Department of Social Work

Field Instructor Guide

Bachelor of Science in Social Work (BSSW) Field Program

Masters of Social Work (MSW) Field Program

This guide is designed to give a brief overview of information specific to field instructors. The full Field Education Manual is available on the Department of Social Work Field Education web page: sbs.mnsu.edu/fieldeducation or paper copy will be supplied upon request.

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INTRODUCTION

Welcome to Field Education

Thank you for your interest in becoming a field instructor for students in our MSU Department of Social Work program. Field education provides BSSW and MSW students the ability to integrate what they have learned in the classroom with real-life human service experience to become competent professional social workers. The BSSW and MSW curriculum prepares students to work as generalist and advanced generalist practitioners.

Field education settings are selected to ensure that students achieve the goals of the BSSW and/or MSW program, including Council on Social Work Education (CSWE) Competencies and Behaviors. In addition, field settings in rural and small communities are encouraged to allow 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.

Each social work field placement will be assigned a field seminar liaison who will provide support and consultation to the agency and field instructor throughout the time the student is placed with them. The MSU Department of Social Work field team will provide orientation to new field placements and field instructors as well as provide resources to support field instructors to stay up to date with overall changes in the field including trainings and continuing education opportunities.

This Field Instructor Guide is an abbreviated version of our Field Education Policy Manual, which can be found on our MSU Social Work Field Education webpage at: http://sbs.mnsu.edu.socialwork. If you prefer a hard copy of the Field Education Policy Manual, we will provide this, upon your request.

Thank you for allowing our students an opportunity to grow with you and your support to the future of the social work profession.

Sincerely,

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

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

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

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

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

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

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

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

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

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

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

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

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

**University** - refers to Minnesota State University, Mankato
MISSION STATEMENTS AND PURPOSE OF FIELD EDUCATION

The University Mission Statement and College of Social and Behavioral Sciences Mission are available on Department of Social Work Field Education web page: sbs.mnsu.edu/fieldeducation or a paper copy will be supplied upon request. Below are highlighted policies from sections of the full Field Education Policy Manual that are related specifically to field instruction.

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

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

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

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

The advanced generalist practitioner:

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

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

Goals of BSSW Program

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

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

Adopted: 01/05/2017.
Goals of MSW Program

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

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

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

Council on Social Work Education Competencies & Behaviors

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

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ROLES AND RESPONSIBILITIES

The Responsibilities for the Field Directors and Off-Site Field Instructors are available on the Department of Social Work Field Education web page or a paper copy can be supplied upon request.

Responsibilities of BSSW/MSW Director of Field Education

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

Responsibilities include:

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

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

Responsibilities include:

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

Responsibilities of Student

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

Responsibilities include:

- Participate in practicum placement process by completing the application and placement process in a timely manner.
- Obtain and maintain student liability insurance during enrollment in field practicum.
- Conduct themselves as social work professionals by adhering to the NASW Code of Ethics.
- Read, understand, and follow this manual.
- Review agency policy and procedures, as directed by the field instructor.
- Act within the requirements of that agency. This includes, but is not limited to, adhering to policies regarding safety, documentation, practice and procedures, confidentiality for both the agency and clients, the use of computer and telephone for personal reasons, and dress code.
• Develop and negotiate an appropriate learning contract with their field instructor and field seminar liaison drawing on the learning objectives of the student and opportunities that the agency can provide consistent with the CSWE competencies and behaviors.
• Adhere to field placement and program timeframes.
• Communicate with the field instructor and the field seminar liaison regarding the field placement, especially if difficulties arise that could disrupt field practicum.
• Students, who are in need of off-site field instruction, will make themselves available for off-site field instruction meetings throughout the semester.
• Respond to communications from the field director, field seminar liaison, and placement sites in a timely manner.
• Seek supervision when there is any doubt about actions they are taking or on behalf of the agency or clients.
• Participate in evaluation of field agency, field instructors, and field program.

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

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

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

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

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DEPARTMENT POLICIES FOR FIELD PRACTICUM

Department policies that the students are required to adhere to while they are planning and participating in their field practicum are outlined in the are available on the Department of Social Work Field Education web page: sbs.mnsu.edu/fieldeducation or a paper copy can be supplied upon request. These additional policies and procedures include:: Credit for Life Experience or Previous Coursework Experience Policy; Credit-Earning Out-of-Region & International Coursework Policy; Inclement Weather Policy; Distraction & Technology Use Policy; Academic Honesty Policy; Academic Honesty Policy, Persons with Disabilities Policy; and the Grievance Policy. Below are highlighted policies from the section that are related to field instruction.

Ethical Behavior and Non-Academic Good Standing Policy

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

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

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

Unprofessional performance can include, but are not limited to:

- a lack of commitment to the values and ethics of the social work profession;
- the inability to establish and maintain positive and constructive interpersonal relationships with clients, colleagues, and field instructors;
- the inability to perform professional duties due to personal problems;
- refusal to accept and follow through on field placement assignments;
- the inability to accept constructive feedback from the field instructors and/or field faculty;
- attendance problems or failure to communicate with field instructors about schedule changes outside of the originally established practicum schedule;
- the inability to meet deadlines or complete responsibilities and duties;
• the inability to apply professional skills and knowledge gained through classroom learning to the field experience;
• violation of professional relationship boundaries including, but not exclusively, inappropriate physical contact, any harassment, social/sexual involvement, or emotional abuse;
• violation of client and/or agency confidentiality;
• evidence of impairment that, in the judgment of the placement agency or field seminar liaison, jeopardizes the primary client and/or agency interests;
• disciplinary action as a result of academic performance;
• criminal charges that reflect personal behaviors incompatible with the expected behaviors and/or ethics of professional social workers;
• any behavior that is incompatible with the NASW Code of Ethics/Practice Standards/HIPPA (e.g., falsifying records, misrepresentation of work performed, misleading consumers, harassment of field instructor, agency personnel, clients, fellow students, and/or faculty).

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

**Communication & Confidentiality Policy**

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

Students must be extremely cautious about breaching confidentiality when responding to instantaneous communication such as email, text, blogs and social media. The impulse to respond instantaneously to requests for information, even to other professionals, must be resisted. The student’s responsibility is to seek supervision when there is any doubt about communicating information or taking action within or on behalf of the agency or a client. Additionally, **information from the practicum site is prohibited from use in personal communication** (verbally, online, or in print) without written permission of the agency field instructor and field seminar liaison. This includes sharing information about field practicum sites, clients, other students, or staff on social media sites. While students will be discussing their work with clients in seminar and in the agency, strict adherence to confidentiality standards, redacting information from documents or reports, and disguising client data must occur. Breaches of client or agency confidentiality can have serious consequences for the student including dismissal from the program. Health Insurance Portability and Accountability Act of 1996 (HIPAA) standards should be reviewed and carefully followed. Students should discuss how these are implemented in their respective agencies with the agency field instructor.
Students are cautioned against the use of personal cell phones for conducting agency business. The automatic appearance of personal numbers on a cell phone log allows the client to contact the student at any time regardless of when the student is actually “on the clock” in the practicum setting. Setting appropriate boundaries may be difficult with that level of access. Additionally, inadvertent release of client information through a client call or the observation of names/numbers (for others who might use the student’s cell phone) is also a breach of confidentiality. Password protections should be implemented on personal devices if they are used for professional business. Precautions should be taken to prevent theft or usage by unauthorized individuals.

**Transportation of Self & Clients Policy**

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

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

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

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

**Criminal Background Check Policy**

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

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

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

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

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

**Offers of Employment by Field Practicum Agency Policy**

The MSU, Mankato Department of Social Work recognizes the mutual relationship between the goal of the student to obtain employment and the goal of rural community agencies to develop a workforce that is well educated and trained. The field practicum can serve as one pathway to employment and workforce development, however it is necessary students complete the expectations of their educational learning goals focused on mastering the nine (9) CSWE competencies, as they are different than the goals of employment. It is important to maintain the integrity of the student in the learner role for throughout the duration of their field practicum placement. The goal of these guidelines is to provide a process for the transition to employment during practicum, to protect the student’s learning, and to provide documentation of the communication between the student, agency/employer and field education program.

It is preferred that field practicum and new employment do not overlap. If it is possible for the new employment to start after the student has mastered the CSWE competencies and has completed the
field practicum experience, this policy will best serve the student to remain in the learner role. If it is necessary, the student’s practicum end date may be renegotiated if this is mutually agreeable to the student, agency, and field director. If there is no overlap, then there is no conflict of interest to be negotiated with the field education program, student, and agency.

If it is determined that there will be a limited overlap between the final practicum hours and the new employment start date, the student may request to accept employment while completing their field placement. The BSSW program allows overlap up to 60 hours of their practicum experience, while the MSW program allows overlap up to 4 weeks or 80 hours of their practicum experience. The student is expected to communicate with the field director and complete necessary paperwork before accepting any paid employment. All parties must agree that the student’s primary role during the overlap is focused on the student as a learner first. Assignments, activities and the availability of the field instructor should continue to adhere to the expectations of the initial LC&E. Additionally, all parties are informed that any disruption in employment may affect the student’s field placement and the student’s ability to complete their degree.

It is encouraged that the student and agency consider the regulations around licensed practice in the current state that practicum/employment is being completed. Students are encouraged to consider changes in their professional liability insurance as it relates to employment versus practicum hours. If there is an offer of employment that will overlap more than stated hours above in their respective program, the student must follow the field at place of employment policy. (See Field Placement at Employment Policy).

**Student Safety Policy**

The NASW has policies and guidelines to address safety in the workplace. You can review the entire policy at the following link: [NASW Guidelines on Social Work Safety in the Workplace](http://www.nasw.org/)

When engaging with individuals, families, and the community social work students are expected to know, understand, and to follow their field placement policies and procedures, the MSU Student Statement of Responsibilities, and the Policy on Safety in this manual. Safety in field education should be taken seriously. Familiarizing oneself with sources and types of danger and practicing how to address a potentially unsafe situations can reduce risk to the student and to clients. High-risk settings for volatile clients may include but not limited to:

- A client under the influence of a substance or withdrawing from a substance
- A client with a previous history of physical, emotional, impulsive, or threatening behaviors
- A client who is involuntarily receiving services, such as in an in-patient mental health or substance abuse setting
- A client who is experiencing psychosis, paranoia, delusions, or hallucinations
- A client who does not respect or resents a person in an authority role
- A client who is a perpetrator of partner violence who wants to know the whereabouts of their partner
- A client who possesses and is not afraid to use weapons.
There is potential for harm towards social workers in any setting and may occur even if there is rapport with a client. It is important to have interventions in place to ensure safety. Safety practices may include but not limited to:

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

Procedure for Addressing Safety:

1. Students and Field Instructors need to review agency safety policies and procedures at the beginning of the internship.
2. Students are expected to follow agency procedures to ensure their safety and their clients’ safety.
3. Following an incident that involves a threat to student safety, the student should document the situation and report this immediately to your field instructor and field liaison to debrief the occurrence.
Equal Opportunity and Nondiscrimination in Education Policy

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

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

Procedure for Addressing Harassment and Discrimination:

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

Agency Personnel Experience harassment from student and/or University Personnel:
1. Notify Field Seminar Liaison about the harassment immediately. Do not delay.
2. Keep a written record for the specific dates, times, places, witnesses, and the nature of every event of the harassment.
3. As per University Policy, any complaints for harassment and/or discrimination made to Department faculty will be reported to the Office of Equal Opportunity & Title IX to provide guidance and resources. NOTE: Any harassment or discrimination complaints can also be reported directly report to the Office of Equal Opportunity & Title IX.
POLICIES AND PROCEDURES FOR SELECTION OF FIELD AGENCIES AND FIELD INSTRUCTORS

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

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

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

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

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

**Criteria for Selection of Field Placement Agencies**

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

Criteria for selection of field agencies include:

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

**Criteria for Selection of Field Instructors**

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

Criteria for selection of Field Instructors include:

- appropriately degreed agency field instructor for BSSW student must have a BSSW or MSW degree from a CSWE-accredited program and two (2) years post-social work degree practice experience in social work;
- appropriately degreed agency field instructor for MSW student must have a MSW degree from a CSWE-accredited program and two (2) years post-social work degree practice experience in social work;
- for cases in which an agency field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing the social work perspective by assigning an off-site field instructor;
- both BSSW and MSW preferred at least one year at the current agency;
- preferred both BSSW and MSW must possess a MN social work license for non-county workers; (Field Instructors do not have to possess a supervisory license from the state.)
• submit Field Instructor Contact and Qualification form (SOWK Appendix 5);
• ability to complete yearly field instructor training;
• demonstrate the desire to teach and demonstrate appropriate skills in practice;
• must be available and present to student when they are at the practicum site or provide appropriate replacement for guidance of students’ day to day tasks and responsibilities;
• have interest and time to provide effective weekly field instruction for the students;
• adhere to the professional code of ethics and values;
• ability to provide constructive feedback and written evaluations for students’ learning contract;

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POLICIES AND PROCEDURES FOR PRACTICUM PLACEMENT

Policies and procedures that students are required to complete while they are planning their field practicum are available on the Department of Social Work Field Education web page: sbs.mnsu.edu/fieldeducation or a paper copy can be supplied upon request. These are separated into BSSW and MSW Program requirements and include the following information: Child Welfare Title IV-E Program; Behavioral Health Workforce Education and Training Grant; Hour Requirements Policy; Out of Area Policy; Registration Policy, Field Placement at Employment Policy; Attendance & Participation Policy; Readiness for Field Policy; Professional Membership & Liability Insurance and Practicum placement Procedures.

POLICIES AND INTEGRATION OF FIELD COURSES

Policies and integration of field courses that the students are required to comply with during their field practicum are available on the Department of Field web page: http://sbs.mnsu.edu/socialwork or a paper copy can be supplied upon request. These are also separated into BSSW and MSW Program requirements. The full manual includes the following information: Seminar Attendance and Participation Policies; Integration of Field Courses; Purpose of Course; Course Learning Objectives & Outcomes; and Capstone Completion. Below are highlighted policies from section that are related to field instruction.

BSSW Policies and Integration of Practicum and Seminar

Practicum Attendance and Participation Policy

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

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

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

Learning Contract

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

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

Grading is based on the following:
- Completion of seminar & practicum assignments.
- Attendance and participation in seminar and at practicum site.
- Completion of Midterm Evaluation.
- Completion of Final Evaluation achieving benchmark.

MSW Policies and Integration of Practicum and Seminar

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

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

Active engagement and participation in field practicum is critical for successful completion. Students are expected to take initiative as appropriate, to practice prompt regular attendance, to exhibit attentive, professional nonverbal behavior, to provide and receive feedback, to offer support, and to prepare materials in advance. Students should expect to participate in a variety of activities.
Learning Contract
Within the first four (4) weeks of the Spring semester, a Learning Contract and Evaluation Matrix (LC&E) will be developed by the student, in collaboration with the field instructors and field seminar liaison. The LC&E will provide specific educational learning opportunities to demonstrate mastery of the nine (9) competencies at the micro, mezzo and macro levels. It is the student responsibility to get this document completed for review and submitted for approval and evaluation by due dates. The document may be amended upon agreement with the field instructor and field seminar liaison. The LC&E will be completed and submitted on Sonia.

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

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

Grading is based on the following:
- Completion of seminar & practicum assignments.
- Attendance and participation in seminar and at practicum site.
- Completion of Midterm Evaluation.
- Completion of Final Evaluation achieving benchmark.

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

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FIELD EDUCATION

APPENDICES

- SOWK Appendix 1  CSWE Competencies and Behavior Chart
- SOWK Appendix 4  Field Practicum Acceptance Agreement
- SOWK Appendix 5  Field Instructor Contact and Qualification
- SOWK Appendix 7  Remediation Plan
- SOWK Appendix 10 BSSW/MSW Foundation Year Combined Learning Contract and Evaluation (Abbreviated)
- MSW Appendix 2  SOWK 665/675 Learning Contract and Evaluation (Abbreviated)

-----Forms can be located on Sonia-----

APPENDICES

The following are available on Department of Social Work Field Education web page or a paper copy will be supplied upon request.

- BSSW Appendix 1  BSSW Intent to Register Form
- MSW Appendix 1  MSW Intent to Register
- SOWK Appendix 2  Professional Commitment
- SOWK Appendix 3  Readiness For Field Assessment
- SOWK Appendix 5  Field Practicum at Place of Employment
- SOWK Appendix 6  Off-Site Field Instruction Agreement
- SOWK Appendix 9  Field Practicum to Employment
**Council of Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS), 2015**

**COMPETENCIES AND BEHAVIORS**

**Competency 1: Demonstrate Ethical and Professional Behavior**
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

<table>
<thead>
<tr>
<th>BSSW &amp; MSW Foundation Year Behaviors</th>
<th>Specialization Year Behaviors</th>
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</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>Use technology ethically and appropriately to facilitate practice outcomes; and</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>Use supervision and consultation to guide professional judgment and behavior.</td>
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### Competency 2: Engage Diversity and Difference in Practice

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

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

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

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

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<tr>
<th>BSSW &amp; MSW Foundation Year Behaviors</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</td>
<td>11 Advocate for just social, economic, and environmental policies, particularly for rural and small community settings; and</td>
</tr>
<tr>
<td>B Engage in practices that advance social, economic, and environmental justice.</td>
<td>12 Synthesize knowledge of the effects of oppression, discrimination, and historical trauma on client systems to guide planning and intervention.</td>
</tr>
</tbody>
</table>

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

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

<table>
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<tr>
<th>BSSW &amp; MSW Foundation Year Behaviors</th>
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</thead>
<tbody>
<tr>
<td>A Use practice experience and theory to inform scientific inquiry and research;</td>
<td>13 Use the evidence-based practice framework to apply and integrate research and evaluation at all levels of practice;</td>
</tr>
</tbody>
</table>
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

Collect and analyze quantitative and/or qualitative forms of data to promote effective practice; and

Critically evaluate and differentially apply theoretical perspectives for interventions that support optimal client system outcomes.

### Competency 5: Engage in Policy Practice

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

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

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

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

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>A Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</td>
<td>19 Differentially appraise and select theories of human behavior and the social environment in engaging client systems throughout the planned-change process;</td>
</tr>
<tr>
<td>B Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
<td>20 Develop helping relationships that are culturally responsive, change-focused, client informed, collaborative, strengths based, outcome oriented, and that are grounded in reflective social work practice; and</td>
</tr>
</tbody>
</table>
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>A Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</td>
<td>22 Formulate comprehensive assessments of the client system appropriate to the practice context that recognize client and constituent diversity; and</td>
</tr>
<tr>
<td>B Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</td>
<td>23 Demonstrate the use of assessment instruments and analytic frameworks to decipher complex phenomena.</td>
</tr>
<tr>
<td>C Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;</td>
<td></td>
</tr>
<tr>
<td>D Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
<td></td>
</tr>
</tbody>
</table>

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

<table>
<thead>
<tr>
<th>BSSW &amp; MSW Foundation Year Behaviors</th>
<th>Specialization Year Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</td>
<td>24 Critically appraise theoretical perspectives for interventions that support optimal client outcomes;</td>
</tr>
</tbody>
</table>
### Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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

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

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

<table>
<thead>
<tr>
<th>Student:</th>
<th>Agency:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Field Instructor:</th>
<th>Degree/License of Field Instructor:</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Start Date:</th>
<th>Anticipated Completion Date:</th>
</tr>
</thead>
</table>

Roles and Responsibilities

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

- Conduct themselves as social work professionals by adhering to the NASW Code of Ethics.
- Act within the requirements of that agency. This includes, but is not limited to, adhering to policies regarding safety, documentation, practice and procedures, confidentiality for both the agency and clients, and dress code.
- Develop a Learning Contract with the Field Instructors and Field Seminar Liaison and adhere to field placement timeframes for completion.
- Actively participate in evaluations at the evaluation periods identified by Field Seminar Liaison and adhere to field practicum timeframes for completion.
- Communicate with the Agency Field Instructor and the Field Seminar Liaison regarding progress of field placement especially if difficulties arise that could disrupt the field practicum. Student will not terminate their participation in the training experience without first consulting with the Field Seminar Liaison.
- Seek supervision when there is any doubt about actions they are taking on behalf of the agency or clients.
- Keep regular attendance and be on time.

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

- Orient the student to the agency personnel, policies and procedures, including but not limited to, those related to safety, documentation, transporting clients, social media and confidentiality.
• Allow students to grow progressively into more responsible roles while providing client services, to ask questions a new employee might not feel free to ask, and allow time for reflection and the active application of knowledge and skills with clients, including assignments for practicum and seminar.

• Provide opportunities for students to observe early on, with the expectation that the student will gradually take on more independent work and assignments (under supervision). The student should manage approximately 1/3 of the caseload of a regular worker.

• Consult with the student to develop a Learning Contract based on the CSWE competencies and behaviors that outlines specific opportunities, responsibilities and tasks.

• Meet with the student, a recommended average of one hour per week to monitor progress toward meeting the Learning Contract goals and assess the student’s contribution to client care in regularly scheduled, face-to-face meetings.

• Notify the Field Seminar Liaison immediately of any serious concerns or problems related to student performance.

• Assess student performance at the evaluation periods identified by the Field Seminar Liaison.

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

• Monitor the placement through visits to the field practicum site.

• Conduct ongoing dialogue regarding the process, procedures, and progress of the field practicum with students and Field Instructors.

• Final oversight of the Learning Contract to assure the student has the opportunity to develop and practice a range of knowledge, skills, and values.

• Offer consultation, mediation and support regarding student or agency concerns or disputes to ensure maximum field experiences for students via the telephone, email, or by a visit.

• Assist students with integration of coursework and practicum experiences.

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

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

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

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

Minnesota State University, Mankato, part of the Minnesota State Colleges and Universities system, is an Equal Opportunity employer and educator.
FIELD INSTRUCTOR CONTACT AND QUALIFICATIONS

Please complete the following information.

First Name

Last Name

Preferred Name

Work Phone

Cell Phone

Alternative Email Address

Degree

Year Granted

Name of Graduating Institution

Degree was received by an accredited CSWE institution?

☐ Yes  ☐ No  ☑ *

Licensure Level

Current Employer

How long have you worked with this employer?

Do you have two years of post degree experience?

☐ Yes  ☐ No  ☑ *

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

☐ Yes  ☐ No  ☑

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

<table>
<thead>
<tr>
<th>Dates</th>
<th>Employer</th>
<th>Position Title</th>
<th>Brief Description of Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

By submitting this form, I certify that my answers are true and complete to the best of my knowledge.
SOWK APPENDIX 8

DEPARTMENT OF SOCIAL WORK

MINNESOTA STATE UNIVERSITY MANKATO

REMEDiation PLAN

| Student: |  |
| Agency: |  |
| Field Instructor: |  |
| Field Seminar Liaison: |  |
| Date: |  |
| Level of Field Practicum: |  |

**SPECIFIC CONCERNS:**

- [ ] Insufficient Hours
- [ ] Failure to meet benchmark of overall midterm ratings below a 2 and/or there is a presence of an item rating of 0
- [ ] Failure to adhere to professional ethics
- [ ] Failure to meet professional expectations
- [ ] Failure to comply with agency policy and procedure
- [ ] Failure to respond to request of field instructor, off-site field instructor, and field faculty
- [ ] Medical and/or personal reasons
- [ ] Other

**Comments:**

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

**DATE TO COMPLETE GOAL(S):**

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

[Save Draft] [Submit Student]

**RESOLUTION TO CONCERN(S):**

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

**Comments:**


BSSW/MSW Generalist Year Combined Learning Contract and Evaluation *(Abbreviated)*

<table>
<thead>
<tr>
<th>Student:</th>
<th>Agency:</th>
<th>Field Instructor:</th>
<th>Off-Site FI (if app):</th>
<th>Field Seminar Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

**Evaluation of the student mastery will utilize the following scale:**

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

*model adapted from Indiana University, School of Social Work: ePortfolio*
Rating scale (Midterm):

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

Rating scale (Final):

<table>
<thead>
<tr>
<th>Benchmark Achieved</th>
<th>Benchmark Not Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>An overall final rating of 5 or higher with no ratings at 1 or 0 for any rating scale item.</td>
<td>Did not achieve an overall final rating of 5 or higher and/or received ratings at 1 or 0 for any rating scale item.</td>
</tr>
</tbody>
</table>

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

**Learning Goals and Objective for Competency #2**

**Engage Diversity and Difference in Practice**

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

**EVALUATION FORM**

<table>
<thead>
<tr>
<th>A</th>
<th>Expresses differing points of view without depreciating others</th>
<th>Student Midterm Rating</th>
<th>Field Instructor Midterm Rating</th>
<th>Student Final Rating</th>
<th>Field Instructor Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Demonstrates ability to respect differing points of view at micro, mezzo, and macro levels</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Demonstrates the ability to learn from others’ experiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Recognizes personal values and any change(s) needed in order to work effectively in the field of social work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Demonstrates self-awareness and self-regulation in relation to human diversity by accepting differences in self and others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Overall Midterm Rating for Competency 2: | Overall Final Rating for Competency 2: |
Students, please work in collaboration with your field instructor to develop learning opportunities that will allow you to be evaluated on the competencies and behaviors. For each competency, you must have tasks, assignments, and/or experiences that demonstrate your mastery in all of the behaviors.

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

**Evaluation of the student mastery will utilize the following scale:**

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

*model adapted from Indiana University, School of Social Work: ePortfolio*
**Rating scale (Midterm):**

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

**Grading scale (Final):**

<table>
<thead>
<tr>
<th>Benchmark Achieved</th>
<th>Benchmark Not Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>An overall final rating of 5 or higher with no ratings at 1 or 0 for any rating scale item.</td>
<td>Did not achieve an overall final rating of 5 or higher and/or received ratings at 1 or 0 for any rating scale item.</td>
</tr>
</tbody>
</table>

**Learning Goals and Objective for Competency #2**

**Engage Diversity and Difference in Practice**

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

**EVALUATION FORM**

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

**Overall Midterm Rating for Competency 2:**

**Overall Final Rating for Competency 2:**