

Field
Instruction

School of Social Work
UNIVERSITY OF MINNESOTA

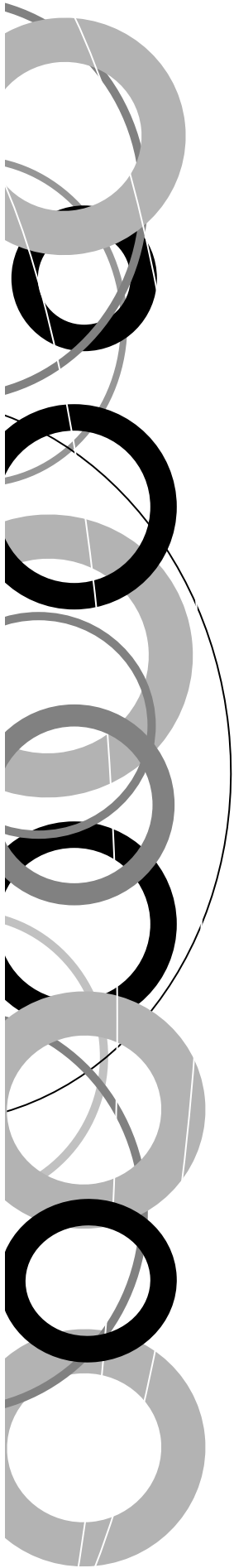


2011-2012

MSW
Field
Manual

The College of Education
& Human Development

UNIVERSITY OF MINNESOTA





2011-2012
MSW
**Field
Manual**

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

Inquiries regarding compliance may be directed to the Director, Office of Equal Opportunity and Affirmative Action, University of Minnesota, 419 Morrill Hall, 100 Church Street S.E., Minneapolis, MN 55455, (612) 624-9547, eoaa@umn.edu.
Website at www.eoaffact.umn.edu.

This publication/material is available in alternative formats upon request. Please contact Rosetta Cheers, Field Program Coordinator, 105 Peters Hall, 612-624-4241.

Welcome to the 2011-2012 edition of the University of Minnesota School of Social Work M.S.W. Field Manual. This manual has been developed to guide all persons involved in field instruction. It is the primary source for field-related information, expectations and responsibilities, policies and procedures, syllabi, and commonly used forms.

It is your responsibility to read the manual carefully, follow it, and to keep it close at hand for reference. Any questions should be directed to Field Office Staff (below). We also invite – at any time - your comments and suggestions for improvements to the Field manual or program.

Field Work is a dynamic partnership between the School and all of you: students, field instructors, task supervisors, and faculty. We hope that you will take an active role in the provision of quality field education and will bring to each encounter and task a commitment to integrated, relevant and challenging field learning.

We look forward to working with you as partners this school year!

Stephen Maxwell, Director of Field Instruction
(612) 624-4287
maxwe003@umn.edu

Rosetta Cheers, Field Program Coordinator
(612) 624-4241
rchears@umn.edu

M.J Gilbert, Field Coordinator
(612) 624-4259
mgilbert@umn.edu

Heidi Presslein, Field Coordinator
(612) 624-4262
pres0051@umn.edu

Denise Morcomb, IV-E Field Coordinator
(612) 267-0271
morco001@umn.edu

Linda Gensheimer, Field Coordinator
(612) 624-4279
gensh001@umn.edu

Office of Field Instruction – School of Social Work, University of Minnesota (612) 625-1220 – Main Office (800) 779-8636 – Main Office (612) 624-5245 – <u>Fax Only</u> 105 Peters Hall, 1404 Gortner Avenue St. Paul, MN 55108
--

The University of Minnesota is an equal opportunity employer and educator.

©2011 University of Minnesota Regents

August 2011

Welcome to Students and Field Instructors in the School of Social Work,

In 1967, social work practitioner and educator Helen Harris Perlman, addressed students, faculty and alumni of the School of Social Work at an event marking the 50th anniversary of graduate social work education at the University of Minnesota. In her remarks, Perlman reminisced on the circuitous path that led her to social work. Her introduction to social work was as an interested by-stander to the career of her Aunt Marie—a graduate student in the School of Social Work. Perlman confessed frankly, that she found Aunt Marie’s adventures in graduate social work education baffling. She mused, “Then there was this business of Aunt Marie’s going out ‘into the field.’ She went out into the field in a flowered voile dress and a wide brimmed Milan hat, and I could see it all – her walking among the pied and daisied meadows, waving and nodding to her ‘clients’ – whatever they were.”

Though she acknowledges that her path to the profession was not a direct one, Perlman went on to become the most significant figure in defining problem-solving casework in the twentieth century. She credited her social work graduate field placements as the foundation for her life-long fascination with the intricate, profound and complex relationships that become woven between social workers, clients, agencies and communities.

Indeed, it is in “field” that students apply the theories and concepts acquired in classrooms to the real lives of individuals, families, small groups and communities. It is our hope in the School of Social Work that all parties to this dynamic relationship—students, field instructors, agencies, and school faculty—will look upon the field program as a unique opportunity for learning and challenge. For students and field instructors alike, field placements offer tremendous potential for growth and development. Students apply their learning in contexts they’ve never experienced, and with client populations they may never have imagined working with.

Field instructors join in this learning process, inevitably finding themselves challenged by students who infuse agencies and practice with fresh perspectives and new ways of understanding the world. We in the School of Social Work find that our field instructors, task supervisors and agencies provide a vibrant and vital link to the lived experience of professional social work practice. Again and again, students bring their cases back to the classroom, relating the experience from the field against the learning in the classroom. This union and exchange of students, field instructors and School faculty ultimately shapes the next generation of the profession to which we are all committed.

I welcome our students to one of the most exciting components of your graduate education—the field placement! And, on behalf of the faculty members of the School of Social Work, I thank our field instructors and task supervisors for their unending generosity and professional commitment. Finally, I thank the agencies that provide these learning opportunities for our students. We appreciate this valuable partnership that shapes our profession.

Megan Morrissey, Ph.D.
MSW Program Director
School of Social Work
University of Minnesota – Twin Cities

TABLE OF CONTENTS

General MSW Program Information	5
Mission and Goals of the Master of Social Work Program	6
Administrative Structure and General Information	7
Administrative Offices and Phone Numbers	7
Graduate Studies Office – 140 Peters Hall	7
Centers and Institutes in the School of Social Work.....	8
MSW Program Requirements	9
The MSW Foundation Curriculum	12
Direct Practice Concentration	13
Community Practice Concentration	16
Field Program Information.....	19
Field Program	20
Field Instruction Registration	21
Criteria For Learning Experiences Provided Through The Field Placement.....	23
Field Placement Selection Procedures.....	24
Guidelines For A Summer Block Placement	26
Guidelines For Setting Up Your Own (New) Placement.....	27
Guidelines For Setting Up Your Own National Or International Placement.....	27
Sources of Funding for International Field Placements	28
Policy For Internship At Place Of Employment	29
Requirements For Internship At Place of Employment.....	29
Field Placements For Students Anticipating Or Receiving Child Welfare Funding	31
Criteria For Selection & Appointment Of Field Instructors.....	32
Training Seminars For Field Instructors	33
University Privileges Available For Field Instructors and Task Supervisors	34
Responsibilities Of The Field Student.....	35
Responsibilities Of The Field Instructor & Task Supervisor.....	36
Responsibilities Of The Field Liaison	37
Responsibilities Of The Director Of Field Instruction	38
Responsibilities Of The Field Advisory Committee.....	39
Steps For Resolving Problems In Placement	40
The Termination Phase in Field Placement.....	41
The Evaluation Process	42
Field Policies.....	44
Financial Support	46
Transportation.....	46
Automobile Insurance	46
Liability Insurance	46
Background Checks.....	46
HIPAA Training	47
Immunizations	47
Strike Situations*	47
Using Conferences As Field Time	47
Policy & Procedures For Complaints of Sexual Harassment or Discrimination Against Interns.....	48
Procedures For Hearing Discrimination Or Sexual Harassment Allegations In The Field Placement.....	49
Dual Supervision Expectations	50
Dual Relationships	52
Sharing Sensitive Information	53

Student Grievance	55
Grievance Procedures	55
Discontinuance.....	56
Standards Of Performance In The MSW Program	57
1.....	Introduction to Standards .. 57
2.....	Program Performance Standards .. 57
a.....	Basic Abilities Necessary for Academic Success and to Acquire Professional Skills .. 57
B.	Emotional Management Capabilities Necessary for Performance in Program and Professional Practice ...58
3.....	Professional Performance Skills Necessary to Work with Clients and for Overall Professional Practice .. 58
A.....	Professional Commitment .. 58
B.....	Ethical Behavior .. 58
C.....	Professional Behavior .. 59
D.....	Self Awareness .. 59
E.....	Commitment to Professional Learning .. 59
4.....	Scholastic Performance .. 59
A.....	Grades .. 59
B.....	“T” (incomplete) grades .. 60
C.....	Enrollment and Maintaining Active Student Status .. 61
5.....	Accommodations for Disabilities .. 61
6.....	Distribution of Standards .. 61
A.....	Distribution .. 61
B.....	Student Familiarity with the Standards of Performance .. 61
7.....	Procedures for a Review of Performance .. 62
A.....	Scholastic Performance – Classroom .. 62
B.....	Scholastic Performance – Field .. 62
C.....	Professional Performance—Non-Academic Behavioral Violations .. 64
D.....	Standards for Documentation in Review .. 66
8.....	Student Right to Respond/Appeal .. 66
9.....	Dismissal from the M.S.W. Program and the School of Social Work .. 66
Grading Policy In The Field Placement	67
Competencies Assessment/Learning Contract/Evaluation	68
Instructions	68
Appendix.....	73
SW 8010 Field Practicum I.....	74
SW 8020 Field Practicum II	79
SW 8030 Field Practicum.....	84
School of Social Work Faculty Roster	90
St. Paul Campus Map & Directions.....	91
INDEX.....	92

GENERAL MSW PROGRAM INFORMATION

Mission and Goals of the Master of Social Work Program.....	7
Administrative Structure and General Information.....	8
Administrative Offices and Phone Numbers.....	8
Graduate Studies Office 140 Peters Hall.....	8
Centers and Institutes in the School of Social Work.....	9
Distance Education Sites.....	9
MSW Program Requirements.....	10
MSW Foundation Curriculum.....	13
Direct Practice Concentration.....	14
Community Practice Concentration.....	17

Mission and Goals of the Master of Social Work Program

The central mission of the Master of Social Work Program is the preparation of students for advanced social work practice and leadership in the areas of direct and community practice.

The Master of Social Work Program reflects the land-grant and research mission of the University of Minnesota, the educational objectives of the Council on Social Work Education (CSWE), and the professional objectives of the National Association of Social Workers (NASW). The program is grounded in the School's history of advanced scholarship and knowledge building, as well as its tradition of leadership for and commitment to working for social justice.

The curriculum is grounded in the principle that a just society is one that provides for the basic human needs of all citizens and that all persons should have equal opportunities to share in society's social, political, and economic goods. In developing the curriculum the program places particular importance on preparing social work professionals (in such roles as case managers, policy analysts, clinicians, and community organizers) to have a practical understanding of how power and privilege, and their opposites, shape the roles that all of us play in society. Also, as a reflection of this commitment, we strive to create a learning environment that is diverse in all aspects. Further we use this environment to help all students develop the sensitivity and skills necessary to work effectively in diverse communities.

The following goals for the M.S.W. program are derived from its mission:

1. The M.S.W. program, grounded in the values, ethics, research, and knowledge base of the profession, will prepare graduate students for entry into advanced social work practice and leadership for the profession.
2. The M.S.W. program will support and promote the public good by expanding access to graduate social work education throughout the state, with emphasis upon practice in the arena of public-sector social services and policy.
3. The M.S.W. program will prepare professionals who are able to evaluate social work practice and programs critically and empirically, and who are able to apply evidence-based best-practice knowledge and skills effectively with diverse populations in a range of practice settings.
4. The M.S.W. program will continue its emphasis upon the history of social welfare and the social work profession, both as a formative principle in its curriculum and as a service to the academic and professional community.
5. The M.S.W. program will increase opportunities for graduate social work education among groups underrepresented in the profession.

Administrative Structure and General Information

Administrative offices of the School of Social Work are located in Peters Hall, located on the St. Paul campus. All faculty and staff members use e-mail accounts and voicemail for communication. Addresses and phone numbers can be found in the University's *Student-Staff Directory* or by searching the online directory at <http://www.umn.edu/lookup>.

Administrative Offices and Phone Numbers

<http://cehd.umn.edu/ssw/>

105 Peters Hall
1404 Gortner Avenue
St. Paul, MN 55108
612-625-1220 or 800-779-8636
Fax: 612-624-3744

James Reinardy , M.S.W., Ph.D. <i>Director</i>	105C	612-624-3673	jreinard@umn.edu
Megan Morrissey , M.S.W., Ph.D. <i>Associate Director</i> <i>Director, M.S.W. Program</i>	105D	612-624-4210	mmorris@umn.edu
Heidi Wagner <i>Assistant to the Director</i>	105B	612-625-6122	hwagner@umn.edu
David Hollister , Ph.D. <i>Director of Graduate Studies, Fall Semester</i>	275	612-624-3695	dhollist@umn.edu
Liz Snyder , MSW <i>Director of Professional Education (IV-E)</i>	205	612-624-3779	snyde276@umn.edu
Steve Maxwell , MSW <i>Director of Field Instruction</i>	140D	612-624-4287	maxwe003@umn.edu
Rosetta Cheers <i>Field Program Coordinator</i>	105	612-624-4241	rchears@umn.edu
Amy Khath <i>Executive Administrative Specialist</i>	105	612-625-1220	khath002@umn.edu

Graduate Studies Office – 140 Peters Hall

612-624-4905

Steve Maxwell <i>Director of Field Instruction</i>	140D	612- 624-4287	Maxwe003@umn.edu
Kate Walthour <i>Director of Admissions</i>	140A	612-625-8712	kwalthou@umn.edu
Jan Goodno <i>Student Personnel Worker</i>	140B	612- 624-4258	jgoodno@umn.edu
Karen Borchardt <i>Graduate Studies Services</i>	140	612-624-4905	kborchar@umn.edu

Centers and Institutes in the School of Social Work

Center for Advanced Studies in Child Welfare (CASCW) http://cehd.umn.edu/ssw/cascw/	205	612-624-4231
Center for Restorative Justice and Peacemaking (CRJP) http://rjp.umn.edu/	284	612-624-4923
Minnesota Center Against Violence and Abuse (MNCVA) www.mincava.umn.edu/	170	612-624-0721
National Institute on Domestic Violence in the African American Community (IDVAAC) www.dvinsitute.org/	290	612-624-5357
Youth Studies http://www.cehd.umn.edu/ssw/current_students/undergrad/youth_studies/	140	612-624-3700
Gamble-Skogmo Land Grant Chair in Child Welfare and Youth Policy http://cehd.umn.edu/ssw/G-S/	233A	612-624-4721

MSW Program Requirements

The M.S.W. curriculum prepares professionals to enter advanced social work practice in a manner that helps individuals, families, groups, or communities, enhances or restores social functioning, and creates social conditions favorable to this goal. The curriculum emphasizes social justice, the value of human diversity and empowerment of oppressed people, and focuses on clients' strengths and problem-solving capacities that foster change at multiple levels.

The curriculum is offered in two basic formats: the **full program** (50 semester credits), for individuals who do not have an undergraduate degree in social work, or the **advanced standing program** (a minimum of 34 semester credits). The advanced standing program is available to individuals who have earned an undergraduate social work degree from a Council on Social Work Education (CSWE)-accredited undergraduate program within seven years of beginning their program of graduate study.

The School of Social Work offers classes on the Twin Cities campus of the University of Minnesota, at the Hennepin County Government Center in downtown Minneapolis, and at sites outside the Twin Cities (employing distance-education technology). We deliver the curriculum through a variety of formats, including in-person instruction, interactive television, and Web-enhanced course delivery. Students can complete the M.S.W. curriculum through full- or part-time study. Although the School offers M.S.W. classes from Monday through Saturday, students can choose to complete all of their class requirements through weekend study (Friday evenings and Saturdays). The School offers only the Direct Practice concentration to students who choose weekend-exclusive classes, and the number of electives available to students who choose this option may be limited. Although students may take all of their classes on the weekends, some required program components, such as new student orientation and field internships, take place during weekday hours.

Full Program – 50 Semester Credits

Students who do not have an undergraduate degree in social work, those who earned an undergraduate degree in social work from an undergraduate program that was not accredited by the Council on Social Work Education (CSWE), or those who earned their undergraduate social work degree more than seven years before beginning their graduate program are eligible for the full program of 50 semester credits.

The full program consists of foundation course requirements, courses in a selected concentration area (either Direct Practice or Community Practice), electives, and two field internships. Studying full-time, students can complete the program in two academic years of study. Part-time options require three to four years of study.

Foundation Curriculum Objectives

The 25-credit foundation reflects a generalist approach to social work practice. It prepares students to use a problem-solving framework and to view situations from a systems or "person-in-environment" perspective. The foundation curriculum provides the basic knowledge, skills, and values that are generic to social work practice and that are transferable from one setting to another and from one problem to another. Students who successfully complete the foundation curriculum are able to:

1. Use critical thinking skills in professional social work practice in assessments, interventions, and evaluation with client systems of all sizes and diverse cultural backgrounds.
2. Practice in a manner that is congruent with the NASW Code of Ethics and the profession's core values and that validates and enhances the assets, competencies, and problem-solving capacities of diverse clients and communities, particularly among oppressed communities and groups.
3. Practice with competence among diverse client populations and without discrimination. Practice with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity,

family structure, gender, marital status, national origin, public assistance status, race, religion, sex, and sexual orientation.

4. Understand social, economic and political systems of oppression—from local to global—particularly as they relate to race, ethnicity, gender, sexual orientation, age, religion and spirituality, social class, and physical and mental abilities, and employ advocacy strategies in professional settings that will promote client empowerment and social justice.
5. Understand the historical context and evolution of America's response to social need, including the emergence of the profession of social work and the historical roots of contemporary policies, structures, programs, practices, and ideologies of social welfare.
6. In working with client systems of various sizes, apply the knowledge and skills of a generalist social work perspective across a range of settings.
7. Critically use theoretical frameworks grounded in bio-psycho-social variables and best available evidence. This knowledge is used to understand individual growth and behavior across the lifespan as well as interactions among individuals and between individuals and social systems of all sizes and diverse cultural backgrounds. The application of these frameworks includes assessments and interventions that draw upon risk factors, strengths, and resilience of client systems, and is applied across the human life cycle.
8. Analyze social policy at multiple system levels (including clients, communities, delivery systems, and individual practitioners) in order to create and/or change policies to promote client empowerment and social justice.
9. Evaluate research in social work and related fields, apply findings in practice settings, and gain generalist skills for assessing their own professional practice.
10. Demonstrate professional use of self in practice settings, including differential use of communication skills with diverse client populations, maintaining ethical commitments to clients and colleagues, and working for the equitable provision of social services and distribution of resources.
11. Make effective use of supervision and consultation in practice settings, and read emerging literature on social work policy and practice as part of professional growth and development.
12. Understand theories of organizational structure and change in order to function within organizations and service delivery systems and to create and/or change organizational policy to promote client empowerment and social justice.

Advanced Standing – 34 credit minimum

Students who have completed an undergraduate degree in social work at a program accredited by CSWE at the time the degree was awarded are eligible for advanced standing. To be eligible for advanced standing, a student must enroll as a graduate degree-seeking student within seven years of completing the undergraduate social work degree. The advanced standing curriculum is a minimum of 34 semester credits. A student may be required to take courses beyond the 34-credit minimum in the following circumstances:

If the undergraduate social work degree was earned more than seven years before beginning graduate study;

If the student received a grade of less than B (3.0) in an undergraduate social work course that fills a foundation requirement; OR

If the undergraduate program did not include content considered a part of the School of Social Work's foundation curriculum and essential for moving into one of the concentration areas offered by the School.

The School waives foundation curriculum requirements for most students with advanced standing (with exceptions noted above), and they move directly into an area of concentration (Direct Practice or Community Practice).

The MSW Foundation Curriculum

The 25-credit foundation curriculum is required for full program students.

FALL SEMESTER		
SW 5051	Human Behavior and the Social Environment	2 credits
SW 5101	Historical Origins and Contemporary Policies and Programs in Social Welfare	3 credits
SW 8201	Social Work Methods: Practice with Individuals and Systems	3 credits
SW 8010	Field Practicum I <i>Take field concurrently with 8201 and 8202, or in a summer block immediately following completion of 8201 and 8202 (Summer block for 8 credits)</i>	4 credits
	Total credits	12 credits

SPRING SEMESTER		
SW 8202	Social Work Methods: Practice with Families and Groups	3 credits
SW 8211	Social Work: Macro Practice and Policy Advocacy	3 credits
SW 8601	Social Work Research Methods	3 credits
SW 8010	Field Practicum I <i>Take field concurrently with 8201 and 8202, or in a summer block immediately following completion of 8201 and 8202 (Summer block for 8 credits)</i>	4 credits
	Total credits	13 credits

- Full-time students complete the foundation courses in one academic year if they do a concurrent field placement over two semesters, or in a calendar year if they choose a block field placement in the summer.
- Students who do a concurrent placement register for 4 credits of SW 8010 in both fall and spring semesters while also enrolled in foundation methods courses (SW 8201 and SW 8202). Students who do a block placement register for 8 credits of SW 8010 in Summer Session.
- Part-time students complete the foundation courses in two academic years, generally taking practice methods (8201 and 8202) in their second year of study while doing the first field placement (SW 8010).
- With the exception of SW 8010 – Field Practicum I, students must take courses in the foundation curriculum for a letter grade (A/F).

Students who choose a summer block placement or May/Summer Session classes have an overall increase in tuition as a result of matriculating in an additional registration period.

Direct Practice Concentration

The Direct Practice concentration prepares students for advanced professional practice with diverse populations and in varied settings. Advanced practice is designed to enhance the ability of individuals, families, and small groups to ameliorate bio-psychosocial and interpersonal problems and affect environmental conditions that contribute to problems. Our professional values guide us to educate and train advanced social workers in a context of supporting client strengths, pursuing social justice, and facilitating empowerment. These values also direct our faculty members to discover and create new practice knowledge and to seek the best available evidence to inform their practice expertise. On these bases, faculty members engage students in learning about, implementing, and evaluating practice in work with individual clients, families, and systems. Our program educates students to serve client groups across the lifespan and at all socioeconomic levels. It emphasizes collaborative work with at-risk populations in fields such as mental health and settings such as services to children, families, and elders. Our program also teaches students to seek and use supervision and consultation effectively in advanced social work practice with individuals, families, and groups.

Objectives for the Direct Practice Concentration

The Direct Practice concentration prepares social workers for advanced practice who:

1. Recognize and understand the needs, responses, and strengths of people who experience oppression due to race, ethnicity, gender, sexual identity, social class, public assistance status, national origin, physical and mental abilities, age, religion, and spirituality.
2. Understand the function and scope of one or more settings for direct practice service delivery.
3. Understand social work and other appropriate theory and implement practice methods based on theory.
4. Practice in a manner that supports client strengths, incorporates social justice, and facilitates empowerment with individuals, and/or families, and/or groups.
5. Practice ethically and promote the values of the social work profession as embodied in the NASW Code of Ethics.
6. Apply advanced skills in differential assessment, intervention, and practice evaluation with individuals, and/or families, and/or groups, based on the best available evidence.
7. Practice collaboratively with populations at risk, in settings such as child and family welfare, adult mental health, and services to children, families, and elders.
8. Seek and effectively use supervision, consultation and ongoing professional growth and development in advanced social work practice with individuals, and/or families and/or groups.
9. Demonstrate knowledge of ways in which direct service practitioners evaluate the progress, process, and outcomes of their practice.
10. Understand the influence of policies on direct practice and direct practice on policies at the organizational, local, regional, national, and international levels. Demonstrate knowledge of policy development, implementation, change, and analysis.

Specializations

The Direct Practice Curriculum Committee has identified clusters of courses related to specific domains of practice. Students may consult these selections as they choose classes for their concentration. The charts on the following pages identify clusters in the areas of **child welfare, family and children's services,** and **health/mental health.** The following information is *for advising purposes only; the courses are not requirements, except where noted, for students receiving Title IV-E funds.*

Students may take classes other than those listed in the specializations; however, they should consult with their advisers as they choose classes to be certain they are meeting the requirements of the concentration for course work in specific curriculum areas.

Direct Practice Concentration

Note: The concentration curriculum is **25 credits** for full-program students and **34 credits** for students with advanced standing.

All students are limited to a total of 3 credits outside of the School of Social Work.

Curriculum Area and Courses	Term/Grade
<p>Advanced Practice Setting - 3 credits required</p> <p>8301 Advanced Child Welfare Practice (3)</p> <p>8303 Mental Health Practice with Adults (3) [8051 required with this course]</p> <p>8304 Advanced Practice with Children and Adolescents (3)</p> <p><i>Must be concurrent with or prior to SW 8020 or SW 8030 – Field Practicum</i></p>	
<p>Advanced Practice with Diversity - 2 credits required</p> <p>8702 Advanced Practice with Diverse Populations (2)</p> <p><i>Must be concurrent with or prior to SW 8020 or SW 8030 – Field Practicum</i></p>	
<p>Advanced HBSE - 3 credits required</p> <p>5810 Child Development: Risk and Resilience (3)</p> <p>8051 Psychopathology and Social Work Practice (3) [required if taking 8303]</p> <p><i>Must be concurrent with or prior to SW 8020 or SW 8030 – Field Practicum</i></p>	
<p>Advanced Social Policy – 3 credits required</p> <p>8101 Child Welfare and Family Services (3)</p> <p>8103 Health and Mental Health Policy (3)</p> <p><i>Must be concurrent with or prior to SW 8020 or SW 8030 – Field Practicum</i></p>	
<p>Advanced Research – 2 credits required</p> <p>8602 Direct Practice Evaluation (2)</p> <p>8603 Program Evaluation (2)</p> <p><i>Can be concurrent with, before, or after SW 8020 or SW 8030 – Field Practicum</i></p>	
<p>Electives – all students: at least 3 credits of electives must be designated as “skills” electives</p> <p>Full Program students take up to 6 credits of electives.</p> <p>Students with Advanced Standing take up to 13 credits of electives.</p> <p><i>Students can take up to a total of 3 credits outside of the School of Social Work.</i></p>	
<p>Field Instruction – 6 credits for full program/8 credits for advanced standing</p> <ul style="list-style-type: none"> • 8020 Field Practicum II (3 credits each semester, or 6 credits in summer) • 8030 Advanced Standing Field Practicum (4 credits each semester or 8 credits in summer) with a required biweekly practice seminar concurrent with the placement • Can be taken concurrently with concentration requirements listed above or in summer block following completion of concentration requirements listed above. 	

Community Practice Concentration

The Community Practice (CP) Concentration prepares students to improve the effectiveness and responsiveness of human service systems, to mobilize groups and communities for social change, and to serve as catalysts for sustainable development and social justice. The CP curriculum emphasizes multiple method empowerment-based interventions that strengthen citizen participation in democratic processes, make social planning more inclusive and accessible, and connect social and economic investments to grassroots community groups. Concentration courses prepare students for advanced professional practice as managers, planners, policy advocates and analysts, community organizers, mediators, educators, evaluators, and other community practice roles.

The CP Concentration offers two advanced specializations: Human Services Management (HSM) and Community Organization and Advocacy (COA), both of which build upon the basic knowledge, skills and values that are generic to social work practice and that are taught in the foundation curriculum.

Objectives of the Community Practice Concentration

The Community Practice concentration prepares professional social workers in the following identified areas who will:

Community knowledge

1. Critically analyze the historical, political, social, and economic forces that shape macro practice in social work, with special attention to the roles of community organization, nonprofit management, policy analysis, and program evaluation.
2. Identify the critical structures in communities that can be mobilized for engaging in practice.
3. Understand the roles and tasks of leaders and social work professionals in human service organizations and/or community organizations.
4. Be knowledgeable about and apply conceptual frameworks, theories, and tested models of community practice.

Diversity

5. Recognize and analyze sources of oppression and the needs, responses and strengths of people who experience oppression due to many factors, including race/ethnicity, culture, gender, public assistance status, class, national origin, sexual identity, ability, age, family structure, and religion.

Ethics

6. Identify and analyze value and ethical dilemmas that arise in community practice.
7. Practice ethically and promote the values of the social work profession as embodied in the NASW code of ethics.

Social justice

8. Demonstrate a commitment to client, neighborhood, and community empowerment and work to promote social and economic justice.

Technical skills

9. Apply effective community practice skills that build on the strengths and needs of organizations and communities (e.g., asset mapping, construction of clear mission and goal statements, facilitated decision making, strategic human resources management, developing interagency/intergroup collaborations, budgeting, conflict mediation, resource development, planning and conducting campaigns, and participatory evaluation techniques).

10. Write and implement technically competent proposals for policy, program, or community interventions, from needs through evaluation.

Evaluation

Design and implement evaluations of social programs and/or community interventions appropriate to the context.

Specializations

The Community Practice Committee has identified two specializations within the concentration: **human services management** and **community organization and advocacy**. These areas are outlined in charts in the 2011-2012 MSW Student Handbook. Please note where courses are required for students receiving Title IV-E funds.

Students may take classes other than those listed in the concentration specializations; however, they must also meet the requirements of the concentration for course work in specific curriculum areas.

Community Practice Concentration

Note: The concentration curriculum is **25 credits** for full program students and **34 credits** for students with advanced standing.

Human Services Management specialization – **HSM**

Community Organization and Advocacy specialization – **COA**

All students are limited to a total of 3 credits outside of the School of Social Work.

Curriculum Area and Courses	Term/Grade
<p>Concentration Anchor – 3 credits required</p> <p>8501 Planning, Marketing and Program Development – HSM (3)</p> <p>8505 Advanced Community Organizing and Advocacy – COA (3)</p> <p><i>Must be concurrent with or prior to SW 8020 or SW 8030 – Field Practicum</i></p>	
<p>Advanced Practice with Diversity – 2 credits required</p> <p>8702 Advanced Practice with Diverse Populations (2)</p> <p><i>Must be concurrent with or prior to SW 8020 or SW 8030 – Field Practicum</i></p>	
<p>Pool Courses – 2 classes required OR 1 class plus 2 of the 1-credit modules of SW 5810 - Resource Development</p> <p>Refer to Human Services Management and Community Organizing specializations for choices</p>	
<p>Advanced Social Policy – 3 credits required</p> <p>8101 Child Welfare and Family Services (3)</p> <p>8103 Health and Mental Health Policy (3)</p> <p>8150 Policy & Economic Security of Disadvantaged Populations (3)</p> <p>8525 Global Perspectives on Social Welfare, Peace and Justice (3)</p> <p><i>Must be concurrent with or prior to SW 8020 or SW 8030– Field Practicum</i></p>	
<p>Advanced Research – 2 credits required</p> <p>8603 Program Evaluation (2)</p> <p><i>Must be concurrent with or prior to SW 8020 or SW 8030 – Field Practicum</i></p>	
<p>Electives</p> <ul style="list-style-type: none"> • Up to 3 credits for full program • Up to 10 credits for students with advanced standing <p>See listings under each specialization</p> <p>Specific prerequisites may apply to electives</p> <p>Students can take elective credits outside of the School of Social Work but are limited to a total of 3 credits from outside of the department</p>	
<p>Field Instruction</p> <ul style="list-style-type: none"> • 8020 Field Practicum II (3 credits each semester, or 6 credits in summer) • 8030 Advanced Standing Field Practicum and Seminar (4 credits each semester, or 8 credits in summer) with a biweekly seminar that runs concurrent with the placement • Can be taken concurrently with concentration requirements listed above or in summer block following completion of concentration requirements listed above 	

FIELD PROGRAM INFORMATION

Field Program	21
Field Instruction Registration	22
Criteria for Learning Experiences Provided Through The Field Placement	24
Field Placement Selection Procedures	25
Guidelines for a Summer Block Placement	27
Guidelines for Setting up Your Own (New) Placement	28
Guidelines for Setting up Your Own National or International Placement	28
Sources of Funding for International Placement	29
Policy For Internship At Place Of Employment	30
Requirements For Internship At Place of Employment	30
Distance Education Procedures for Field Placement	32
Field Placements for Students Anticipating or Receiving Child Welfare Funding	33
Criteria for Selection and Appointment of Field Instructors	34
Training Seminar for Field Instructors	35
University Privileges Available for Field Instructors and Task Supervisors	36
Responsibilities of the Field Student	37
Responsibilities of the Field Instructor and Task Supervisor	38
Responsibilities of the Field Liaison	39
Responsibilities of the Director Of Field Instruction	40
Responsibilities of the Field Advisory Committee	41
Steps For Resolving Problems In Placement	42
The Termination Process in Field	43
The Evaluation Process	44

Field Program

Students in the MSW program apply their classroom learning in field internships that are conducted under the supervision of an MSW field instructor. The School of Social Work has established field placements in a range of social work agencies through the Twin Cities metro area and extending into Greater Minnesota, Wisconsin, Iowa, and North and South Dakota. Students arrange field placements in consultation with field coordinators, and with approval by the Director of Field Instruction.

Full Program students complete two internships: SW 8010 - Field Practicum I, for which they earn eight credits, and SW 8020 - Field Practicum II, for which they earn six credits. Each internship is 480 hours in length. An integrative field seminar accompanies the first placement.

The first internship provides a generalist orientation to the field of social work and supports the foundation curriculum. Students complete the first internship concurrent with Practice Methods courses (SW 8201 and SW 8202) over the academic year, or in a block placement the summer immediately following completion of the Practice Methods courses. A concurrent placement requires 16 hours each week over the academic year, while a block placement requires 40 hours each week over 12 weeks of the summer.

The second field placement should satisfy the specific educational goals of the chosen concentration. Students may take the second placement through the academic year while enrolled in concentration requirements, or in a block placement after the concentration requirements have been completed.

Students eligible for advanced standing take one field placement of 500 hours. SW 8030 - Advanced Standing Field Practicum is worth eight credits, and is accompanied by an integrated field seminar that runs concurrent with the placement.

Students may complete the advanced standing field requirement concurrently with course work through the academic year in which a student is completing concentration requirements, or in a summer block placement following completion of the concentration requirements. The advanced standing placement should support the specific educational goals for the chosen concentration.

When students study through Distance Education the School of Social Work assists students in locating appropriate placements near their home communities. However, when this is not possible, students should expect to travel to complete the field component of their graduate work.

More information about agencies that serve as U of M social work field sites is available at the Intern Placement Tracking website: <https://www.alceasoftware.com/web/login.php>

Each student, field instructor, and task supervisor will receive individualized login information for the Intern Placement Tracking (IPT) website.

Field Instruction Registration

General Policies Related to Field

- Field policies are outlined in this manual. Students in a field placement are required to download the entire manual from the field website: <http://cehd.umn.edu/SSW/Field/> and then click on the link, “Field Manual.”
- Students must be registered for field credits in the academic session during which they are actually completing most field hours.
- Students receive a grade of satisfactory/not satisfactory (S/N) for field, and the final grade is not given until the placement is completed.
- In accordance with accreditation guidelines from the Council on Social Work Education, the School of Social Work does not give academic credit for life experiences, including field.

Full Program Students – 50 credits

Full program (50 credits) students take two field placements of 480 hours each. The field placement also carries academic credit. Full program students complete the field requirements through the following two classes:

SW 8010 Field Practicum I (total of 8 credits)

SW 8020 Field Practicum II (total of 6 credits)

Student can complete the field placements over the course of the academic year, concurrent with courses, or in a summer block placement. A concurrent placement requires 16 hours each week in the field agency. A block placement requires 40 hours each week over 12 weeks.

- The first field placement (SW 8010) must be taken concurrent with foundation practice methods classes (SW 8201 and SW 8202) or in the summer immediately following completion of the practice methods classes.
- A required practice seminar that meets every other week accompanies SW 8010.
- Students who take SW 8010 as a concurrent placement register for 4 credits of SW 8010 each semester. Students who take SW 8010 as a summer block placement register for 8 credits in the May/Summer session.
- Students who take SW 8020 as a concurrent placement register for 3 credits of SW 8020 each semester. Students who take SW 8020 as a summer block placement register for 6 credits in the May/Summer session.
- Students take the following concentration classes concurrent with or before SW 8020:

Direct Practice Students

Advanced Practice with Diversity (8702)
 Advanced Practice (8301, 8303, or 8304)
 Advanced Policy (8101 or 8103)
 Advanced HBSE (5810 or 8051)

Community Practice Students

Advanced Practice with Diversity (8702)
 Anchor course (8501 or 8505)
 Advanced Policy (8101, 8103, 8105, or 8525)
 Advanced Research (8603)

Students who choose a summer block placement will have added tuition costs for their overall program as a result of matriculating in an additional registration period.

Advanced Standing Students

Students with Advanced Standing take one field placement of 500 hours, with the value of 8 academic credits. Students with advanced standing complete the field requirements through the following class:

SW 8030 Advanced Standing Field Practicum and Seminar (total of 8 credits).

Students can complete the field placement over the course of the academic year while taking required concentration courses, or in a summer block placement following completion of concentration requirements. A concurrent placement requires 16 hours each week in the field agency. A block placement requires 40 hours each week over 12 weeks.

- A required practice seminar that meets every other week accompanies SW 8030.
- Students who take SW 8030 as a concurrent placement register for 4 credits of SW 8030 each semester. Students who take SW 8030 as a summer block placement register for 8 credits in the May/Summer session.
- Students take the following concentration classes concurrent with or before SW 8030:

Direct Practice Students

Advanced Practice with Diversity (8702)
 Advanced Practice (8301, 8303, or 8304)
 Advanced Policy (8101 or 8103)
 Advanced HBSE (5810 or 8051)

Community Practice Students

Advanced Practice with Diversity (8702)
 Anchor course (8501 or 8505)
 Advanced Policy (8101, 8103, 8105, or 8525)
 Advanced Research (8603)

Students who choose a summer block placement will have added tuition costs for their overall program as a result of matriculating in an additional registration period.

Criteria For Learning Experiences Provided Through The Field Placement

(Taken from: Council on Social Work Education, Manual of Accrediting Standards, 1997)

The program should exercise responsibility for the administration of the field practicum, ensuring planned cooperation and coordination between a program and the agencies it selects for the field placement of students. The program should designate a field coordinator with clear authority and responsibility for ongoing field administration.

The program should articulate the standards it requires to qualify agencies for student field placements. The student's field practicum agency should be evaluated in terms of its consonance with the program's mission, goals and objectives; its appropriateness for specific learning experiences; its ability to provide educationally directed field instruction and its clear articulation of student learning in tasks assigned.

If the student is also employed in the agency where the field practicum takes place, the availability of release time for course and field instruction should be ensured. Student assignments and field practicum supervision should differ from those associated with the student's employment. It should also be demonstrated that there is no diminution of the program's established requirements in class and field practicum, and that field instruction is educationally focused rather than solely centered on agency services. Agencies involved in this type of field placement should meet the same criteria as other field agencies.

The program should identify the credentials it requires to qualify field instructors, and the credentials should be compatible with program goals. Assessment of a field instructor's qualifications should take into account the individual's professional education, commitment to the values of the social work profession, competence in practice and interest in supporting student education. A basic requirement for assuming field instruction responsibilities is the agency's adjustment of the individual staff member's work assignments to permit adequate time to develop and implement the student's field practicum. The field practicum plan should give the student regular access to the field instructor.

In those exceptional cases where the field instructor does not hold a master's in social work degree, the social work program faculty should assume responsibility for identifying the specific areas that will require additional faculty involvement to ensure that a social work focus and identification are sustained and for providing whatever involvement is judged necessary to achieve this objective. Faculty involvement includes frequent and sustained liaison visits to the agency to coordinate and monitor field learning assignments.

The program should articulate detailed criteria for assessing student progress, and should develop and maintain structured means for evaluating student learning and performance in the field practicum. Field instructors and students should be fully informed of the criteria and means for assessing student progress; these may be disseminated in a field manual, program handbook or other documents.

Field Placement Selection Procedures

First And Second Year Students In The Full And Advanced Standing Programs

The field internship selection process begins in December when the field office begins contacting agencies regarding their interest in having MSW interns for the following summer block and fall-spring field periods. Agency lists as well as field placement books are updated and lists are made available to students prior to interviewing. Students planning their first or second placements are invited to attend orientations to prepare for interviewing and selecting placement. The three graduate social work departments in the Twin Cities follow the same timelines for interviewing and selecting agencies. Each social work department, however, is responsible for recruitment of agencies as well as the final selection and approval of placement for students in their own program.

The University of Minnesota MSW Program begins the fall-spring field interviewing period with a Field Fair that is held in April each year. The purpose of the Fair is to provide a setting for students and agency representatives to meet, exchange information and to arrange for full interviews at a later date.

After completing interviews with multiple agencies, students complete a Choice of Placement Form listing their top choices and submit it to the Director of Field Instruction. Agencies also submit their student preferences to the Field Office. **Agency field instructors and students do not to make final decisions at the time of the interview.** Final selections and approvals of placements are made by the Field Instruction Office.

The placement process is a competitive one and students do not always receive their top choices for placements. Students can continue interviewing after the initial student matching period in order to find the best possible placement.

Note re: Summer Block Placements

Students who choose to do summer block field placements follow a similar selection process, but begin interviewing with agencies in February. See **“Guidelines for a Summer Block Placement”** for **additional important information.**

Procedure For The Selection Of Field Sites

The use of agencies in a given year depends on individual student needs and interests and upon an assessment of the “fit” between the agency’s learning opportunities and the student body’s educational needs as determined by the objectives and curriculum of the School of Social Work.

1. The agency contact is requested to complete an “Agency Description Form” that addresses the following:
 - a. The agency’s goals and objectives, its programs, population(s) served, and the particular methodologies used, e.g., case management groupwork, program planning, multi-disciplinary teams, etc.
 - b. Description of the student’s potential educational experience, e.g., tasks and responsibilities, exposure to clients, community contact, involvement with staff, etc.
 - c. Description of supervision available to students, e.g., resume of field instructor’s skills, expertise, educational background, and orientation.

2. A School of Social Work faculty field liaison visits or contacts the agency representative to further assess:
 - a. Agency program relative to student exposure and experience, e.g., what experiences would provide the necessary breadth and depth to meet the student's educational needs.
 - b. Social work role in the agency, e.g., what is available in terms of the student's socialization experience and identification with the profession.
 - c. Agency commitment to student training through exploring:
 - Internship responsibilities
 - Inclusion in internal agency operations
 - Logistics of placement - office or desk space, telephone, etc., what is the agency's primary concern re: the student's educational vs. work experience.
 - Attention given to multiple roles and possible role contradictions.
 - d. Agency commitment to student training through exploring:
 - Availability of MSW supervision
 - Availability of supervisory time - individual, group, written evaluations, involvement (when applicable) with the SSW, e.g., the expertise the agency offers the student as well as the agency's sensitivity to the demands on the field instructor.
 - Adherence to the NASW Code of Ethics.

Guidelines For A Summer Block Placement

A student enrolled in the MSW program may have the option of completing the internship in a summer block format. The block placement requires that a student complete 40 hours each week over 12 weeks of the summer. **A student who chooses a summer block placement will have added tuition costs for the overall program as a result of matriculating in an additional registration period.** Students are asked to declare their intent to do a summer block placement by completing and turning into the Field Office, a "Field Practicum Application" no later than the end of the first week of classes of the Spring Semester preceding the summer in which they intend to do the block. Informational meetings are held in early February to give students information about the process. This is followed by an interviewing period. Students are informed of their placements no later than the first week of April.

Students should note that there are early deadlines for paperwork related to internships at places of employment or placements new to the School of Social Work. Because there is no guarantee that a proposed internship arrangement will be approved, the Field Office requires that students turn in paperwork early in the internship search process so that students will have time to explore alternatives if the arrangement cannot be approved. Required paperwork is to be in the Field Office no later than two weeks before the end of the appropriate interviewing period.

All students enrolled in a summer block are assigned a faculty field liaison who serves as a link between the school and the field agency.

- To be eligible to register for SW 8010, the student must have successfully completed SW 8201 and SW 8202 **and field placement must be done in the summer immediately following completion of these practice methods courses.**

Students who take SW 8010 as a summer block placement register for 8 credits in the May intersession and summer session. A required practice seminar that meets 7 times over the course of the summer accompanies SW 8010.

- To be eligible to register for SW 8020 as a block, students must have successfully completed the following courses:

Direct Practice Students

SW 8702 Advanced Practice w/ diverse Populations
SW 8301, 8303, or 8304 Advanced Practice
SW 8101 or 8103 Advanced Policy
SW 5052 or 8051 Advanced HBSE

Community Practice Students

SW 8702 Advanced Practice w/ Diverse Populations
SW 8501 or 8505 Anchor Course
SW 8101, 8103, 8150 or 8525 Advanced Policy
SW 8603 Advanced Research

Students who take SW 8020 register for 6 credits in the May intersession and summer session.

- To be eligible to register for SW 8030, students must have successfully completed the following courses:

Direct Practice Students

SW 8702 Advanced Practice w/ Diverse Populations
SW 8301, 8303, or 8304 Advanced Practice
SW 8101 or 8103 Advanced Policy
SW 5052 or 8051 Advanced HBSE

Community Practice Students

SW 8702 Advanced Practice w/ Diverse Populations
SW 8501 or 8505 Anchor Course
SW 8101, 8103, 8150 or 8525 Advanced Policy
SW 8603 Advanced Research

Students who take SW 8030 as a summer block placement register for 8 credits in May intersession and summer session. A required practice seminar that meets 7 times over the course of the summer accompanies SW 8030.

Guidelines For Setting Up Your Own (New) Placement

The field office **must approve** all field placements before a student begins any field work. It is the student's responsibility to assure that paperwork is submitted with adequate time for the approval process to take place.

1. Familiarize yourself with all guidelines and policies from the field manual.
2. Speak with a representative from the agency at which you would like to do your placement, making them aware of all field requirements, including the need to complete an Agency Description Form (available online and in the appendix of this manual), specific field instructor qualifications and expectations, new field instructor training and general orientation, and criteria for learning experiences provided through the field placement (in Field Manual).
3. Submit the "Application for Developing a Field Placement New to the School of Social Work" (available for downloading from the field "Forms and Documents" web page). For any given internship period, the application must be submitted to field staff no later than two weeks prior to end of the field interview period in order to provide staff time for review. A form must be submitted for any proposed placement that is not on the published list of field sites offering placement list for the field period in question, even if the agency has been a field site in the past.
4. Field staff will then contact the agency in order to assess the appropriateness of the site based on CSWE and University of Minnesota School of Social Work standards. The placement must be approved by the Field Director and confirmed by the field office before you make plans to begin the placement.
5. For placement matching purposes, you must complete the Student Choice of Placement Form and the agency representative must submit the Agency Selection of MSW Student form according to the timelines communicated by the SSW for the specific field matching period.

Guidelines For Setting Up Your Own National Or International Placement

1. Familiarize yourself with all guidelines and policies from the field instruction manual. Know what the guidelines are in terms of what is allowed and not allowed by the Council on Social Work Education (CSWE). **Students cannot do a national or international placement as their first or only placement.** Student must have completed the Integrative Practice Seminar that accompanies the first year or advanced standing placement before pursuing an out of state/county placement.
2. You may also want to do some preliminary research related to doing an international field placement. A good starting point is Field's "International Field Placements" web page:
http://ssw.che.umn.edu?Field/International_Field.html
3. Discuss with the Director of Field Instruction or a Field Coordinator your plans to pursue a self-initiated placement and consult with that person throughout the process (see "**Guidelines For Setting Up Your Own (New) Placement**").

Sources of Funding for International Field Placements

International Studies & Travel Center -- This center offers information about resources in different countries and scholarships available for students interested in doing international internships. For more information visit their web site at www.istc.umn.edu or visit their office in 94 Blegen Hall; **612-626-4782**

Judd Fellowship – Fellowships offered to U of M students in master’s and professional degree programs to study, complete internships, or undertake research internationally. For more information, visit: http://www.all.umn.edu/chinese_language/Resource/WalterJuddFellowship.html

Pandey Fund for International Field Placement -- This endowment can provide financial support for student expenses involved in international field placement. Awards will be made based on both need and merit, and the selection of the student will be at the discretion of the Director of the School of Social Work in consultation with the Director of Field Instruction.

Policy For Internship At Place Of Employment

The field instruction experience that each student receives through her/his internships is a critical educational component of the MSW program. Students are not encouraged to do internships in their place of current or previous employment. Any student who desires to do one of their field internships in their place of employment must complete the “Student Application for Internship at Place of Employment and submit it to the Director of Field in accordance with deadlines communicated by the Field Program. The Field Program Team will review the student’s application and make a decision to approve or disapprove the proposed arrangement.

An agency of employment may only be used as an internship site when all of the requirements listed below are met.



Requirements For Internship At Place of Employment

- Students are allowed to do only one internship at their agency of employment, and this requires prior and timely approval.
- Students must submit an application to do an internship at their place of employment with requisite signatures by the required dates. The application will then be reviewed by the field Program team and the student informed of the team’s decision.
- The proposed agency must meet the same criteria as other approved School of Social Work field agencies as stated in the standards set by the Council on Social Work Education (CSWE).
- If the student is employed by the agency during the time in which the field placement takes place, the availability of release time for coursework and field instruction must be assured. There should also be assurance that there is no diminution of the MSW program’s established requirements in class and field placement, that the field instruction be educationally focused rather than centered on agency services and the assignments challenge the student’s skills and are clearly for educational purposes.
- Student workspace for the internship must be located in a different department or unit and on a different floor from their current or previous position as employee.
- The field instructor (FI) needs to be a qualified, on site, MSW with two years post-masters work experience. The proposed field instructor cannot be the current (or previous) supervisor of the applicant. The student and FI are required to meet for 1 to 1½ hours of field instruction supervision for each 16 hours of internship. If the FI has never supervised an MSW student before and/or has never taken formal field instructor training, the FI is required to attend the School of Social Work’s Field Instructor Training (held in August for the Fall/Spring placements and in May for Summer Block placements).
- The student and proposed field instructor are responsible for outlining the “student as intern” role as it differs from the “student as employee” role and to document the new educational emphases in the Learning Contract submitted to the student’s liaison.

- The student and proposed field instructor should include in the application significant activities that will broaden the student's understanding of service systems outside of her/his employing agency. If the agency site is approved, the student and field instructor will be required to include in the learning contract regular activities that will support the student's learning and critical thinking about other social work systems and approaches.
- The placement must be either a block placement (40 hours/week), a modified block (distance ed. students) **or** a concurrent placement (16 hours/week) with the student interning in increments of at least 4 hours.

Note: Research suggests that larger, multi-unit agencies provide for a more positive experience for the worker-intern. The size and complexity of the agency is an important factor in assessing suitability in terms of possible role contradictions and educational experience.

Students are encouraged to talk with other students who have completed an internship at their place of employment in order to be more fully aware of the potential positives and negatives of these arrangements.

Field Placements For Students Anticipating Or Receiving Child Welfare Funding

The University of Minnesota School of Social Work's Center for Advanced Studies in Child Welfare (CASCW) has a contract with the State of Minnesota, Department of Human Services to provide stipends to a certain number of students who are interested in working in public or tribal child welfare. The stipends are part of a Title IV-E Grant and are competitive. Detailed information can be found in the school's financial aid information and on the CASCW webpage:
<http://www.cehd.umn.edu/ssw/cascw/students/default.asp>.

The IV-E Child Welfare grant provides a limited number of educational stipends to successful applicants through a competitive process annually, contingent upon continuation of federal Title IV-E funds and contract approval by the Minnesota Department of Human Services. Successful applicants must meet certain Field requirements while in the MSW program and employment requirements after graduation.

Guidelines:

- Your field placement **MUST** be in an approved child welfare agency.
- Applicants who are awarded a Child Welfare (Title IV-E) Stipend must have at least one field placement in a public or tribal child welfare setting. *Public or tribal child welfare* refers to a county or tribal social services child welfare unit (specifically, child protection, foster care, or adoption) or the State's Department of Human Services, Family and Children's Services Division.
- **Full Program (50-credit) Students** In selecting a field placement, preference should be given first to a county or state child welfare unit. Although only one public child welfare placement is required, those who have not been employed in a public child welfare setting are encouraged to do both internships in a county or tribal adoptions, foster care or child protection unit. If a public or tribal child welfare placement is not available for one of those field internships, preference should be given to non-profit or for-profit agencies that have been contracted (by the county or state) to provide services to Title IV-E eligible clients. (A number of factors determine IV-E eligibility. Generally, it refers to foster care clients who meet income and other eligibility criteria.)
- **Advanced Standing (34-credit) Students** Because advanced standing students have only one field placement (SW 8030), they are required to do that placement in a county or tribal adoptions, foster care or child protection unit or in the State's Department of Human Services, Family and Children's Services Division.
- **Students Currently Employed in Public Child Welfare** Upon approval from the Director of Field Instruction (Steve Maxwell) in consultation with the CASCW Director of Professional Education (Liz Snyder), students with two or more years public or tribal child welfare employment experience may be granted a waiver from the public child welfare internship requirement. Once that approval has been granted, those students could seek a field placement in a non-profit or for-profit agency that has been contracted (by the county or state) to provide services to Title IV-E eligible clients.
- **Questions?** Please direct questions about Child Welfare Stipend internships to Liz Snyder, CASCW Director of Professional Education, at (612) 624-3779 or snyde276@umn.edu.

Criteria For Selection & Appointment Of Field Instructors

The University of Minnesota's School of Social Work and the field agencies engage jointly in the selection of field instructors. Planned cooperation and coordination between the School and the agencies it selects for the field placement of students is essential to an effective level of instruction. The following criteria apply to the selection and evaluation of field instructors:

1. Expertise in a given area of practice, or in a given group of tasks, which the student requires in order to develop competence.
2. Ability to organize learning tasks and serve in a teaching role.
3. Willingness and time to devote to students.
4. Ability to serve in a modeling role, or coaching role, for learners in terms of the sharing of knowledge and skill, a positive attitude toward issues in the profession and identification with student needs and interests.
5. Adherence to the NASW Code of Ethics.
6. A Master's degree in Social Work. Field instructors should hold an MSW degree and have been working in a social work position for at least 2 years post MSW.
7. Students must complete at least one graduate placement with an approved MSW Field Instructor who is on site as the direct supervisor.
8. In those placement situations where MSW supervision is not directly available, but an individual possesses the personal qualifications for field supervision, arrangements must be made for a qualified MSW person to assume basic planning and evaluation of the field experience. Preferably this individual would come from the field agency but could be in a similar setting.

In order to provide documentation of field instructor credentials, **completion of the required University paperwork is mandatory**. After turning in the required paperwork, the field instructor receives an unpaid clinical faculty appointment for the year that s/he is involved in supervising an MSW student. (Refer to section in this field manual titled "**University Privileges Available For Field Supervisors.**") Appointments cover one academic year or any semester thereof. The appointment may be renewed for the duration of the field instructor's association with the school.

Training Seminars For Field Instructors

I. Field Instructor Orientation:

An orientation session will be held at the beginning of each academic period for all field instructors. This introductory meeting will provide field instructors with an overview of the field program, an update on field policies and forms, and an opportunity to do specific planning around preparing their agencies and themselves to receive and orient the incoming students.

II. Field Instructor Training:

Field instructors and task supervisors supervising graduate students for the first time are expected to attend NEW Field Instructor Training offered by the School of Social Work field faculty. The training is optional for field instructors who have completed the field instructor training on supervision of graduate students at the University of Minnesota School of Social Work or equivalent seminars at another university or college. Continuing education hours (CEHs) are offered and an online version of the training is available to field instructors and task supervisors unable to attend campus training.

Experienced field instructors and task supervisors are invited to attend additional trainings during the academic year, including the “Being the Bridge” workshop held each November.

Workshops looking at the “middle” and “ending” phases of supervision will be offered yearly. Continuing education hours (CEHs) are offered for these workshops.

University Privileges Available For Field Instructors and Task Supervisors

The role of field instructor (and task supervisor, when applicable) is an unpaid adjunct faculty position, which affords certain privileges. In order to access these benefits, all field supervisors must submit the information requested of them by the School in order to receive the appointment of School of Social Work faculty. In addition, submission of the form requesting a U-Card will afford field instructors the following benefits:

1. Library privileges.
2. Discount purchase of athletic tickets with faculty ID card. For further information, contact the Athletic Ticket Office, Bierman Field Athletic Building, 516 - 15th Avenue SE, University of Minnesota, Minneapolis, MN 55455. Hours are 9:00-5:00 M-F, 612-624-8080.
3. Cash checks at the University Bursar Offices.
4. Use of bowling and billiard facilities located in the basement of Coffman Memorial Student Union. Summer hours are 10:00-6:00 M-F (subject to change; call first). During the academic year, the hours are M-Th 8:00-10:30, Fri 8:00-12:30, Sat 12:30-12:30, closed Sun. During the academic year, when team bowling is in, you will need to call for available times. For further information, call 612-625-2483.
5. Use of Williams Arena ice rinks. Information can be obtained by calling 612-625-6648.
6. University of Minnesota Golf Course, located on Larpenteur Avenue east of Highway 280. For further information, call 612-627-4000.
7. Recreational Sports Program staff/faculty cards may be purchased. Nine and twelve month cards are sold only during Fall Semester. For a catalog, contact the Rec. Sports Office at 612-625-6800.
8. Educator's discount for computer hardware and software at University bookstores.
9. Attendance at Field Department symposia, workshops, lectures and luncheons.

Responsibilities Of The Field Student

The School of Social Work views the field placement experience as a mutual sharing of responsibility among the student, field instructor/task supervisor and the faculty field liaison. Students in both their first and second year field placements are responsible for the following (unless otherwise designated):

1. Familiarity with all contents of the Field Instruction Manual.
2. Adherence to the NASW Code of Ethics.
3. Fulfillment of the 480-hour time commitment (500 hours for advanced standing students) in line with the University schedule and agency requirements.
4. Completion, with the field instructor, of all forms, contracts and written evaluations to be submitted to the faculty field liaison assigned to each student. These forms (contained in this Field Instruction Manual) include, but are not limited to:
 - a. **Initial Field Contract:** to be submitted after **40 hours** in placement
 - b. **Competencies Assessment and Learning Contract:** to be submitted and approved by your field liaison after **100 hours** in placement
 - c. **Mid-placement Evaluation:** to be submitted at **240 hours**
 - d. **Final Evaluation:** to be submitted at **480 hours (500 hours for advanced standing students)**
 - e. **Hours Completed:** to be submitted at the end of each semester
 - f. **Grade Sheet:** to be submitted by the field instructor and verified by the student at the end of each semester
 - g. **Student Evaluation of the Placement:** to be submitted once the placement has ended (when the final grade sheet is due). The Student Evaluation of the Placement form should be completed **after** the field instructor has completed the evaluation of the student.
5. **Attendance and active participation in Integrative Practice Seminars scheduled as part of the 8010 or 8030 field practicum.** Students are expected to attend all seminars.
6. For students in an Integrative Practice Seminar group, completion of all seminar assignments.
7. Arranged liaison visit conferences between the student, the field instructor and the faculty field liaison. There should be a minimum of two in-person conferences per placement period (at the beginning and end of the internship) held at the field site. Students in their second placement should also set up a mid year meeting with their field liaison.
8. Adequate recording to document the quality and effectiveness of the student's work (e.g., process-recording, audio or video taping a session with a client) and sharing that documentation with the field instructor, in settings where this is possible.
9. Participation in a supervisory relationship with the agency field instructor in which self-assessment and evaluation are expected, ongoing processes. Meetings between the field instructor and student should be held bi-weekly for a minimum of one hour.
10. Participation in all training opportunities offered by the agency that are appropriate to the student's field and educational experiences and Learning Contract goals and objectives.
11. Notification to the faculty field liaison of any difficulties encountered in the placement about which consultation with her/him might be helpful.

Responsibilities Of The Field Instructor & Task Supervisor

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

1. Familiarity with the contents of the current Field Instruction Manual.
2. Clear identification of task and learning opportunities within and outside the agency setting in line with the needs and goals of the student.
3. Coordination of dual supervision (in instances where supervision is done by both field instructor and task supervisor) in order to facilitate student learning.
4. Insuring adequate workspace for the student intern, including a suitable desk, phone, etc. Also insuring private space for student supervision.
5. Development of a Learning Contract, in conjunction with the student, to be submitted to the student's faculty field liaison on the date specified by the School of Social Work.
6. Clear identification of agency policies and procedures within which the student is expected to operate, including provision of an organizational chart and a written description of the student orientation that will be provided by the agency.
7. The field instructor is expected to build in consistent opportunities for educational supervision and consultation by self and others and to be available to the student as needed. When others are used, the field instructor is expected to closely coordinate the student's experiences with all of those who are involved.
8. Participation in field instruction courses, seminars and/or meetings offered by the Field Instruction Office for purposes of supervisory training and/or field coordination and communication. Field instructors who are new to supervising University of Minnesota MSW students are expected to attend the School of Social Work's new field instructor training held at the beginning of each new field placement period (usually in August and May).
9. Monitoring of all assignments by offering appropriate direction, coordination and availability for consultation sessions designed to enhance the student's learning and performance.
10. Monitoring of the student's performance by requiring accountability for practice behaviors while in the field placement.
11. Completion, with the student, of all written evaluations of the student, to be submitted, along with a recommended performance grade, to the School of Social Work's faculty field liaison. **(See section titled "Responsibilities Of The Student" for details.)**
12. Participation with the School's faculty liaison person and the student in meetings or consultative sessions. A minimum of two meetings are held during the student's internship, usually at the beginning and the end of the placement, and are arranged by the student.
13. Notification to the student's faculty field liaison or the Director of Field Instruction of any difficulties encountered in the placement experience in which consultation with either or both of them might be helpful.

Note: See Dual Supervision Expectations if MSW field instructor is sharing supervision with a task supervisor.

Responsibilities Of The Field Liaison

Each field placement is served by a faculty member, who is assigned to serve as a liaison between the School, the student, the field instructor and other appropriate agency personnel. Responsibilities of the field liaison include, but are not limited to, the following:

1. Assist student in finding field placements.
2. Orient students to field (in field seminar or through other venues).
3. Inform students and field instructors about field policies, procedures, and timelines.
4. Make monitoring visits each semester with assigned students and their field instructors. Complete liaison reporting forms
5. Review and approve all required field documents, including learning contracts, student and field placement evaluations, etc.
6. Provide assistance to field students and field instructors when problems arise in field. Assume roles of mediator, advocate, consultant, or administrator as needed.
7. Be available to students during office hours or by telephone or e-mail for problem solving and consultation.
8. Communicate significant concerns regarding student field performance to the student's academic advisor and to the Director of the MSW program. Be involved in any special meetings with field students related to performance concerns.
9. Assign mid-year and final grades to field students, in conjunction with Field Director.
10. Complete and/or turn in administrative field paperwork for student's and agencies' files.
11. Plan, lead/facilitate, and evaluate assigned field practice seminars, with overall goal of assisting students in effectively integrating graduate coursework with fieldwork and supporting conscious development of professional identity.
12. Provide feedback on student assignments and performance in field seminar.
13. Assign seminar grade.
14. Plan, lead/facilitate and evaluate field instructor training sessions, with overall goal of assisting field instructors in making transition from practitioner to field teacher.

Responsibilities Of The Director Of Field Instruction

The Director of Field Instruction is responsible for meeting the objectives of the field instruction program in collaboration with the field faculty.

1. Recruitment and retention of agencies used as field sites for concurrent and block placements (metro area, out-state, national and international), in accordance with the criteria and educational objectives established by the School of Social Work and the Council on Social Work Education.
2. Placement of MSW students in approved field agencies.
3. Orientation of students and field instructors to the objectives and activities of field instruction.
4. Dissemination of information about the School curriculum, educational and administrative processes and field procedures to faculty, students and field instructors through the MSW Field Manual, field newsletter etc.
5. With the other Twin Cities schools of social work, coordination of student field placement interviewing and matching and joint planning around shared training events.
6. Monitoring of visits to field agencies to provide liaison between School and agency and to evaluate the field experience and student performance.
7. Prompt attention to and resolution of any problem experienced by a student and/or field instructor that is reported to the Director of Field Instruction or the School faculty liaison.
8. Provision of educational opportunities for field instructors, within the resource capability of the School.
9. Review of all evaluations of students, field agencies and integrative practice seminars with appropriate follow-up as needed.
10. Assignment of the student's grade for SW 8010, SW 8020 and 8030 in consultation with the field instructor and field liaison.
11. Chairing the Field Advisory Committee and field team meetings.
12. General oversight of field program including supervision of field coordinators, seminar community facilitators as well as overseeing the scheduling of student seminars and field instructor trainings and delegation of tasks and assignments to coordinators and field project coordinator.
13. Participation and representation of field on School of Social Work committees.

Responsibilities Of The Field Advisory Committee

The MSW Field Advisory Committee is composed of current and former field instructors representing different constituencies, field coordinators, teaching faculty members and first and second year student representatives. Members are invited to join the committee by the chair of the committee. The committee meets three to five times a year. The Advisory Committee assists the Field Program to achieve the school's objectives in the following ways:

1. Reviewing and formulating policies and procedures related to field instruction.
2. Serving as a consulting group on current issues in the field and help identify new practice issues and direction.
3. Representing/advocating for others in the field, acting as liaison between community agencies and the school.
4. Suggest possible field practicum sites that will offer new/expanded opportunities for students.
5. Addressing issues on how to prepare students in a multicultural society and/or practice settings.
6. Suggesting means of evaluating the field program and participating in the analysis of evaluation results.

Steps For Resolving Problems In Placement

The following steps apply both to students and to agency field instructors.

1. Discuss concerns with faculty field liaison.
2. Discuss concerns directly with involved person(s).
3. If concerns are not resolved to satisfaction, a meeting should be set with the faculty liaison, the field instructor, and the student.
4. The joint meeting(s) should conclude with a mutual plan/contract that addresses the issues, includes a time frame, and is approved by the liaison, field instructor and student.
5. If the issue(s) cannot be resolved among the faculty liaison, field instructor and student, the Director of Field will review the problem and make additional suggestions for resolution. The field instructor's supervisor may also become involved if appropriate.
6. A resolution must be reached before there is discussion regarding a change of placement for the student.
7. Students may not contact other agencies or field instructors to explore field placement possibilities before a resolution of the current placement is reached with all involved parties. A decision will not be made regarding whether or not completed field hours will be credited until after the placement is formally terminated. Students starting a new placement after termination may be required to complete the entire 480 (or 500) hours in the new agency.

Note: If the concern involves sexual/racial harassment, please follow the steps outlined in the field manual regarding policies and procedures for complaints of harassment.

The Termination Phase in Field Placement

Ending Of The Formal Field Placement

The last day that you are expected to be in your field placement for the academic year is the **last day of classroom instruction**. If for some reason you will be continuing beyond that date, you need to notify the Director of Field Instruction, and you must be aware of the following:

If you continue to see clients beyond the end of the academic year (or beyond the end of Summer Session for block placements) and have received a **FINAL** grade in field, you are no longer operating under the auspices of the School of Social Work and the University. In other words, you are operating as a “volunteer” at the agency and **are not covered by University liability insurance** or any of the privileges/exemptions granted to students. Please discuss this with your field instructor and field liaison or Director of Field Instruction if you are not planning to terminate with the clients at the end of the academic year.

Role Changes With Clients After Formal Termination of Field – Tread Carefully

There are important ethical issues concerning termination with clients at the field agency that involve the **process** of termination with field instructors and with clients. It is essential to consider the professional, helping relationship and client/social worker boundaries; it is confusing and difficult for most clients to be offered the opportunity to change from “client” to “friend” in a relationship with a professional helper such as yourself. Working with clients involves contracting for services, setting mutually agreed-upon goals, terminating the relationship in a respectful manner and recognizing the client’s right to self-determination and autonomy. If you continue to work with clients as paid staff or as a volunteer, you will need to clarify your new role with clients and staff. Obviously, leaving your field agency, field instructor and clients is not a simple process, but termination is one of the steps, an important and necessary one, in working with clients. Please discuss this with your field instructor.

The NASW Code of Ethics recognizes these termination dilemmas by addressing the primacy of clients’ interest in the following items:

- The social worker should not exploit relationships with clients for personal advantage, or solicit the clients of one’s agency for private practice.
- The social worker should avoid relationships or commitments that conflict with the interests of the clients.
- The social worker should terminate services to clients, and professional relationships with them, when services and relationships are no longer required or no longer serve the clients needs or interests. (NASW Code of Ethics, II, F., 2., 4., 9.).

The Evaluation Process

The purpose and process of evaluation:

Evaluation should be a continual process that encourages active [student] participation and input. It is based on defensible [educational] related criteria that are openly shared with the student. It takes situational factors into consideration, is tentative and is concerned both with the strengths and weaknesses. It is enacted in the context of a positive relationship. (Kadushin, Supervision in Social Work, 1976.)

Evaluation is one of the most important elements of the supervisor's role which, when handled well, makes a major contribution to the worker's development and to client services. (Lawrence Shulman, Interactional Supervision, 1993.)

Evaluation is both a product and an ongoing process. The evaluation process begins at the point when the student and the field instructor initially meet to discuss learning and teaching objectives for the year and ends in a mutually shared endeavor, the evaluation report. This written report, the product, is a culmination of the collaborative efforts between the student and the field instructor that have been taking place during the semester and/or year.

Evaluation is seen as an integral part of social work education and practice. The continual assessment and evaluation of one's own practice and awareness of one's use of self are basic to social work. The evaluation is a jumping off point for a process that will continue throughout one's professional social work career.

The formal evaluation differs from an ongoing assessment and feedback, which should be part of each conference. "It is a period of stock paying and review." (Pettes, Supervision in Social Work, 1967). "[It is] a chance to see how the whole orchard is growing rather than concentration on individual trees." (Kadushin, Supervision in Social Work, 1976, p. 273). It is expected that a formal evaluation conference will be held midway through the placement to assess overall performance to date, and it is required that a written evaluation be completed at midpoint and the end of the placement.

The mid-term and final evaluation is incorporated into the Competencies Assessment/Learning Contract/Evaluation (an example is included in this manual, but the actual document is found on the IPT website) provided by the school to help the field instructor and student (and task supervisor, if relevant) perform the evaluation task. The format tracks the learning goals and strategies by competency area, as set by the student, and allows for the joint (student and field instructor) evaluation of development in knowledge and skill. The evaluation sections of the learning contract should reflect the joint nature of the evaluation process. Students should be evaluated on their specific learning goals and strategies, as well as their overall progress, as reflected on the final comment pages of the learning contract document. The student and field instructor should review the Competencies assessment/Learning Contract/Evaluation instrument at the beginning of the placement, and reach a shared understanding of how it is to be used.

Knowing what information and criteria are to be used for evaluation and how assignments and other expectations relate to the learning and teaching objectives may help decrease the anxiety generated by the evaluation process. Learning goals and strategies should be referred to regularly in the supervision process so that both supervisor and student are aware of progress or lack of it and of areas that need concentration. An important goal is to avoid surprises in the final evaluation. "There may be differences of opinion, and these should be clearly identified and noted, but there should be no surprises." (Lawrence Shulman, Interactional Supervision, 1993.) Students should be given regular opportunity to ask questions about the evaluation process.

Performance data, which both the field instructor and student will use to determine the student's progress in meeting the criteria for evaluation, may be drawn from a variety of sources: written records, oral reports of activity, audio and/or video tapes of the student's work, direct observation by the field instructor, feedback from other staff engaged with the student, process-recording of interventions with clients, etc. Ideally, most or all of these sources should be utilized by the field instructor and student in order to most accurately evaluate the student's skills.

The formal evaluation of the student's performance is prepared at the midpoint and the end of the placement. It is the responsibility of the field instructor to evaluate the student's work in addition to whatever self-evaluation the student may do. However, mutuality implies not only encouraging the student's participation, but also active use of those contributions which are valid and applicable in the final write-up. The student should be familiar with the content of the written evaluation and have had the opportunity to read and sign it. A signature means only that the student has read it and does not necessarily mean agreement. Should the student disagree with any part of the content, s/he and the field instructor ideally would work out an agreement. Should that not be possible, the student may add a statement to the evaluation to be seen by the field instructor before it is handed in to the School's Office of Field Instruction.

The Competencies Assessment/Learning Contract/Evaluation form becomes a part of the student's permanent record in the School of Social Work and are used in planning for additional field experiences. The evaluations are read by the faculty field liaison, as well as the Director of Field Instruction, who assigns a final grade after input (via a grade sheet - included in this manual) from the field instructor.

The Student's Evaluation Of The Field Placement

To provide feedback to both the field instructor and the School of Social Work's Office of Field Instruction about the student's experience in the field agency, students are required at the end of their placement experience (after signing of the final evaluation and grade sheet) to evaluate their experience at the agency. The student evaluation must be filled out by the student, reviewed and signed by the field instructor and sent to the School of Social Work's Office of Field Instruction before the student receives her/his final grade.

Policy On The Use Of Evaluation Forms

Evaluation forms of student performance, which are submitted as part of the required field instruction course, are placed in the student's permanent record and become the property of the School. Student records are open only to the student and faculty members and may not be used for reference letters or any other purpose.

If a student wishes to have a field instructor write a reference letter, s/he must contact the instructor directly. No material may be taken from the student's file unless there is written permission from the student and also unless it is clear that at the time the evaluation or other material was written that it would be used in other specific ways. For example, if it is part of the written evaluation that it may be used in the future by the student as a job reference and signed by both the student and field instructor, the student may request its use as a reference. **(Note: Reference letters submitted at the time of application are not retained by the School.)** The evaluation of the field experience that must be completed by students at the end of the placement is placed in the agency file at the School and becomes the property of the School. The agency file may only be read by faculty and staff of the School of Social Work, and the material from the file is private and may not be taken from the file for any reason.

Field instructors with adjunct clinical faculty appointments may review a student's record if they have a legitimate educational interest in the data. Because most information in a student's file is private, faculty examining the file should not share this information with outside parties or with any other University representative who does not have a legitimate need to know the information.

FIELD POLICIES

Time Requirements and Vacations.....	48
Financial Support.....	48
Transportation	48
Automobile Insurance	48
Liability Insurance	48
Background Checks	48
HIPAA Training.....	49
Immunizations	49
Strike Situations.....	49
Using Conferences as Field Time.....	49
Policy & Procedures for Complaints of Sexual Harassments of Discrimination Against Interns.....	50
Procedures For Hearing Discrimination or Sexual Harassment Allegations In The Field Placement.....	51
Dual Supervision Expectations	52
Dual Relationships.....	54
Sharing Sensitive Information.....	55
Student Grievance.....	57
Grievance Procedures	57
Discontinuance.....	58
Standards of Performance in the MSW Program.....	59
Grading Policy in the Field Placement.....	69

Time Requirements And Vacations

Hours and Schedules

All MSW students are required to complete 480 hours (500 hours for advanced standing students) in each year's placement. For concurrent placements, students are normally expected to be at their field site for 16 hours a week during fall and spring semesters and can complete these hours on Mondays, Tuesdays and Wednesdays when classes are not scheduled. (Classes are scheduled on Thursdays, Fridays and Saturdays.) For Block placements, students are expected to be work 40 hours/week for 12 weeks. Refer to "Guidelines for a Summer Block Placement" for information related to block placement requirements.

The scheduling of field hours depends on the student's course schedule as well as assignments within the agency. It is the responsibility of the student to comply with the negotiated schedule designated in the Initial Field Contract. The student is responsible for notifying the field instructor when attendance is not possible and to arrange to make up missed hours.

It is possible in some placements that part of the 16 hours/week might be scheduled during evenings and/or weekends.

Some student in concurrent placements may occasionally spend more than 16 hours/week in their field placement. This is acceptable, but students in a concurrent practice seminar may not complete their field placement earlier than 2-3 weeks before the end of the semester.

All field hours should be spent in activities that are congruent with the educational objectives of the field program.

Exams and Holidays

The School of Social Work asks that field instructors take into account the following schedule:

Days students are excused from field:

- **Final Examinations:** Students are not expected to be in the field during exam periods. The last day of field instruction therefore, is the last day of classes.
- **Holidays and Vacations:** Students are excused from field during the regularly scheduled University holidays including the vacation periods that occur after exam weeks (Winter break in December/January and Spring break in March).

The School recognizes that student absences can create problems for field agencies and clients; therefore, it is the student's responsibility to make arrangements with their field instructors for any necessary coverage during vacation periods, which might be possible to arrange. These arrangements, including agreements made between students and agencies for field hours to be completed during holidays or vacations, should be reflected on the initial field contract.

Financial Support

Financial support for student field placements is limited. However, students may be involved in these possible financial arrangements:

- Recipient of a University-based grant which designates placement in a particular type of agency;
- Field placement in another area of the current agency of employment, with an arrangement made by the employing agency to continue the student's salary;
- Stipends through the field agency which are awarded to students selected for placement and approved by the field agency.

Transportation

Students are responsible to provide their own transportation to and from the field setting. Assignments in many settings require the use of a car. Agencies are urged to assist students, if at all possible, with the out-of-pocket transportation costs students incur while they are performing services for the agency.

Automobile Insurance

The student's personal automobile insurance carrier is the primary coverage in the event that a student has an auto accident, which occurs during the internship "while under supervision." Any additional coverage beyond the primary coverage is the responsibility of the agency/organization.

Liability Insurance

The University of Minnesota School of Social Work's General and Professional Liability Insurance covers MSW students participating in the field program. In order to be covered, students must be registered for field credits. Students retain liability coverage until a final field grade is assigned. Students may also be covered by their field agency depending on the site. Students are expected to discuss liability issues with their field instructor.

Background Checks

Criminal background checks are required for all students doing field placements through the School of Social Work, which will cover the costs of the background check process. It is, however, the responsibility of the student to initiate the process and to assure that a current background check is on file in the School of Social Work. Contact Rosetta Cheers, Field Projects Coordinator (rchears@umn.edu), for information about completing the required online process, which takes 2-3 minutes of your time. **No student will be allowed to begin their field placement until evidence of a current background check is received by the School of Social Work.**

Note to field agencies: the routine criminal background check facilitated by the School of Social Work should not be considered a substitute for more rigorous screenings completed for employees, volunteers, and interns in your organization.

HIPAA Training

The Health Insurance Portability and Accountability Act of 1996 requires training for individuals who have contact with protected health information. Many field agencies collect and use data that fall under HIPAA regulations. It is the responsibility of the Field Agency to provide interning students with agency-appropriate HIPAA training. HIPAA training is also available online for University of Minnesota students and may be accessed at: <http://www.ahc.umn.edu/privacy/training/privtraining/home.html>

Immunizations

Minnesota Law (M.S. 135A.14) requires that all students born after December 31, 1956 who are enrolled in a Minnesota public or private college or university be immunized against diphtheria, tetanus, measles, mumps, and rubella. The law does allow for a medical or conscientious exemption.

Strike Situations*

Under unusual circumstances the agency in which a student is placed for field instruction may go on strike. The student is not an agency employee and therefore should not represent her/himself as an agency employee in support of or against the strike. As an individual citizen, however, the student has a right to decide the merits of the strike and act accordingly. The situation should be discussed with the field instructor, the School of Social Work faculty liaison person, and if necessary, the Director of Field Instruction. The Director of Field Instruction should be informed of arrangements that are made for completing the field requirements and credits.

- Adapted from the *Field Education Manual* of the Graduate Social Work Program at the University of Wisconsin, Milwaukee.

Using Conferences As Field Time

Field hours may include hours spent in professional conferences, workshops and training. These activities should be related to the fieldwork, professional growth and/or the learning objectives of the student. The student should consult with their field instructor and request permission to attend conferences, workshops and/or training if these events take place during field placement hours.

NOTE: The School of Social Work Field Orientation held during the first week of classes may be included in field hours.

Policy & Procedures For Complaints of Sexual Harassment or Discrimination Against Interns

The School of Social Work has adopted the policy and procedure guidelines of the University for complaints of sexual harassment and discrimination in the University setting. Further, agencies which are under the Department of Human Services (DHS) are expected to adopt policies similar to the one put forth by the DHS on October 15, 1980. Other agencies may have adopted their own policies, which meet the guidelines of the Equal Employment Opportunity Commission and the State Commissioner of Human Rights. However, the School of Social Work (SSW) recognizes that, in many instances, these various policies and procedures may not apply to the discrimination or sexual harassment of an intern in an agency where s/he is not an employee of the agency or where the harassment is coming from someone who is not a University instructor. It is particularly important that there are guidelines that do pertain to complaints regarding discrimination or sexual harassment of interns because of the unavoidable "one-down position" students may experience in agencies. This occurs not necessarily from the behavior of the agency staff or the intern but from the fact that a poor evaluation of the student's performance can result in significant loss of time and tuition (if they fail) or in decreased job opportunities following graduation. Further, discrimination or sexual harassment of interns can be destructive to the learning environment, demoralizing to the intern and adversely affect her/his performance in the agency.

Definitions of discrimination and sexual harassment can be broad and seemingly all-inclusive and will ultimately be clarified through specific situations that do arise. Discrimination occurs when a student is treated differently because of their ethnic background. Sexual harassment of interns may be overt or covert, verbal or physical and may range from suggestive comments and sexist jokes to assault and rape. The policy and guidelines which will apply to interns are not aimed at creating an asexual environment but at preventing and alleviating offensive, hostile, unwelcome and unwanted attentions which generate a psychologically harmful atmosphere that inhibits the performance of social work interns. Further, the policy and guidelines are not intended to replace those already adopted by the University of Minnesota or the individual agencies, but are intended to supplement them and to apply to all agencies providing field experiences to social work interns.

Policy

Agencies in which interns from the School of Social Work are placed shall not tolerate from any agency employee or representative any form of discrimination or sexual harassment of students.

An act constitutes sexual harassment:

- a. If submission to the conduct is either an explicit or implicit term or condition of beginning or continuing the internship; or
- b. If submission to or rejection of the conduct is used as a basis for evaluating the intern's performance; or
- c. If the conduct has the purpose or effect of substantially interfering with the affected person's performance or creating an intimidating, hostile or offensive work-related environment.

Procedures For Hearing Discrimination Or Sexual Harassment Allegations In The Field Placement

Please Note: This is the standard grievance procedure for all disagreements (sexual harassment, racial harassment, etc.) between interns and field placement agencies.

Step #1 -- Reporting and Documenting:

When a student intern feels that s/he has been the subject of sexual or racial harassment or discrimination, the student should notify the Director of Field Instruction or advisor from the School of Social Work and their agency supervisor. If the harassment or discrimination involved the student's agency Field Instructor, the student may then notify the instructor's supervisor. If the agency has a specifically designated individual or office to deal with these matters, that person or office would also be notified by the student. If the student chooses not to notify agency personnel, school officials would.

The student would provide all the appropriate parties mentioned above with a written statement regarding the nature of the violation. This statement would be as specific as possible including date(s), time(s), and individual(s) involved. If the student made any attempt to confront the situation, this would also be included in the report. While efforts to be specific should be made, the student's subjective experience and perception are valid reasons to initiate a report.

Step #2 -- Hearing:

Within 10 working days of the student's reporting the alleged violation, the Director of Field Instruction for the School of Social Work would chair a meeting with all relevant information. This meeting might include the student's agency Field Instructor, the instructor's supervisor, the agency's designated individual for reporting violations, any alleged violators, the student's faculty liaison person and/or SSW field coordinator (optional), and the student. All individuals attending the meeting would have an opportunity to share their perceptions.

Step #3 -- Outcome of Hearing:

The Director of Field Instruction would file a report of the meeting and the resolution if one was reached. A copy of this report would go into the student's file and the agency's file at the School of Social Work. The agency may include a report of their own in their agency file at the School of Social Work. The agency may wish to include a copy of both reports in any of their employee's files where appropriate. The Field Director would send a copy of the report to the agency's director.

Note: The fact that the student would follow these grievance procedures will in no way inhibit the student from pursuing other options such as bringing the matter to the attention of the formal School of Social Work Grievance Committee. The student always has the option of pursuing legal channels.

Dual Supervision Expectations

A student may have a placement that involves having an MSW supervisor as a field instructor and a task supervisor who assigns cases, provides ongoing supervision and also serves as an instructor. The following objectives are a few of the many ways the student can utilize each of the two professionals to provide an optimum internship experience.

I. MSW Supervisor:

- A. Assist the student in developing a strong sense of identification with the profession of social work through discussion, role modeling, and provision of actual social work tasks (see below) which supplement other internship tasks.
- B. Assist the student in developing the following: the practice of regularly analyzing and assessing the student's professional performance; self-awareness and the disciplined use of self necessary for professional social work relationships; a sense of professional identity.
- C. Assist the student in developing an understanding of and familiarity with the NASW Code of Ethics including making the code tangible and relevant to the setting.
- D. Assist the student in developing and maintaining the linkages between social work classroom instruction and field instruction.
- E. Assist the student in understanding field education, its terminology, values, philosophy, etc. from a social work perspective.
- F. Provide the student with a minimum of one hour every other week of individual social work supervision, and be available at other times for special concerns.
- G. Assist the student in learning about the values and methods relevant to social work, for example, taking a systems view, starting where the client is, etc.

II. Task Supervisor

- A. Provide the student with an appropriate case load (3-5 cases), daily work assignments, regular ongoing supervision and consultation, and provision of other tasks as appropriate.
- B. Monitor and evaluate the student's success toward completion of assigned tasks.
- C. Assist the student in developing skills in counseling and group facilitation, assessment and referral and/or other relevant areas.
- D. Assist the student in learning about the similarities and differences in priorities, approaches and values of the various helping professions.
- E. Assist the student in exploring problem-solving dynamics common to all helping professions.
- F. Provide the student with insight into the corporate culture of the agency, professional relationships with colleagues and other personnel, etc.

III. Both MSW And Task Supervisors

- A. Both provide ongoing supervision, documentation and evaluation of the student's progress, including providing written feedback on the student's evaluation forms and giving input into the student's final grade. In accordance with the Council on Social Work Education's (CSWE) accreditation standards, the MSW supervisor is ultimately responsible.

- B. Both participate with the School of Social Work's faculty field liaison and the student in meetings or consultative sessions. A minimum of two meetings are held during the internship, usually at the beginning and end of the placement.
- C. Both assist in the developing and monitoring of the student's performance by requiring accountability for and documentation for the student's professional behaviors while in the placement.
- D. Both would participate in field instruction workshops, trainings and/or meetings called by the Office of Field Instruction for purposes of supervisory training and/or field coordination and communication.
- E. Both work with the student in this mutual relationship, modeling collaboration, mutuality and teamwork.
- F. Both keep each other regularly informed re: the student's progress, and meet as a group regularly for updates, etc.
- G. Both consult with the student regarding the Learning Contract.

***Note:** for additional information, please refer to the sections in this field manual called "**Responsibilities Of The Field Instructor**" and "**Responsibilities Of The Student.**"

Dual Relationships

Dual (or “multiple”) relationships exist in field when a student, field instructor, and/or task supervisor have an existing –or significant past – relationship that is in addition to the field instructional relationship.

Dual relationships have the potential for significantly compromising student learning in field and may, in some instances, cause great harm to students or others. **Because of this risk, any student, field instructor, or task supervisor who becomes aware of a dual relationship in a proposed or existing field placement should immediately inform the Director of Field Instruction.** The Director will assess the nature of the dual relationship and its potential impact on the field experience and make a decision regarding continuance of the field arrangement.

Several types of dual relationships are **not** permitted. Examples of these include:

- The student’s field instructor or task supervisor is a family member or close personal friend
- The student’s field instructor or task supervisor is the domestic/sexual partner of the student
- The student is, or has been, a client of the field instructor or task supervisor
- a family member or significant other is, or has been, a client of the field instructor or task supervisor
- the student’s MSW field instructor or task supervisor also served as the student’s BSW intern supervisor
- the student’s current or previous work supervisor serve as the MSW intern field instructor or task supervisor
- the student’s work supervisor and intern field instructor or task supervisor are domestic partners

Other types of dual relationships are problematic and can hinder a rich intern experience. It is the policy of the School of Social Work to avoid making field placements when:

- the student’s task supervisor is also a student in the MSW program
- the student has contractual responsibility for the agency in which s/he interns
- the student is involved with the field instructor or task supervisor through another institution or private voluntary group (such as religious community, PTA, neighborhood associations, etc.)
- the student, a family member or other significant person is, or has been, a client at the proposed field agency

There may be instances when dual or multiple relationships are unavoidable (e.g. in small communities or rural areas). In these cases, the dual relationship should still be immediately brought to the attention of the Director of Field Instruction with a plan for the structuring of clear, appropriate, and culturally sensitive boundaries. The Director will review the plan and make a final determination regarding the placement.

Finally, if a student or field instructor is unclear about the nature of a proposed field relationship, s/he should consult with the Director of Field Instruction before proceeding into an instructional relationship.

Sharing Sensitive Information

Field education in social work practice is dedicated to the translation of knowledge into practice. This is achieved through a partnership between the agency setting, field instructor and field liaison who promote the professional growth and development of the student. In order to effectively supervise the student and evaluate student progress, it may become necessary for the faculty supervisor and field instructor to share relevant information. This policy is an effort to provide guidelines for sharing relevant information which protects clients, agencies and students. Students, faculty and field work instructors will be informed of the policy before the placement process begins.

1. The School strongly urges its faculty, students, field instructors and agencies to be part of an ongoing conversation regarding the sharing of confidential and sensitive information in an effort to develop norms that are fair and equitable for all.
2. The School issues a disclaimer at admission stating that failure to give accurate information at admission is grounds for dismissal.
3. When a student shares information with an official of the School (advisor/faculty/staff) that could potentially impact her/his performance in a field setting, it is the School's responsibility to share that information on a "need to know" basis. Motivation for sharing the information is the welfare of the student and/or client.
4. When an Agency has a concern regarding student behavior or performance, then it is the Agency's responsibility to share that information with the School.
5. Student information pertinent to the internship and necessary for valid educational purposes will be shared on a "need to know" basis with field instructors in approved field sites. The request for information usually arises when a field instructor observes something that causes concern on the part of the field instructor or agency staff. It is at this point that "need to know" should be explored. To obtain private student information or permission to review a student file, field instructors must submit a written request with an explanation for the request to the student/agency field liaison. The School may also initiate the sharing of information with a field instructor on a "need to know" basis.
6. Agencies and field instructors have wide latitude in what types of questions they ask and what records they request when interviewing a student for a possible internship. The School supports this data collection as long as it falls within the law, especially as outlined by the Americans With Disabilities Act. The School also asks for potential data gatherers to remain sensitive to cultural diversity while gathering data they deem important.
7. Students are informed about the School's policy of sharing information at the beginning of the placement process or orientation to field for students and field instructors.
8. In accordance with the Americans With Disabilities Act, students with a documented health problem or disability covered by the law are entitled to participate in field placements as long as they can perform their essential internship duties with or without reasonable accommodations and do not pose a direct threat to others.
9. Confidentiality and ethical behavior specific to the sharing of information are covered in the Field Instructor Seminars. Similarly, the same issues are covered in the students' Practice Seminars.

Steps For Sharing Information:

- A. Reasons for Sharing Information: The SSW has a commitment to field instructors and agencies that provide internships which requires that we share information that can be helpful in promoting effective student supervision and learning. Sometimes this information is sensitive in nature. In determining what information can be shared, involved parties should consider incidents that reflect on the student's ability to handle authority, to form relationships with clients and to recognize and respect boundaries.
- B. Policy will be shared with the student at the time of the student's acceptance into the program, at the Field Fair, at the Spring MSW Orientation and is also available in the MSW Field Instruction Manual.
- C. Policy is shared with field instructors at the Field Instructor's Orientation.
- D. Intent of sharing is to allow agencies to make informed decisions about the internships they offer or continue.
- E. Student will be given the opportunity to share sensitive information with the agency first, with the knowledge that the SSW liaison will also go with the student to the agency to work with the student and the field instructor on resolving the issue.

Student Grievance

There is a formal grievance procedure for students admitted to any degree program in the School of Social Work. It should be noted that a duly appointed faculty or academic staff member is responsible for the final grade of a student. The only person who can change a grade is the faculty member or academic staff member who approved the grade initially. No other person can change a grade. This includes the administration of the School of Social Work. Grievances cannot be filed against a field instructor over a dispute regarding a grade because grades are not assigned by field instructors. Field instructors will be expected to provide written documentation of the reasons for an unsatisfactory evaluation and may have the option of participating in the grievance hearings as a participant observer.

A grievance is defined as a dispute resulting from any activity involving an instructor. A grievance also can result from actions taken by the School in admission or discontinuance of a student or from policy decisions if the actions are perceived as capricious. Some illustrative examples (not meant to be exhaustive) include:

1. Awarding a grade inconsistent with a student's performance.
2. Canceling class frequently with no mutually agreeable rescheduling.
3. Failure to provide course objectives/expectations; consistently not returning papers or exams within a reasonable period of time.
4. Sexual harassment or discrimination (this includes field instructors).
5. Not posting or not keeping office hours; failing to keep appointments.
6. Changing deadlines or degree requirements without appropriate notification.
7. Improper documentation in a discontinuance procedure.

Grievances cannot be instituted over purely personal differences, such as a disagreement about effective treatment methodologies or about issues over which the School of Social Work has no jurisdiction, such as difficulties with financial aid.

Grievance Procedures

1. "Informal" attempt to resolve the issue with an individual faculty member, faculty advisor, field instructor, etc.
2. Request for a hearing by the Grievance Committee.
3. Beyond the School of Social Work Committee, there is access to College and then University committees.
4. "Outside" review by courts and/or government agencies.

Discontinuance

The School recognizes that there may be mitigating circumstances that influence a student's ability to function satisfactorily. In such cases, at the request of a student, faculty field liaison, field instructor, or faculty member, the School of Social Work and the Field Instruction Office will review the student's status and take action regarding continuance. This could include, for example, a recommendation for study skills development or referral to other resources for resolving academic or personal problems. It is expected the student, the student's faculty field liaison, and the faculty advisor will be notified when a discontinuance review is initiated. In addition, it shall be the responsibility of the committee handling the discontinuance review to make recommendations to the faculty regarding overall grading policies and those policies which govern the operations of the committee.

A student in the MSW Program is expected to maintain the standards established by the School of Social Work and the Graduate School regarding continuation in the Program. Under ordinary circumstances, failure to meet the standards established by the School of Social Work shall result in termination from the Program (see **"Standards Of Performance in the MSW Program"** which follows). Many aspects of a student's performance, including non-academic problems, are reviewed when a decision is made to recommend discontinuance. Discontinuance can occur during any period of registration in the Program.

Final authority regarding student continuation in the program rests with the Director of Graduate Studies. A recommendation is made by the discontinuance review committee and held in confidence until the final decision is made known to the student.

Standards Of Performance In The MSW Program

1. INTRODUCTION TO STANDARDS

The following standards apply to all M.S.W. students enrolled in the School of Social Work at the University of Minnesota–Twin Cities. The standards describe scholastic and professional behaviors necessary for effective and ethical social work learning and practice.

Professional social work performance develops throughout the course of a student's M.S.W. education. Acknowledging this, the *Standards for Performance in the M.S.W. Program* provide guidelines for students in order to support them in achieving success in their professional education. These guidelines also support classroom teaching and field faculty in providing clear and relevant feedback to students who are not performing adequately in course assignments, classroom activities, and fieldwork. Finally, these standards outline procedures for addressing serious professional and academic concerns that may, if not corrected or if egregious in nature, lead to disciplinary action, including dismissal from the School of Social Work.

All M.S.W. students are required to view and adhere to the *Standards for Performance in the M.S.W. Program*. Students are also required to review and adhere to the following:

National Association of Social Workers (NASW) Code of Ethics
(<http://www.socialworkers.org/pubs/code/code.asp>)

Standards of Practice and Ethical Conduct, as defined by the Minnesota Board of Social Work
<http://www.socialwork.state.mn.us/LicenseesApplicants/CESupervisedPracticeEthicalRequirements/StandardsofPractice/tabid/91/Default.aspx> and

University of Minnesota Board of Regent's Student Conduct Code
http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html

Failure to meet required standards may be cause for disciplinary action and could lead to dismissal from the M.S.W. program.

2. PROGRAM PERFORMANCE STANDARDS

a. Basic Abilities Necessary for Academic Success and to Acquire Professional Skills

(1) Communication Skills – Written and Oral

Demonstrates necessary written and oral communication skills to comprehend thoroughly and communicate clearly information, ideas, and feelings.

Written: In writing for academic and professional purposes students demonstrate an understanding of the complex nature of the writing process by generating ideas, writing rough drafts, editing all drafts for surface-level errors, and using the preceding processes to produce final drafts. Final drafts reflect clarity and the use of correct grammar and spelling. In formal academic writing students are able to research, analyze, and interpret academic sources, and apply American Psychological Association (APA) writing and referencing style. Students demonstrate sufficient skills in written English to understand content presented in the curriculum and to complete adequately all written assignments, as specified by classroom and field faculty.

Oral: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others.

Demonstrates sufficient skills to understand content presented in the program, to complete all assignments adequately, and to meet the objectives of field placement experiences, as specified by faculty.

(2) Interpersonal Skills

Establishes and maintains respectful, collaborative working relationships with peers, colleagues, faculty and other professionals. Establishes rapport and maintains effective helping relationships with clients. Demonstrates the ability to engage in productive conflict resolution.

(3) Knowledge and Critical Thinking Skills

Exhibits sufficient clarity of thinking and knowledge of social work as a profession to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in a liberal arts perspective that includes relevant social, behavioral, and biological science knowledge and research.

Demonstrates the ability to assess differentially. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice. Can articulate and use the problem-solving process: plan, monitor, and evaluate practice interventions and social policies.

(4) Use of Technology

Exhibits sufficient skill in the use of various technologies, including familiarity with computers, electronic database searches, and the Internet, to engage in scholarship and effective practice. Demonstrates awareness of appropriate use of social media in personal and professional life.

B. Emotional Management Capabilities Necessary for Performance in Program and Professional Practice

(1) Stress Management

Recognizes personal needs and acts to meet needs appropriately and in ways that do not have a negative impact on professional practice. Handles stress effectively by using appropriate self-care strategies and developing supportive relationships with colleagues, peers, and others.

(2) Emotional Management

Demonstrates understanding of appropriate self-disclosure; identifies and acknowledges one's own limitations; maintains respectful relationships with peers, colleagues, faculty, and others; demonstrates empathic support to peers; and uses assertive problem-solving strategies rather than aggressive or passive actions. Seeks appropriate help when personal issues interfere with professional and scholastic performance.

3. PROFESSIONAL PERFORMANCE SKILLS NECESSARY TO WORK WITH CLIENTS AND FOR OVERALL PROFESSIONAL PRACTICE

A. Professional Commitment

Exhibits a commitment to the core values and mission of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics.

B. Ethical Behavior

Behavior in field internships and the classroom demonstrates adherence to ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics, Standards of Practice and Ethical Conduct as defined by the Minnesota Board of Social Work, and the University of Minnesota Student Conduct Code.

See NASW Code of Ethics, Standards of Practice and Ethical Conduct as defined by the Minnesota Board of Social Work, and the University of Minnesota Student Conduct Code for a complete description of expected—and prohibited—behaviors.

C. Professional Behavior

Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community. Appearance, dress, and general demeanor are appropriate to the context and reflect a professional manner when required. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class and field regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and constructive feedback in a positive manner.

Works effectively with others, regardless of level of authority. Advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner as well as use such feedback to enhance professional development.

D. Self Awareness

Shows awareness of self and how others perceive them. Is willing to examine and change behavior if appropriate when it interferes in working with fellow students, faculty, clients and other professionals. Exhibits knowledge of how one's values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior and relationships.

Uses this knowledge to manage differences respectfully and effectively. Is aware of how personal values influence professional practice and relationships and makes referrals to others when appropriate. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Reflects on one's own limitations as they relate to professional capacities.

E. Commitment to Professional Learning

Takes responsibility for self-evaluation, setting goals, and actively implementing a plan for acquiring needed knowledge and skills. Seeks feedback and/or supervision from field instructors, faculty, peers and colleagues. Participates in classroom learning activities and stays engaged in learning. Holds self accountable for work assigned.

4. SCHOLASTIC PERFORMANCE

To be an active student in good standing in the School of Social Work, an M.S.W. student must:

- Maintain a minimum grade point average of 3.0 (on a 4.0 scale) in all graduate course work taken as an M.S.W. student (grades),
- Have no more than 6 semester credits (or their quarter equivalent) of incompletes (grade "I") in all graduate course work taken as an M.S.W. student, and
- Maintain active student status by enrolling in classes each fall and spring semester or registering for non-credit/non-tuition using Grad 999 status (maintain active student status).

A. Grades

- Instructors in social work classes use the University of Minnesota Grading Policy from the University Faculty Senate policy (amended November 5, 1998 - <http://www.csom.umn.edu/Page2751.aspx>).
- The Graduate School grade point average standard for good standing is 2.80, but the standard for the School of Social Work is a 3.0 minimum overall grade point average (A = 4.0).
- Students may not use any course, including field courses (SW 8010, 8020, or 8030) in which they receive a grade of D, F, or N (no credit) to meet requirements for the M.S.W. degree.
- Students with less than a 3.0 grade point average or incompletes in SW 8201, 8202, or 8211 must have the permission of the director of field instruction in order to register for SW 8020.

- Full program students must take all foundation course work (except for SW 8010 – Field Practicum I) for a letter grade (A-F) and must earn a cumulative GPA of 3.0 in foundation level course work in order to take required courses in their area of concentration.

B. “I” (incomplete) grades

- Incompletes (“I” grades) are discouraged when circumstances prevent a student from participating in a majority of the instructional and learning activities in an M.S.W. course. In those instances students are encouraged to withdraw from the course and re-enroll at a time when circumstances allow for their participation. The School of Social Work may support a student’s request to the Graduate School for a registration exception in certain circumstances (e.g., medical reasons) but cannot guarantee that the request will be accepted and does not have control over decisions related to tuition reimbursement.
- Instructors have responsibility for noting in the course syllabus if they permit incomplete (or “I”) grades.
- If an instructor allows a grade of incomplete, the syllabus should note the following:
- Circumstances under which a grade of incomplete may be given, including the amount of work and attendance required before a student may be considered for a grade of incomplete; and
- The deadline by which a student must request and negotiate any agreement for an incomplete.
- All instructors have the right to refuse to give a grade of “I” (incomplete).
- If an instructor allows a grade of INCOMPLETE, a student may receive a grade of “I” only if she/he has negotiated a Contract for Completion of Incomplete Grades with the instructor before the end of the semester.
- The student has responsibility for requesting the incomplete from the instructor and initiating the process of negotiating terms for completion of work.
- The instructor has responsibility for submitting a signed contract for all incompletes at the time the instructor submits grades for the course. The Student Services Office (140 Peters Hall) maintains copies of incomplete contracts.
- If the student completes the course work during the time specified in the contract with the instructor, the student should notify the director of graduate studies (DGS) that the work for the incomplete is no longer outstanding. The student should inform the DGS that outstanding work has been submitted, even though the instructor may not yet have graded the work and submitted a grade change request.
- When a student does not complete the work in the specified time period and fails to negotiate a new contract with the instructor, the director of graduate studies, after consultation with the instructor, will change the “I” to a grade of “F” (failure) or “N” (not satisfactory) after a period of 2 academic terms, with May and summer sessions counting for a single term.
- Students should be aware that assignments submitted after a semester has ended may not be graded immediately. Instructors may not be able to grade assignments and submit final grades for long periods, especially during the May and summer sessions.
- Students should be aware that no instructor is required to grade assignments for incompletes while that instructor is away from University responsibilities due to sabbatical or leave.
- *Only the instructor of record for the course in question can grant exceptions to the terms of this policy.*
- When a student accumulates more than 6 semester credits (or their equivalent) of incompletes the DGS will have a hold placed on the student’s records. The student will be unable to register for any more

courses until the director of graduate studies (DGS) receives a copy of a plan worked out by the student and the instructor(s) as to how the incompletes will be eliminated.

- The above policy applies to M.S.W. students taking social work courses. A student who receives a grade of “I” in a course that is a part of her/his degree program but that is taken outside of the School of Social Work is required to follow that department’s policy on negotiating a grade of “I.” Although another department may not require a contract in order to receive a grade of I, students are encouraged to negotiate a contract that describes plans for completing outstanding work in a course outside of social work. Credits taken outside of the School of Social Work for which a student receives a grade of “I” are included in the total number of credits of “I” allowable in order for the student to be in good standing.

C. Enrollment and Maintaining Active Student Status

- Following University of Minnesota policy, a student attending an M.S.W. class must be officially enrolled in the class, whether for grade basis or through audit.
- Maintaining active status is critical and is required in order to participate in the University community as a Graduate School student. This includes registering for course work, taking examinations, submitting milestone forms, or filing for graduation.
- According to Graduate School policy passed in 2002, students must maintain active student status by registering in every fall and spring term.
- Students who are not taking classes can maintain active graduate student status by registering for Grad999 (a non-credit/non-tuition status).
- Students not registered every fall and spring term as described above are considered to have withdrawn; their Graduate School records are deactivated.
- Those who wish to resume graduate work must request readmission to the Graduate School (and if readmitted, must register) to reactivate their status.
- Students must complete all degree requirements for the M.S.W. within seven years. The seven-year period begins with the earliest work on the official degree program, including any transfer work.

5. ACCOMMODATIONS FOR DISABILITIES

The School of Social Work will provide reasonable accommodations to persons with documented disabilities to give them an equal opportunity to achieve success in their graduate education. Students seeking accommodations must work with the University of Minnesota’s Office of Disability Services. This office determines eligibility and makes recommendations for reasonable accommodations.

6. DISTRIBUTION OF STANDARDS

A. Distribution

The Standards of Performance are included in the *M.S.W. Student Handbook*, which is distributed to all students when they begin their graduate program. The Standards are also included in the *M.S.W. Field Handbook*, which is required for all field students and distributed to all field instructors. Both handbooks are available online at (<http://cehd.umn.edu/ssw>).

B. Student Familiarity with the Standards of Performance

The School requires that all new M.S.W. students sign a statement indicating that:

- they have reviewed the Standards of Performance, the NASW Code of Ethics, the Standards of Practice and Ethical Conduct as defined by the Minnesota Board of Social Work, and the University of Minnesota Board of Regent’s Student Conduct Code, and

- they agree to adhere to the behavioral expectations set forth in these documents, and
- they understand that failure to meet the standards could lead to disciplinary action, including dismissal from the M.S.W. program and the School of Social Work.

7. PROCEDURES FOR A REVIEW OF PERFORMANCE

A. Scholastic Performance – Classroom

Annually, each M.S.W. student will receive a letter from the director of graduate studies indicating the student's standing in the M.S.W. program (e.g., whether the student is or is not in good standing).

When a student fails to maintain the required grade point average of 3.0 or higher, the DGS will place a hold on the student's registration and instruct the student to meet with her/his academic adviser to develop a plan to improve academic performance within a specified time period – generally one semester.

From that point on, the DGS will monitor the student's academic record. If the student achieves the required grade point average in the specified time period, no further action is required.

If the student fails to achieve the required grade point average in the specified time period the DGS, in consultation with the M.S.W. program director and the student's academic adviser, will meet with the student to discuss:

- the School's concern about the student's academic performance,
- programmatic adjustments (i.e., a reduced course load) that the School may recommend or require if the student is to continue in the program,
- academic progress the student must demonstrate in order to remain in the M.S.W. program,
- a reasonable timetable to achieve that progress, and
- consequences if the student fails to demonstrate sufficient academic performance in the specified period.

The DGS will provide the student with a written summary of this meeting.

A student whose grade point average falls below a 2.5 may not continue course work in the M.S.W. program. The director of graduate studies will advise a student to withdraw from the M.S.W. program if the student's grade point average falls below 2.50. Should the student choose not to withdraw the DGS will advise the director of the School to dismiss the student from the M.S.W. program.

Students have the opportunity to file a grievance under the Student Academic Grievance Policy of the Board of Regents if they believe the School has violated a policy, rule or established practice in taking adverse action against the student based on academic reasons.

B. Scholastic Performance – Field

Field placements are a significant part of student learning in the M.S.W. program, providing students the opportunity to apply classroom learning with social work clients in agency settings under the supervision of an experienced professional who serves in the role of the field instructor. Students who are unable to achieve a satisfactory grade in a field setting are unable to complete the requirements for the M.S.W. degree.

All students in a field placement (SW 8010, SW 8020, and SW 8030) are expected to demonstrate growth in knowledge, skills and implementation of social work values, and are also expected to reach appropriate levels of achievement in key competencies. "Appropriate level of achievement" varies according to the field placement. For example, students in their foundation placement (SW 8010) are not expected to reach the "application" level of

competency for all areas, while students in their concentration placement (SW 8020 or SW 8030) are expected to reach “application” or “advanced practice” levels for key areas.

Student progress is evaluated along two axes:

- Positive movement in identified social work competency areas, and
- Final achievement level in these competency areas by the end of the field placement.

Assessment of student performance in field occurs continually throughout the field placement by monitoring actual student performance and regularly scheduled supervision of the student by the field instructor. In supervision, the instructor is responsible for:

- Maintaining clear, accurate, and concise documentation of relevant student performance data and formal supervisory conference proceedings
- Providing regular feedback
- Articulating clear performance expectations; and
- Addressing any concerns about the student’s field performance in a straightforward manner.

Every student is evaluated formally at least two times during the course of the field internship: at the midpoint and at the end of the placement. Formal evaluation focuses primarily on the student’s progress in meeting learning goals established at the beginning of the internship by the student and the field instructor, although a field instructor may include in the formal evaluation recommendations on new or revised learning goals, based on assessment of the student’s field performance.

When a field instructor has concerns that a student is not making adequate progress in their field learning, the field instructor will communicate these concerns to the student. The field instructor will:

- Clarify expected levels of performance/behavior
- Outline improvement benchmarks
- Work with the student to develop a specific plan for improvement and
- Discuss concerns with the student’s field liaison if appropriate.

When a student’s performance in field is at a level that threatens her/his achievement of a satisfactory grade in the field setting, the field instructor will do all of the above and will also:

- Inform and discuss concerns with the student’s field liaison, and
- With the field liaison, outline for the student the consequences for the student’s participation in field and the M.S.W. program if performance does not improve.

The student’s field liaison can be a resource in developing a formal plan for performance improvement and may participate in follow-up meetings during the field term as needed.

A grade of “N” (no credit) may be given at the end of any grading period in which a student’s field performance has not met minimum expectations (see above). A grade of “N” in a field setting prevents the student from using the credits earned at that placement toward meeting M.S.W. degree requirements, but does not necessarily disqualify a student from seeking another field placement and successfully completing the M.S.W. program.

A student who receives a grade of “N” in a field setting (SW 8010, SW 8020, and SW 8030) may seek a new field placement only with approval from the director of field instruction. If the student receives a grade of “S” for the repeated course, she/he will have satisfied the field course requirements.

In cases where the director of field instruction has concerns about allowing the student to be placed in another field setting, the director of field instruction will:

- Inform appropriate School administrators (M.S.W. program director, director of graduate studies) and
- Meet with the student and appropriate faculty members and administrators to communicate the School's concerns with the student's field performance, and
- Provide an opportunity for the student to respond to concerns.

Following this process, if the director of field instruction determines the student should not be placed in another field setting, the director of field instruction will recommend to the director of the School of Social Work that the student be dismissed from the M.S.W. program.

The director of field instruction will give the student information about how to appeal the dismissal. The student may, on her/his initiative, withdraw from the M.S.W. program

C. Professional Performance—Non-Academic Behavioral Violations

Students who violate the NASW Code of Ethics, the Standards of Practice and Ethical Conduct as defined by the Minnesota Board of Social Work, or the University of Minnesota Student Conduct Code may be subject to disciplinary action, including dismissal from the M.S.W. program. Dismissal can occur during any term of registration in the program, including the last one.

Before a student is disciplined for behavioral violations, the student will be given an opportunity to respond to the allegations. Most behavioral concerns can be resolved through the informal processes outlined in steps 1 and 2 below. However, step 3 may be invoked immediately for serious or repeat behavioral violations.

- (1) When a faculty member (including an agency-based field instructor) or administrator has concerns about an enrolled student meeting any of the standards of performance outlined above, the faculty member should:
 - discuss her/his concerns directly with the student and seek to work with the student to resolve the difficulties; and
 - document dates and content of any meeting(s) with the student; and
 - inform program administrators of concerns and plans for resolving concerns, when appropriate.

In most instances meetings between faculty/administrators and students resolve the concern and do not lead to further action.

- (2) When informal consultation and planning are not successful in resolving concerns related to a student's performance, a faculty member should bring the concern to the attention of the relevant program administrator(s) (M.S.W. program director, director of field instruction, director of graduate studies or Director of the School of Social Work) if this has not already occurred. The program administrator will:
 - meet with the student and appropriate faculty members, including the student's academic adviser, to gather additional information as needed in order to develop a plan to address the concern, and,
 - provide the student with a written summary of any meetings and agreements made with the student to modify her/his behavior to conform to the Standards of Performance.
 -
- (3) If the behaviors are of a serious nature that raise concerns about the student's preparedness/ability to engage in their graduate program or in a practice setting, and/or if prior meetings with the student have been unsuccessful in resolving concerns, the program director will ask the DGS to convene a committee of appropriate faculty members who will:

- hold a hearing to consider the behavioral allegations against the student;
- allow the student and an advocate/adviser to participate in the hearing, question the evidence presented, and offer the student's own evidence in response to the allegations;
- tape record the hearing;
- determine if the student is guilty of the behavioral violation(s) and if so, decide the appropriate sanction(s); and
- communicate its decision to the student in writing.

In cases where the committee finds that the student's conduct warrants dismissal from the M.S.W. program, the committee will make a formal recommendation to the director of the School of Social Work.

The student will be given the opportunity to respond to the committee's findings, including information on how to file a formal appeal. See Section 8 below.

- (4) All students in the MSW Program are expected to demonstrate academic integrity, which is a component of creating a positive learning environment. The Office for Student Academic Integrity acknowledges that although there are many definitions of plagiarism, basically, it is "generally agreed that when you present the ideas, words and work of someone else as your own, you have plagiarized." (see the Office for Student Academic Integrity website: <http://www.osai.umn.edu/students.html>). Plagiarism is a violation of academic integrity and when a faculty member encounters an act of plagiarism the following actions will occur:

A faculty member who discovers a student has committed plagiarism will make a written report to the Director of Graduate Studies. All reports will include the following:

- Documentation that an act of plagiarism has occurred, including physical copies of the student's work and the original source if available; and
- Copies of any written communication between the instructor and the student about the act of plagiarism and any academic consequences (for example, lowered grade or a grade of 0 on an assignment) for committing an act of plagiarism, or notes taken after a verbal communication with the student about the same; and
- Documentation of efforts taken by the faculty member to instruct the student about how the student can learn more about plagiarism in order to avoid plagiarism in the future.
- The student will be invited to add comments to the report as representative of her/his perspective on the incident.
- The DGS will share the information with the MSW Program Director, and will provide a copy of the report to the Office for Student Academic Integrity. A single copy of the report will remain within the School of Social Work.
- The report will remain on file with the DGS until the student leaves the program. At that point the written record will be destroyed.
- The report will not be shared with other faculty members unless there are multiple reports (2 or more) on the same student and the DGS determines that other faculty members and/or the academic advisor have a need to know in order to follow other appropriate disciplinary actions as outlined in steps 1-3 above.

D. Standards for Documentation in Review

Throughout all levels of a review process the School of Social Work faculty members and/or administrators will provide clear, concise documentation of identified problem areas. Except for serious behavioral violations addressed under paragraph 3 above, the School will document and verify that it has discussed problem areas with the student and attempted to ameliorate them before taking adverse action.

Documentation should specify:

- dates and content of meetings with the student to notify her/him of concerns;
- specific expectations for remedy;
- consequences a student will face if concerns are not resolved;
- specific recommendations, if any, to the director of the School of Social Work; and
- University resources available to a student in the event of disciplinary action.

8. STUDENT RIGHT TO RESPOND/APPEAL

Students will be given opportunities to respond to verbal and/or written communication from the School concerning behaviors that are not in compliance with the Standards of Performance.

Students have the right to appeal to the President's Student Behavior Review Panel any disciplinary action based on behavioral violations. Students have the opportunity to file a grievance under the Student Academic Grievance Policy of the Board of Regents if they believe the School has violated a policy, rule, or established practice in taking adverse action against the student based on academic reasons.

9. DISMISSAL FROM THE M.S.W. PROGRAM AND THE SCHOOL OF SOCIAL WORK

Dismissal from the M.S.W. program can result from sustained poor academic performance in the classroom or in field, consistent failure to act within the guidelines of the Standards of Performance, or for serious violations of the NASW Code of Ethics, the Standards of Practice and Ethical Conduct as defined by the Minnesota Board of Social Work, or the University of Minnesota Student Conduct Code.

Dismissal can occur during any term of registration in the program, including the last one.

Dismissal can occur only if the student has been informed in writing and has had an opportunity for due process in challenging a decision to dismiss.

Final authority regarding student continuation in the M.S.W. program and the School of Social Work rests with the Director of the School of Social Work on recommendation from the director of graduate studies.

Resources Used

Council on Social Work Education Educational Policy and Accreditation Standards, 2001.

Current policies from: Augsburg College, College of St. Catherine/University of St. Thomas, University of Minnesota. Standards for Social Work Education, School of Social Work, The University of Texas at Austin, 1997, revised 1998.

Grading Policy In The Field Placement

Students receive a grade at the end of each semester. Grades are:

- X** Assigned at the end of each semester that precedes completion of all 480 field hours. **This grade will be changed to an “S” upon satisfactory completion of the entire placement.**
- S** Satisfactory/Pass (given at **end of** 480 hour placement or 500 hour placement for advanced standing students)
- I** Incomplete work
- N** Non-satisfactory or no grade

Fall Semester and Spring Semester “X” grades are changed to “S” at the end of May after all required field hours and paperwork have been submitted.

When all forms are in and students have satisfactorily completed all 480 hours of their field placement, field staff will change previous grades from “X” to “S”. (However, if students do their field placements during the summer or in another block placement, grades will be changed the last day of the month in which all forms are turned in and placements are completed.) **Correct grades should appear on transcripts about a week after changes. The graduate school will issue a notice saying that you have an incomplete for your field placement. Students should disregard that notice.**

At the end of each term, students who have completed expected field tasks are given an “X” grade by their field instructor on the grade sheet (included in this manual). At the end of the placement, the grades are changed to an “S” if the student successfully completes the entire field experience. This policy reflects the fact that the field course is an 8-credit requirement (6 credits for second year students) and that credit is given only after successful completion of all credits. This process also ensures that the student continues to be covered by liability insurance until the placement is completed.

An “I” grade means that the student has not completed the tasks expected by the field instructor in that grading period, but that the student has evidenced satisfactory progress and that it is anticipated that within a specified time (usually 3 - 6 weeks) the student will achieve a satisfactory level of performance. The “I” is changed to an “X” or “S” or “N” after the School receives notification from the field instructor.

An “N” grade is given at the end of any grading period in which a student’s work does not meet the minimum expectations. An “N” grade does not necessarily permanently disqualify a student from graduation. However, it does prevent the student from using that particular field placement to meet graduation requirements. When an “N” is given, the student may either on her/his own initiative or on the recommendation of the Student Progress Committee (to which such a student would automatically be referred), has her/his matriculation status terminated. Or the student may be given permission by the Director of Graduate Studies, in consultation with the Director of Field Instruction, to repeat the field instruction course immediately or at some future time. If the student receives an “S” in the repeated course, s/he will have satisfied the field course requirements.

If needed, please refer to the sections in this manual called, “**Student Grievance Policies And Procedures**” and “**Discontinuance Policies And Procedures**.”

Competencies Assessment/Learning Contract/Evaluation Instructions

1. **Review** and make sure you understand the “Working Version of Bloom’s Cognitive Levels of Complexity” (see next page). This is the scale that you will use to assess current and desired levels of competence, and to benchmark your progress through your field experience.
2. For each competency area, there are a series of competency items (followed by a goal planning page). Use the Bloom’s scale to **assess your level of competence (LOC)** for each competency item. At the beginning of your field placement, it is expected that for some items your baseline LOC will be 0, and that it will be rare for your LOC to be higher than a 2.
3. On the basis of your assessment and in consultation with your field instructor, **designate priority areas for learning** (by checking the appropriate box) based on what can be accomplished and supported in your particular field placement by assignments, projects or other activities. No matter what your placement is or your experience level, you should have at least one priority in each competency area. There is no fixed limit to the number of priority items you may have. Usually, in fact, the different items “work together” to strengthen a competency and you may see the need to prioritize multiple items in an area.
4. Using your designated priority areas as a guide, **develop 8-10 meaningful learning goals**, including at least one in the Diversity and Social Justice area. (It is not required, and not practical for every priority area to be translated into a goal. Again, consult with your field instructor about what is achievable.) If this is your concentration placement, it is expected that at least 2-3, or even more, of your goals will be in your concentration knowledge and skill area. You may choose more goals in an area that is of particular interest to you or relevance to your placement, but in general, you are strongly encouraged to choose goals across the breadth of the areas. More than 10 total goals are too many, since you will be carefully tracking your progress on each throughout your placement. Each goal should be specific, competency-based, and measurable (see examples).
5. **For each goal, develop a learning strategy.** This should be concrete activities that move you in the direction of accomplishing each specific goal (see examples).
6. If you are a IV-E scholar, you also need to complete the IV-E addendum found on page 137 of this manual. Please complete the level of competence ratings, then develop your specific learning goals using the same format as the rest of your Learning Contract.
7. **Review your completed learning contract** with your field instructor (and task supervisor if you have one), make revisions if needed, then all should **sign**. Give copies of the signed contract to your field liaison, field instructor (and task supervisor). Your liaison may have additional suggestions for learning areas and strategies. The contract is not final until the field instructor and field liaison have signed it.
8. You and your field instructor will **use this same document to complete the mid-year and final evaluation**, as well as to make “mid-course corrections” with respect to goals and learning strategies.
9. The learning contract is intended to be a flexible tool to aid you and your FI/TS in developing and evaluating the internship experience. **Use it creatively!** If you or your FI/TS have any questions about whether you are using it appropriately, contact your field liaison.

A Working Version of Bloom's Cognitive Levels of Complexity

<u>Level</u>	<u>Examples</u>
0. No Knowledge (this is an expected level to be at in a foundation placement or a new practice setting)	
1. Knowledge recall "I remember."	<ul style="list-style-type: none"> * Lists the steps in the agency's standardized mental health assessment process. * Lists the steps in completing a community needs assessment.
2. Comprehension "I understand."	<ul style="list-style-type: none"> * Accurately explains the reasons for each step in a mental health assessment. * Accurately explains the reasons for each step in the needs assessment process.
3. Application "I use."	<ul style="list-style-type: none"> * Uses the standardized assessment process with an assigned client/consumer. * Completes each step in a community needs assessment.
4. Advanced Practice - Analysis, Synthesis, Evaluation	
Analysis "I take apart and differentiate."	<ul style="list-style-type: none"> * Looks at each step in the assessment process, with an eye to how each step supports the next. * Breaks down the steps in the community assessment and decides which questions call for demographic data and which questions ask for community member opinions.
Synthesis "I create or refine."	<ul style="list-style-type: none"> * Develops a revised format for mental health assessments, incorporating more items related to client strengths of needs assessment questions and revises instrument to reflect more culturally relevant data gathering techniques.
Evaluation "I judge based on information."	<ul style="list-style-type: none"> * Completes a pilot study using two mental health assessment tools and evaluates results from each along specified quality criteria * Using data from community participant evaluations, evaluates overall satisfaction with revised needs assessment process

Adapted from "Learning domains or Bloom's taxonomy" by Donald Clark, created June 5, 1999 and updated May 21, 2000. Retrieved 5/14/03 from the www: <http://www.nwlink.com/~donclark/hrd/bloom.html>





Examples of Learning Goals and Strategies

Foundation Year:

Competency Area: Agency and community-specific competencies

Competency Item: Laws, policies and procedures related to agency services and operations

Baseline Level of Competence: 0

Desired Level: 2 – Comprehension

Measurable Goal: I will be able to accurately describe to my field instructor the major laws, policies and procedures that guide social work practice in the adoptions unit.

Learning Strategies:

- Ask field instructor to direct me to the laws, policies and procedures that direct our work in adoptions.
- Read and take notes on all relevant laws, policies and procedures.
- Have follow-up discussion with field instructor around how each law and policy fits into our practice. Ask any questions I have related to how these are implemented.
- Schedule time in supervision to describe, in my own words, these laws, policies and procedures. Ask for feedback.

Direct Practice – Concentration Year:

Competency Area: Direct Practice Methods Concentration competencies

Competency Item: Advanced differential assessment with individuals, families and groups

Baseline Level of Competence: 1 – Recall

Desired Level: - 3 – Application

Measurable Goal: I will be able to accurately apply DSM IV criteria in four client mental health assessments.

Learning Strategies:

- Be assigned 4 clients for assessment over the course of my field placement.
- Follow agency assessment guidelines in interviews with each client. (Ask for coaching as needed from field instructor if I get stuck or confused.)
- Study common diagnoses in DSM IV, differential diagnoses and discuss with my field instructor and other social workers on team.
- Use readings and notes from psychopathology class as reference.
- Complete draft diagnostic assessments for each client and seek feedback on each from field instructor.
- Make changes as needed in assessment after feedback from field instructor. Reflect on where I need to focus future learning.
- Present final two cases to our treatment team for expanded feedback before doing final assessment draft.

Community Practice – Concentration Year

Competency Area: Community Practice Methods Concentration competencies

Competency Item: Proposals for policy, program or community interventions, from needs through evaluation

Baseline Level of Competence: 3 – Application

Desired Level: 4 – Advanced

Measurable Goal: I will draft a revised policy for child support enforcement for potential use in X county.

Learning Strategies:

- Collect and policies currently in place in Minnesota and Wisconsin related to child support enforcement.
- Analyze policies to see components of policies.
- Analyze policies to highlight similarities and differences between them.
- Research best practices in child support enforcement.
- Draft revised policy and give copy to my field instructor for feedback.
- Make changes as needed in draft policy and distribute to agency child support team for discussion and feedback.
- Take lead in making changes needed in order to have draft policy ready for Board review.



GOAL WRITING EXAMPLES

Goal Examples: Use complete sentences.

- ✓ I will gain knowledge in.....
- ✓ I will learn and apply agency policies....
- ✓ I will understand and intervene on social justice issues faced by clients
- ✓ I will learn and practice assessment, intervention and terminations skills
- ✓ I will practice strength based, systemic social work skills
- ✓ I will utilize critical thinking in supervision and team consultation

Strategies: may be bullets

- ✓ Read about....
- ✓ Observe or shadow....
- ✓ Co-facilitate
- ✓ Develop
- ✓ Research community resources
- ✓ Provide case work for 2-5 clients
- ✓ Do assessments and develop case plans
- ✓ Identify barriers faced by clients by listening to their stories
- ✓ Implement case plans and overcome any barriers
- ✓ Organize a community meeting
- ✓ Meet with Legislators
- ✓ Review progress in supervision
- ✓ Present case or ethical dilemma in seminar
- ✓ Present a case in team meeting

- ✓ Practice self care weekly; Learn de-escalation techniques

APPENDIX

Appendices

SW8010 Field Practicum I (Foundation)	145
SW 8020 Field Practicum II (Concentration).....	150
SW 8030 Field Practicum (Advanced Standing Social Work Practice)	155
School of Social Work Faculty Roster	161
St. Paul Campus Map & Directions	162

University of Minnesota School of Social Work
SW 8010 Field Practicum I
8 semester credits
 (Foundation)

- | | | |
|-----------|-----------------------------------|----------------|
| I. | Faculty Instructor: | Office: |
| | Phone: | E-mail |
| |
Community Facilitator: | |
| | Phone: | E-mail: |
| |
Field Instructor: | |
| | Phone: | E-mail |

II. Course Description

Field practice and social work process under direct supervision. The practicum engages students in professional tasks in various types of professional practice, developing professional identity, and understanding social justice as integral to our profession. A field practice seminar is completed concurrently with the placement.

The foundation field placement (and accompanying integrative seminar) is designed to support students in integrating practice skills and knowledge learned in foundation coursework into their own evolving social work practice. The basis of foundation field placement learning is consciously examined – and refined - social work practice experience within settings offering broad learning opportunities, ideally at micro, mezzo and macro levels of social work practice. The foundation placement requires a student to spend a minimum of 480 hours in a field agency. Each student is expected to assess her/his social work learning needs and to plan and complete, with the help of the agency-based field instructor (and task supervisor, if dual supervision arrangements exist), activities that will support achievement of structured learning goals. Student progress in learning is monitored throughout the field placement using a competency development model. Two formal student evaluations are completed, at mid-placement and at end of field.

The accompanying integrative seminar serves as a professional learning support group focusing on:

- Development of skills for lifelong professional learning
- Practice in applying a critical thinking process to field practice
- Exploration of personal and group privilege (and oppressions) and the ethical mandate for empathic, respectful, and socially just actions towards all client systems
- Challenge and support for deepening self-awareness related to professional social work identity
- Practical problem-solving around school and field issues

The integrative seminar meets every other week throughout the course of the student's foundation field placement.

Note: Students receive a copy of the integrative seminar syllabus in their first seminar meeting.

III. Course Objectives For Internship And Field Practice Seminar

Upon successful completion of the foundation field placement and integrative seminar, students are expected to be able to competently:

1. Utilize field instruction and consultation appropriately by preparation, active participation and follow-up.
2. Use critical thinking skills in professional social work practice in assessments, interventions and evaluation with client systems of various sizes and diverse cultural backgrounds.

3. Practice in a manner that is congruent with the NASW Code of Ethics and the profession's core values.
4. Practice with competence, and without discrimination, among diverse client populations. Practice with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, public assistance status, race, religion, sex and sexual orientation.
5. Understand social, economic and political systems of oppression - from local to global - particularly as they relate to race, ethnicity, gender, sexual orientation, age, religion and spirituality, social class, and physical and mental abilities, and employ advocacy strategies in field settings that will promote client empowerment and social justice.
6. In working with client systems of various sizes, apply the knowledge and skills of a generalist social work perspective across a range of settings.
7. Practice in a manner that supports client strengths, incorporates social justice and facilitates empowerment.
8. Critically use theoretical frameworks grounded in bio-psycho-social variables and best available evidence.
9. Analyze agency social policy at multiple system levels (including clients, communities, delivery systems, and individual practitioners) in order to create and/or advocate for policies to promote client empowerment and social justice.
10. Critically evaluate professional literature in social work and related fields and apply findings to field practice settings.
11. Begin to assess their professional practice.
12. Demonstrate professional use of self in practice settings, including developing effective collaborative and collegial relationships and carrying out assigned tasks responsibly.
13. Understand theories of organizational structure and change in order to function within organizations and service delivery systems and to create and/or change organizational policy to promote client empowerment and social justice.

IV. Roles of Agency Field Instructors, Task Supervisors, and Seminar Facilitators

Agency field instructors are the primary guides in student field learning. Field instructors assist students through collaborative assessment of learning needs; identification and facilitation, as needed, of relevant field learning opportunities; provision of supportive and constructive feedback to student on field performance; evaluation of overall field performance at mid-year and end of placement; ongoing support and teaching related to professional social practice and identity.

Task supervisors are persons who direct the everyday work of field students. They may assist students in all of the activities above, but do not have primary responsibility for assessment of student learning needs and student evaluation. Task supervisors and field instructors coordinate their field student-related activities so to best support student learning in the agency.

Integrative seminars are co-facilitated by a faculty member and a community practitioner who share responsibility for overall structure of the field seminar and for facilitating group learning in seminar sessions. The faculty seminar facilitator also serves as the liaison between the School of Social Work, the student, and the field agency.

V. Liaison Visits

A faculty field liaison is assigned to every student in placement. In almost every instance, the faculty seminar leader is the field liaison for students in their field seminar and continues as field liaison in the second year placement for full-program students.

Liaison visits take place at the field agency and involve the student, field instructor, task instructor (if applicable), and liaison. Generally, there are two in-person conferences per placement period that are arranged by the student in consultation with the other participants. The first – and primary – conference is scheduled after the Learning Contract is completed and submitted to the field liaison and field instructor. The second liaison visit is scheduled toward the end of the field placement, before the student's final placement evaluation has been done.

The purpose of the first liaison visit is to review the learning contract with an eye to overall field placement learning objectives and to the student's orientation and adjustment to the field agency.

The purpose of the second liaison visit is to review the student's progress in field and to discuss educational goals for the remaining months or weeks of the placement.

Additional meetings can and should be scheduled if deemed necessary by any of the participants. Both student and field instructor are urged to contact the faculty liaison if there are difficulties or concerns encountered in the placement.

VI. Course Expectations For Students

In their field placements, students are expected to:

- Be active and self-directed learners.
- Read the School's Field Instruction Manual and follow all policies and procedures contained in it.
- Read all correspondence, written and electronic, from the Field Office.
- Complete an initial learning contract and learning plan in consultation with their field instructor. The initial learning contract is due after 40 hours in field. The field competencies assessment and learning plan is due after 100 hours in field.
- Be reliable and responsible about field hours. Any changes in field schedules should be discussed ahead of time with the field instructor. Students are expected to notify their field instructor immediately of any absence from field.
- Document all hours spent in field placement.
- Complete all other required field placement evaluations.
- Maximize field learning by using field instruction actively and appropriately.
- Practice in a manner consistent with the NASW Code of Ethics.
- Consult with their assigned field liaison early, and regularly, if field concerns arise.

In field seminar, students are expected to:

- Attend all scheduled seminar sessions. (Attendance will be taken. If, for good reason, a student must miss a scheduled seminar, s/he should contact one of the seminar facilitators directly before the seminar meeting time and make arrangements for submitting written assignments and for making up any other relevant seminar activities.)
- Complete all seminar assignments.
- Hold out high expectations for field learning – for self and for fellow students.
- Regularly give and receive thoughtful, constructive feedback .
- Monitor own participation. Be sensitive to either talking too much or too little and make adjustments in order to optimize learning for all.
- Demonstrate critical thinking and support critical thinking in others.
- Demonstrate principles for lifelong learning: humility, empathy, fairness, courage, honesty and integrity, clarity, precision, and accuracy, relevance, intellectual sophistication and logic (Cournoyer and Stanley, 2002).
- Engage in ongoing evaluation of field seminar methods and learning outcomes.

- Show respect for classmates and teacher by turning off cell phones, iPods, and pagers. **NO TEXT MESSAGING!**

VII. Ground Rules

The field practice seminars are structured to provide a safe atmosphere for open discussion of professional, academic, and personal issues which will lead to the development of a unique practice style based on the effective use of self. Safety does not necessarily mean comfort! Perhaps the most important element in creating a safe climate is open and direct communication. This is accomplished by listening with an open mind to what others have to share in the group and by being conscious of not monopolizing discussion and interrupting others.

Each seminar group will develop ground rules aimed at creating and maintaining a safe, respectful, enriching, and challenging learning environment.

Confidentiality is a hallmark of our profession and will be practiced in seminars. Members agree not to repeat what has been said in the seminar outside of it. Confidentiality is also assured in the journals. Data shared in the journals goes no further than the facilitators and the individual student. Standard accepted practices (such as mandatory reporting, threat of harm, etc.) are assumed to be ethical imperatives and thus not subject to absolute confidentiality. Confidentiality is guaranteed between student and faculty.

In the case of possible failure to meet the practicum requirements, information from Practice Seminar may be shared with the Director of Field or other faculty with a need to know (see **“Policy Regarding Sharing Sensitive Information”**).

The following guidelines will add to the richness of discussion and the development of professional values based on the organizing principles of our profession:

- A. We acknowledge that systematic oppression exists based on privileged positions and beliefs specific to race, gender, class, religion, sexual orientation and other social variables.
- B. We try to understand that to arrive at an understanding of systems of oppression, and especially how oppressed persons contribute to their own oppression, a crucial element to consider is the misinformation that persons and groups have been taught about themselves and forced to internalize. The study of diversity is one of understanding rather than tolerance.
- C. While one cannot be blamed for being subject to misinformation, s/he is responsible for coming to a critical understanding of information processed and is responsible for not repeating misinformation.
- D. Assigning blame to persons in socially marginal positions is counter productive to our practice. We can learn much about the dominant culture by looking at how it constructs the lives of those on its social margins.
- E. We will assume that persons are always doing the best that they can.
- F. While we may question or take issue with another member's ideology, we will not demean, devalue, or attempt to humiliate another person based on her/his experience, value system or construction of meaning.
- G. We have a professional obligation to actively challenge the myths and stereotypes about our own groups and other groups so we can break down the walls that prohibit group cooperation and growth.

VIII. Seminar Calendar

Field seminar meeting dates and times will be communicated before the first field seminar meeting.

IX. Evaluation And Grading

Students and field supervisors are expected to incorporate formative feedback into their regular supervisory meetings

Student performance in the field placement is formally evaluated by the agency field instructor midway through the placement and again at the completion of the placement. These forms are retained in individual student files.

Students also complete written evaluations of their field instructors and agencies upon completion of the placement. Students and field instructors sign all evaluation instruments before the documents are submitted to the field office. Students' evaluations are retained in agency files.

At the end of the semester, students who have completed all expected field tasks in both their internship and seminar are given an X grade. At the end of the placement, the grades are changed to an S if the student completes all requirements for both the field experience and seminar. Evaluation of the seminar will be based on attendance and the completion of assignments.

Student performance in field seminar will be evaluated by the seminar facilitators, based on student attendance, quality of seminar participation and assignments, and contributions to fellow students' learning in seminar. Each student may miss one seminar meeting without penalty (though must complete any assignments for the missed session). If a student misses more than one seminar session, the student should discuss and complete a relevant make-up assignment with the faculty seminar facilitator.

Note: No grade will be issued for SW 8010 until all requirements of the field internship and seminar, including all required field documents and seminar assignments, are completed and submitted to the faculty field liaison.

X. School And Personal Policies

Policy on Incompletes: Field grades are assigned at the end of each semester. Students who have completed field tasks are assigned an "X" until they have completed all the field hours satisfactorily. All grades are then changed to an "S." **Grade changes are NOT recorded by the Graduate School until the end of spring semester.** An "I" grade means that the student has not completed field tasks expected by the field instructor and/or the SSW during the grading period. (See "**Grading Policy In The Field Placement**" for a more detailed explanation of grades.) If a student is unable to complete the field placement, the reason(s) should be discussed with the field liaison or director of field instruction. **The student should read "Steps In Resolving Problems In Placement" which outlines the steps to follow.** If a placement is ended before 480 credit hours are completed, the student should consult with the field liaison regarding another placement, field seminar and field credits.

Policy on Disabilities: Any student with a documented disability condition (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact their field instructor and University Disability Services prior to the beginning of their field placement.

School of Social Work Scent Policy: Please refrain from wearing scented personal care products when spending time in School of Social Work offices and classrooms. This request is made in order to accommodate those disabled by environmental illness. Persons who wear scented products in classrooms and other relatively small enclosures may be asked to leave if there are persons with chemical sensitivities in the area. Your cooperation is greatly appreciated by those affected.

University of Minnesota School of Social Work
SW 8020 Field Practicum II
6 semester credits
 (Concentration)

I.	Faculty Instructor: Phone:	Office: E-mail
	Field Instructor: Phone:	E-mail
	Task Supervisor: Phone:	E-mail

II. Course Description

The second field practicum builds upon the skills identified in the previous placement. The student develops competence in an identified concentration and integrates policy formulations into a coherent professional position.

The concentration field placement is designed to support students in further developing and integrating practice skills and knowledge learned in concentration coursework into their professional social work practice. The basis for concentration field placement learning is critically examined, and continually refined, social work practice experience within settings offering learning opportunities relevant to the student's area of concentration (direct practice or community practice). The concentration placement requires a student to spend a minimum of 480 hours in a supervised field setting. Each student is expected to assess her/his social work learning needs, and to plan and complete, with the assistance of the agency-based field instructor (and task supervisor, if dual supervision arrangements exist), activities that support achievement of structured learning goals. Student progress is monitored throughout the placement using a competency development model. Two formal student evaluations are completed, at mid-placement and at the end of the field experience.

III. Course Objectives For Practicum

Upon successful completion of the direct practice concentration field placement, students are expected to be able to competently:

1. Recognize and understand the needs, responses and strengths of people who experience oppression due to race, ethnicity, gender, sexual identity, social class, public assistance status, national origin, physical and mental abilities, age, religion and spirituality.
2. Understand the function and scope of one or more settings for direct practice service delivery.
3. Understand social work and other appropriate theory and implement practice methods based on theory.
4. Practice in a manner that supports client strengths, incorporates social justice and facilitates empowerment with individuals, and/or families and/or groups.
5. Practice ethically and promote the values of the social work profession as embodied in the NASW Code of Ethics.

6. Apply advanced skills in differential assessment, intervention and practice evaluation with individuals and/or families and/or groups based on the best available evidence.
7. Practice collaboratively with populations at risk such in settings such as child and family welfare, adult mental health, and services to children, families and elders.
8. Seek and effectively use supervision, consultation and ongoing professional growth and development in advanced social work practice with individuals, and/or families and/or groups.

Upon successful completion of the community practice concentration field placement, students are expected to be able to competently:

Community knowledge:

1. Critically analyze the historical, political, social and economic forces that shape macro practice in their field setting, with special attention to the roles of community organization, nonprofit management, policy analysis, and program evaluation.
2. Identify the critical structures in the agency's community that can be utilized for engaging in practice.
3. Understand the roles and tasks of leaders and social work professionals in the human service organizations and/or community organizations in which they are working.
4. Apply conceptual frameworks, theories, and tested models of community practice.

Diversity:

5. Recognize and analyze sources of oppression and the needs, responses and strengths of people who experience oppression due to many factors, including race/ethnicity, culture, gender, public assistance status, class, national origin, sexual identity, ability, age, family structure, and religion.

Ethics:

6. Identify, analyze, and manage value and ethical dilemmas that arise in community practice.
7. Practice ethically and promote the values of the social work profession as embodied in the NASW code of ethics.

Social justice:

8. Demonstrate a commitment to client, neighborhood and community empowerment and work to promote social and economic justice.

Technical skills:

9. Apply effective community practice skills that build on the strengths and needs of organizations and communities (e.g., asset mapping, construction of clear mission and goal statements, facilitated decision-making, strategic human resources management, developing interagency/intergroup collaborations, budgeting, conflict mediation, resource development, planning and conducting campaigns, and participatory evaluation techniques).
10. Write and implement technically competent proposals for policy, program or community interventions, from needs through evaluation.

Evaluation:

11. Design and implement evaluations of social programs and/or community interventions appropriate to their field context.

Note: Students should also continue to maintain competence in all foundation practicum objectives:

1. Utilize field instruction and consultation appropriately by preparation, active participation and follow-up.
2. Use critical thinking skills in professional social work practice in assessments, interventions and evaluation with client systems of various sizes and diverse cultural backgrounds.

3. Practice in a manner that is congruent with the NASW Code of Ethics and the profession's core values.
4. Practice with competence, and without discrimination, among diverse client populations. Practice with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, public assistance status, race, religion, sex and sexual orientation.
5. Understand social, economic and political systems of oppression - from local to global - particularly as they relate to race, ethnicity, gender, sexual orientation, age, religion and spirituality, social class, and physical and mental abilities, and employ advocacy strategies in field settings that will promote client empowerment and social justice.
6. In working with client systems of various sizes, apply the knowledge and skills of a generalist social work perspective across a range of settings.
7. Practice in a manner that supports client strengths, incorporates social justice and facilitates empowerment.
8. Critically use theoretical frameworks grounded in bio-psycho-social variables and best available evidence.
9. Analyze agency social policy at multiple system levels (including clients, communities, delivery systems, and individual practitioners) in order to create and/or advocate for policies to promote client empowerment and social justice.
10. Critically evaluate professional literature in social work and related fields and apply findings to field practice settings.
11. Assess their professional practice.
12. Demonstrate professional use of self in practice settings, including developing effective collaborative and collegial relationships and carrying out assigned tasks responsibly.
13. Understand theories of organizational structure and change in order to function within organizations and service delivery systems and to create and/or change organizational policy to promote client empowerment and social justice.

IV. Roles of Agency Field Instructors and Task Supervisors

Agency field instructors are the primary guides in student field learning. Field instructors assist students through collaborative assessment of learning needs; identification and facilitation, as needed, of relevant field learning opportunities; provision of supportive and constructive feedback to student on field performance; evaluation of overall field performance at mid-year and end of placement; ongoing support and teaching related to professional social practice and identity.

Task supervisors are persons who direct the everyday work of field students. They may assist students in all of the activities above, but do not have primary responsibility for assessment of student learning needs and student evaluation. Task supervisors and field instructors coordinate their field student-related activities so to best support student learning in the agency.

V. Liaison Visits

A faculty field liaison is assigned to every student in placement. In almost every instance, the faculty seminar leader is the field liaison for students in their field seminar and continues as field liaison in the second year placement for full-program students.

Liaison visits take place at the field agency and involve the student, field instructor, task instructor (if applicable), and liaison. Generally, there are two in-person conferences per placement period that are arranged by the student in consultation with the other participants. The first – and primary – conference is scheduled after the Learning Contract is completed and submitted to the field liaison and field instructor. The second liaison visit is scheduled toward the end of the field placement, before the student’s final placement evaluation has been done.

The purpose of the first liaison visit is to review the learning contract with an eye to overall field placement learning objectives and to the student’s orientation and adjustment to the field agency.

The purpose of the second liaison visit is to review the student’s progress in field and to discuss educational goals for the remaining months or weeks of the placement.

Additional meetings can and should be scheduled if deemed necessary by any of the participants. Both student and field instructor are urged to contact the faculty liaison if there are difficulties or concerns encountered in the placement.

VI. Course Expectations For Students

In their field placements, students are expected to:

- Be active and self-directed learners.
- Read the School’s Field Instruction Manual and follow all policies and procedures contained in it.
- Read all correspondence, written and electronic, from the Field Office.
- Complete an initial learning contract and learning plan in consultation with their field instructor. The initial learning contract is due after 40 hours in field. The field competencies assessment and learning plan is due after 100 hours in field.
- Be reliable and responsible about field hours. Any changes in field schedules should be discussed ahead of time with the field instructor. Students are expected to notify their field instructor immediately of any absence from field.
- Document all hours spent in field placement.
- Complete all other required field placement evaluations.
- Maximize field learning by using field instruction actively and appropriately.
- Practice in a manner consistent with the NASW Code of Ethics.
- Consult with their assigned field liaison early, and regularly, if field concerns arise.

VII. Evaluation And Grading

Students and field supervisors are expected to incorporate formative feedback into their regular supervisory meetings.

Student performance in the field placement is formally evaluated by the agency field instructor midway through the placement and again at the completion of the placement. These forms are retained in individual student files.

Students also complete written evaluations of their field instructors and agencies upon completion of the placement. Students and field instructors sign all evaluation instruments before the documents are submitted to the field office. Students' evaluations are retained in agency files.

At the end of the first semester, students who have completed all expected field tasks in both their internship and seminar are given an X grade. At the end of the placement, the grades are changed to an S if the student completes all requirements for both the field experience and seminar. Evaluation of the seminar will be based on attendance and the completion of assignments.

Note: no grade will be issued for SW 8020 until all requirements of the field internship, including all required field documents, are completed and turned in to the field liaison.

VIII. School And Personal Policies

Policy on Incompletes: Field grades are assigned at the end of each semester. Students who have completed field tasks are assigned an "X" until they have completed all the field hours satisfactorily. All grades are then changed to an "S." **Grade changes are NOT recorded by the Graduate School until the end of spring semester.** An "I" grade means that the student has not completed field tasks expected by the field instructor and/or the SSW during the grading period. (See “**Grading Policy In The Field Placement**” for a more detailed explanation of grades.) If a student is unable to complete the field placement, the reason(s) should be discussed with the field liaison or director of field instruction. **The student should read “Steps In Resolving Problems In Placement” which outlines the steps to follow.** If a placement is ended before 480 credit hours are completed, the student should consult with the field liaison regarding another placement, field seminar and field credits.

Policy on Disabilities: Any student with a documented disability condition (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact their field instructor and University Disability Services prior to the beginning of their field placement.

School of Social Work Scent Policy: Please refrain from wearing scented personal care products when spending time in School of Social Work offices and classrooms. This request is made in order to accommodate those disabled by environmental illness. Persons who wear scented products in classrooms and other relatively small enclosures may be asked to leave if there are persons with chemical sensitivities in the area. Your cooperation is greatly appreciated by those affected.

University of Minnesota School of Social Work
SW 8030 Field Practicum
8 semester credits
 (Advanced Standing Social Work Practice)

- I. Faculty Instructor: Office: E-mail**
Phone:
- Community Facilitator: E-mail:**
Phone:
- Field Instructor: E-mail**
Phone:

II. Course Description For Advanced Standing Placement and Practice Seminar

Field practice under direct supervision. Engages the student in advanced social work practice related to student's concentration, integrates policy formulation into a coherent professional position, and builds an understanding of social justice as integral to the profession. A field practice seminar is completed concurrent with the placement.

The advanced standing field placement (and accompanying integrative seminar) is designed to support students in developing and integrating skills and knowledge learned in concentration coursework into their professional social work practice. The basis for advanced standing field placement learning is critically examined, and continually refined, social work practice experience within setting offering learning opportunities relevant to the student's area of concentration (direct or community practice). The advanced standing placement requires a student to spend a minimum of 480 hours in a supervised field setting. Each student is expected to assess her/his learning needs, and to plan and complete, with the assistance of the agency-based field instructor (and task supervisor, if dual supervision arrangements exist), activities that support achievement of structured learning goals. Student progress is monitored throughout the placement using a competency development model. Two formal student evaluations are completed: at mid-placement and at the end of the field placement.

The accompanying integrative seminar serves as a professional learning support group focusing on:

- development of skills for lifelong professional learning;
- practice in applying critical thinking processes to field practice;
- exploration of personal and group privilege (and oppressions), and the ethical mandate for empathic, respectful and socially just actions toward all client systems;
- challenge and support for deepening self-awareness related to professional social work identity - and to aligning practice accordingly;
- practical problem solving around school and field issues.

The integrative seminar meets every other week throughout the course of the student's advanced standing field placement.

III. Course Objectives For Internship And Field Practice Seminar

Upon successful completion of the direct practice concentration placement and integrative seminar, the student is expected to be able to competently:

1. Recognize and understand the needs, responses and strengths of people who experience oppression due to race, ethnicity, gender, sexual identity, social class, public assistance status, national origin, physical and mental abilities, age, religion and spirituality.
2. Understand the function and scope of one or more settings for direct practice service delivery.
3. Understand social work and other appropriate theory and implement practice methods based on theory.
4. Practice in a manner that supports client strengths, incorporates social justice and facilitates empowerment with individuals, and/or families and/or groups.
5. Practice ethically and promote the values of the social work profession as embodied in the NASW Code of Ethics.
6. Apply advanced skills in differential assessment, intervention and practice evaluation with individuals and/or families and/or groups based on the best available evidence.
7. Practice collaboratively with populations at risk such in settings such as child and family welfare, adult mental health, and services to children, families and elders.
8. Seek and effectively use supervision, consultation and ongoing professional growth and development in advanced social work practice with individuals, and/or families and/or groups.

Upon successful completion of the community practice concentration field placement and integrative seminar, students are expected to be able to competently:

1. Critically analyze the historical, political, social and economic forces that shape macro practice in their field setting, with special attention to the roles of community organization, nonprofit management, policy analysis, and program evaluation.
2. Identify the critical structures in the agency's community that can be utilized for engaging in practice.
3. Understand the roles and tasks of leaders and social work professionals in the human service organizations and/or community organizations in which they are working.
4. Apply conceptual frameworks, theories, and tested models of community practice.

Diversity:

5. Recognize and analyze sources of oppression and the needs, responses and strengths of people who experience oppression due to many factors, including race/ethnicity, culture, gender, public assistance status, class, national origin, sexual identity, ability, age, family structure, and religion.

Ethics:

6. Identify, analyze, and manage value and ethical dilemmas that arise in community practice.
7. Practice ethically and promote the values of the social work profession as embodied in the NASW code of ethics.

Social justice:

8. Demonstrate a commitment to client, neighborhood and community empowerment and work to promote social and economic justice.

Technical skills:

9. Apply effective community practice skills that build on the strengths and needs of organizations and communities (e.g., asset mapping, construction of clear mission and goal statements, facilitated decision-making, strategic human resources management, developing interagency/intergroup collaborations, budgeting, conflict mediation, resource development, planning and conducting campaigns, and participatory evaluation techniques).
10. Write and implement technically competent proposals for policy, program or community interventions, from needs through evaluation.

Evaluation:

11. Design and implement evaluations of social programs and/or community interventions appropriate to their field context.

Note: Students should also continue to maintain competence in all foundation practicum objectives:

1. Utilize field instruction and consultation appropriately by preparation, active participation and follow-up.
2. Use critical thinking skills in professional social work practice in assessments, interventions and evaluation with client systems of various sizes and diverse cultural backgrounds.
3. Practice in a manner that is congruent with the NASW Code of Ethics and the profession's core values.
4. Practice with competence, and without discrimination, among diverse client populations. Practice with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, public assistance status, race, religion, sex and sexual orientation.
5. Understand social, economic and political systems of oppression - from local to global - particularly as they relate to race, ethnicity, gender, sexual orientation, age, religion and spirituality, social class, and physical and mental abilities, and employ advocacy strategies in field settings that will promote client empowerment and social justice.
6. In working with client systems of various sizes, apply the knowledge and skills of a generalist social work perspective across a range of settings.
7. Practice in a manner that supports client strengths, incorporates social justice and facilitates empowerment.
8. Critically use theoretical frameworks grounded in bio-psycho-social variables and best available evidence.
9. Analyze agency social policy at multiple system levels (including clients, communities, delivery systems, and individual practitioners) in order to create and/or advocate for policies to promote client empowerment and social justice.
10. Critically evaluate professional literature in social work and related fields and apply findings to field practice settings.
11. Assess their professional practice.
12. Demonstrate professional use of self in practice settings, including developing effective collaborative and collegial relationships and carrying out assigned tasks responsibly.
13. Understand theories of organizational structure and change in order to function within organizations and service delivery systems and to create and/or change organizational policy to promote client empowerment and social justice.

IV. Roles of Agency Field Instructors, Task Supervisors, and Seminar Facilitators

Agency field instructors are the primary guides in student field learning. Field instructors assist students through collaborative assessment of learning needs; identification and facilitation, as needed, of relevant field learning opportunities; provision of supportive and constructive feedback to student on field performance; evaluation of overall field performance at mid-year and end of placement; ongoing support and teaching related to professional social practice and identity.

Task supervisors are persons who direct the everyday work of field students. They may assist students in all of the activities above, but do not have primary responsibility for assessment of student learning needs and student evaluation. Task supervisors and field instructors coordinate their field student-related activities so to best support student learning in the agency.

Field seminars are co-facilitated by a faculty member and a community practitioner who share responsibility for overall structure of the field seminar and for facilitating group learning in seminar sessions. The faculty seminar facilitator also serves as the liaison between the School of Social Work, the student, and the field agency.

V. Liaison Visits

A faculty field liaison is assigned to every student in placement. In almost every instance, the faculty seminar leader is the field liaison for students in their field seminar and continues as field liaison in the second year placement for full-program students.

Liaison visits take place at the field agency and involve the student, field instructor, task instructor (if applicable), and liaison. Generally, there are two in-person conferences per placement period that are arranged by the student in consultation with the other participants. The first – and primary – conference is scheduled after the Learning Contract is completed and submitted to the field liaison and field instructor. The second liaison visit is scheduled toward the end of the field placement, before the student's final placement evaluation has been done.

The purpose of the first liaison visit is to review the learning contract with an eye to overall field placement learning objectives and to the student's orientation and adjustment to the field agency.

The purpose of the second liaison visit is to review the student's progress in field and to discuss educational goals for the remaining months or weeks of the placement.

Additional meetings can and should be scheduled if deemed necessary by any of the participants. Both student and field instructor are urged to contact the faculty liaison if there are difficulties or concerns encountered in the placement.

VI. Course Expectations For Students

In their field placements, students are expected to:

- Be active and self-directed learners.
- Read the School's Field Instruction Manual and follow all policies and procedures contained in it.
- Read all correspondence, written and electronic, from the Field Office.
- Complete an initial learning contract and learning plan in consultation with their field instructor. The initial learning contract is due after 40 hours in field. The detailed learning plan is due after 100 hours in field.
- Be reliable and responsible about field hours. Any changes in field schedules should be discussed ahead of time with the field instructor. Students are expected to notify their field instructor immediately of any absence from field.
- Document all hours spent in field placement.
- Complete all other required field placement evaluations.
- Maximize field learning by using field instruction actively and appropriately.
- Practice in a manner consistent with the NASW Code of Ethics.

- Consult with their assigned field liaison early, and regularly, if field concerns arise.

In field seminar, students are expected to:

- Attend all scheduled seminar sessions. (Attendance will be taken. If, for good reason, a student must miss a scheduled seminar, s/he should contact one of the seminar facilitators directly before the seminar meeting time and make arrangements for submitting written assignments and for making up any other relevant seminar activities.)
- Complete all seminar assignments.
- Hold out high expectations for field learning – for self and for fellow students.
- Regularly give and receive thoughtful, constructive feedback .
- Monitor own participation. Be sensitive to either talking too much or too little and make adjustments in order to optimize learning for all.
- Demonstrate critical thinking and support critical thinking in others.
- Demonstrate principles for lifelong learning: humility, empathy, fairness, courage, honesty and integrity, clarity, precision, and accuracy, relevance, intellectual sophistication and logic (Cournoyer and Stanley, 2002).
- Engage in ongoing evaluation of field seminar methods and learning outcomes.
- Show respect for classmates and teachers by turning off cell phones, iPods, and pagers. NO TEXT MESSAGING!

VII. Ground Rules

The field practice seminars are structured to provide a safe atmosphere for open discussion of professional, academic, and personal issues which will lead to the development of a unique practice style based on the effective use of self. Safety does not necessarily mean comfort! Perhaps the most important element in creating a safe climate is open and direct communication. This is accomplished by listening with an open mind to what others have to share in the group and by being conscious of not monopolizing discussion and interrupting others.

Each seminar group will develop ground rules aimed at creating and maintaining a safe, respectful, enriching, and challenging learning environment.

Confidentiality is a hallmark of our profession and will be practiced in seminars. Members agree not to repeat what has been said in the seminar outside of it. Confidentiality is also assured in the journals. Data shared in the journals goes no further than the facilitators and the individual student. Standard accepted practices (such as mandatory reporting, threat of harm, etc.) are assumed to be ethical imperatives and thus not subject to absolute confidentiality. Confidentiality is guaranteed between student and faculty.

In the case of possible failure to meet the practicum requirements, information from Practice Seminar may be shared with the Director of Field or other faculty with a need to know (see **“Policy Regarding Sharing Sensitive Information”**).

The following guidelines will add to the richness of discussion and the development of professional values based on the organizing principles of our profession:

- A. We acknowledge that systematic oppression exists based on privileged positions and beliefs specific to race, gender, class, religion, sexual orientation and other social variables.
- B. We try to understand that to arrive at an understanding of systems of oppression, and especially how oppressed persons contribute to their own oppression, a crucial element to consider is the misinformation that persons and groups have been taught about themselves and forced to internalize. The study of diversity is one of understanding rather than tolerance.
- C. While one cannot be blamed for being subject to misinformation, s/he is responsible for coming to a critical understanding of information processed and is responsible for not repeating misinformation.
- D. Assigning blame to persons in socially marginal positions is counter productive to our practice. We can learn much about the dominant culture by looking at how it constructs the lives of those on its social margins.
- E. We will assume that persons are always doing the best that they can.
- F. While we may question or take issue with another member's ideology, we will not demean, devalue, or attempt to humiliate another person based on her/his experience, value system or construction of meaning.

- G. We have a professional obligation to actively challenge the myths and stereotypes about our own groups and other groups so we can break down the walls that prohibit group cooperation and growth.

VIII. Seminar Calendar

Field seminar meeting dates and times will be communicated before the first field seminar meeting.

IX. Evaluation And Grading

Students and field supervisors are expected to incorporate formative feedback into their regular supervisory meetings

Student performance in the field placement is formally evaluated by the agency field instructor midway through the placement and again at the completion of the placement. These forms are retained in individual student files.

Students also complete written evaluations of their field instructors and agencies upon completion of the placement. Students and field instructors sign all evaluation instruments before the documents are submitted to the field office. Students' evaluations are retained in agency files.

At the end of the semester, students who have completed all expected field tasks in both their internship and seminar are given an X grade. At the end of the placement, the grades are changed to an S if the student completes all requirements for both the field experience and seminar. Evaluation of the seminar will be based on attendance and the completion of assignments.

Student performance in field seminar will be evaluated by the seminar facilitators, based on student attendance, quality of seminar participation and assignments, and contributions to fellow students' learning in seminar. Each student may miss one seminar meeting without penalty (though must complete any assignments for the missed session). If a student misses more than one seminar session, the student should discuss and complete a relevant make-up assignment with the faculty seminar facilitator.

Note: No grade will be issued for SW 8030 until all requirements of the field internship and seminar, including all required field documents and seminar assignments, are completed and submitted to the faculty field liaison.

X. School And Personal Policies

Policy on Incompletes: Field grades are assigned at the end of each semester. Students who have completed field tasks are assigned an "X" until they have completed all the field hours satisfactorily. All grades are then changed to an "S." **Grade changes are NOT recorded by the Graduate School until the end of spring semester.** An "I" grade means that the student has not completed field tasks expected by the field instructor and/or the SSW during the grading period. (See "**Grading Policy In The Field Placement**" for a more detailed explanation of grades.) If a student is unable to complete the field placement, the reason(s) should be discussed with the field liaison or director of field instruction. **The student should read "Steps In Resolving Problems In Placement" which outlines the steps to follow.** If a placement is ended before 480 credit hours are completed, the student should consult with the field liaison regarding another placement, field seminar and field credits.

Policy on Disabilities: Any student with a documented disability condition (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact their field instructor and University Disability Services prior to the beginning of their field placement.

School of Social Work Scent Policy: Please refrain from wearing scented personal care products when spending time in School of Social Work offices and classrooms. This request is made in order to accommodate those disabled by environmental illness. Persons who wear scented products in classrooms and other relatively small enclosures may be asked to leave if there are persons with chemical sensitivities in the area. Your cooperation is greatly appreciated by those affected.

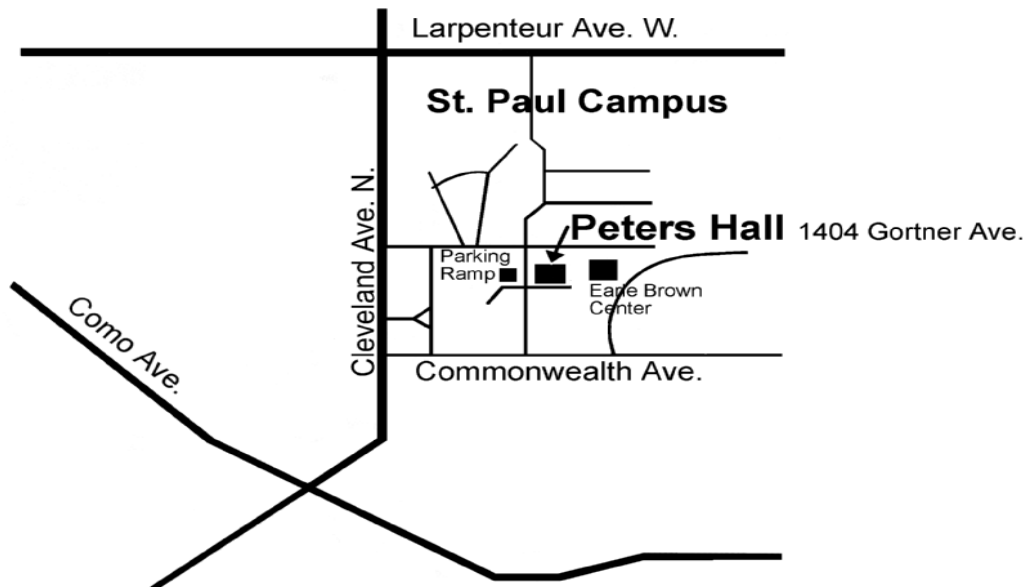
SCHOOL OF SOCIAL WORK FACULTY & STAFF ROSTER

(Roster can be found at the link listed below)

http://www.cehd.umn.edu/ssw/About_SSW/Faculty_Staff/faculty.asp

**School of Social Work | 105 Peters Hall | 1404 Gortner Avenue | St. Paul, MN 55018
(612) 625-1220 | Toll Free: 1-800-779-8636 | Fax: (612) 624-3744**

ST. PAUL CAMPUS MAP & DIRECTIONS



The School of Social Work is located in a renovated [Peters Hall](#) on the St. Paul Campus. The building includes a new distance education classroom, classrooms with a two-way mirror and observation area, fully-equipped faculty and staff offices, ample meeting rooms, training facilities, easy access to the Continuing Education Center (formerly Earle Browne Center), plus convenient parking.

University Map Service: [Peters Hall](#)

Going WEST on Highway 36:

Follow Highway 36 to the Cleveland Avenue exit. Follow Cleveland Ave. south past Larpenteur Ave. Take a left onto Commonwealth Ave. and then a left onto Gortner Ave. There is a parking ramp across the street from Peters Hall that is available to the public.

I-94:

Take Highway 280 North. Turn right (east) onto University Avenue. Turn left (north) onto Raymond Avenue. Stay on Cleveland when the road splits. Go north until Commonwealth Avenue, and turn right (east). Turn left (north) onto Gortner Avenue. There is a parking ramp across the street from Peters Hall that is available to the public.

I-35W NORTH through the cities:

Follow I-35W north to the Cleveland Avenue exit. Follow Cleveland Ave. south past Larpenteur Avenue. Take a left onto Commonwealth Ave. and then a left onto Gortner Ave. There is a parking ramp across the street from Peters Hall that is available to the public.

I-35W SOUTH through the cities:

Follow I-35W south to the Cleveland Ave. Exit. Follow Cleveland Ave. south past Larpenteur Ave. Take a left onto Commonwealth Ave. and then a left onto Gortner Ave. There is a parking ramp across the street from Peters Hall that is available to the public.

INDEX

Administrative Structure and General Information ..7	Index 90
Advanced Standing11	Liability Insurance 46
Advanced Standing Students22	Mission and Goals of the Master of Social Work Program 6
APPENDIX71	Policy & Procedures For Sexual Harassment or Discrimination Against Interns 48
Automobile Insurance46	Policy For Internship At Place Of Employment 29
Background Checks46	<i>Procedures For Hearing Discrimination Or Sexual Harassment Allegations In The Field Placement</i> 49
Centers and Programs8	Requirements For Internship At Place of Employment 29
Community Practice Concentration16	Responsibilities Of The Director Of Field Instruction 38
Criteria For Learning Experiences Provided23	Responsibilities Of The Field Advisory Committee 39
Criteria For Selection & Appointment Of Field Instructors32	Responsibilities Of The Field Instructor & Task Supervisor 36
Direct Practice Concentration13	Responsibilities Of The Field Liaison 37
Discontinuance56	Responsibilities Of The Field Student 35
Discrimination Policy48	Sharing Sensitive Information 53
Dual Relationships52	Sources of Funding for International Field Placements 28
Dual Supervision Expectations50	ST. PAUL CAMPUS MAP & DIRECTIONS ... 89
Exams and Holidays45	Standards Of Performance In The MSW Program 57
FACULTY ROSTER, SSW88	Steps For Resolving Problems In Placement 40
Field Instruction Registration21	Strike Situations* 47
Field Placement Selection Procedures24	Student Grievance 55
Field Placements For Students Anticipating Or 31	SW 8010 Foundation Field Practicum 72
FIELD POLICIES44	SW 8020 Field Practicum 77
Field Program20	SW 8030 Advanced Standing Field Practicum 82
FIELD PROGRAM INFORMATION19	The Evaluation Process42
Field, General Policies21	The Termination Process In Field 41
Financial Support46	Time Requirements And Vacations 45
Foundation Curriculum12	Training Seminars For Field Instructors 33
GENERAL MSW PROGRAM INFORMATION 5	Transportation46
General MSW Program Requirements9	University Privileges Available For Field Instructors and Task Supervisors 34
Grading Policy In The Field Placement67	Using Conferences As Field Time 47
Grievance Procedures55	
Guidelines For A Summer Block Placement26	
Guidelines For Setting Up Your Own (New) Placement27	
Guidelines For Setting Up Your Own National or International Placement27	
HIPAA Training47	
Hours and Schedules45	
Immunizations47	