. I understand that lapses in professional conduct can impact practicum placement, future licensing and employment opportunities as governed by licensing regulations and the profession. These are best summarized in Section I, B-3 of the NASW Code of Ethics and the Minnesota Board of Social Work Standards of Practice, which I have reviewed.

3. I understand that the student social worker should not allow their own personal problems, psychosocial distress, substance abuse, or mental health difficulties to interfere with professional judgment, performance, or jeopardize the best interests of those for whom the social worker has a professional responsibility. I understand that if my personal issues jeopardize my performance and or impact clients, my placement may be terminated.

4. I understand that if I have had substance abuse difficulties, an agency may require a signed agreement to refrain from use of alcohol and or other mind-altering drugs during the period of the practicum. Some agencies may also require urine tests. I understand that if my personal difficulties jeopardize by performance and or impact clients, my placement may be terminated.

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

Signature__________________________________Date________________________________
APPENDIX 4
Letter of Good Standing and Consent Form
Department of Social Work
MSW Program

Date: __________________________

The following named individual is a student in good standing and has made application with Minnesota State University, Mankato, Department of Social Work for a practicum that requires a Minnesota Bureau of Criminal Apprehension Criminal Background Check.

Last Name of Applicant (please print): ___________________________________________

First Name (please print): ______________________________________________________

Middle (full) (please print): _____________________________________________________

Maiden, Alias or Former (please print): ___________________________________________

Date of Birth: __________________________ Sex (M or F): ______

(Month/Day/Year)

Social Security Number (Optional): _____________________________________________

I authorize the Minnesota Bureau of Criminal Apprehension to disclose all criminal history record information to Minnesota State University, Mankato Social Work Department, 358 Trafton Science Center N, Mankato, Minnesota 56001 for the purpose of SOWK 615/625 or SOWK 665/675. The expiration of this authorization shall be for a period no longer than one year from the date of my signature.

I, __________________________ (print name) am signing this in the presence of a Notary.

Signature of Student __________________________ Date __________________________

Signature of Notary __________________________ Date __________________________

Criminal Background Check Process:
1. Sign this form in presence of a Notary. (Available Notary at MSU, Mankato’s Campus Hub in CSU).

2. Stamp and address a return envelope to: MSW Field Education Director
   Minnesota State University, Mankato
   Department of Social Work, TN 358
   Mankato, MN 56001

3. Send this form, a $15 check written to ‘MN BCA’, and all information to: Minnesota BCA Record
   1430 Maryland Ave E.
   St. Paul, MN 55106
The Social Work Department requires all students entering field courses to complete a criminal background check by the Minnesota Bureau of Criminal Apprehension (BCA). A completed background check must be in the student’s file before they begin a field practicum in the spring semester. SOWK 615/625 Foundation Practicum & Seminar I&II and SOWK 665/675 Advanced Practicum and Seminar I&II students will comply with this policy. A more intensive background check required by a placement agency may substitute for this requirement provided it occurs prior to the beginning of placement.

Because social workers work with vulnerable populations, security background checks are required for field placement and for some employment situations. The implications of having a criminal record of felonies, gross misdemeanors, misdemeanors and/or arrests are important to consider. Substantiated complaints of maltreatment against children and vulnerable adults could preclude field placement in settings related to those populations. Previous termination from volunteer, internship, or paid positions because of harassment allegations could also limit placement. In some instances juvenile offenses have impacted field placement. It is to your benefit to be frank about this type of history with your faculty advisor and field instructor as needed.

**To complete the background check students will do the following:**

1. **Complete** the Letter of Good Standing and Informed Consent Form (Appendix 4). The Form must be signed in front of a notary (available on campus at the HUB).

2. **Mail the following documents** to:

   Minnesota Department of Public Safety*
   Bureau of Criminal Apprehension, CJIS Section
   1430 Maryland Ave. E.
   St. Paul, MN 55106

   - Letter of Good Standing and Informed Consent Form (Appendix 4)
   - **Include** the Minnesota Bureau of Criminal Apprehension fee - $15.00 (personal check, money order, cashier's, or certified check with MSUM, Dept. of Social Work written on the memo line)
   - **Stamped envelope** addressed to MSU,M Dept. of Social Work, TN 358, Mankato, MN 56001 – ATTENTION: MSW/BCA Report Enclosed (for protection of your confidentiality)

*You may call the BCA at 651/793-2400 or visit during normal state business hours if you need additional information. The website is <http://www.bca.state.mn.us>.

If you do not include all the necessary documents, BCA will return the incomplete application to the Department. It will then be returned to you for re-submission to the Department of Safety. **This delay can prevent students from beginning their placement as planned.**
Information Contained in a Criminal Background Check
A criminal background check contains both public and private information. The State of MN defines public information as offense, date of the offense, court of conviction, date of the conviction, sentence, level of conviction, and probation agency or place of confinement. The public information does not include an individual's arrest history.

The State of MN defines private information as “Private data includes all arrest information, all juvenile records, all court information and convictions more than 15 years old.” Juvenile criminal history information is considered private, and can only be released as described in Minnesota State Statute 299C.095 (Juvenile records may be released related to working with vulnerable populations).


Compliance
Failure to comply with this policy in the required timelines will result in delay and/or denial of permission to enter into SOWK 615/625 and or SOWK 665/675 at the discretion of field liaison.

Implications
Legal problems may limit field education and employment opportunities. Criminal convictions are reviewed when application is made for social work licensure in Minnesota and a conviction of a felony, gross misdemeanor and some lesser misdemeanors may keep the student/graduate from being licensed and/or employed.

Departmental Review
All records are kept confidential and secured in a locked office in the sole possession of the Social Work Department. If the criminal background check is returned with felonies, gross misdemeanors and/or misdemeanors, the Department may request further court documentation, to meet with the student, and/or for the student to submit a written explanation and any other information considered necessary by the program. When a criminal background check reveals the conviction of a felony, gross misdemeanor, or misdemeanor, the Department will inform your placement agency in writing regarding the offenses and the outcome. The student will be given the opportunity to take the initiative to discuss these issues with the agency in advance of that information being shared. The agency has final decision-making power as to the whether they will accept the student for placement. The Department holds the right to accept, suspend, or reject a student’s application to SOWK 615/625 and or SOWK 665/675 based on academic standing, behavioral readiness for field practicum, and or criminal records. Actions taken by the Department may impact the student’s continued progress in the social work program and are subject to appeal.

I have read and understand this policy of the MSU, M Department of Social Work.

__________________________________________________ Date:_________________
Student signature
(Copy and submit ONLY this signature page with your Application to SOWK 615/625 and or 665/675 to indicate you have read this information.)
Complete this form (accessible from the Department website) and submit in hard-copy. This form will be made available to potential practicum supervisors and or practicum sites when you interview.

While every effort will be made to meet the individual student placement preferences, agency availability, Council on Social Work Education requirements for MSW supervision, and other administrative issues will influence the final placement decision. Practicum in the MSW program is offered only as a concurrent placement, meaning that you will be in classes during both the spring and summer semesters that you are completing your practicum hours. Please see the MSW Student Handbook and or MSW Field Education Manual for more information.

**Practicum semesters scheduling for: Spring, _____**

**STUDENT INFORMATION**

Student's name: ____________________________________________________________

Local Address: ____________________________________________________________

Permanent address (if different): ______________________________________________

Telephone number: _________________________________________________________

Cell phone number: _________________________________________________________

E-mail address: ____________________________________________________________

MSU, M, Tech ID: ___________________________________________________________

Faculty Advisor: ___________________________________________________________

If Advanced Standing, undergraduate social work field practicum site: ________________

Are you considering your place of employment for ONE of your practicum placements?

  Foundation year – Yes___ No___ NA___
  Concentration year or Advanced Standing – Yes___ No___

Student understands a MN background check is required prior to placement. Yes___ No___

*Information related to violations of the law (misdemeanor, gross misdemeanor or felony) will be shared with potential field sites.*

Student is expecting a B or better in courses they are currently enrolled in. Yes___ No___

I understand I will be expected to provide your own transportation to, from, and during your practicum placement. Yes_____ No_____
STUDENT PLACEMENT INFORMATION

☐ Include a current resume or curricula vita with this form.

Directions: Please provide the question and the answer when you submit this document.

1. Are you anticipating anything that may interrupt your practicum experience over the next semesters? Yes or No (please explain if yes)

2. Please describe your areas of strength, as a narrative or using bullets, in under 150 words.

3. Please describe your areas of limitation or areas that need further development, as a narrative or using bullets, in under 150 words.

4. Please describe your learning goals (may include knowledge, skills, populations, or intervention goals) for the practicum experience using a narrative or bullets (under 150 words please). Foundation year students are required to do a placement that emphasizes the application of the generalist perspective. Concentration year students are required to do a placement that emphasizes the application of the advanced generalist perspective as defined by the program Mission, Goals, and Objectives. Students may want to talk with their academic advisor about each practicum prior to completing this section.

5. Please attach completed Agency Exploration Forms for agencies that you have explored and believe will be able to provide opportunities to meet your learning goals. Be prepared to discuss why they are a good fit.

6. OPTIONAL: Do you have any special issues, limitations, and or recommendations that need to be considered in the practicum setting? Yes or No (please explain if yes)

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

Name___________________________________________________Date__________
Use this form as a guide for exploring a practicum agency. The criteria listed below will help you to identify agencies that may be the right fit for your specific learning needs and Departmental requirements for practicum sites. Students are urged to explore multiple agencies and complete all the items possible on the form. You may access information through conversation, a website, or through collateral contacts. Please do not ‘interview’ or ‘negotiate’ with the agency representative regarding a placement without first contacting the field liaison.

Student: ________________________________________________________________

Agency name: ____________________________________________________________

Division or Unit of interest: ________________________________________________

Agency director or contact person: __________________________________________

Agency director or contact person’s email address: _____________________________

Agency address: __________________________________________________________

Agency telephone: _________________________________________________________

Agency website: __________________________________________________________

Is student an employee of this agency? Yes ___ How long in months: ____ No___

How does student know of this agency? ______________________________________

<table>
<thead>
<tr>
<th>Field Liaison use only</th>
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<tbody>
<tr>
<td>Field Liaison:</td>
</tr>
<tr>
<td>Contacted:</td>
</tr>
<tr>
<td>Potential MSW prepared field instructor:</td>
</tr>
<tr>
<td>MS prepared task supervisor:</td>
</tr>
</tbody>
</table>

Approved / Not Approved (comments on reverse side)
Name of College/University: ____________________________________________________

Name of College/University Program (“the Program”): _____________________________

Type of Training Experience/Internship: _________________________________________

Dates of Training/Internship: __________________________________________________

Student’s Name: _______________________________ Phone #: _______________________

Average number of hours to be worked by the Student each week: ___________________

Facility Name and Address:
____________________________________________________________________________
____________________________________________________________________________

Location Where Training will Occur (if different from Facility’s Address above):
____________________________________________________________________________

Facility Representative’s Name: ______________________ Phone #: __________________

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

Tools and Equipment the Student will use:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

**STUDENT RESPONSIBILITIES**

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

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

The Student also understands and agrees that:

a. placement and participation in this training experience is not employment with the College/University or Facility;
b. the Student is not covered by the College/University worker’s compensation coverage; and
c. the Student will not receive any money or compensation or benefits of any kind from the College/University in exchange for his/her participation in the training experience. Agency stipends, wages or any other forms of remuneration are not prohibited for students with approval from the College/University.

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

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

Student’s Signature: _____________________________________________________________

Student’s Name (please print): _____________________________________________________

Date: _________________________________________________________________________

Field Liaison Signature: __________________________________________________________

Date: _________________________________________________________________________

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

Name of Agency: _______________________________________________________________

Administrator: _________________________________________________________________

Current Supervisor: _____________________________________________________________

Current title/duties (attach job description or provide narrative):
______________________________________________________________________________
______________________________________________________________________________

- *Agency understands that the student must have duties and responsibilities other than current duties to meet the requirement for MSW field practicum.*
  Yes_____ No_______

- *Agency understands that supervision must be provided by someone with an MSW degree other than the current supervisor for duties and responsibilities of the field practicum.*
  Yes_____ No_____

- *If a MSW degreed person is not available at the place of employment, the agency agrees that a MSW from outside of the agency will provide additional supervision for the duties and responsibilities of the MSW field practicum.*
  Yes____ No _____

Agency Administrator/Designee signature: ___________________________ Date_________

Current Supervisor signature: ___________________________ Date_________

Student signature: ___________________________ Date_________

Field Liaison signature: ___________________________ Date_________
APPENDIX 9 (if applicable)
Off-site MSW Field Instructor Agreement
Department of Social Work
MSW Program

Student Name: _________________________________________________________________

Name of Agency: _______________________________________________________________

Current Supervisor/Credential: ____________________________________________________

Task Supervisor/Credential: _______________________________________________________

Off-Site MSW Field Instructor/Credential: ___________________________________________

- The Agency and student understands that the Council on Social Work Education requires that supervision for MSW practicum students must be provided by a MSW credentialed social worker? Yes_____  No_____  

- If a MSW credentialed social worker is not available in the place of employment, the Agency agrees that an MSW credentialed social worker from outside of the agency (off-site MSW field instructor) will provide additional supervision for the duties and responsibilities of the MSW field practicum. Yes_____  No_____  

- The Agency and student agrees that a task supervisor (master’s level preferred) will be assigned for day to day supervision, instruction, and management. Yes_____  No_____  

Agency Administrator/Designee signature:  ___________________________  Date__________

Current Supervisor signature:  ___________________________  Date__________

Off-site MSW Field Instructor  ___________________________  Date__________

Student signature:  ___________________________  Date__________

Field Liaison signature:  ___________________________  Date__________
Students in Department of Social Work (Department) field education placements (junior field internship, senior practicum, or graduate level practicum) are responsible for providing their own transportation to and from their field sites. In some very limited situations (e.g. international student without valid license, student with disability), students may request assistance from the Department to make other transportation arrangements.

Practicum students should not be expected to transport clients unless the Agency Field Instructor or Task Supervisor clearly communicates with the practicum student and field faculty liaison that such requirement is an essential duty of the practicum/internship at the beginning of placement. It is the responsibility of the agency to state whether practicum students are required to drive, travel, or transport clients as part of their duties and to manage any such requirements. Agencies that require practicum students to drive for agency business should verify that the agency’s liability insurance policy covers interns driving and/or transporting clients either in an agency vehicle or the student’s private vehicle. Agencies are asked to reimburse students for mileage if they use their own vehicles.

Practicum students are advised that agencies requiring driving/transporting may also require the student to submit to a Motor Vehicles Records check, notification of their own insurance carrier regarding use of the vehicle within the practicum, and compliance with all driving and client transportation policies of the agency. Clients should only be transported for specified agency business.

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

*NOTE: This policy is subject to change. If it changes during the course of a practicum placement, the students and agencies involved will be informed by the Field Faculty Liaison. Agencies that require interns to transport clients should also make this known to the Department’s Field Faculty Liaisons by signing and returning a copy of this signed policy form by third week of placement.*

**I/We, the undersigned, have read, understand, and agree to the above policy.**

<table>
<thead>
<tr>
<th>Agency Name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Agency Administrator or Designee</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Field Instructor/Task Supervisor Name</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Student Name</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Field Faculty Liaison Name</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
[End of MSW Field Practicum Application Packet]
Memorandum of Agreement

The following Memorandum of Agreement is the formal agreement between the practicum setting and the Department of Social Work. **This form will be sent by the University Contracts office and is included here only for review. DO NOT COPY THIS FORM AND SUBMIT IT.** If there are questions or concerns regarding this contract please call the field liaison.

**STATE OF MINNESOTA**
**MINNESOTA STATE COLLEGES AND UNIVERSITIES**

[Insert name of College/University]

MEMORANDUM OF AGREEMENT
FOR STUDENT TRAINING EXPERIENCE/INTERNSHIP

This Agreement is made between the State of Minnesota acting through its Board of Trustees of the Minnesota State Colleges and Universities, on behalf of [fill in name of College/University], [fill in city where College/University located], Minnesota (“the College/University”) and [Facility Name], __[City]__________ [State]__________ (“the Facility”). This Agreement, and any written changes and additions to it, shall be interpreted according to the Laws of the State of Minnesota.

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

A. **THE PARTIES UNDERSTAND THAT:**

1. The College/University has a(n) **Social Work Undergraduate and Graduate Program** (the “Program”) for qualified students enrolled in the College/University; and

2. The College/University has been given authority to enter into Agreements regarding academic programs; and

3. The Facility has facilities for providing a suitable training experience that meets the educational needs of students enrolled in the Program of the College/University; and

4. It is in the general interest of the Facility to provide a training site where College/University students can learn and develop skills and qualifications needed to achieve the student’s occupational goals and satisfy the Program requirements while assisting in the development of trained personnel to meet future area employment needs; and

5. The College/University and the Facility want to cooperate to furnish a training experience at the Facility for students of the College/University enrolled in the Program.
B. RESPONSIBILITIES OF EACH PARTY

1. The College/University agrees to:
   a. make arrangements with the Facility for a training experience at the Facility that will support the student’s occupational goals and meet applicable Undergraduate and or Graduate Program academic requirements as outlined with specific detail in the respective field manuals.
   b. make periodic visits to the Facility’s training site to observe the student or receive periodic reports from the Facility and/or the student, and discuss the student’s performance and progress with the student and any site supervisor at the Facility, as needed.
   c. discuss with the Facility any problems or concerns arising from the student’s participation.
   d. notify the Facility in the event the student is no longer enrolled in the Program at the College/University.
   e. keep any necessary criminal background check, malpractice insurance, attendance, and progress records as set forth in the College/University attendance policy.
   f. assist in the evaluation of the student’s performance in the training experience and assign grades.

2. The Facility agrees to:
   a. cooperate with the College/University in providing a mutually agreeable training experience at the Facility that supports the student’s educational and occupational goals and meets applicable Undergraduate and or Graduate Program requirements as outlined in the respective field manuals. Such experiences may include but are not limited to observation, training, and direct and indirect practice opportunities that focus on individual, families, groups, organizations, and or communities, under supervision by a degreed social worker (BSSW or MSW for Undergraduate students, MSW for Graduate students), or their degreed designee.
   b. consult with the College/University about any difficulties arising at the Facility’s training site that may affect the student’s participation.
   c. assumes responsibility for the orientation of the University Students to Facility policies and regulations, assist in the development of a learning contract, provide time for consultation between the student with the designated Facility supervisor, evaluate the student’s performance, and provide time for consultation with the College/University concerning the student, as needed.
   d. sign the weekly work report to verify the student’s attendance as needed.

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

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

5. **FINANCIAL CONSIDERATION**
   a. The College/University and the Facility each agree to bear their own costs associated with this Agreement and that no payment is required by either College/University or the Facility to the other party.
   b. The Facility is not required to reimburse the College/University faculty or students for any services rendered to the Facility or its customers pursuant to this Agreement. Stipends, wages or any other forms of remuneration are not prohibited for students with approval from the College/University.

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

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

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

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

10. **STUDENT TRAINING EXPERIENCE/INTERNSHIP AGREEMENT**
    The student assigned to a training experience/internship at the Facility shall be required to sign a Student Training Experience/Internship Agreement (see Attachment A attached to this Agreement and made part of it) before the student
begins the training experience/internship at the Facility.

11. NON-DISCRIMINATION
   The Facility recognizes that it is the policy of the College/University to prohibit
discrimination and ensure equal opportunities in its educational programs, activities,
and all aspects of employment for all individuals, regardless of race, color, creed,
religion, gender, national origin, sexual orientation, veteran’s status, marital status,
age, disability, status with regard to public assistance, or inclusion in any group or
class against which discrimination is prohibited by federal, state, or local laws and
regulations. The Facility agrees to adhere to this policy in implementing this
Agreement.

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

FACILITY: _________________________________________

(Field Instructor and/or Task Supervisor Signature)

By: 
Title: 
Date: 

(Authorized Facility Representative Signature)

By: 
Title: 
Date: 

MINNESOTA STATE UNIVERSITY, MANKATO

Recommended: 

By: 
Title: Field Liaison 
Date: 

Approved: 

By: 
Title: Department Chair 
Date: 