Manual 2

Social Work 312
Junior Field Experience

Course Assignment
Manual

Department of Social Work
Minnesota State University, Mankato
Minnesota State University, Mankato
College of Social and Behavioral Sciences
Department of Social Work

Mailing Address:
358 Trafton Science Center N.
Mankato, MN 56001
(507) 389-6504
Fax (507) 389-6769

E-mail Address for the Faculty and the Department:
Department: social-work@mnsu.edu
Beverly Boyd: beverly.boyd@mnsu.edu
Dr. Michelle Alvarez; michelle.alvarez@mnsu.edu
Dr. Bill Anderson, LISW: william.anderson@mnsu.edu
Dr. David Beimers; david.beimers@mnsu.edu
Dr. Christine Black-Hughes, LICSW: christine.black-hughes@mnsu.edu
Dr. Nancy Fitzsimons; nancy.fitzsimons@mnsu.edu
Dr. Marilyn Frank, LISW: marilyn.frank@mnsu.edu
Dr. Debra Gohagan, MSW: debra.gohagan@mnsu.edu
Dr. Annelies Hagemeister: annelies.hagemeister@mnsu.edu
Dr. Paul Mackie; paul.mackie@mnsu.edu
Prof. Laurie Strunk, MSSW, LICSW; laura.strunk@mnsu.edu
Prof. Robin R. Wingo, MSW: robin.wingo@mnsu.edu
Dr. Kimberly Zammitt, LICSW; kimberly.zammitt@mnsu.edu
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Minnesota State University, Mankato  
Department of Social Work  

Generalist Social Work Practice Definition

The Department of Social Work at Minnesota State University, Mankato has adopted the following definition for the “generalist practice” of social work. The Department is committed to preparing baccalaureate professionals who demonstrate their skills as generalist practitioners.

Generalist social work practitioners:

1. Possess a broad range of knowledge, critical thinking and other practice skills, draw upon culturally sensitive practice theories and models, and move with minimal difficulty from one field of practice to another while assuming a variety of social work roles;
2. Are committed to a professional value base, ethical practice standards, and respect for and cultural diversity, all of which are based in principles of human rights and social justice, particularly concerning populations at risk;
3. Use generic practice processes to organize planned change within and between systems and are prepared to work directly with a variety of culturally diverse human systems—societies, while recognizing and supporting strengths in communities, neighborhoods, complex organizations, committees or task forces, formal and informal groups, families and individual(s) as well with environmental systems;
4. View human behavior in the context of the social environment while emphasizing empowerment and the liberation of people to enhance well being across all systems; and
5. Create changes which maximize human system functioning across all system levels and which access available resources, intervening with organizations to enhance the responsiveness of resource systems, advocating just social policies to ensure the equitable distribution of resources, researching all aspects of social work practice, and integrating direct practice with social policy and social work research activities.

Sources
Seminar
Assignments

Minnesota State University, Mankato
Department of Social Work
SOWK 312 Junior Field Experience

Field Experience Seminar Assignments Checklist

Due dates are listed in the syllabus. Any assignment that will not be completed by the due date needs to be discussed with the Field Experience instructor.

___ Assignment 1: Data Gathering Assignment
___ Assignment 2: Learning Tasks to achieve goals
___ Assignment 2: Weekly Journals
___ Assignment 3: Report 1: Getting to Know Your Agency
___ Assignment 4: Report 2: Professional Behaviors and Ethical Practice
___ Assignment 5: Report 3: Notes and Thoughts from the field
___ Assignment 2: Report 4: Notes and Thoughts from the field
___ Assignment 6: Report 4: Agency Resource Network

Assignment 7: Weekly Journaling

Mid-Placement Evaluation and Assessment
___ Mid-Placement Evaluation
___ Student Self Assessment (To be completed after 75-hours)

Final Self Assessment and Evaluations
___ Student Self Assessment (To be completed after 125+ hours)
___ Field Experience Outcome Report
___ Student Evaluation of Agency
Agency Evaluation of Student

Verification of Field Experience Hours

_Students are STRONGLY encouraged to maintain a file of all materials submitted regarding SOWK 312._
Assignment 1: Data Gathering Assignment
This assignment meets the following competencies and practice behaviors: Competency 2.1.2, PB #2 and PB #6.

Please email the following information to the course instructor. Items one through five should be formatted using excel software. Items six through eight should be written within a word document (Please use APA style of writing).

1. Your name, address, and telephone number, and email address.
2. Name of field agency, agency’s address, direct supervisor’s name, phone number, and email address
3. Start date, days and times you will be at the agency.
4. Time of weekly supervisory meetings.
5. Three strengths you bring to the agency.
6. A brief description of your reasons for selecting this agency for your 1st field experience (PB #2).
7. Please reflect on your agency’s professionalism. Are there any surprises? (PB #4).
8. Take time to explain your supervision expectations. How did you develop these expectations (PB #6).

Example of part of an excel file:

<table>
<thead>
<tr>
<th>Student’s name</th>
<th>Street address</th>
<th>City, State, Zip</th>
<th>Telephone number</th>
<th>Email address</th>
</tr>
</thead>
</table>

Assignment 2: Learning Goals, Tasks, and Outcomes Assignment
This assignment meets the following competencies and practice behaviors: Competency 2.1.4, PB #5; Competency 2.1.3, PB #13; and Competency 2.1.4, PB #14 and PB #15.

Definitions:

Learning Goal

A learning goal is a general statement that specifies the student’s identified learning accomplish during the Field Experience. Four categories of learning goals will be utilized for this course: knowledge goals, skill goals, professional growth and development goals and career goals. See definitions and examples on the next two pages.

Tasks

Tasks are activities to be accomplished to achieve each learning goal.

Outcomes

Outcomes are descriptions of the student’s accomplishment of the identified goals and the student’s articulation of her/his learning.

Learning Goals for Field Experience Assignment

Prepare a double spaced word-processed paper. On the top of the left side of the first page write your name, the name of the field experience agency, and the date of the report. Write 4 learning goals using the following criteria:

1. Write at least one learning goal for each category of goal (knowledge, skill, professional growth and development, career development.)
2. Each goal should be written in one sentence, beginning with the word “To”. Each goal needs to be measurable and attainable within the term. Indicate a category for each goal.
3. For each goal, explain the task(s) you will complete to achieve the goal. Examples of goals and tasks can be found on the next two pages.

Outcomes will be reported in the Achievement of Learning Goals Report that will be completed at the end of the field experience. In this report, students will reflect upon the successful completion of learning goals and any obstacles that were encountered. (See report guidelines in the Evaluation Forms section of this manual).
Examples of goals and tasks

Knowledge goals explain new information you want to learn. Examples follow.

**Knowledge Goal:**

To be able to articulate the correlation between the agency’s funding source(s), mission statement and client population.

**Task:** Read agency manuals and/or annual reports.

**Knowledge Goal:**

To be able to articulate the issues facing the agency’s client population.

**Task:** Interview agency’s clients and the clients’ collateral relationships

**Knowledge Goal:**

To learn about services available for the client population within the specific geographical area.

**Task:** Review resource lists of available services.

Skill goals explain activities you plan to do to accomplish your identified goals. One can learn about the rules of a behavior management system (knowledge), but still would need to learn skills to use them with clients (skill).

**Skill Goal:**

To learn the steps to complete a specific task (i.e. to answer crisis calls at the shelter).

**Task:** To implement the steps of a specific task (i.e. complete 40 hours of crisis intervention training).

**Skill Goal:**

To develop professional oral communication skills.

**Task:** Volunteer to make presentations to the local community about agency services.

**Skill Goal:**

To develop professional written communication skills

**Task:** Write an informational brochure for the agency.

**Task:** Document client’s activities
Professional growth and development goals explain ways in which you hope to grow as a professional. What would you like to focus on, understand and change about yourself?

**Growth and Development Goal:**
Identify professional characteristics that need development. (i.e. to learn to be more assertive).

**Task:** Identify the steps to empower yourself to change.

**Growth and Development Goal:**
To become less judgmental about people who are homeless.

**Task:** Learn more about the characteristics of homeless people.

**Growth and Development Goal:**
To learn different ways to manage my stress.

**Task:** Exercise daily.

Career development goals focus on what you can learn at the field experience agency or through the agency network that can help you determine future career directions.

**Career Development Goal:**
To identify which positions may require a Master’s degree.

**Task:** Review agency job descriptions.

**Career Development Goal:**
To determine what population I am interested in working with.

**Task:** Shadow agency staff in client home visits and staffings.

**Career Development Goal:**
To learn if I am interested in macro practice.

**Task:** Assist agency in grant writing.

Weekly Journaling

For 12 of the 15 weeks in the semester you will send an email to the instructor that describes your activities, reflections, surprises, or disappointments. This assignment will also address broad topics for discussion. Your journals will be confidential between the instructor and you.

Week 1: Describe your first week’s activities: Your observations, learning, and initial reactions to social and human service delivery system.

Week 2: Discuss the population that the agency serves. Is the population the same as in the agency mission statement or different? Are the clients served with equality or not (why or why not)? Is it humanly possible to serve all clients with equality (why or why not)? Is the the client population you might want to work with in the future (why or why not)?

Week 3: Are ethics discussed at your agency? Are ethics a concern for social workers and not other disciplines (why or why not)? Are paraprofessionals aware of ethics?

Week 4: Please describe the following: How is your field placement going? Are you active, learning, bored? Why?

Week 5: Please discuss your supervisor student relationship. Are you meeting regularly? Do you discuss issues pertaining to social service delivery or clients?

Week 6: Begin to think about your progress in this course. Review your goals - are your accomplishing the goals? Have you completed more than your Learning Plan describes? Are you behind or on schedule (why or why not)?

Week 7: Reflect on the documentation required by your agency.

Week 8: Reflect on a particular case or event that surprised you or that you had difficulty leaving at the agency, an event that you continued to think about during your personal or academic time. Remember rules of confidentiality. Please change names, dates, ages, race, gender or location. How have you coped with the mandate that you may not discuss this issue with anyone outside the agency? Describe your professional coping skills that you are developing.


*Week 9:* Confidentiality - is this principle being followed at your agency? Why or why not? Have your observed different standards for different disciplines or level of education? Is confidentiality a principle of conviction?

*Week 10:* Program development or change: Frequently agencies develop new programs or change existing programs. What are the steps the agency follows in program development? Is there a needs assessment, literature review or evaluation developed before implementing change? Why or Why not?

*Week 11:* Have you begun to say, “Good Bye” to the clients, staff, supervisor? Why or why not? Reflect on your emotions during this process. Describe the termination process for you and others at the agency.

*Week 12:* Provide a summary of this field experience. Include both the positive and negatives of your experience at your 312 agency.
Assignment 3: Report 1: Getting to Know the Agency

This assignment meets the following competencies and practice behaviors: Competency 2.1.1, PB #6; Competency 2.1.3, PB #13; and Competency 2.1.4, PB #14 and PB #15.

Preparing for this report: Gather as much information as you can about the agency: This includes agency brochures, agency reports including annual or bi-annual reports, grants recently written by the agency, information from agency websites. You want to complete as much of this assignment as possible before you ask your supervisor questions.

Instructions: Prepare your paper by following APA guidelines. Including page numbers on the top right hand side of the paper, appropriate margins, and utilize titles and subtitles appropriately.

The title page should include:
Your Name
Field Experience Agency Name and City
Date

Use bolded titles to identify your response to each of the following 11 items.

Write the name and location (city) of the Field Experience agency.

1. Mission. A. Explain the primary function of the agency – its mission, why does the agency exist? (Attach a mission statement if one is available.)
B. Comment on whether you perceive the agency to be fulfilling its mission. Are the agency’s identified target population in the mission statement and the services delivered match?
C. Examine the agency’s funding source(s), allocations, mission statement and the demographics of the client population. Do the allocations clearly address the needs of the target populations?

2. History. Provide a brief history of the agency and/or department/program. Explain if the agency’s growth coincides with the needs of the community? Has the focus of the agency changed over the years? Did the change(s) meet the needs of the clients or the community at large? Has the agency ever reevaluated it mission of purpose? If you are at a new placement,(the agency is 10-15 years young) then how did the agency determine it mission and target population?
3. **Reporting.** A. Does the agency have an annual report? Sometimes agency comprehensive reports are developed every other year or every five years. Ask to see one and if possible obtain a copy to bring to class.

B1. If there is a comprehensive report, describe the type of information included, such as the budget, a list of the services provided, a list of the board members, etc.

B2. If there is **no** formal agency report, what financial or program information is reported?

B3. The annual report or financial documents are distributed to whom? Why are the recipients of the report or documents chosen?

B4. Are future plans for the agency made based on the reports or documents? If yes, what types of plans are made? If no, then what is the purpose of the reports or documents?

4. **Funding.** A. Explain how the agency is funded—most agencies have multiple funding sources such as state, federal, and/or private funds, insurance, grants, or contracts. Your supervisor may not know this information, but hopefully can suggest people who do.

B1. How has agency funding changed over the past 5 years?

B2. What % of the funding is “soft” monies? How long will the soft monies last and what does the agency plan to replace these monies?

B3. What % of funding is “solid” monies? Do solid monies ever decrease or increase? If yes, what difficulties or benefits does this create?

5. **Regulatory Bodies.** Name the agencies that regulate (control) your Field Experience agency services e.g. Minnesota Department of Corrections, Minnesota Department of Children, Families and Learning, Federal Administration on Aging, local church council.

B1. Have the regulatory agencies’ rules changed over the past 5 years? How have the rules changed? What is the impact on service delivery?

B2. Are the regulatory agencies becoming more restrictive or less restrictive? How has this become impacted the agency resources?

6. **Board or Advisory Committee.** If the agency has a board of directors or an advisory committee:
a. How many members are on the board/committee?
b. How is representation determined (e.g. regional representation, service providers and clients)?
c. When does the board meet? How often?
d. Will you be able to attend a Board meeting?

If there is not, how are major decisions made such as adding or cutting new programs, or staff?

B1. Are the members or decision maker engaged and active? Do the members or the decision maker take on responsibilities? Or are their responsibilities limited to the meetings and the agency staff implement all activities. Please describe the type of governance that occurs within the agency. Is this governance effective or not? Why or why not?

7. **Diversity.** Describe the diversity among staff and Board members at your agency.
   A. Are there staff or board members from minority groups, who are bi-lingual, representing various age groups?
   B1. Are there a limited number of agency employees from diverse backgrounds. If yes, does the limitation impact service delivery and how? If no, how does the agency’s diversity impact service delivery?

8. **Pressing Issues.** What are the top two most pressing issues at your agency?
   B1. What steps, if any, are being taken to address these issues?
   B2. Did the agency use evidence-based practice to address these issues? If yes, describe the evidence-based practice? If no, describe the methodology used to determine the steps to resolve the issues.

9. Please describe anything else about the organization that you see as important to its functioning which has not already been mentioned in responding to the previous questions.

10. Are there degreed (BSW, BSSW or MSW) or licensed social workers (LSW, LGSW, LISW or LICSW) at your agency? How are their positions similar and different from other workers?
   B1. If there are degreed social workers at the agency are there differences in practice methods or in the delivery of services? If there are no degreed social
workers at the agency have you noticed a difference between your academic social work education and delivery of services?

11. **Reflections.** Write a reflection on your field experiences utilizing the following prompts. Use this opportunity to reflect upon your learning and work in a social service agency. Use the **bolded title** for the prompts you choose. The prompts are suggestive; you do not need to use them all.

   - **Early Impressions.** What are your most vivid early impressions of your field experience site? Focus on things like the décor, the waiting room, and office space. What recommendations might you make?
   - **Personal level of comfort.** How welcome, comfortable, or intimidated do you feel at the agency? What leads to these feelings (Eg. Physical environment? How you are treated?)
   - **Significant experience.** Describe the most positive significant experience you have had during your field experience.
   - **Challenges.** Describe the most difficult or challenging aspect of your field experience.
   - **Expectations.** How is your field experience similar or dissimilar to what you expected?
   - **Supervision.** What are you learning about working with a supervisor in a social service agency?
   - **Do differently.** Explain one thing you will do differently next week.
   - **Four events, activities, policies, procedures or interventions.** What four events, activities, policies, procedures or intervention stick in your mind about your field experience in the last couple weeks?
Assignment 4: Report 2: Professional Behaviors and Ethical Practice

**Purpose:** Provide MSU, Mankato undergraduate social work students with the opportunity to
1. Apply evidence-based skills to promote their socialization into the profession of social work.
2. Encourage students to engage in and commit to continued professional development throughout their undergraduate and post graduate career(s) and
3. Work collaboratively to develop a “Professional Behavior Evaluation” tool for SOWK 312 (or a “Professional Behavior Code of Conduct”/to be determined).
   *(NOTE to CBH/LS/MF: we did not get this developed due to time constraints).*

**Keywords:** professional behaviors; professional behaviors; professional development plans; ethics; professional socialization, professional behavior checklist.

**Objectives:** Students will be able to:
1. define and differentiate between the keywords above.
2. be familiar with a variety of sources that inform professional practice.
3. know the differences between pre-professional and professional behaviors and be able to differentiate between multiple environments in which they are measured.
4. apply their learning by developing a Professional Behavior Checklist or a Code of Conduct for the Social Work program

**Instructions:**
1. Students are assigned to work groups. (See Workgroup assignments below)
2. Students are to complete Required Readings/Resource review; then select from the Recommended Readings/Resources (see attached lists).
   a. All students MUST complete all the Required Readings/Resources (see attached lists).
   b. For Recommended Readings/Resources, each student can volunteer to research/summarize a specific Reading/Resource.
   c. For all readings, keep notes on the material read and learned as you will need to share with/summarize for classmates in your Discussion Board (DB) posts. Be a critical thinker, compare and contrast your learning. Use APA in text citation format.
3. Using the readings/resources, students are to answer Questions 1-5 (known as Q1, Q2, Q3, Q4, Q5/ See attached) in the Assigned Discussion Board forums/topics in D2L.
   a. Postings for primary DB will be in the round robin style. Student 1 (Poster1) posts, starts the discussion. The next student, Poster2, reads Poster’s comments, reflects on and adds more information. Poster3 reads Poster1 and Poster2 comments, adds to and expands based on the question you are answering and Poster4 reads Poster1, 2, and 3’s comments and
continues the conversation. Everyone will need to post at least 2x to each of the major DB assignments.

Workgroup assignments

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
</table>

DATES for completing this assignment:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read ALL REQUIRED Materials</td>
<td></td>
</tr>
<tr>
<td>Read Selected Resource Material</td>
<td></td>
</tr>
<tr>
<td>Discussion Board Question 1 (Q1)</td>
<td></td>
</tr>
<tr>
<td>Discussion Board Question 2 (Q2)</td>
<td></td>
</tr>
<tr>
<td>Discussion Board Question 3 (Q3)</td>
<td></td>
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<tr>
<td>Discussion Board Question 4 (Q4)</td>
<td></td>
</tr>
<tr>
<td>Discussion Board Question 5 (Q5)</td>
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</tbody>
</table>

**Required Reading and Resources:**
(Reminder: ALL students must read/review ALL items below).

1. National Association of Social Workers
   a. Code of Ethics
   http://www.socialworkers.org/pubs/code/default.asp

2. MSUM Mankato Department of Social Work
   a. BSSW Mission Statement, Goals, and Competencies.
   http://sbs.mnsu.edu/socialwork/undergraduate/mission.html
   b. BSSW Student Handbook.
   http://sbs.mnsu.edu/socialwork/undergraduate/studenthandbook.html
   c. BSSW Admission Application.
   http://sbs.mnsu.edu/socialwork/undergraduate/admission/admissiontomajor.html

3. MSUM Statement of Student Responsibilities.
   http://www.mnsu.edu/supersite/administration/basic-stuff/policies.html

4. SOWK 312 related sources.
   a. SOWK 312 Mid Semester AND Final Evaluation forms
      (SEE Manual and D2L)
   b. Read your SOWK 312 Field agency Policy and Procedure Manual--specific for work/professional behaviors
c. Obtain a copy of your SOWK 312 agency social work or related staff position evaluation protocol and forms

d. Interview your supervisor (AFTER you have read/reviewed the required material)

e. Interview/conversation with at least 2 other ‘agency’ staff. (BE intentional in your choice of persons to talk with).

f. If agency situation allows AND ONLY if agency allows (obtain permission from a supervisor), conversation with 1 or 2 clients about what they look for in client-worker relationships. Some of their responses will be about skills, but listen closely; some will be about worker professional characteristics!

5. Search dictionary re: definitions for Key Words (list above on page 1). NOTE: Bonus point for checking to see if definitions are in Social Work Dictionary that can be found in the Social Work office and in Library Reserve.


**Recommended Readings and Resources**
*(Can divide the following between your group members in some fashion and have each summarize/share with the others).*

1. National Association of Social Workers Annotated Bibliography re: Research on Ethics
   http://www.socialworkers.org/research/naswResearch/1006Ethics/default.asp

   http://www.socialworker.com/jswve/content/blogcategory/18/65/. Will need to do key word search (search box on left hand side, about half way down)

3. At least 2 other Schools of Social Work Websites re: Student Handbooks/Professional Behaviors Expectations/Applications. Can you find them? Be prepared to compare/contrast with social work profession. Florida Atlantic University has a great one, but please don’t use as your example. Retrieved online June 6, 2009 at http://www.fau.edu/ssw/expectations.html

4. Check out at least 2 other fields in higher education that require/address pre-professional behaviors such as education/teachers, nursing/medical. Be prepared to compare/contrast with social work profession.

5. Identify and review the Codes of Ethics or Professional Codes of Conduct of at least 2 other professional groups who work in your agency.
Questions 1-5 and D2L Discussion Boards

Using the Discussion Boards in D2L, follow the instructions for each Q 1-5 and post a summary of your learning. Remember to use the Round Robin approach re: Poster #?

1. (Q1) A. What are purposes of Codes of Conduct, professional as well as ethical?  
   B. What factors influence professional and professional behaviors?

2. (Q2) Review all your readings, what have you learned. Summarize.  
   a. List and discuss (compare and contract) at least 3 significant points  
   b. Either for each points address  
      i. What are the implications for the MSU,M Social Work program; that is, how do we measure up against what you have reviewed/learned?  
      ii. What recommendations do you have for the MSU,M Social Work program?

3. (Q3) IN your opinion, should this class develop a SOWK 312 Evaluation tool to reflect professional behaviors or develop a Department specific Professional Behavior Code of Conduct that can be used as an evaluation tool across the curriculum? REMEMBER to defend/explain or SUPPORT your response with evidence from your research!

4. (Q4) A. What is the relationship between, if any, between pre-professional, classroom and academic performance behaviors, and professional behaviors? And for those of you who are working or have worked in the past, what is the connection between all these arenas in your life?  
   B. Are programs justified in using classroom and academic performance behaviors in determining readiness for admission, for graduation, and as a barometer for future professional success. Explain, support, and defend your response with evidence.  
   C. Are pre-professional and professional behaviors the same as or different from professional knowledge, skills, values? Why same or Why different?

For our final activity, discussion:  

5. (Q5) Professional Behaviors and Standards  
   a. In your assigned workgroup, agree on at least 4 categories for professional behaviors. Post summary and why you selected those.  
   b. Professor will review, we will ‘vote on top 4’. Each group will be assigned 1 category (can be assigned more if so determined, but will not have to write as many standards, see 5.c. below)  
   c. For your assigned category, review the information gathered during Stage 1 research and write at least 4 practice standards for assigned category.
(REMEMBER: Standards are written like objectives, measureable, achievable, etc.)

d. Decide on a likert scale response also if using as an evaluation tool.

Assignment 5: Report 3: Notes and Thoughts from the field

1. Write a reflective paper on using the following terms guidelines:
   a. Your professional behavior
   b. Behaviors that you have witness at agency.
   c. Behaviors that you have witnessed at other agencies

   Guidelines for reflective paper:

   Integrity: Displays honesty in all situations and interactions; is able to identify information that is confidential and maintain its confidentiality.

   Tolerance: Demonstrates ability to accept people and situations. Acknowledges his/her biases and does not allow them to affect client services or contribute to threatening or harassing interactions with others.

   Interpersonal relationships: Provides support and is empathetic in interactions with co-workers, supervisors, clients, and their families. Interacts effectively with "difficult individuals." Demonstrates respect for and complements the roles of other professionals. Is cooperative and earns respect.

   Initiative: Independently identifies tasks to be performed and makes sure that tasks are completed satisfactorily. Performs duties promptly and efficiently. Is willing to spend additional time and to assume new responsibilities. Recognizes when help is required and when to ask for guidance.

   Dependability: Completes tasks promptly and well. Arrives on time and actively participates in didactic activities. Follows through and is reliable.

   Attitudes: Is actively concerned about others. Maintains a positive outlook toward others and toward assigned tasks. Recognizes and admits mistakes. Seeks and accepts feedback and uses it to improve performance.

   Function under stress: Maintains professional composure and exhibits good professional judgment in stressful situations. Identifies unprofessional conduct while recognizing the importance of maintaining professional behavior in the social and human servicecs setting, in spite of inappropriate action on the part of others.

   Appearance: Displays appropriate professional appearance and is appropriately groomed.
Assignment 6: **Report 5: Agency Network**

This assignment meets the following competencies: Competency 2.1.2, PB #11; and Competency 2.14, PB #15 and PB#17.

Agencies work together to meet the needs of the client populations served. This report provides an opportunity to visit other agencies in the service network to learn first hand about these agencies and the services they provide. Be careful not to underestimate the time needed to make these appointments. Some people might not be readily available.

**Procedures for preparing for this report**

1. **Identify agencies.** Based on your knowledge in the Field Experience agency and with guidance from your field supervisor, identify two other agencies that work with your Field Experience agency, e.g., agencies from which the Field Experience agency receives clients, makes referrals, or "teams" with to meet identified client needs; or agencies which work together on behalf of the client population (macro).

2. **Call and make appointments** with an agency representative to gain the necessary information from each agency. (A half hour interview should be sufficient but allow extra time to receive a tour of the agency, ask additional questions, etc.) Confirm your appointment with a letter or e-mail, clarifying your purpose and the kinds of information you need to obtain. While you might use e-mail to make a contact, you will are expected to conduct an in-person interview at the agency.

3. **Organize yourself** prior to the interview in order to make the best use of the time.

   *Be professional, you are representing the Department of Social Work at Minnesota State University, Mankato, as well as yourself.*

**Instructions:** Prepare a double-spaced, word processed report describing the two identified agencies and making comparisons with your field experience agency. On the top left side of the first page of the report: write your name, the name and city of the field experience agency, and date of the report. Approximate length: 5 pages.

1. **For each of the agencies:**
   - Give the name and address of the agency.
   - Give the name and job title of the contact person and explain her/his responsibilities with the agency.
   - Then provide the following information about each agency:
A. **Mission.** Explain the mission/purpose of the agency. Ask the contact person if they believe the agency accomplishes its mission.

B. **Funding.** (1). Explain the various funding sources for the agency, e.g. federal or state funding, private or government grants, membership fees, donations. (2) Which is the largest contributor? (3) Which is the smallest?

C. **Services.** (1) Explain the main types of services provided by the agency/department.

D. **Client Characteristics.** Explain the characteristics of clients/population actually served by the agency, e.g. age, socio-economic status, race, gender.

E. **Social Workers.** Do degreed (BSW, MSW) or licensed (LSW, LGSW, LISW, LICSW) social workers work at the agency? If yes, what are their roles?

2. **Summary and Comparison**

   Summarize the information you've gathered in narrative form. Compare what you learned from the two agencies with what you know about your field experience agency. How are they similar and different in terms of size, number of staff, number of clients, types of services, etc? How do these agencies fit together to meet the needs of clients?

3. **Reflections**

   In a few paragraphs, explain what you have learned about agency networks and how this information might be useful to you as a social worker.
Report 4: Notes and Thoughts from the field

1. Write a reflective paper on using the following terms guidelines:
   a. Your professional behavior
   b. Behaviors that you have witness at agency.
   c. Behaviors that you have witnessed at other agencies

Guidelines for reflective paper:

**Integrity:** Displays honesty in all situations and interactions; is able to identify information that is confidential and maintain its confidentiality.

**Tolerance:** Demonstrates ability to accept people and situations. Acknowledges his/her biases and does not allow them to affect client services or contribute to threatening or harassing interactions with others.

**Interpersonal relationships:** Provides support and is empathetic in interactions with co-workers, supervisors, clients, and their families. Interacts effectively with "difficult individuals." Demonstrates respect for and compliments the roles of other professionals. Is cooperative and earns respect.

**Initiative:** Independently identifies tasks to be performed and makes sure that tasks are completed satisfactorily. Performs duties promptly and efficiently. Is willing to spend additional time and to assume new responsibilities. Recognizes when help is required and when to ask for guidance.

**Dependability:** Completes tasks promptly and well. Arrives on time and actively participates in didactic activities. Follows through and is reliable.

**Attitudes:** Is actively concerned about others. Maintains a positive outlook toward others and toward assigned tasks. Recognizes and admits mistakes. Seeks and accepts feedback and uses it to improve performance.

**Function under stress:** Maintains professional composure and exhibits good professional judgment in stressful situations. Identifies unprofessional conduct while recognizing the importance of maintaining professional behavior in the social and human services setting, in spite of inappropriate action on the part of others.

**Appearance:** Displays appropriate professional appearance and is appropriately groomed.

Assignment 7: Weekly Journaling

For 12 of the 15 weeks in the semester you will send an email to the instructor that describes your activities, reflections, surprises, or disappointments. This assignment will also address broad topics for discussion. Your journals will be confidential between the instructor and you.

Week 1: Describe your first week’s activities: Your observations, learning, and initial reactions to social and human service delivery system

Week 2: Discuss the population that the agency serves. Is the population the same as in the agency mission statement or different? Are the clients served with equality or not (why or why not)? Is it humanly possible to serve all clients
with equality (why or why not)? Is the the client population you might want to work with in the future (why or why not)?

Week 3: Are ethics discussed at your agency? Are ethics a concern for social workers and not other disciplines (why or why not)? Are paraprofessionals aware of ethics?

Week 4: Please describe the following: How is your field placement going? Are you active, learning, or board?

Week 5: Please discuss your supervisor student relationship? Are you meeting regularly? Do you discuss issue pertaining to social service delivery or clients?

Week 6: Begin to think about your progress in this course. Review your goals are your accomplishing the goals? Have you completed more than your Learning Plan describes, are you behind or on schedule (why or why not)?

Week 7: Reflect on the documentation required by your agency,

Week 8: Reflect on a particular case or event that surprised you or that you had difficulty leaving at the agency: The case of event that you continued to think about during your personal or academic time. Remember rules of confidentiality. Please change names, dates, ages, race, gender or location. How have you coped with the mandate that you may not discuss this issue with one outside the agency? Describe your professional coping skills that you are developing

Week 9: Confidentiality is this principle being followed? If yes, how if no, how or why not? Have your observed different standards for different disciplines or level of education? Is confidentiality a principle of convince?

Week 10: Program development or change: Frequently agencies develop need programs or change programs. What are the steps the agency follows in program development? Is there a needs assessment, literature review or evaluation developed before implementing change? Why or Why not?

Week 11: Have your begun to say, “Good Bye” to the clients, staff, supervisor? Why or why not? Reflect on your emotions during this process. Describe the termination process for you and others at the agency.
Week 12: Provide a summary of this field experience. Including the positive and negatives.
Evaluation
Forms

Minnesota State University, Mankato
Department of Social Work
Introduction to Field Experience

Mid-Placement Evaluation for SOWK 312

This assignment meets the following competencies: Competency 2.1.1, PB #1, PB #2, PB #3, PB #4, and PB #6.

Student Name: ___________________________________________________________
Agency Name: ___________________________________________________________
Supervisor’s Name: _______________________________________________________
Telephone Number: ___________________________ Date: _______________

How is the student doing in taking on appropriate responsibility for their junior level Field Experience? Responsible for hours, tasks, etc.

How is the student’s attitude toward the agency, the staff, the clients, and the learning experience?

In what areas do you think further development might be useful?

Do you have particular concerns or commendations you would like to mention that you have not already?
Minnesota State University, Mankato
Department of Social Work
SOWK 312 Junior Field Experience

Student Self-Assessment

This assignment meets the following competencies: Competency 2.1.1, PB #1, PB #2, PB #3, PB #4, PB #5 and PB #6.

Student: _______________________________ Supervisor:________________________

Field Agency: ___________________________________ Date:____________________

Experiential learning is learning by doing. Self-assessment of this learning is an important exercise in evaluating your progress toward attaining attitudes, knowledge, and skills commensurate with beginning professional practice. The first assessment should be made midway (about 75 hours) into your field experience. The second assessment should be made prior to completion of the Field Experience (after about 125 hours). It is suggested that you discuss this assessment with your supervisor to gain their perception of your progress.

In making assessments, please use the following numerical scale:
1=poor, 2=below average, 3=average, 4=very good, 5=outstanding, 6=not applicable

<table>
<thead>
<tr>
<th>WORK HABITS AND PRESENTATION OF SELF</th>
<th>75 hours</th>
<th>125+ hours</th>
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<tbody>
<tr>
<td>Punctuality and dependability</td>
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<td>Conformation to expected organizational norms</td>
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<tr>
<td>Self-reliant (as appropriate)</td>
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<tr>
<td>Take initiative to look for new opportunities</td>
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<td>Dress neatly and appropriately</td>
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<tr>
<td>Pleasant demeanor, appear confident, informed, attentive</td>
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<td>Assertive (as appropriate)</td>
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<tr>
<th>Skills in observation and task performance</th>
<th>75 hours</th>
<th>125 + hours</th>
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<tbody>
<tr>
<td>Demonstrates specific skills needed</td>
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<tr>
<td>Complete assigned tasks</td>
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<tr>
<td>Able to share observations appropriately and receive feedback</td>
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<tr>
<td>Able to maintain focus on learning goals</td>
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<tr>
<td>Follows instructions</td>
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<td>Shows good judgment as to when to seek further guidance and when to be self-reliant</td>
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<tr>
<td>Manages time and energy well</td>
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<tr>
<td><strong>Attitude</strong></td>
<td>75 hours</td>
<td>125+ hours</td>
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<tr>
<td>Am inquisitive</td>
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<tr>
<td>Asks questions to demonstrate desire to learn</td>
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<tr>
<td>Demonstrates active desire to contribute to agency by volunteering</td>
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<td>Has an open mind; does not rush to judgment</td>
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<tr>
<td>Accepts and makes positive use of feedback</td>
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<td>Understand and accepts the necessity of some dull and repetitive tasks</td>
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<td>Respects differences in others</td>
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<td>Recognize and accept personal limitations</td>
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<td>Demonstrate a problem solving orientation</td>
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<tr>
<td>Am willing to accept new challenges</td>
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<td>Look for the positive in a difficult situation</td>
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<td>Am cooperative, flexible, and adaptable</td>
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<td>Demonstrate the ability to set and refine goals</td>
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<td>Show an openness to self-assessment</td>
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<td>Seek out resources within the organization</td>
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<table>
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<tr>
<th><strong>Skills in human relations</strong></th>
<th>75 hours</th>
<th>125+ hours</th>
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</thead>
<tbody>
<tr>
<td>Adjusts to new circumstance, expectations, and people</td>
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<tr>
<td>Developed new, alternative ways to respond</td>
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<td>Shows ability to positively question procedures</td>
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<td>Is sensitive to the needs of others</td>
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<td>Is a good listener, attentive</td>
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<td>Asserts their own views effectively</td>
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<tr>
<td>Has a tolerance for ambiguity, i.e., not know what will happen next or what the next step should be</td>
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Field Experience Outcome Report (To be completed at the end of the experience)

This assignment meets the following competencies: Competency 2.1.4, PB #5; Competency 2.1.3, PB #13 and Competency 2.1.4 PB #14 and PB #15.

**Instructions:** Prepare a double spaced word-processed report. On the top left side of the first page of the report: write your name, the name and city of the field experience agency, and date of the report. You might have been successful completing one goal while you were not able to accomplish another. The purpose here is to reflect on what you have learned. This report also provides you an opportunity to reflect upon additional knowledge and skills you have acquired.

1. List each Learning Goal you presented at the beginning of this course and the category for this goal (knowledge, skill, professional growth and development, career development).

2. Write at least one paragraph after each learning goal to:
   A. Explain the outcome, i.e., what you actually accomplished.
   B. Knowing what you now know, explain anything you might have done differently (e.g. written a more achievable or realistic goal, started earlier to accomplish this goal, spoke to my supervisor sooner about how I felt about ……….).

   If you would not have done anything differently, state that you were satisfied with your achievement of this goal (or something to that effect).

3. Additional Knowledge and Skills
   Knowledge: Explain other knowledge you gained through your field experience.
   Skill: Explain other skills you have gained or improved through your field experience.
Minnesota State University, Mankato
Department of Social Work
SOWK 312 Junior Field Experience

Student Evaluation of Agency

Is it okay to remove your name and add it to the agency file in social work office?
  ____ Yes   ____ No

Name____________________________ Name of Agency________________________

Field Supervisor________________________ Title___________________________
Agency Address________________________ City___________________________
Beginning Date_________ Ending Date__________ (Indicate month and year)

How would you rate your Field Experience?

  ____ Excellent   ____ Very Good   ____ Satisfactory   ____ Fair   ____ Poor
Explain your rating:

What were your expectations for the Field Experience? Were they met?

How would you categorize your activities?
  ____ Administrative   ____ Clerical   ____ Community Outreach   ____ Research
  ____ Resource Development   ____ Other, explain____________________________

Do you feel you were given an appropriate measure of responsibility and opportunities to meet your learning objectives? Explain.
What were the greatest assets of this Field Experience?

Explain the skills you used and learned during this field experience.

How would you rate the supervision you received?

____ Excellent   ____ Very Good   ____ Satisfactory   _____ Fair   _____ Poor
Explain your rating:

What improvements would you suggest for this Field Experience in the future?

General comments or suggestions:
Minnesota State University, Mankato  
Department of Social Work  
SOWK 312 Junior Field Experience

**Agency Evaluation of Student**

This assignment meets the following competencies: Competency 2.1.1, PB #2, PB #3, PB #4, PB #5 and PB #6; Competency 2.1.2, PB #7, PB #8 and PB #10; Competency 2.1.3, PB #13; Competency 2.1.4, PB #14 and PB #15 and Competency 2.1.5, PB #16 and PB #17.

Student: __________________________________________ Date: __________

Agency Name: ____________________________ Supervisor: ________________

Field Experience dates: __________________________________________________

Brief Description of Field Experience opportunities for observation and activities:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Please use the chart below to evaluate the student’s gain in knowledge, ability to make relevant and accurate observation, to carry out activities or assignments, and growth as a developing professional. You are encouraged to share this evaluation with the student. The agency evaluation and verification of Field Experience hours needs to be received before the student will receive credit for SOWK 312. Please give the evaluation to the student or mail it to the Field Experience Director.

<table>
<thead>
<tr>
<th><strong>Overall quality of performance in Field Experience.</strong></th>
<th><strong>Superior</strong></th>
<th><strong>Above Average</strong></th>
<th><strong>Average</strong></th>
<th><strong>Below average</strong></th>
<th><strong>Poor</strong></th>
<th><strong>Not applicable</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Growth in understanding of organization’s structure, services, goals, and purposes.</strong></td>
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<td><strong>Understand the relationships of the agency to the constellation of other services in the community.</strong></td>
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<td><strong>Growth in understanding the reality of problems and issues the agency must deal with (economic restraints,</strong></td>
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</table>
Comment on the student’s potential as a helping person in terms of: 1) personal qualities - dependability, resourcefulness, attitude, and 2) capacity for a career in social work or related fields.

________________________________________________________________________
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________________________________________________________________________

Signature: ________________________________ Title: ________________________________

Date: ________________________________

Return with student or to:
SOWK 312 Field Experience
Minnesota State University
Department of Social Work
358 Trafton Science Center, N
Mankato MN 56001
Verification of Hours

I verify that ________________________________ has completed
(Student name)

150 hours of Field Experience at ________________________________.
(Agency name)

__________________________       ______________________
Signature of Field Supervisor       Date