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Inquiries regarding compliance may be directed to the Director, Office of Equal Opportunity and Affirmative Action, University of Minnesota, 274 McNamara Alumni Center, 200 Oak Street S.E., Minneapolis, MN 55455, (612) 624-9547, eoaa@umn.edu, web site at diversity.umn.edu/eoaa.

This publication/material is available in alternative formats upon request. Please contact Rosetta Chears, Field Program Coordinator, 105 Peters Hall, 612-624-4241.
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Welcome to the 2017-18 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.

Students, supervisors, agencies and field staff are accountable to the policies and procedures described in this manual, so it is strongly suggested that you read it, follow it, and to keep it close at hand for reference. It should be seen as a companion to the M.S.W. student manual, which contains important information about the M.S.W. program, its curriculum and policies, and the role of field. 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!

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|----------------||
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FROM THE M.S.W. PROGRAM DIRECTOR

August 2017

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 indirect path that led her to social work, noting that introduction to social work was as an interested bystander 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.”

Although her path to social work was circuitous, Perlman went on to become the most significant figure in defining problem-solving casework in the 20th century. She credited her graduate social work field placements as the foundation for her life-long fascination with the intricate, profound and complex relationships that social workers weave between 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.

To our students we offer our strongest encouragement to view your field placement as your learning laboratory. Consciously apply your classroom learning in your work with clients, actively engage your co-workers and colleagues in the agencies where you placed, consider working with a population you’ve never imagined yourself working with, and bring all of your questions and insights to your work with your field instructor/supervisor. There are few opportunities in one’s professional development where you can put your learning front and center. This is one of them, and we hope that you will seize this chance and push yourself to learn so as to become the best professional you can be.

To our field instructors, we offer our deep appreciation for the generous service that you provide when you agree to take a student. We hope you will join with your student in the learning process, allowing yourself to be challenged by new perspectives and ways of understanding the world, while also honoring the deep commitment to shaping the future of the profession.

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 field experiences back to the classroom, comparing and contrasting the realities in 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.

In 1967, Helen Harris Perlman pointed out the critical role that field learning plays in shaping social work practitioners. Fifty years later we continue to recognize the crucial role of field in shaping social work practitioners, noting that it is our signature pedagogy.

I welcome our students to one of the most exciting components of your graduate education—the field placement! 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 to preparing the next generation. Finally, I thank the agencies that provide these learning opportunities for our students. We appreciate these valuable partnerships that shape our profession.

Megan Morrissey, Ph.D.
FROM THE M.S.W. FIELD PROGRAM DIRECTOR

Dear Students and Field Partners,

Field reflects the reality of life in social work practice—it is dynamic, responsive to the changing circumstances that we and our constituents face. Participating in field, as a student of a field instructor, requires commitment, flexibility, creativity and groundedness in our evolving understanding of what makes social work “work”. For students, it is both test and laboratory—can you take what you learn in classes and apply it in real-life situations? Can you use what you experience in field to think and respond critically to what you learn in classes? Can you bring both your head and your heart to build a practice that can grow with you for years to come? Can you frame your practice, no matter what it is, in terms of building a “Just and Caring Society”? These are just some of the big questions that field raises.

Field presents similar challenges for supervisors, agencies, and the SSW—can we pass on the best of what we know, acceptance of what we don’t, and the passion to continue doing work that, by its very nature is both hard and rewarding? Can we keep our eyes on the priority of sending new social workers into the field ready to engage practice, while training them in the light of the values of our profession? Can we see how working with students enriches our professional lives, rather than just making more work for us?

One hundred years of experience demonstrates that we can, together, do all of that and more. The partnership between students, supervisors, agencies, and the faculty of the SSW has resulted in generations of social workers who have changed the lives of people of every age, at the hardest moments in their lives. It has created and nurtured agencies and programs that have built up communities. It has created advocacy and policy and research that has helped heal a broken world. All of us are part of that great work, and we have much to be grateful for.

All of the procedures and policies that govern field, the seminars, the assignments, the learning contract, are intended to support that great work, so that ALL of us, students, supervisors, the school, and the entire community, can feel proud and assured that the graduates of the University of Minnesota School of Social Work will be a powerful and skillful force for good. We thank you all for engaging us in this endeavor, and always want your feedback and partnership in improving. We hope you all have a great experience with field, and we on the SSW field team are excited to support ALL of you in making that hope a reality.

On behalf of the entire field team,

**MJ Gilbert, M.S.W., LICSW**
Director of Field Education
School of Social Work
University of Minnesota, Twin Cities

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GENERAL M.S.W. PROGRAM INFORMATION

For information about the M.S.W. program, see the Student Handbook.

ABOUT THE FIELD PROGRAM

Students in the M.S.W. program apply their classroom learning in field internships that are conducted under the supervision of an M.S.W. 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 (foundation), for which they earn six credits, and SW 8020 - Field Practicum II (concentration), for which they earn six credits. Foundation internships are at least 420 in length for students admitted for fall 2016, and concentration internships at least 600 hours in length (longer if additional hours are needed in order to demonstrate sufficient competence for the final evaluation to be competed and signed). An integrative field seminar accompanies the first placement (these hours are NOT included in the minimum 420 hours of field), with a different seminar experience accompanying SW 8020. The 8020 seminar is INCLUDED in the minimum 600 hours of field.

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 the Foundation curriculum over the academic year, or in a block placement the summer immediately following completion of the Practice Methods courses. A concurrent placement requires approximately 14-20 hours each week over the academic year, while a block placement requires approximately 40 hours each week over 12-13 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 summer block placement after the concentration requirements have been completed. The concentration field placement is taken concurrently with SW 8842, Advanced Social Work Evaluation.

Students eligible for advanced standing take one field placement of at least 600 hours for students admitted for fall 2016 (longer if additional hours are needed in order to demonstrate sufficient competence for the final evaluation to be competed and signed). SW 8030, Advanced Standing Field Practicum, is worth six credits, and is accompanied by an integrated field seminar that runs concurrent with the placement. The hours for the integrative seminar for SW 8030 are INCLUDED in the minimum 600 hours.

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. The concentration field placement is taken concurrently with SW-842, Advanced Social Work Evaluation.

Students who live in greater Minnesota may be able to arrange field placements near or in their home communities with the assistance and approval of the Field Department. However, when this is not possible, students should expect to travel to the Twin Cities area 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.
GENERAL POLICIES RELATED TO FIELD INSTRUCTION

- Students are responsible for the field policies outlined in this 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, including all field documentation.
- 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. (Standard 3.2.5 – Student Professional Development in the Educational Policy and Accreditation Standards.)

FULL PROGRAM STUDENTS – 53 CREDITS

Full program (53 credit) students take two field placements of 6 academic credits each. Completion of a field placement is not determined solely by the number of hours, but rather by demonstration of sufficient competence as reflected in the final field evaluation. The field placement is completed through the following two classes:

SW 8010—Field Practicum I -total of at least 420 hours & 6 academic credits- 3 per semester

SW 8020—Field Practicum II -total of at least 600 hours & 6 academic credits- 3 per semester

A 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 approximately 14-20 hours each week in the field agency for a total of at least 420 (foundation) or 600 (concentration) hours. A block placement requires approximately 40 hours each week over 13 weeks. Students may not do a summer concentration field placement immediately upon completing a school year foundation placement.

- The first field placement (SW 8010) must be taken concurrent with foundation practice methods classes (SW 8151 and SW 8152) or in the summer immediately following completion of the practice methods classes.
- A required practice seminar that meets 14 times over the school year (7 times during a summer block placement) accompanies SW 8010.
- Students who take SW 8010 as a concurrent placement register for 3 credits of SW 8010 each semester. Students who take SW 8010 as a summer block placement register for 6 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:

  **All students**: SW 8821—Social Work & Difference, Diversity and Privilege

  **Clinical Mental Health students**:  
  - SW 8451—Assessment and Engagement in Clinical Social Work Practice (4 cr)  
  - SW 8452—Core Concepts of Clinical Process (2 cr)

  **Community Practice: Organizing, Leadership and Advocacy students**:  
  - SW 8551—Community Assessment and Intervention (4 cr)  
  - SW 8552—Advanced Community Practice: Leadership, Planning and Program Development (2 cr)

  **Families and Children students**:  
  - SW 8351—Advanced Practice I; Families and Children (4 cr)  
  - SW 8352—Advanced Practice II; Families and Children (2 cr)
Health, Disability and Aging students:

- SW 8251—Advanced Social Practice in Health, Disabilities, and Aging (4)
- SW 8252—Health, Disability and Aging: Advanced Interventions (2)

- Students take the following concentration classes concurrent with or before SW 8020:
  - SW 8842—Advanced Social Work Evaluation

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.

STUDENTS WITH ADVANCED STANDING

Students with Advanced Standing take one field placement of at least 600 hours (including field seminar), with the value of 6 academic credits. Students with advanced standing complete the field requirements through the following class:

SW 8030—Advanced Standing Field Practicum (total of 600 hours and 6 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 approximately 20 hours each week in the field agency for a total of 600 hours. A block placement requires 40 hours each week over 13 weeks.

A required practice seminar that meets every other week accompanies SW 8030 (seminar time for SW 8030 counts toward the minimum 600 hours of field).

- Students who take SW 8030 as a concurrent placement register for 3 credits of SW 8030 each semester. Students who take SW 8030 as a summer block placement register for 3 credits in the May/Summer session.
- Students take the following concentration classes concurrent with or before SW 8030:
  - All students: SW 8821—Social Work & Difference, Diversity and Privilege
    - Clinical Mental Health students:
      - SW 8451—Assessment and Engagement in Clinical Social Work Practice (4 cr)
      - SW 8452—Core Concepts of Clinical Process (2 cr)
    - Community Practice: Organizing, Leadership and Advocacy students:
      - SW 8551—Community Assessment and Intervention (4 cr)
      - SW 8552—Advanced Community Practice: Leadership, Planning and Program Development (2 cr)
    - Families and Children students:
      - SW 8351—Advanced Practice I; Families and Children (4 cr)
      - SW 8352—Advanced Practice II; Families and Children (2 cr)
    - Health, Disability and Aging students:
      - SW 8251—Advanced Social Practice in Health, Disabilities, and Aging (4)
      - SW 8252—Health, Disability and Aging: Advanced Interventions (2)
  - Students take the following concentration classes concurrent with or before SW 8020:
    - SW 8842—Advanced Social Work Evaluation

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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.

TRANSFER STUDENTS

The field requirements for transfer students will be considered on a case-by-case basis. Students who have successfully completed a field placement in the M.S.W. program from which they are transferring should submit their field syllabus, completed learning contract and final evaluation to the field director for approval. Likewise, transfer students should submit details of any field seminar they have participated in. Transfer students must participate in the 8010/30 field seminar, even if they are entering their concentration field placement.

SOCIAL WORK LICENSING IN THE STATE OF MINNESOTA

The State of Minnesota licenses social workers at four levels, with each license level requiring a passing grade on the appropriate license exam:

- Licensed Social Worker - LSW (BSW required)
- Licensed Graduate Social Worker - LGSW (M.S.W. required)
- Licensed Independent Social Worker - LISW (M.S.W. plus supervised practice experience required)
- Licensed Independent Clinical Social Worker – LICSW (M.S.W. plus supervised clinical practice experience required.

Practicing professionals who wish to be licensed at the LICSW level must demonstrate successful completion of 360 hours of content in the following areas:

- Differential diagnosis and biopsychosocial assessment (108 hours)
- Assessment based clinical treatment planning (36 hours)
- Clinical intervention methods (108 hours)
- Evaluation methodologies (18 hours)
- Social work ethics and values (72 hours)
- Culturally specific clinical assessment (18 hours)

Applicants for the LICSW can obtain the necessary 360 clinical content hours through

- graduate course work as part of an M.S.W. degree, and
- up to 90 hours of continuing education, provided a post-test is included as a part of the continuing education.

A student in the University of Minnesota-Twin Cities’ M.S.W. Program can obtain clinical content hours as a part of her/his M.S.W. degree in three ways:

1. through M.S.W.-level courses taken in the School of Social Work, and
2. through graduate-level courses taken through other University of Minnesota graduate departments that are considered a part of the student’s M.S.W. degree program provided that the student has obtained documentation from the instructor, and,
3. through specific field activities that a student completes as part of her/his field internship, provided the student and the field instructor have contracted for those hours at the beginning of the field placement and that there is a means to assess the student learning for those contracted hours. Students may obtain no more than 10% of hours in each category in this way, for a total of 36.5 hours.

It is the responsibility of each applicant for the LICSW to keep track of their clinical content hours. To assist you in doing this the School of Social Work provides a chart that indicates the clinical content hours available through the University of Minnesota-Twin Cities, School of Social Work M.S.W. Program.
Upon completion of their M.S.W.-degree requirements a student can obtain a statement which, along with her/his M.S.W. transcript, documents the number of clinical content hours that she/he has earned through her/his M.S.W. degree program. This statement can be submitted with the application for an LICSW license for a practicing professional who applies for the LICSW.

The best place to find information on social work licensing is available through the [Minnesota Board of Social Work’s web site](http://www.mn.gov/socialwork/).

**CRITERIA FOR LEARNING EXPERIENCES PROVIDED THROUGH THE FIELD PLACEMENT**

(Taken from Council on Social Work Education 2015 Education and Policy Standards.)

**Accreditation Standard 2.2—Field Education**

2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

M2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.

2.2.5 The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master’s programs.

2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program’s specified criteria.

2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.

2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

M2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master’s students hold a master’s degree in social work from a CSWE-accredited program and have two years post-master’s social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

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2.2.10
The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.2.11
The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.

FIELD PLACEMENT SELECTION PROCEDURES

FOR 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 M.S.W. interns for the following summer block and fall-spring field periods. The list of agencies that have available internships for a given internship period is made available in advance of the interview period, and students can access descriptions of these opportunities through the Intern Placement Tracking (IPT) website. 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 matching students with agencies, as reflected in student and agency rankings. Each social work program, 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 M.S.W. Program begins the fall-spring field interviewing period with a Field Fair that is held in early 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. The interview period for fall/spring internships begins the day after the field fair, and continues for about a month. There is no field fair for summer block internships.

After completing interviews with multiple agencies, students rank their placement choices on their Intern Placement Tracking (IPT) home profile page. Agencies also submit their student preferences to the Field Office. Agency field instructors and students do not 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.

The field staff will work closely with students who have trouble securing a field placement during the interview process. While experience indicates that students will secure field placements, the program does not guarantee a field placement to students. In a situation where a student is unable to secure a placement, the field staff will work to determine what the barriers might be, and work with the student to overcome them.

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” in this document for additional important information.
PROCEDURE FOR THE SELECTION OF FIELD SITES

The field office is constantly engaged in the process of recruiting new field sites, and evaluating current ones. The use of agencies in a given year depends on individual student needs and interests and upon an assessment of the “fit” between the agencies’ 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 group work, 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 M.S.W. program may have the option of completing the internship in a summer block format. The block placement requires that a student complete approximately 35-40 hours each week over 12-13 weeks of the summer (depending on whether it is a Foundation or Concentration placement). 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. All students will receive an email in early January asking them to declare their intent to do a summer block placement by responding to the instructions in the email (which entails sending an email to the field team member who coordinates the summer block process). Informational meetings are held in early February to give students information about the process and the available field placements. 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 all required foundation coursework (see M.S.W. Foundation Curriculum page in this manual or the M.S.W. Student Handbook for specifics) and field placement must be done in the summer immediately following completion of the foundation coursework.

Students who take SW 8010 as a summer block placement register for 6 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 SW-821 (Social Work & Difference, Diversity & Privilege), the Concentration Anchor course, and the Concentration Boost course. SW-842 (Advanced Social Work Evaluation) must be taken concurrently with SW-020.

Students who plan to take 8020 over the summer should carefully consider how they will complete a minimum of 600 hours of field practice during that time frame. Students completing summer field placements register for a special term that begins May 1, which is intended to accommodate the completion of a placement before the summer is over. Any student wishing to begin a summer placement prior to May 1 must have permission from the field director, and must register for one of their field credits for spring.

Students taking 8020 over the summer must also register concurrently for SW 8842, Advanced Social Work Evaluation. Note that the Program evaluation section of this class is not offered over the summer, so community practice students should take this course PRIOR to taking summer 8020, and consult with the professor about where they will complete their evaluation project.

- To be eligible to register for SW 8030 as a block, students must have successfully completed SW 8821 (Social Work & Difference, Diversity & Privilege), the Concentration Anchor course, and the Concentration Boost course. SW 8842 (Advanced Social Work Evaluation) must be taken concurrently with SW 8030.

Students who plan to take 8030 over the summer should carefully consider how they will complete a minimum of 600 hours of field practice during that time frame. Students completing summer field placements register for a special term that begins May 1, which is intended to accommodate the completion of a placement before the summer is over. Any student wishing to begin a summer placement prior to May 1 must have permission from the field director, and must register for one of their field credits for spring.

Students taking 8030 over the summer must also register concurrently for SW 8842, Advanced Social Work Evaluation. Note that the program evaluation section of this class is not offered over the summer, so community practice students should take this course PRIOR to taking summer 8030, and consult with the professor about where they will complete their evaluation project.

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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 M.S.W. Student form according to the timelines communicated by the SSW for the specific field matching period.

SETTING UP YOUR OWN NATIONAL OR INTERNATIONAL PLACEMENT

1. Familiarize yourself with all guidelines and policies from the field instruction manual, and in particular, the SSW policy on International Field placements below. 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. Students must have completed the Integrative Practice Seminar that accompanies the first year or advanced standing placement before pursuing an out of state/country placement.
2. 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”).

POLICY ON INTERNATIONAL FIELD PLACEMENTS

In keeping with the goal of the M.S.W. program to “… prepare graduate students for advanced social work practice at the local, state, national and international levels, and for leadership in the social work profession”, a policy on international field placements is intended to open doors, and facilitate students’ ability to gain practice experience in other countries. The policy should do this in balance with the M.S.W. program goal to “prepare professionals who are able to evaluate social work practice and programs critically and empirically, and who are able to apply best practices that are based on evidence-based knowledge and skills with diverse populations in a range of practice settings”. This latter goal calls the program to assure that students graduate from the M.S.W. program competent to engage practice as a beginning M.S.W. practitioner.

In balancing these goals, and keeping in mind the gatekeeping role of field, the following policies are in place:

1. Every student in field must participate in at least one Field Seminar at the SSW (in the unusual circumstance that there is a field seminar available to a student in-country in an international field placement, this will be considered for approval on a case by case basis by the director of field education.)
2. Every student in the M.S.W. program must do at least ONE of their REQUIRED field placements (8010, 8020, 8030) locally (“locally” being defined as close enough for a member of the field staff to be able to do at least one face to face liaison visit).

3. Every student must complete a “local” field placement BEFORE doing ANY international field placement (including an optional 8041 placement).

4. Every student must take an approved course in Practice Evaluation (unless participating in a field experience organized by the SSW that includes an approved evaluation component, e.g. Namibia).

5. All international field placements must be vetted and approved by the director of field education. Students wishing to do an international field placement (other than in the Namibia or other similar organized field experience) will complete an application to be submitted to the director of field instruction.

6. All international field placements must be supported and monitored by a member of the field staff. This means that field staff must be able to communicate with the student and field instructor/task supervisor by skype/email, and be able to conduct field liaison visits remotely. Students and supervisors must be able to communicate with the assigned field staff person for support or consultation, or in case of problems or emergency. Students and supervisors in international field placements must be able to access the IPT to complete field documentation. It is understood that this limits the ability of students to do international field placements in locations where there is no electricity or internet access.

These policies, it is understood, limit some students’ options for doing international field placements (in particular, advanced standing students). With this in mind, the following is also in place:

1. There is a list of approved (by the director of the M.S.W. program) “alternative” evaluation courses offered at the University of Minnesota that students planning to do international field placements be allowed to take. The other option would be to allow students planning to do an international field placement to use a 8041 independent field placement as a basis to complete an evaluation project while taking SW 8842, or to use practice in the context of a student’s employment (with approval of the instructor and the workplace) as a basis for an evaluation project. As noted above, in organized field experiences such as Namibia, which have an evaluation component approved by the M.S.W. program director, no other advanced evaluation course is required.

2. Advanced Standing students may not do an international field placement (including Namibia) for their 8030 field placement. However, Advanced standing students may do an independent international field placement, using SW 8041 (including Namibia), for elective credit AFTER they have completed their 8030 field 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 students receive through their internships is a critical educational component of the M.S.W. 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. These decisions will prioritize the centrality of the student’s internship learning experience. A student may not use their job to fulfill field requirements. Any placement at a place of employment must be in a different area of the agency, doing different work in a separate space, with a different supervisor.

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 form must be completed by both the student AND the agency. 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 M.S.W. 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, M.S.W. 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 per week. If the FI has never supervised an M.S.W. 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), or a concurrent placement (14-20 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.

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INDEPENDENT FIELD PLACEMENT SW-8041

A student in the Master of Social Work program may complete an independent field placement in addition to the required field placement(s) (8010/8020/8030) in order to gain additional practice experience as a part of their degree program. The independent field placement (SW-8041) can be done for 1-6 credits, with 1 credit equivalent to 100 hours of practice. An independent field placement can be used to satisfy general elective credit only. An independent field placement can only be completed following the successful completion of the required field placement(s). This is, for example, the means by which an advanced standing student can do an international field placement.

M.S.W. students who choose to do an independent field placement must complete the following application providing a description of the proposed internship, including the proposed site and name of supervisor. The student should have agreement from the proposed agency and supervisor prior to submitting the application. The application should detail the number of proposed credits and how the proposed hours and practice will satisfy the proposed credits (1 credit =100 hours).

An independent field placement is graded (S/N only) on the basis of the successful evaluation by the supervisor of an approved Learning contract written by the student, in consultation with supervisor and field liaison, with goals and learning strategies relevant to the practice and hours. The goals do not need to follow the strictures of the learning contract for 8010/20/30, but the same guidelines for writing “SMART” goals should be followed.

The supervisor for an independent field placement does not need to meet the requirements for 8010/20/30, but should, in the opinion of the field liaison and field director, be qualified to guide the proposed practice, and be willing and available to provide weekly supervision, consult on the creation of learning goals, complete an evaluation, and participate in at least one field liaison visit (dependent on the scope of the proposed field experience).

Students complete the form with consultation from their field liaison and field director. Students must receive approval from the field director before beginning the study or the research project.

Field liaisons voluntarily agree to oversee a directed study, independent study, and research projects.

See form on following page.
INDEPENDENT FIELD PLACEMENT AGREEMENT

Student’s Name: ___________________________________

Student’s Email Address: ___________________________________

Field Liaison’s Name: ___________________________________

Semester of Registration: F / S / Intersession or Summer Session Year: _______

Number of Credits _______: (8041 may be taken S/N only)

Proposed agency to host 8841 internship with address: ___________________________________

Name and contact information for proposed supervisor: ________________________

Summary of the anticipated field experience:

(This statement should include what learning/practice opportunities the student anticipates engaging in, a summary of the work and mission of the proposed agency, and arrangements for supervision. Activities that detail how the practice hours will meet the proposed number of credits should be listed.

Learning goals and strategies, agreed to by supervisor and field liaison, must be in place by the time 20% of the proposed hours are complete. There must be a written evaluation of the student’s performance in the completion of these goals by the supervisor, with a recommendation as to whether the student has performed satisfactorily, in order for a grade of S to be given.

It is expected that there will be at least one field liaison visit between student, supervisor(s) and field liaison during the period of the placement, with the student responsible for coordinating this meeting.)

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Student’s Signature: ________________________________________

Field Liaison’s Signature: ________________________________________

Proposed supervisor’s signature__________________________________________

M.S.W. Field Director Signature: _________________________________________

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FIELD PLACEMENTS FOR TITLE IV-E CHILD WELFARE PROGRAM STUDENTS

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 financial support in the form of stipends, educational and programmatic elements and career development and support to students committed to a career in public or tribal child welfare. The program is part of a Federal Title IV-E Grant and has a competitive application process. Successful applicants must meet certain Field requirements while in the M.S.W. program and employment requirements after graduation.

Detailed information can be found in the school’s financial aid information and on the CASCW webpage: [http://cascw.umn.edu/child-welfare-students-alumni/graduate/](http://cascw.umn.edu/child-welfare-students-alumni/graduate/)

Guidelines:

- Your field placement(s) MUST be in an approved child welfare agency.
- All Title IV-E Child Welfare Program students are expected to consult with CASCW and field staff to receive approval for their field placement(s).
- Title IV-E Child Welfare Program Students 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, Child Safety Division.
- 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](mailto: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. Attendance at SSW Field instructor training (see below).
3. Ability to organize learning tasks and serve in a teaching role.
4. Willingness and time to devote to students.
5. 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.
7. A Master’s degree in Social Work. Field instructors should hold an M.S.W. degree and have been working in a social work position for at least two years post M.S.W.
8. A license to practice social work.

In those placement situations where M.S.W. supervision is not directly available, but an individual possesses the personal qualifications for field supervision, arrangements must be made for a qualified M.S.W. 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 M.S.W. 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

The School of Social Work offers a number of training opportunities each year. All offer Social Work CEUs, and are free to current supervisors.

**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.

**Field Instructor Training:**

- Field instructors and task supervisors supervising graduate students for the first time are expected to attend 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.
- Experienced field instructors and task supervisors are invited to attend additional trainings during the academic year, including the “Classroom-Field Integration” workshop held each November.
- Current field instructors are offered ethics training that meets the Board of Social Work requirements.
- Workshops on issues related to supervision in the different “stages” of an internship 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 (including on-line access to the University of Minnesota’s extensive holdings, including a large number of relevant journals.
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. Check cashing at the University Bursar Offices.
4. Use of bowling and billiard facilities in Coffman Memorial Student Union. Call 612-625-2483 for more information.
5. Use of Williams Arena ice rinks. Call 612-625-6648 for more information.
7. Purchase Recreational Sports Program staff/faculty cards. Contact the Recreational Sports Office, 612-625-6800, for more information.
8. Educator’s discount for computer hardware and software at University bookstores.
9. Free 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 minimum hours requirements (see section on Time Requirements and Vacations below)
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, which may be viewed on the ipt website, include, but are not limited to:
   a. Initial Field Contract: to be submitted by the time they have completed 40 hours in placement
   b. Competencies Assessment/ Learning Contract: to be submitted and approved by the field liaison by the time they have completed 100 hours in placement
   c. Mid-placement Evaluation: to be submitted by the end of fall semester (this is part of the Learning Contract form)
   d. Final Evaluation: to be submitted at the end of the field placement (this is part of the Learning Contract form)
   e. Hours Completed: to be logged weekly on the form in IPT
   f. 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.

NOTE: All forms will be posted on the IPT site and must be completed and signed electronically. (All forms must be completed and submitted through the IPT.

5. Attendance and active participation in Integrative Practice Seminars scheduled as part of the field practicum. Students are expected to attend all seminars.
6. 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 (one per semester). It is the STUDENT’s responsibility to arrange and schedule liaison visits.
8. Provision to supervisor of data sufficient to document the quality and effectiveness of the student’s work. This may include, but not be limited to process-recording, audio or video taping a session with a client) and sharing that documentation in settings where this is possible. In some situations, keeping confidentiality in mind, data may also be requested by the Field Coordinator.
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 AT LEAST bi-weekly (in situations where there is strong ongoing support available from a task supervisor (weekly supervision is strongly preferred) 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 might be helpful, which endanger the continuation of the internship, raise ethical or legal issues, or involve harm to a client or student.
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:

1. Providing orientation to the internship as detailed in the Initial Field contract
2. Familiarity with the contents of the current Field Instruction Manual.
3. Clear identification of task and learning opportunities within and outside the agency setting in line with the needs and goals of the student.
4. Coordination of dual supervision (in instances where supervision is done by both field instructor and task supervisor) in order to facilitate student learning.
5. Insuring adequate workspace for the student intern, including a suitable desk, phone, etc. Also insuring private space for student supervision.
6. Consultation and assistance in development of a Learning Contract, to be submitted to the student’s faculty field liaison on the date specified by the School of Social Work.
7. 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.
8. 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. Students must receive at least one hour a week of supervision, with a minimum of half of supervision being one-on-one.
9. 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 M.S.W. 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).
10. Monitoring of all assignments by offering appropriate direction, coordination and availability for consultation sessions designed to enhance the student’s learning and performance.
11. Monitoring of the student’s performance by requiring accountability for practice behaviors while in the field placement.
12. 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.)

**NOTE:** All forms will be posted on the IPT site and must be completed and signed electronically. (The University of Minnesota School of Social Work, in support of “Go Green,” has embarked on a paperless world—or at least in minimizing paper use—thus, printed copies of the forms will not be accepted.)

13. 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.
14. 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, or which endanger the continuation of the internship, raise ethical or legal issues, or involve harm to a client or student

**Note:** See “Dual Supervision Expectations” if M.S.W. 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 in person 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 M.S.W. program. Be involved in any special meetings with field students related to performance concerns.
9. Assign mid-year and final grades to field students.
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 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 M.S.W. 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 M.S.W. 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.

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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 M.S.W. 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.

NON-DISCRIMINATION POLICY

The University of Minnesota upholds the following Policy with respect to Equity and Diversity:

_The University of Minnesota shall provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression._

As a University of Minnesota program, the field program will also adhere to this statement. This will extend to placing M.S.W. students at agencies for internships. Students or agency representatives who have concerns should consult with the Director of Field Instruction.
ADDRESSING PROBLEMS IN FIELD PLACEMENTS

When problems arise in a field placement, as articulated by either the student of supervisor/agency, the M.S.W. program seeks to address the issue in a way that forwards the student’s learning, and correct the issue in a way that satisfies the ethical demands of the profession. When possible, the field staff will attempt first to work with student and supervisor/agency to resolve the issue so that the internship may continue to a successful conclusion. The school recognizes, however, that there are sometimes circumstances that might be related to a student’s performance, mitigating circumstances that influence a student’s ability to function satisfactorily, disagreements about the role and tasks of a student intern, or relationship issues that are so severe that an internship must be discontinued. We believe that the application of social work skills, applied through a defined process that takes all of these factors, as well as the developmental phase of the student in the field placement can both minimize terminations, and when a termination must take place, do so in a way that attends to the student’s continued learning and development, as well as providing learning for supervisors and agencies. To that end, the following process should be followed in addressing problems that arise in field placements.

Problems in placements should be addressed with field staff as early as possible, as resolution and possible re-placement of a student is progressively more difficult the further into the internship and issue is left unaddressed. Students who terminate internships without following this process may run the risk of not being re-placed during the same placement term (school year or summer). Agencies that terminate students without following this process may run the risk of not having students placed at the agency in the future. This process can only be circumvented in the most exigent circumstances, and with the approval of the Director of Field Instruction.

Students should note that, when a placement must be terminated as an outcome of this process, it is not guaranteed that hours completed will roll over into a new field placement. This reflects the reality that a student entering a new placement must go through a new orientation period, develop a new learning contract, and have enough time at a new placement to have a complete learning experience. For this reason, a student changing placements should anticipate completing more than the minimum required number of hours. Any number of hours that “roll over” into a new placement must be negotiated and approved by the student’s field liaison and the director of field instruction. The number of hours that can “roll over” into a new field placement, when there is not a signed and complete learning contract in place at the ending of the internship, cannot exceed 100.

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. Please refer to the following excerpt from the M.S.W. student handbook:

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 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.
I. Maintaining clear, accurate, and concise documentation of relevant student performance data and formal supervisory conference proceedings

II. Providing regular feedback

III. Articulating clear performance expectations; and

IV. 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:

I. Clarify expected levels of performance/behavior

II. Outline improvement benchmarks

III. Work with the student to develop a specific plan for improvement and

IV. 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:

V. Inform and discuss concerns with the student’s field liaison, and

VI. 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 student who is terminated from a field placement due to performance issues or other reasons not related to unforeseeable changes at an agency may, with approval from the student’s field liaison, pursue a replacement internship. A second termination from a field placement for reasons not related to agency issues will result in an “N” for field, following which there will be a conference between the student, field liaison, and director of field, director of the M.S.W. program and the director of graduate studies to discuss continuation in the program.

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:

I. Inform appropriate School administrators (M.S.W. program director, director of graduate studies) and

II. Meet with the student and appropriate faculty members and administrators to communicate the School’s concerns with the student’s field performance, and

III. 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.

**MULTIPLE ATTEMPTS TO COMPLETE FIELD**

In accordance with the policies stated above, a student dismissed from a field placement due to performance issues may be re-placed
during the same term with the permission of the Field Coordinator and Director of Field Instruction. If there is a second dismissal due
to performance issues, the student may not be re-placed during that term. Over a student’s entire M.S.W. program, a three dismissals
from field placements due to performance issues will result in the student being barred from further attempts at field pending a
conference with the Director of Field Instruction, M.S.W. Program Director and Director of Graduate Study, and may result in dismissal
from the M.S.W. program.

**DISABILITY (AND EMERGING DISABILITY) ISSUES IN FIELD**

Students with disabilities are encouraged to work with the University of Minnesota Disability Resource Center (DRC-
https://diversity.umn.edu/disability/home or 612-626-1333) to determine possible accommodations they might need in order
participate in field education. The field office will work with students and their agencies to provide reasonable accommodations to
persons with documented disabilities to give them an equal opportunity to achieve success in their field placements. Students seeking
accommodations must work with the DRC. This office determines eligibility and makes recommendations for reasonable
accommodations.

Students are not obligated to disclose disability status in the interview and matching process, but following placement, and in
consultation with the DRC and their field coordinator, should consult with agency representatives following placement to determine
what reasonable accommodations can be put into place, as directed by the DRC.

Students should consult and be aware of the standards for performance in the MSW program, and the NASW code of ethics with
respect to impairment, and are expected to practice in field in keeping with them. These resources are available in the MSW student
handbook.

There may be situations where a student’s behavioral health issues interfere with their ability to function effectively in field. In cases
where the student becomes aware of these issues, the student is encouraged to speak with their field instructor, field coordinator,
supervisor, and the DRC. Resources may be offered, and accommodations explored, as directed by the DRC. When issues are first
observed by the supervisor or field coordinator, these concerns should be discussed between them, and the student made aware of
these concerns as quickly as possible, so that resources and support can be suggested. Recommendations may be made to the student
in writing. It is always the student’s choice as to how they will respond to recommendations they receive. In all cases, however, the
student should be aware that accommodations can be made only when directed by the DRC.

Behavioral health issues that impair a student’s performance in field may be addressed through the creation of a performance
improvement plan, as detailed above. The plan should not include expectations as to how the student will address the issues, but
rather address specific behavioral outcomes that are needed in order for them to be successful in their placement, and to comply
with the standards of performance in the MSW program and the NASW code of ethics. In cases where needed behavioral
improvements, as reflected in the performance improvement plan are not noted, a placement may be discontinued. The policy for re-
placement will then be followed by the field office.
GUIDELINES FOR THE USE OF SOCIAL MEDIA

(Adapted from UNC –CH School of Social Work Field Education Program)

Social media channels, such as Facebook, Twitter, YouTube, Snapchat, Instagram and various blog sites are just a few examples of new and exciting ways to connect with others and share information. However, the rapid growth of social media communication tools and their ease of accessibility can also have unintended and potentially damaging consequences to users if basic guidelines are ignored. Students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the NASW Code of Ethics when using social media communication tools, whether using a personal site or an agency site. Common issues that students need to understand and manage when utilizing social media include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) in our relationships with clients, colleagues and in our practice settings. Utilizing social media communication tools as a social work professional requires ongoing attention to these ethical challenges.

As a social work professional, it is important to consider whether you are using social media channels for professional activities such as advancing social justice issues, advocating for vulnerable populations and promoting your professional identity versus using these sites to maintain contact with friends and family. Your professional image, that is, the professional self you develop that is guided by social work values and ethical standards, extends beyond the field agency and physical setting of an office. As social workers, we must be cognizant that the legal, ethical and clinical responsibilities we have as professionals and that those obligations extend to the virtual world of the Internet and include the use of social media communication tools. As with the Hippocratic oath to “first do no harm,” it is imperative to consider how to be connected within the context of social media while protecting yourself, your field site, your clients, the School of Social Work, and the profession.

AS YOU GET STARTED IN YOUR FIELD PLACEMENT, IT MAY BE HELPFUL TO EXPLORE THE FOLLOWING QUESTIONS WITH YOUR FIELD INSTRUCTOR AND/OR TASK SUPERVISOR:

✓ Does your field site have a policy on the use of social media communication tools? If so, review the policy with your field instructor. If not, what expectation does the agency have regarding the use of social media during field hours?
✓ How much personal information is shared with clients and former clients as well as agency staff and professional colleagues?
✓ What are the most common ethical concerns you should be aware of when using social media as a professional social worker?

TO HELP FACILITATE THESE CONVERSATIONS, CONSIDER THE FOLLOWING TOPICS FOR DISCUSSION WITH YOUR FIELD INSTRUCTOR AND/OR TASK SUPERVISOR.

✓ What are the agency guidelines regarding the use of Facebook and who can you friend?

Managing friend requests and maintaining privacy settings is critical regardless of whether you use social media for personal and/or professional reasons. Allowing clients, former clients, or others in your professional circle to cross into your personal life may complicate and blur your professional boundaries. This is particularly tricky when managing Facebook accounts. As a professional, you must fully consider the extent of your privacy settings, how you will manage friend requests, your level of self-disclosure, and how you will monitor wall posts or other interactions on your site. Be aware that if you do not employ any privacy settings on your social media site, your profile is public and anyone can see what is on your page. Additionally, people can see when you are tagged in photos, view comments made by others, note your status updates and see who you’ve friended. All professionals must evaluate the scope of their social media connections. Since this is still an emerging professional topic, some professionals may be cautious and guarded in their use of social media while others may be more open and exposed. It is your
responsible as a professional social worker to abide by the Code of Ethics, including your virtual communications and use social work values and principles to guide your interactions.

- What privacy and confidentiality concerns should I consider when texting, emailing and/or using Twitter?

With the proliferation of hand held devices such as smart phones, I pads and other handheld devices, accessing the Internet and connecting with others is literally in the palm of our hands. Text, email and Twitter are quick and effective ways to communicate with others however many ethical, legal, and clinical issues must be addressed when using these communication tools. There is a huge potential for unintentionally sharing protected information so always use good ethical judgment. Be cautious about discussion information about your field placement, classroom work, or agency staff. Do not discuss confidential or private information about clients, colleagues, or agency practices even if you are disguising the information. In general, consider the security, privacy and confidentiality of all communication methods and when in doubt, seek consultation and supervision before embarking into unfamiliar or uncertain areas.

- Can I check my personal social media accounts during field hours?

In general, your time in field and the resources provided to you in your field placement are to be used for field related matters. Before using social media communication tools on behalf of your agency, be sure to seek approval of any messages or posts. Be careful not to endorse or promote a product, cause or position without prior approval. If you have personal sites, it is best to maintain them on your own time using your own computer.

- I can’t find anything in the Code of Ethics that specifically mentions social media, so does that mean the Code of Ethics does not apply?

Absolutely not! The NASW Code of Ethics provides a variety of standards that social workers should consider when engaging in the use of social media. Here are a few examples of the Code’s applicability to social media.

- Standard 1.06 states that “social workers should not engage in dual or multiple relationships...in which there is a risk of exploitation or potential harm to the client...and social workers...are responsible for setting clear, appropriate, and culturally sensitive boundaries” (1.06c) The Code goes on to note that “dual or multiple relationships can occur simultaneously or consecutively” (1.06c) Our ethical obligations to clients, colleagues and other professionals are no different when using Facebook, Twitter or other social media channels as well as communications via our cell phones such as texting or email.

- Standard 1.07(i) states that “social workers should not discuss confidential information in any setting unless privacy can be ensured.” We all know there is no such thing as privacy on a social media site or the Internet. Comments can be forwarded or copied, posts and pictures can be found on search engines years after the initial publication, and archival systems save information even after you delete it. Always consider the image you are portraying by the photos and comments you post. Understand how privacy settings work and review them regularly. Refrain from providing too much personal information such as your home address or full birth date. Don’t post in advance when you plan to be on vacation or away from home for an extended period of time. Be sure to project the image you want potential faculty members, future employers, advisors and friends to know you by.

- Standard 4.03 states that “social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.” Social media channels provide an excellent means to build community; however, as you navigate these channels, do no harm to yourself, your field site, your clients, the School of Social Work or to the social work profession in the process. Do not pretend to be someone else or hide your identity when using social media. Be clear if you are sharing personal views and use good judgment regarding sensitive issues. Verify information before you post it, correct mistakes in a timely manner, and be aware of legal liability issues such as copyright infringement, defamation, and posting proprietary information.
WHAT SHOULD I DO NEXT?

Take some time to review these guidelines with your field instructor and seek to identify other ethical standards that are applicable in your practice setting. As a social work student, you are continually developing a professional identity and you must be cognizant that your private world has a greater likelihood of becoming public when using social media. Field instructors, colleagues, and even clients may have access to information via the Internet that you would otherwise limit to your friends and families so we encourage you to consider the personal versus professional role of social media in your life and your field setting.

THE TERMINATION PHASE IN FIELD PLACEMENT

ENDING OF THE FORMAL FIELD PLACEMENT

The official last day for a field placement for the academic year (or summer term) is the last day of classroom instruction. Your field liaison will alert you as to the date by which all documentation must be complete in order for a grade to be given. It is possible that, because of hours or competencies remaining or other contracting with the agency (as is common, for instance, in school placements where you may need to stay until the end of the school’s year), you may continue in your field placement beyond that date. If this is the case, you must make sure that your field liaison is aware of this, and of your projected end date. A final grade for field cannot be given until you have completed all of your hours, and all your field documentation is complete.

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 (including the student exemption to the licensure rules). 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.

AN IMPORTANT NOTE FOR GRADUATING STUDENTS WHO CONTINUE IN FIELD BEYOND THE END OF A SCHOOL YEAR:

In order to complete field, you must be CURRENTLY registered as a student at the University of Minnesota. Using the example of a student in SW 8020 or 8030 for whom completing field is their last remaining degree requirement, if the placement continues beyond the end of the summer term into the following fall term, you must register for that fall term as “Grad 999” (which does not have a tuition burden attached to it) in order to maintain student status. Failure to do this could result in additional costs related to late registration. The Student Services office in Peters hall can provide further information if this is your circumstance.

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.).

GETTING HIRED BY YOUR FIELD PLACEMENT – KEEP TREADING CAREFULLY

The Minnesota Board of Social Work requires that anyone practicing social work hold a valid license. The practice of social work is defined as follows (per MN statute):

Subdivision 11. (a) "Practice of social work" means working to maintain, restore, or improve behavioral, cognitive, emotional, mental, or social functioning of clients, in a manner that applies accepted professional social work knowledge, skills, and values, including the person-in-environment perspective, by providing in person or through telephone, video conferencing, or electronic means one or more of the social work services described in paragraph (b), clauses (1) to (3). Social work services may address conditions that impair or limit behavioral, cognitive, emotional, mental, or social functioning. Such conditions include, but are not limited to, the following: abuse and neglect of children or vulnerable adults, addictions, developmental disorders, disabilities, discrimination, illness, injuries, poverty, and trauma. Practice of social work also means providing social work services in a position for which the educational basis is the individual’s degree in social work described in subdivision 13.

(b) Social work services include:

(1) providing assessment and intervention through direct contact with clients, developing a plan based on information from an assessment, and providing services which include, but are not limited to, assessment, case management, client-centered advocacy, client education, consultation, counseling, crisis intervention, and referral;

(2) providing for the direct or indirect benefit of clients through administrative, educational, policy, or research services including, but not limited to:

   i. advocating for policies, programs, or services to improve the well-being of clients;
   ii. conducting research related to social work services;
   iii. developing and administering programs which provide social work services;
   iv. engaging in community organization to address social problems through planned collective action;
   v. supervising individuals who provide social work services to clients;
   vi. supervising social workers in order to comply with the supervised practice requirements specified in sections 148E.100 to 148E.125; and
   vii. teaching professional social work knowledge, skills, and values to students; and

(3) engaging in clinical practice.

The Board of Social Work Student Handbook states that: The Social Work Practice Act is both a title and a practice act. The Act requires that persons 1) who use a title which incorporates the words “social work” or “social worker,” or 2) who practice social work in Minnesota, with a social work degree, be licensed, unless exempted as described below. Therefore, based on the statutory definition of “social work practice,” the Board may determine that a person is engaged in the practice of social work even if the person has another job title, or even if an employer does not require social work licensure for a position.

For this reason, we urge you to be very careful about accepting employment at your field agency outside the parameters of the exception provided for a required internship. If you have any questions about whether or how an agency may hire you, or offer you payment for your internship, please consult with the director of field. Please also carefully consult the Board of Social Work Student Handbook. The school's current understanding from the board is that, prior to the granting of a degree in social work, a student's...
employment in a social service setting is not considered "the practice of social work." The moment a degree is conferred, however, it is, and without holding a license, that same practice can be considered to be practice without a license, which can incur penalties.

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.
It is of vital importance that negative evaluation and feedback be brought to the table early. It should not wait until a formal evaluation (see the point about “no surprises” above). A trend of performance problems should be raised as soon as it emerges, and the field coordinator should be consulted early (see section on addressing problems in field, above).

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 is 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 based on the final assessment as checked off at the end of the learning contract 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

HOURS AND SCHEDULES

All students in foundation (8010) field placements must complete a minimum of 420 hours in field as documented in the hours form on IPT. All students in concentration (8020 or 8030) placements must complete a minimum of 600 hours in field as documented on the hours form in IPT. A field placement is not defined by hours completed, but rather by competencies gained as expressed in the learning contract. For concurrent placements, students are normally expected to be at their field site for 14-20 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 12-15 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 field hours might be scheduled during evenings and/or weekends.

Some student in concurrent placements may occasionally spend more than 14-20 hours/week in their field placement. This is acceptable, but students in 8010 and 8030 may not complete their field placement earlier than the final seminar for the year. Students in 8020 may not complete their field placements before April 1. All questions about hours or ending dates should be discussed with the field liaison.

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 of 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. 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;

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Stipends through the field agency which are awarded to students selected for placement and approved by the field agency. In all cases in which a student is receiving a stipend or some kind of payment for their field placement, the student’s status as student, and their learning opportunities as delineated in the learning contract, must be central.

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, as detailed on the Agency Description. 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. It is the school’s expectation that agencies that required students to drive as part of the internship (excluding driving to and from the internship site) pay mileage similar to that paid to employees.

COMPLETING TWO INTERNSHIPS WITH SAME AGENCY/INSTRUCTOR

Students may not complete two internships at the same agency. This policy applies to both full program and advanced standing students, meaning that an advanced standing student cannot do their M.S.W. internship at the same agency at which they completed their B.S.W. internship. The reason for this is that we want students to be exposed to different agency environments and supervision styles. For this same reason, students may not have the same supervisor for more than one internship, including a B.S.W. internship. This includes using a past supervisor for “off-site” supervision.

In the rare situation where there may be an agency with enough distance between units or programs that this priority can be upheld, students may petition the Director of Field Instruction to make an exception. In all cases, there must be a different supervisor for each internship.

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. Agencies may ask students to maintain the same auto insurance limits that are expected of other employees. The SSW does not have resources to assist students with car insurance.

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. It is always an option, and a good idea, for students to hold their own liability insurance, which can be obtained through a number of sources at minimal expense, including through NSAW.
Field agencies may require students entering field placements to complete criminal background checks (CBCs). Minnesota law requires that any person who provides services which involve direct contact with clients of a human services facility/organization have a background study conducted by the State. A facility/organization most likely will initiate a background study by asking you to complete a form so that a criminal background check can be conducted. (We have asked agencies, whenever possible, to cover the expense involved, but in some cases this may not be possible, and you may be expected to cover this cost yourself- it is usually $25-35 dollars). There are different types of CBC's the most common being one run by the Department of Human Services (DHS), and another run by the MN Bureau of Criminal Apprehension (BCA).

Why is this necessary?

- Agencies are required to initiate a CBC on all prospective volunteers, interns, and employees who will have direct contact with vulnerable adults and children and youth, BEFORE they begin working for the agency. Conducting the CBC makes it possible for students to engage internship practice with these populations.

- For anyone with a criminal record it is possible that the students’ field experience and internship, as well as future professional employment and licensure will be in jeopardy. It is our responsibility to inform students that this is a possibility. Students may retain an attorney to obtain a legal opinion about their future in a helping profession in terms of their criminal record and requirements of state statute.

What information is reviewed by the Department of Human Services (DHS)?

- Criminal conviction records maintained by the Bureau of Criminal Apprehension. Generally, these records include felonies, gross misdemeanors, and misdemeanors.
- Records of substantiated maltreatment of vulnerable adults and minors.
- When DHS has reasonable cause to believe there is additional information, the study may be expanded to include records from police departments, courts, other states, and the FBI.

Q: What information does the Department of Human Services (DHS) review when conducting a background study?

- Criminal conviction records maintained by the Bureau of Criminal Apprehension. Generally, these records include felonies, gross misdemeanors and misdemeanors.
- Records of substantiated maltreatment of vulnerable adults and minors, including:
  - All substantiated perpetrators from DHS investigations
  - All substantiated perpetrators from investigations that resulted in negative licensing actions against family day care providers, family foster care providers and adult foster care providers
  - All substantiated perpetrators in the same facilities who were disqualified by the county and who asked for reconsideration of their disqualification
  - All substantiated perpetrators of maltreatment reported to DHS from the counties and the Department of Health (MDH).
- When DHS has reasonable cause to believe there is additional information, the study may be expanded to include records from police departments, courts, other states and the FBI.
Q: Who needs a DHS background study?

Employees and contractors providing direct contact services in facilities licensed by DHS, MDH, programs serving youth and children licensed by the Department of Corrections (DOC) and non-licensed Personal Care Provider Organizations (PCPO). All employees of MDH-licensed nursing homes and boarding care homes. If the employee is disqualified, s/he may not provide direct contact services or have access to residents or patients, or their personal belongings.

Volunteers in licensed facilities IF they are providing direct contact services AND they will not always be within sight or hearing of a staff person.

People who are placed in licensed facilities to provide direct contact services by educational programs, temporary personnel agencies, professional service agencies, and supplemental nursing services agencies.

People applying for a license.

Owners and managerial officials of home care agencies and PCPOs.

Q: What does “direct contact” mean?

“Direct contact” means providing face-to-face care, training, supervision, counseling, consultation or medication assistance to the people being served by the facility.

Q: When must a study be initiated?

A background study must be initiated by the facility BEFORE a person begins providing direct contact services, or for nursing homes and boarding care homes, BEFORE a person has access to clients or residents or their belongings.

Q: How often must a study be initiated?

Employees and contractors must be studied at the time of hire. A study should not be repeated UNLESS there is a break in the person’s affiliation with the facility. EXAMPLES:

If a person quits and then is rehired, a new study must be done.

If a person is employed on an intermittent basis, such as a college student working during breaks, a new study must be done whenever that person returns to work.

If a person is continuously affiliated with a facility as a substitute staff, NO NEW STUDY is required.

Students from educational programs and employees of temporary personnel agencies, professional service agencies, and supplemental nursing services agencies must have a study every year.

Q: If a person commits a crime after they’ve passed the background study, how will DHS know if they should be disqualified?

When a person is convicted of a disqualifying crime and they are working in a facility that requires a DHS background study, that person’s probation officer will report the crime to DHS. DHS will then disqualify that individual by the same process used when a background study form is received on a new employee.

In addition, if an employer has information about an employee that could lead to disqualification, they must report that information to DHS for further investigation.

Q: Does a person who works in more than one facility that is owned by the same license holder need a separate study done for each facility?

Only one background study is required for individuals who provide direct contact services in multiple facilities owned by the same license holder, or for individuals who transfer from one site to another site owned by the same license holder, IF both of the following conditions are met:

The license holder maintains all background study results at a central location. DHS encourages license holders to send a copy of the background study notification from DHS to the actual facility where the person is working.

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The license holder designates one person with one address and one telephone number as the background study contact person (person designated to receive sensitive information) for all their licensed facilities. If any information on that contact person changes, the license holder must submit the updated information to the Division of Licensing, Background Studies Unit, immediately.

Unless both of the above conditions are met, the license holder must initiate separate background studies for each facility where the individual is providing direct contact services.

**Q: What causes a person to be disqualified?**

A person can be disqualified if s/he is substantiated as a perpetrator of serious and/or recurring maltreatment of a vulnerable adult or a minor; and/or A person can be disqualified if s/he is convicted of, admits to or there is a preponderance of evidence that s/he committed certain crimes. A list of disqualifying crimes or conduct can be found in Minnesota Statutes, Section 245C.15. (Retrieve an entire chapter of Minnesota Statutes.)

**Q: What happens when a person is disqualified?**

When a background study subject receives a notice of disqualification, s/he is also informed of how to request reconsideration of the disqualification. If the person does submit a reconsideration request, it will be reviewed to determine whether the information used to disqualify the person was correct and/or whether the person has demonstrated that s/he does not pose a risk of harm to the persons being served by the facility that submitted the background study.

If the study was submitted by a DHS-licensed facility or a PCPO, DHS will do the review and make the determination whether or not the person’s disqualification should be “set aside” for working in that facility; if the study was submitted by a DOC or MDH program, those agencies will do the review and make the determination.

If the disqualification is “set aside” the facility may allow the person to work. If the disqualification is “not set aside” or if the person does not request reconsideration of the disqualification within the required time, the person and the facility will be notified that the person has to be removed from any direct contact position (and a position allowing access if working in a nursing home or boarding care home).

**Q: What is a “yellow mailer”?**

A yellow mailer is sent to acknowledge that DHS received the background study form and that more time is needed to complete the study. The person may continue to provide direct contact services while the study is being completed. DHS will follow up by sending either a clearance or further correspondence to both the facility and the study subject.

**Q: What is a “bluemailer”?**

A blue mailer (Background Study Clearance) is sent to acknowledge that the study subject may provide direct contact services (and have access if working in a nursing home or boarding care home) for the facility that submitted the study.

**Q: Where can the laws about the background studies be found?**

Minnesota Statutes, Chapter 245C (Human Services Background Studies Act)
Minnesota Statutes, Section 144.057 (Department of Health)
Minnesota Statutes, Section 241.021 (Department of Corrections)
Minnesota Statutes, Section 256B.0627 (Personal Care Provider Organizations)
(Retrieve an entire chapter of Minnesota Statutes.)
Background study process and Vulnerable Adult Actreview

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The January 2003 Legislative Report, Background Study Process and Vulnerable Adult Act Review, is available in the portable document format (PDF).
The Background Study Process report update (August 2004) also is available online.

Please direct questions or concerns about the CBC to the Director of Field Instruction. If a student has reason to believe that a CBC will turn up information that may threaten their ability to complete a field placement, it is in their interest to broach the issue as far in advance of an internship as possible.

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.

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. Students in some medical settings may be required to document required immunizations.

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. Conference attendance should be written into the Learning Contract and should be related to the student’s learning goals.
LICENSURE: CLINICAL CONTENT HOURS

Students may accrue clinical content hours through specific field activities (such as trainings, workshops or in-services) completed as part of his/her field placement provided that the student and field instructor have contracted for those hours using the learning contract and that student learning is assessed in some way. Students may accrue a total maximum of 36.5 clinical content hours through such trainings in field placements. Ongoing practice in field, independent reading and study and the regular content of supervision are not considered accruable for clinical content hours, unless they are specifically devoted to learning about a specific clinical content area (e.g. an assessment, a theory or intervention technique), as delineated in the Learning Contract. Such trainings must be delineated in detail (including date, number of hours, specific topic) in the learning contract.

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 M.S.W. 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 M.S.W. 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 M.S.W. 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.

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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 field liaison and field instructor to share relevant information. Furthermore, it may be necessary (or wise) for a student to disclose sensitive information to the field liaison and supervisor.

What is “sensitive information”? It may be hard to define, but we “know it when we see it”. It may be information related to a student’s ability status, past trauma or triggers, or criminal background (see policy about Criminal Background Checks). It may pertain to issues of mental and emotional well-being, or significant life changes that impact a student’s ability to perform in field, or require the student to ask for flexibility with respect to completing field. The purpose of sharing this information is not for the provision of therapy or service, but rather in the service of good supervision and “sue of self”, providing support to the student, including possible referrals, and assuring that clients and constituents are well cared-for.

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 M.S.W. Orientation and is also available in the M.S.W. 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 FROM THE MSW PROGRAM

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 M.S.W. 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 M.S.W. 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.

GRADING POLICY IN THE FIELD PLACEMENT

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

- **K**: Assigned at the end of each semester that precedes completion of the field placement. This grade will be changed to an “S” upon satisfactory completion of the entire placement.
- **S**: Satisfactory/Pass (given when minimum hours completed and satisfactory progress on competencies and learning goals achieved)
- **I**: Incomplete work
- **N**: Non-satisfactory or no grade

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

In addition, at the end of the field placement, **field instructors must attest to the following by checking the box in front of this statement**: “I hereby attest that the student has achieved sufficient competence to engage practice as a beginning M.S.W. social worker upon completion of degree requirements.”

When all field documents are completed and signed and students have satisfactorily completed all 480 hours of their field placement, field staff will change previous grades from “K” 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.**

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At the end of each term, students who have completed expected field tasks are given an “K” 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 a 6-credit requirement (for both foundation and advanced standing placement) 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. An “I” grade is also given when there are any incomplete and unsigned field documents. The “I” is changed to an “K” 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 Taxonomy” found below. This is the behaviorally based scale that you will use to assess baseline levels of competence which will be measured again at the completion of your field placement.

**A WORKING VERSION OF BLOOM’S COGNITIVE LEVELS OF COMPLEXITY**

<table>
<thead>
<tr>
<th>Level</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge recall</td>
<td>* Lists the steps in agency’s standardized mental health assessment process.</td>
</tr>
<tr>
<td></td>
<td>* Lists the steps in completing a community needs assessment.</td>
</tr>
<tr>
<td></td>
<td>“I remember”</td>
</tr>
<tr>
<td>2. Comprehension</td>
<td>* Accurately explains the reasons for each step in a mental health assessment.</td>
</tr>
<tr>
<td></td>
<td>* Accurately explains the reasons for each step in the needs assessment process.</td>
</tr>
<tr>
<td></td>
<td>“I understand”</td>
</tr>
</tbody>
</table>

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3. **Application**
   “I use”
   *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”
   *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”
   *Develops a revised format for mental health assessments, incorporating more items related to client strengths.
   *Seeks input from community members on usefulness of needs assessment questions and revises instrument to reflect more culturally relevant data gathering techniques.

   **Evaluation**
   “I judge based on information.”
   *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.


**EXAMPLES OF LEARNING GOALS & 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.

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• 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 (CMH, F&C, HDA):

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

Competencies 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.

After using the Bloom’s Taxonomy scale, you will then develop 5-7 individualized goals that reflect your own learning needs. Complete instructions follow and can also be found on the Learning Contract form which will be posted on your Student Detail page on the Intern Placement Tracking (IPT) website.

After using the Bloom’s Taxonomy scale, you will then develop 5-7 individualized goals that reflect your own learning needs. Complete instructions follow below and on the subsequent pages and can also be found on the Learning Contract form which will be posted on your Student Detail page on the Intern Placement Tracking (IPT) website.

I. Directions for Learning Contract Self-Assessment & Goal Setting:

For each competency area (2.1.1 through 2.1.10d), there is a series of practice behaviors. In the column to the right of the practice behaviors, you will identify your baseline level of competence (LOC) in each of the 45 practice behaviors, using the Bloom’s Taxonomy 0-4 scale.

Bloom’s Taxonomy Level of Competence Scale:
0 – No Knowledge
1 – Recall (can remember information)
2 – Comprehension (understands and can explain in own words)
3 – Application (can use knowledge or skill appropriately in practice)
4 – Advanced Practice (can analyze, synthesize, and thoughtfully evaluate information/theory/concept/skills; level is what might be expected in experienced post-Masters practitioner)

Then, based on the self-assessment you have completed, develop 5-7 individualized learning goals for your field placement. In consultation with your field instructor, keep in mind both your interests and the available learning opportunities in your internship. The language of your goals should reflect the level of competence (0-4) to which you aspire by the end of the field placement. For example, if you aspire to a level of 3 (application, the most common desired outcome in the M.S.W. Program), your goal should include wording such as “perform an assessment” or “develop a resource guide.” Your learning strategies should be concrete, measurable, and clearly linking to the goals (refer to Bloom’s Taxonomy for concepts and examples).

Student Tasks:

• Self-assessment and Goal Setting (see above)
• Sign Initial Goal Setting section

Field Instructor Tasks:

• Devote some supervision time to provide feedback on student’s goals (are they both measurable and realistic in terms of field placement setting and length of internship?)
II. Directions for Mid-Placement Evaluation:

By the midpoint of the placement (the end of the fall semester for academic year placements or by about Week 7 of summer block placements), you, your field instructor, and your task supervisor (if you have one), will enter evaluative comments in the Mid-Placement column of the Learning Goals pages. The comments will reflect the progress made on each of your 5-7 individualized goals, and should be followed by mid-placement Level of Competence ratings. It is also an opportunity to refine existing goals or develop additional goals reflecting new interests or learning opportunities at the placement. In addition, all parties will respond to the open-ended questions immediately before the mid-placement signatures.

Student Tasks:

- Complete the mid-placement evaluation (the Mid-Placement column of the Learning Contract) and the Level of Competence ratings tied to each of your 5-7 goals
- Go back and make sure that your Initial Field Contract is completed and signed by all parties
- Likewise, make sure that Assessment/Goal Setting Section of the Learning Contract is completed and signed by all parties
- Sign the Mid-Placement evaluation (see Signature section at the end of this document)
- Complete and sign Hours Completion form through November (or Week 7 of Summer Block Placement); you should have completed a minimum of 200 hours to be awarded a grade of X.

Field Instructor Tasks:

- Complete the mid-placement evaluation (the Mid-Placement column of Learning Contract) and fill in the Level of Competence ratings tied to each of your 5-7 goals
- Make sure student’s Initial Field Contract is completed and signed
- Make sure the Assessment/Goal Setting Section of the Learning Contract is completed and signed
- Sign the Mid-Placement evaluation (see Signature section at the end of this document)
- Sign the Hours Completion form (through November for concurrent placements or Week 7 for Summer Block placements)
- Complete and sign the Mid-Placement grade form. A grade of “X” will be assigned if satisfactory progress has been made and ALL documentation is completed and signed. Incomplete documentation (including signatures) will result in a grade of I (incomplete) until all documents are completed and signed by all parties.

III. Directions for Final Evaluation:

Near the end of the field placement (typically late April-early June for concurrent placements or mid-August for summer block placements) you, your field instructor, and your task supervisor (if you have one), will enter Final Level of Competency ratings for each of the 45 practice behaviors. You will also enter evaluative comments in the End of Placement column of the Learning Goals pages. The comments will reflect the progress made on each of your 5-7 individualized goals, and will be followed by final Level of Competence
ratings related to your specific individualized goals. In addition, all parties will respond to the open-ended questions immediately before the mid-placement signatures.

**Student Tasks:**

- Complete the final Level of Competence ratings for each of the 45 practice behaviors.
- Complete the final evaluation tied to your 5-7 goals (the End of Placement column of the Learning Contract)
- Sign the Final Evaluation (see signature section at the end of this document)
- Complete and sign the Hours Completion form through the end of the placement (at least 420 hours for foundation internships, for students admitted for fall 2016 and beyond); 600 hours for concentration internships, for students admitted for fall 2016 and beyond

**Field Instructor Tasks:**

- Complete the final Level of Competence ratings for each of the 45 practice behaviors
- Complete the final evaluation (End of Placement column of the Learning Contract including the Level of Competence ratings tied to each of your student’s 5-7 individualized goals).
- Sign the final evaluation (see the signature section at the end of this document).
- Sign the Hours Completion form at the completion of the field placement (at least 420 hours for foundation internships, for students admitted for fall 2016 and beyond); 600 hours for concentration internships, for students admitted for fall 2016 and beyond
- Complete and sign the Final Grade Sheet after the final evaluation and the Hours form have been completed and signed. A grade of “S” will be assigned if satisfactory progress has been made and ALL documentation is completed and signed. Incomplete documentation (including signatures) will result in a grade of I (incomplete) until all documents are completed and signed by all parties.

All forms must be completed and signed electronically on the IPT website.

**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
SW 8010 SYLLABUS: FOUNDATION FIELD PRACTICUM SYLLABUS

PART 1: COURSE INFORMATION

SW 8010 Foundation Field Practicum
6 credits (must be distributed across both semesters)

Faculty contact:
Name:
Email:
Phone:
Office Location:

Course descriptions:

Short Description:

This course consists of the foundation field placement which allows students to put into practice what they are learning in the classroom. The accompanying field practice seminar provides the opportunity to fully integrate field and classroom learning.

Long Description:

This course offers field practice and immersion into social work process under direct supervision of an M.S.W. social worker. The field placement offers students the opportunity to engage in professional tasks in various types of professional practice. Students are also expected to develop professional identity, and increase their understanding of 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 critically 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 420 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.

Students are also required to attend an integrative practice seminar that meets 7 times per semester (roughly every other week) throughout the course of the field placement. Seminars are co-facilitated by a member of the field faculty and a community practitioner. 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
• Practicing in keeping with the NASW code of ethics and applicable state law, as well as working through ethical dilemmas that arise in the context of field. 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
• Engage in effective consultation with peers, both as a provider and recipient of consultation.

Note:

All students who are enrolled in SW 8010 –Foundation Field Practicum are also enrolled in a practice seminar. This syllabus addresses some of the assignments and topics of discussion that will be covered in your practice seminar. While the topics will be covered in each seminar, the actual product for each assignment will vary, depending on your seminar instructor. Additionally, your instructor may add assignments as she/he sees appropriate to promote the learning and practice behaviors necessary for competent practice. These may vary cross seminars.

Pre-requisites:

This course must be taken concurrently with, or after, the following courses:

SW 8151- Social Work Practice Methods with Individuals and Systems
SW 8152- Social Work Practice Methods with Families and Groups
SW 8153- Models of Community Intervention
SW 8154- Organizations and Policy Advocacy

Clinical Content for MN Social Work Licensure:

This course contains some clinical content, as required by the Minnesota Board of Social Work for eligibility for the Licensed Independent Clinical Social Worker (LICSW). The number of hours in each required category is listed below:

<table>
<thead>
<tr>
<th>Area</th>
<th>Hours</th>
<th>Differential Diagnosis &amp; Bio-Psycho-Social Assessment 108 hours</th>
<th>Assessment-Based Clinical Treatment Planning 36 hours</th>
<th>Clinical Intervention Methods 108 hours</th>
<th>Evaluation Methodologies 18 hours</th>
<th>Social Work Ethics and Values 72 hours</th>
<th>Culturally Specific clinical Assessment 18 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

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Up to 36 hours of didactic training in the field placement may be counted towards the 360 clinical content hours if certain conditions are met. See the Clinical Content document on the School of Social Work web site.

PART II: COURSE OUTCOMES

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 consistent with the NASW Code of Ethics, the profession’s core values and applicable state law governing the practice of social work.
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.
14. Demonstrate accomplishment of the areas of competence delineated in the foundation EPAS competencies, as expressed in the Competency Assessment/Learning Contract/Evaluation.
Competencies and Practice Behaviors:

All of the competencies and practice behaviors are fully integrated into the Learning Contract/Evaluation form used to guide the student’s learning in the SW-010 foundation field placement. Students will begin their field placements by completing a baseline assessment of their competency in every one of the foundation practice behaviors as listed in the Council of Social Work Education standards. Before the end of the field placement, students will complete a final evaluation of competency measuring progress on the same foundation practice behaviors. The Field Instructor will also complete a final evaluation of the student’s progress in each of the foundation practice behaviors. In addition, students will develop 5-7 individualized learning goals based upon practice behaviors that will be assessed by the student and field instructor at the beginning, middle, and end of the field placement.

PART III: COURSE REQUIREMENTS

Assignments related to the field placement

The student is responsible to complete all field documentation, according to instructions and standards that are presented in detail in the field manual, and with the consultation of the field instructor. In short, these are:

- Initial field contract- due when student has reached 40 hours in the placement
- Learning contract and assessment- due when student has reached 100 hours in the placement
- Mind-placement evaluation- due at the end of fall semester, or halfway through a summer placement
- Final evaluation- due at the end of the placement
- Hours form- completed weekly throughout the placement
- Student evaluation of the field placement- due at the end of the placement

All field documents are complete on the Intern Placement Tracking (IPT) website.

Liaison Visits:

A faculty field liaison is assigned to every student in placement. In most instances, 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 one or two in-person conferences per placement period that are arranged by the student in consultation with the other participants. The first conference is scheduled around the time that the Learning Contract is completed and submitted to the field liaison and field instructor (during a summer block placement, there may only be one liaison visit). 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 discuss how the placement is proceeding, development of relationships, issues rising in field related to understanding organizations, communities, difference and diversity, social justice and supervision, as well as 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 revisit the previous discussion in the light of the student’s growth over the internship, review the student’s progress in field, and to discuss closure and educational goals for the remaining months or weeks of the placement. It is the student’s responsibility to coordinate the scheduling of liaison visits

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.

Seminar Norms

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. Information shared in electronic discussion groups goes no further than the facilitators and students. Standard accepted practices (such as mandatory reporting, threat of harm, etc.) are assumed to be ethical imperatives and thus not subject to absolute confidentiality. Except for the above mentioned exceptions, confidentiality is maintained 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, gender identity and expression and other social variables.

B. We 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, one 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 counterproductive 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.

Assignments Connected with Discussion Topics to Be Addressed in Seminar

*The actual product of the assignment may vary across seminars, depending on the instructor.*

**Reflective writing:** Reflective writing on a number of topics relevant to practice and the student’s field and professional learning will be a requirement in each seminar. The form of reflective writing will vary across seminars and may include journal writing and/or participation in electronic discussions through listserves or in Moodle.

**A class presentation in multiple parts, which will include** (each instructor will give further instructions for this assignment):

- A reflection on one’s own identity, history and lenses through which one views one’s work in field and other professional contexts.
- Presentation of a case/project/agency on which you are currently working, following a semi-structured format related to social work knowledge skills and values. A core part of this presentation is looking at the ethical dimensions of the work, utilizing established ethical decision making models and the NASW Code of Ethics.

**Writing Professional Goals**

- Students will learn about setting professional goals, and will create goals for themselves that will form the basis of the learning contract that they write in collaboration with their field instructor. Information on formulating and writing measurable, attainable goals will be covered in the seminar, and students will apply this learning in developing the learning contract that will guide the field placement.
- Each learning goal will incorporate one or more of the core competencies for social work practice, and will reflect the foundation practice behaviors that are associated with each competency. Students will assess their baseline on each foundation practice behavior at the start of the field placement. They will assess their progress toward their goals at the mid-point of the placement. Students and field instructors will assess their progress on the foundation practice behaviors at the end of the placement.

**Burnout Prevention**

All students will discuss issues related to burnout/ vicarious traumatization/self and mutual-care in the seminar, and collaborate on developing strategies and approaches to cope and thrive.
In their field placements, students are expected to:

- Be active and self-directed learners.
- Read the School's Field 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 before the student has reached 40 hours in field. The field competencies assessment and learning plan is due after 100 hours in field. **If this document is not complete and signed by the time a student has reached 100 hours in field, additional hours may not be accrued until it is complete and approved.**
- 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. **As per University policy, attendance at the first session of any class is mandatory, and failure to attend the first session will result in a student being dropped from the class.** (Attendance will be taken. If a student must miss a scheduled seminar, the student should contact the field liaison before the seminar meeting time to request an excused absence and make arrangements for submitting written assignments and for making up any other relevant seminar activities. Journal entries must be completed regardless of seminar absence. Students should expect that they may be asked to find another way to fulfill any seminar requirements that are not completed because of absence). Missing more than two seminar sessions during the course of the academic year may result in a grade of “N” for your field placement; students should inform the field liaison if special circumstances arise.
- Show respect for classmates and teachers by turning off all electronic devices. It is not appropriate to send or receive text messages while in seminar. In some circumstances, laptop computers may be used for class presentations.
- Complete all seminar assignments, including journal entries.
- Maintain 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).
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. Field Instructors will have an M.S.W. degree plus a minimum of two years’ professional experience.

Task supervisors are persons who direct the everyday work of field students, and may or may not have a social work background. 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 field faculty member (the student’s field liaison) and a community practitioner who share responsibility for overall structure of the field seminar and for facilitating group learning in seminar sessions.

The Field liaison serves as the liaison between the School of Social Work, the student, and the field agency. The field liaison conducts Liaison visits at the field site, monitors the placement and completion of documentation, and provides guidance. Consultation and support to both student and supervisor/agency. The field liaison is also involved in training supervisors and developing new placements.

Evaluation and Grading

Students and field supervisors are expected to incorporate mutual evaluative 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.

At the end of the first semester, students who have completed all expected field tasks in both their internship and seminar are given a grade of “K.” This includes all field documentation on the Intern Placement Tracking (IPT) website. Incomplete documentation or unfinished assignments will result in a grade of “I” being posted, and students must negotiate a signed contract for completion of unfinished field requirements (including documentation) with their field liaison. Evaluation of the seminar will be based on attendance and the completion of assignments.

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, including all field documentation on the IPT website.

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.

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 by the Field Department.

**Note:** No final grades 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.

**Policy on Incompletes**

Field grades are assigned at the end of each semester. Students who have completed field tasks are assigned an "K" until they have completed all the field hours satisfactorily. When hours and all requirements are completed, grades are then changed to an "S." **Grade changes are NOT recorded by the Graduate School until the end of spring semester (or the end of summer semester in the case of block placements).**

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 is expected to consult with the field liaison regarding another placement, field seminar and field credits.

**Seminar Calendar**

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

**UNIVERSITY POLICIES**

**STUDENT CONDUCT CODE:**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: **Student Conduct Code.** To review the Student Conduct Code, please see: [http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

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USE OF PERSONAL ELECTRONIC DEVICES IN THE CLASSROOM:
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

SCHOLASTIC DISHONESTY:
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions about scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your course instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class, e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

MAKEUP WORK FOR LEGITIMATE ABSENCES:
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

APPROPRIATE STUDENT USE OF CLASS NOTES AND COURSE MATERIALS:
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.
SEXUAL HARASSMENT:
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

EQUITY, DIVERSITY, EQUAL OPPORTUNITY, AND AFFIRMATIVE ACTION:
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf

DISABILITY ACCOMMODATIONS:
The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services: http://ds.umn.edu/student-services.html

MENTAL HEALTH AND STRESS MANAGEMENT:
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu

ACADEMIC FREEDOM AND RESPONSIBILITY:
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*
Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.
PART 1: COURSE INFORMATION

SW 8020 Field Practicum

6 credits (must be distributed across both semesters)

(Day and time of seminar meetings)

Faculty contact:

Name:

Email:

Phone:

Office Location:

Course descriptions:

Short Description:

This course consists of the concentration year field placement which allows full program students to integrate what they are learning in their concentration level courses

Long Description:

The second field placement builds upon the skills developed in the previous placement. 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 refined social work practice experience within settings offering learning opportunities relevant to the student’s area of concentration (Clinical Mental Health; Families & Children; Health, Disability & Aging; or Community Practice).

The concentration placement requires a student to spend a minimum of 600 hours in a supervised field setting. **8020 practice seminar hours are included in this total.** 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. Students also integrate the ability to evaluate the efficacy of their practice through the internship-based evaluation project they must complete for SW 8842, Advanced Social Work Evaluation. In addition, they will learn to engage as peer consultants with other students in their concentration, around both cases and projects related to their internship, and issues related to transitioning from the role of MSW student to that of beginning practitioner, through a seminar experience.
**Pre-requisites:**

Completion of all Foundation coursework, including SW 8010 Field Practicum, is prerequisite for this course. Students should be aware that they cannot take SW 8020 during the summer immediately following the completion of a fall/spring 8010 placement. In addition, the following courses must be taken prior to or concurrently with SW 8020:

**CMH:**
- SW 8451—Assessment and Engagement in Clinical Social Work Practice (3 cr)
- SW 8452—Core Concepts of Clinical Process (3 cr)

**CP:**
- SW 8551—Community Assessment and Intervention (3 cr)
- SW 8552—Advanced Community Practice: Leadership, Planning and Program Development (3 cr)

**HDA:**
- SW 8251—Advanced Social Practice in Health, Disability, and Aging (3 cr)
- SW 8261—Advanced Social Work Practice in Health Care (3 cr)

**F&C:**
- SW 8351—Advanced Practice I: Families and Children (3 cr)
- SW 8352—Advanced Practice with Families (3 cr)

**ALL Students:**
- SW 8821- SW with Difference Diversity and Privilege (2 cr)

**Student must also be concurrently enrolled in SW-842, Advanced Social Work Evaluation.** In addition to the minimum of 600 field placement hours, students should expect to spend additional hours at their field placement to complete the practice evaluation assignment.
Clinical Content for MN Social Work Licensure:

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<thead>
<tr>
<th>Area</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Differential Diagnosis &amp; Bio-Psycho-Social Assessment 108 hours</td>
<td>*</td>
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<tr>
<td>Assessment-Based Clinical Treatment Planning 36 hours</td>
<td>*</td>
</tr>
<tr>
<td>Clinical Intervention Methods 108 hours</td>
<td>*</td>
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<tr>
<td>Evaluation Methodologies 18 hours</td>
<td>*</td>
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<tr>
<td>Social Work Ethics and Values 72 hours</td>
<td>*</td>
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<tr>
<td>Culturally Specific Clinical Assessment 18 hours</td>
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*Up to 36 hours of didactic training in the field placement may be counted towards the 360 clinical content hours if certain conditions are met. See the Clinical Content document on the SSW web site for instructions.

PART II: COURSE OUTCOMES (SPECIFIC INTERNSHIP OUTCOMES ARE EXPRESSED THROUGH THE CREATION AND COMPLETION OF AN INDIVIDUALIZED LEARNING CONTRACT)

Upon successful completion of a concentration field placement in Clinical Mental Health; Families & Children; or Health, Disability & Aging, 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 direct practice settings.
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.
9. Identify areas for future professional growth; learn about opportunities for ongoing professional education; and begin to develop a plan for ongoing supervision as a practicing professional.

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.

12. Identify areas for future professional growth; learn about opportunities for ongoing professional education; and begin to develop a plan for ongoing supervision as a practicing professional.

Students are also expected to continue to develop and maintain competence in all of the following foundation practicum objectives:

13. Utilize field instruction and consultation appropriately by preparation, active participation and follow-up.

14. Use critical thinking skills in professional social work practice in assessments, interventions and evaluation with client systems of various sizes and diverse cultural backgrounds.

15. Practice in a manner that is congruent with the NASW Code of Ethics and the profession’s core values as well as MN laws governing the practice of social work, and standards as set forth by the board of social work.

16. 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.

17. 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.

18. In working with client systems of various sizes, apply the knowledge and skills of a generalist social work perspective across a range of settings.

19. Practice in a manner that supports client strengths, incorporates social justice and facilitates empowerment.


21. 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.

22. Critically evaluate professional literature in social work and related fields and apply findings to field practice settings.

23. Assess their professional practice.

24. Demonstrate professional use of self in practice settings, including developing effective collaborative and collegial relationships and carrying out assigned tasks responsibly.
25. 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.

Competencies and Practice Behaviors:

All of the competencies and practice behaviors are fully integrated into the Learning Contract/Evaluation form used to guide the student’s learning in the SW-020 field placement. Students will begin their field placements by completing a baseline assessment of their competency in every one of the foundation practice behaviors as listed in the Council of Social Work Education standards. Before the end of the field placement, students will complete a final evaluation of competency measuring progress on the same foundation practice behaviors. The Field Instructor will also complete a final evaluation of the student’s progress in each of the foundation practice behaviors. In addition, students will develop 5-7 individualized learning goals based upon practice behaviors that will be assessed by the student and field instructor at the beginning, middle, and end of the field placement.

PART III: COURSE REQUIREMENTS

Course Expectations for Students

In their field placements, students are expected to:

- Attend 8020 seminar as scheduled (seven sessions over the course of the school year) and complete seminar assignments
- Complete all journal entries as assigned by field liaison
- Be active and self-directed learners.
- Read the School’s Field 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 and applicable Minnesota laws governing the practice of social work.
• Consult with their assigned field liaison early, and regularly, if field concerns arise.

• Share the syllabus for SW 8842, Advanced Social Work Evaluation with their field Instructor, and discuss their evaluation plan (direct practice evaluation or program evaluation, depending on concentration), including what is to be evaluated and why.

• Invite field instructor to 8842 end-of-course conference at which evaluation findings are discussed.

COURSE REQUIREMENTS AND ASSIGNMENTS

Field Documentation

All field documentation is to be completed in the Intern Placement Tracking (IPT) system. The required field documentation consists of:

1. Initial Field Contract- due by the time the student has reached 40 hours in their field placement
2. Competencies assessment/Learning Contract/Evaluation- The assessment, goals and learning strategies, covering all competency areas and approved by supervisor and field coordinator, are due by the time the student has reached 100 hours in their field placement. **Hours beyond 100 in field without an approved learning contract in place may not count towards the required minimum of 600 hours.** Detailed instructions on completing this document are available on the IPT.
3. Mid-placement and Final Evaluations- these are done on the same form as the learning contract. The mid-placement evaluation is due at the end of the Fall semester (or halfway through the required hours, for a summer placement), and the final evaluation must be complete by the end of the field placement. Student and all supervisors must complete the evaluation.

**Setting professional goals:**

Building on the learning achieved in the foundation curriculum, students in SW 8020 will develop measurable professional goals that will form the structure of their learning contract at their field placement. Each learning goal will incorporate one or more of the core competencies for social work practice, and will reflect the advanced practice behaviors that are associated with each competency. Students will assess their baseline on each advanced practice behavior at the start of the field placement. They will assess their progress toward their goals at the mid-point of the placement. Students and field instructors will assess their progress on the advanced practice behaviors at the end of the placement.

The 8020 seminar—Peer Consultation and preparation to transition to beginning M.S.W. practice

There is a seminar experience that accompanies the concentration field placement, meeting 7 times over the school year (3 times over the summer). It is built around organizing students into concentration-specific peer consultation groups. These groups, with guidance and support from field staff and a suggested structure to work with, establish their own ground rules and norms, and engage in peer-to-peer consultation (with field staff support as needed) around issues related to their field experiences. In addition, each seminar begins with a “keynote” on an issue related to using the field experience as a launch pad into beginning MSW practice. Topics may include:
Each session will then offer prompts based on these topics for consultation groups to take into their small group session for discussion.

Attendance at the seminar is mandatory. If more than one seminar is missed, a student must negotiate a make-up assignment with their field coordinator. In addition, students are expected to hold themselves accountable to the other members of their consultation group, and must reach out to their consultation group members in the case of an absence.

**Journals/Reflective assignments:**

Students in 8020 will be expected to complete a total of 8 journal entries or other reflective assignments, as assigned in the class moodle. They may take the form of individual or group reflections, and may or may not have specific prompts - topic may develop out of discussion in the seminar, or may simply ask students to reflect on their field experiences. Specific topics or formats may differ depending on field coordinator.

**Liaison Visits:**

A faculty field liaison is assigned to every student in placement. In most instances, 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 one or two in-person conferences per placement period that are arranged by the student in consultation with the other participants. The first conference is scheduled around the time that the Learning Contract is completed and submitted to the field liaison and field instructor (during a summer block placement, there may only be one liaison visit). 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 discuss how the placement is proceeding, development of relationships, issues rising in field related to understanding organizations, communities, difference and diversity, social justice and supervision, as well as 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 revisit the previous discussion in the light of the student’s growth over the internship, review the student’s progress in field, and to discuss
closure and educational goals for the remaining months or weeks of the placement. It is the 
student’s responsibility to coordinate the scheduling of liaison visits

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.

Course Policies:

There are many University and School of Social Work policies that govern this course.

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. Field Instructors will have an 
M.S.W. degree plus a minimum of two years’ professional experience.

**Task supervisors** are persons who direct the everyday work of field students, and may or may not have a 
social work background. 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.

**Evaluation and Grading**

Students and field supervisors are expected to incorporate mutual evaluative 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.

At the end of the first semester, students who have completed all expected field tasks in both their 
internship and seminar are given a grade of “K.” This includes all field documentation on the Intern 
Placement Tracking (IPT) website. Incomplete documentation or unfinished assignments will result in a 
grade of “I” being posted, and students must negotiate a signed contract for completion of unfinished 
field requirements (including documentation) with their field liaison.

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, including all field documentation on the IPT website.

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 by the Field Department.
In addition, seminar attendance and satisfactory completion of journals and reflective assignments must be complete in order to achieve a passing grade.

**Note:** No final grades will be issued for SW 8020 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.

**Policy on Incompletes**

Field grades are assigned at the end of each semester. Students who have completed field tasks are assigned an "K" until they have completed all the field hours satisfactorily. When hours and all requirements are completed, grades are then changed to an "S." Grade changes are NOT recorded by the Graduate School until the end of spring semester (or the end of summer semester in the case of block placements).

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 the minimum required number of hours is completed, the student is expected to consult with the field liaison regarding another placement, field seminar and field credits.

The seminar experience is considered to be part of the requirements of the internship, and is not graded separately. Failure to fulfill the seminar requirements or other field assignments may result in a failing grade for the field placement.

**UNIVERSITY POLICIES**

**STUDENT CONDUCT CODE:**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: [http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."
USE OF PERSONAL ELECTRONIC DEVICES IN THE CLASSROOM:
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

SCHOLASTIC DISHONESTY:
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions about scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your course instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class, e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

MAKEUP WORK FOR LEGITIMATE ABSENCES:
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

APPROPRIATE STUDENT USE OF CLASS NOTES AND COURSE MATERIALS:
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.
SEXUAL HARASSMENT:
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

EQUITY, DIVERSITY, EQUAL OPPORTUNITY, AND AFFIRMATIVE ACTION:
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf

DISABILITY ACCOMMODATIONS:
The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services: http://ds.umn.edu/student-services.html

MENTAL HEALTH AND STRESS MANAGEMENT:
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu

ACADEMIC FREEDOM AND RESPONSIBILITY:
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*
Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.
SW 8030 SYLLABUS: CONCENTRATION FIELD PRACTICUM–ADVANCED STANDING

PART 1: COURSE INFORMATION

SW 8030 Advanced Standing Field Practicum
6 credits (must be distributed across both semesters)

Faculty contact:
Name:
Email:
Phone:
Office Location:

Course descriptions:

Short Description:
This course consists of the advanced standing field placement which allows students to put into practice what they are learning in the classroom. The accompanying field practice seminar provides the opportunity to fully integrate field and classroom learning.

Long Description:
This course offers field practice and immersion into social work process under direct supervision of an M.S.W. social worker. The field placement 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 concurrently 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 refined social work practice experience within setting offering learning opportunities relevant to the student’s area of concentration (Clinical Mental Health; Families & Children; Health, Disability & Aging; or Community Practice).

The advanced standing placement requires a student to spend a minimum of 600 hours in a supervised field setting. Field seminar hours for 8030 count toward this total.

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 placement.

Students are also required to attend an integrative practice seminar that meets 7 times per semester (roughly every other week) throughout the course of the field placement. Seminars are co-facilitated by a
member of the field faculty and a community practitioner. The accompanying integrative seminar serves as a professional learning support group focusing on:

- practicing in keeping with the NASW code of ethics and applicable state law, as well as working through ethical dilemmas that arise in the context of field
- 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.

Note: Students will engage in effective consultation, both as a provider and recipient of consultation

**Note:**

All students who are enrolled in SW 8030 – Advanced Standing Field Practicum are also enrolled in a practice seminar. **For 8030, seminar hours count towards the minimum 600 hour total.** This syllabus addresses some of the assignments and topics of discussion that will be covered in your practice seminar. **While the topics will be covered in each seminar, the actual product for each assignment will vary, depending on your seminar instructor. Additionally, your instructor may add assignments as she/he sees appropriate to promote the learning and practice behaviors necessary for competent practice. These may vary cross seminars.**

**Pre-requisites:**

Completion of all Foundation coursework, including SW 8010 Field Practicum is prerequisite for this course. In addition, the following courses must be taken prior to or concurrently with SW 8030:

**CMH:**

- SW 8451—Assessment and Engagement in Clinical Social Work Practice (3 cr)
- SW 8452—Core Concepts of Clinical Process (3 cr)

**CP:**

- SW 8551—Community Assessment and Intervention (3 cr)
- SW 8552—Advanced Community Practice: Leadership, Planning and Program Development (3 cr)

**HDA:**

- SW 8251—Advanced Social Practice in Health, Disability, and Aging (3 cr)
- SW 8261—Advanced Social Work Practice in Health Care (3 cr)

**F&C:**

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- SW 8351—Advanced Practice I: Families and Children (3 cr)
- SW 8352—Advanced Practice with Families (3 cr)

ALL Students:
- SW 8821- SW with Difference Diversity and Privilege (2 cr)

Students must have Advanced Standing status. **Student must also be concurrently enrolled in SW-842, Advanced Social Work Evaluation.** In addition to the minimum of 600 field placement hours, students should expect to spend additional hours at their field placement to complete the practice evaluation assignment.

**Clinical Content for MN Social Work Licensure:**

<table>
<thead>
<tr>
<th>Area</th>
<th>Differential Diagnosis &amp; Bio-Psycho-Social Assessment 108 hours</th>
<th>Assessment-Based Clinical Treatment Planning 36 hours</th>
<th>Clinical Intervention Methods 108 hours</th>
<th>Evaluation Methodologies 18 hours</th>
<th>Social Work Ethics and Values 72 hours</th>
<th>Culturally Specific clinical Assessment 18 hours</th>
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</thead>
<tbody>
<tr>
<td>Hours</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>1</td>
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*Up to 36 hours of didactic training in the field placement may be counted towards the 360 clinical content hours if certain conditions are met. See the Clinical Content document on the SSW web site for instructions.*

**Assignments related to the field placement**

The student is responsible to complete all field documentation, according to instructions and standards that are presented in detail in the field manual, and with the consultation of the field instructor. In short, these are:

- Initial field contract- due when student has reached 40 hours in the placement
- Learning contract and assessment- due when student has reached 100 hours in the placement
- Mind-placement evaluation- due at the end of fall semester, or halfway through a summer placement
- Final evaluation- due at the end of the placement
- Hours form- completed weekly throughout the placement
- Student evaluation of the field placement- due at the end of the placement

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All field documents are complete on the Intern Placement Tracking (IPT) website. **All students in 8030 should have a goal on their learning contract specifically related to their advanced evaluation project for SW-842**

**Liaison Visits:**

**A faculty field liaison is assigned to every student in placement.** In most instances, 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 one or two in-person conferences per placement period that are arranged by the student in consultation with the other participants. The first conference is scheduled around the time that the Learning Contract is completed and submitted to the field liaison and field instructor (during a summer block placement, there may only be one liaison visit). 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 discuss how the placement is proceeding, development of relationships, issues rising in field related to understanding organizations, communities, difference and diversity, social justice and supervision, as well as 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 revisit the previous discussion in the light of the student’s growth over the internship, review the student’s progress in field, and to discuss closure and educational goals for the remaining months or weeks of the placement. It is the student’s responsibility to coordinate the scheduling of liaison visits.

**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.**
Assignments Connected with Discussion Topics to Be Addressed in Seminar

*The actual product of the assignment may vary across seminars, depending on the instructor.*

**Reflective writing:** Reflective writing on a number of topics relevant to practice and the student’s field and professional learning will be a requirement in each seminar. The form of reflective writing will vary across seminars and may include journal writing and/or participation in electronic discussions through listserves or in Moodle.

A **class presentation in multiple parts, which will include** (each instructor will give further instructions for this assignment):

- A reflection on one’s own identity, history and lenses through which one view’s one’s work in field and other professional contexts.
- Presentation of a case/project/agency on which you are currently working, following a semi-structured format related to social work knowledge skills and values. A core part of this presentation is looking at the ethical dimensions of the work, utilizing established ethical decision making models and the NASW Code of Ethics.

**Writing Professional Goals**

- Students will learn about setting professional goals, and will create goals for themselves that will form the basis of the learning contract that they write in collaboration with their field instructor. Information on formulating and writing measurable, attainable goals will be covered in the seminar, and students will apply this learning in developing the learning contract that will guide the field placement.
- Each learning goal will incorporate one or more of the core competencies for social work practice, and will reflect the foundation practice behaviors that are associated with each competency. Students will assess their baseline on each foundation practice behavior at the start of the field placement. They will assess their progress toward their goals at the mid-point of the placement. Students and field instructors will assess their progress on the foundation practice behaviors at the end of the placement.

**Burnout Prevention**

All students will discuss issues related to burnout/ vicarious traumatization/self and mutual-care in the seminar, and collaborate on developing strategies and approaches to cope and thrive.

**PART II: COURSE OUTCOMES**

Upon successful completion of a concentration field placement in Clinical Mental Health; Families & Children; or Health, Disability & Aging, 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 direct practice settings.
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.

9. Identify areas for future professional growth; learn about opportunities for ongoing professional education; and begin to develop a plan for ongoing supervision as a practicing professional.

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:

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:

1. Identify, analyze, and manage value and ethical dilemmas that arise in community practice.

2. Practice ethically and promote the values of the social work profession as embodied in the NASW code of ethics.

Social justice:

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

Technical skills:

• 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).

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

**Evaluation:**

1. Design and implement evaluations of social programs and/or community interventions appropriate to their field context.
2. Identify areas for future professional growth; learn about opportunities for ongoing professional education; and begin to develop a plan for ongoing supervision as a practicing professional.

**Students are also expected to continue to develop and maintain competence in all of the following 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.
Competencies and Practice Behaviors:

All of the competencies and practice behaviors are fully integrated into the Learning Contract/Evaluation form used to guide the student’s learning in the SW-020/30 concentration field placement. Students will begin their field placements by completing a baseline assessment of their competency in every one of the foundation and concentration practice behaviors as listed in the Council of Social Work Education standards. Before the end of the field placement, students will complete a final evaluation of competency measuring progress on the same foundation and concentration practice behaviors. The Field Instructor will also complete a final evaluation of the student’s progress in each of the foundation practice behaviors. In addition, students will develop 5-7 individualized learning goals based upon practice behaviors that will be assessed by the student and field instructor at the beginning, middle, and end of the field placement.

PART III: COURSE REQUIREMENTS

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 counterproductive 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.

Course Expectations for Students

In their field placements, students are expected to:

- Be active and self-directed learners.
- Read the School’s Field 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.
- Share the syllabus for SW 8842, Advanced Social Work Evaluation with their field Instructor, and discuss their evaluation plan (direct practice evaluation or program evaluation, depending on concentration), including what is to be evaluated and why
- Invite Field Instructor to 8842 end of course conference at which evaluation findings are discussed.

In field seminar, students are expected to:

- Attend all scheduled seminar sessions. As per University policy, attendance at the first session of any class is mandatory, and failure to attend the first session will result in a student being dropped from the class. (Attendance will be taken. If a student must miss a scheduled seminar, the student should contact the field liaison before the seminar meeting time to request an excused absence and make arrangements for submitting written assignments and for making up any other relevant seminar activities. Journal entries must be completed regardless of seminar absence. Students should expect that they may be asked to find another way to fulfill any seminar requirements that are not completed because of absence). Missing more than two seminar sessions during the course of the academic year may result in a grade of “N” for your field placement; students should inform the field liaison if special circumstances arise.
• Show respect for classmates and teachers by turning off all other electronic devices. It is not appropriate to send or receive text messages while in seminar. In some circumstances, laptop computers may be used for class presentations.
• Complete all seminar assignments.
• Maintain 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).
• Participate in ongoing evaluation of field seminar methods and learning outcomes.

Course Policies:

There are many University and School of Social Work policies that govern this course. See the M.S.W. Handbook and the Roles of Agency Field Instructors, Task Supervisors, and Seminar Facilitators.

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. Field Instructors will have an M.S.W. degree plus a minimum of two years’ professional experience.

Task supervisors are persons who direct the everyday work of field students, and may or may not have a social work background. 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 field 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.

EVALUATION AND GRADING

Students and field supervisors are expected to incorporate mutual evaluative 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.
At the end of the first semester, students who have completed all expected field tasks in both their internship and seminar are given a grade of “X.” This includes all field documentation on the Intern Placement Tracking (IPT) website. Incomplete documentation or unfinished assignments will result in a grade of “I” being posted, and students must negotiate a signed contract for completion of unfinished field requirements (including documentation) with their field liaison. Evaluation of the seminar will be based on attendance and the completion of assignments.

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, including all field documentation on the IPT website.

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.

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 by the Field Department.

Note: No final grades 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.

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. When hours and all requirements are completed, grades are then changed to an "S." Grade changes are NOT recorded by the Graduate School until the end of spring semester (or the end of summer semester in the case of block placements).

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 is expected to consult with the field liaison regarding another placement, field seminar and field credits.

Seminar Calendar

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

UNIVERSITY POLICIES

STUDENT CONDUCT CODE:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the
University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see:

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**USE OF PERSONAL ELECTRONIC DEVICES IN THE CLASSROOM:**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

**SCHOLASTIC DISHONESTY:**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:
http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions about scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html.

If you have additional questions, please clarify with your course instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class, e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**MAKEUP WORK FOR LEGITIMATE ABSENCES:**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such
circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

**APPROPRIATE STUDENT USE OF CLASS NOTES AND COURSE MATERIALS:**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

**SEXUAL HARASSMENT:**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf.

**EQUITY, DIVERSITY, EQUAL OPPORTUNITY, AND AFFIRMATIVE ACTION:**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

**DISABILITY ACCOMMODATIONS:**

The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services: http://ds.umn.edu/student-services.html.

**MENTAL HEALTH AND STRESS MANAGEMENT:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental
health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

**ACADEMIC FREEDOM AND RESPONSIBILITY:**
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.
FIELD FAQS FOR REFERENCE

The following information is for quick reference, and is expanded upon elsewhere in this manual. This is the same material that was distributed to students upon admission. Please note that there is a different FAQ depending on whether a student is advanced standing or full program, full-time or part-time.

FULL PROGRAM (53 CREDITS), FULL-TIME STUDY

SECTION 1: GENERAL QUESTIONS

1. What is “field” and how does it fit into my M.S.W. course of study?

   Field is the heart of the M.S.W. education—it comprises the most time and the largest block of credits in your graduate curriculum. As a student in the M.S.W. program at the School of Social Work, you apply your classroom learning in social work agencies under the supervision of an M.S.W. field instructor. Field is, in essence, a “laboratory” for you to use the skills and concepts you are learning in the classroom, and to bring those experiences back to the classroom. It is also, honestly, a “test” of your ability to not just study, but also PRACTICE social work—an opportunity to show that you are able to integrate classroom acquired knowledge and skills in real world social work practice.

   Full Program students complete two field placements, a foundation placement during the first year, SW 8010 - Field Practicum I, for which they earn six credits (3 per semester), which is accompanied by an integrative seminar, and a concentration field placement during the second year, SW 8020 - Field Practicum II, for which they earn six credits (3 per semester). SW 8010 requires a MINIMUM of 420 hours of service at the placement, and 8020 requires a MINIMUM of 600 hours of service at the placement.

   While there are a minimum number of hours required for a field placement, successful completion is measured by achieving competence as measured by a learning contract, not merely through the accumulation of hours. The foundation field placement (SW 8010), which is accompanied by an integrated seminar, provides a generalist orientation to the field of social work, while the concentration placement (SW 8020) supports the student's chosen area of concentration.

2. When do I do my field placements?

   Students may complete the field requirement in a concurrent placement over the academic year (September through May) at the same time they are completing their foundation year or concentration year requirements. The other option is a summer block placement following completion of the year’s required coursework. There is more information about this below.

3. What kinds of field placements are available and where are they located?

   The School of Social Work offers a wide array of field placement possibilities at a range of agencies throughout the Twin Cities metropolitan area and extending into Greater Minnesota, and neighboring states. The vast majority of placements are in the greater Twin Cities area. The field team will work to assist students hoping for placements close to home, but cannot guarantee students a placement in a given neighborhood or geographical area.

4. Can I do a field placement in another country, or beyond the upper Midwest area?
Not for your foundation (SW 8010) field placement. There are options for you to do your concentration field placement in in another part of the country or overseas. Please refer to the Policy for International Field Placements in the SSW field manual.

5. How will I know what to look for in a field placement?

Your field placement gives you the opportunity to practice, integrate and refine new skills and knowledge that you are learning in your M.S.W. coursework. Field placements also allow you to try out practice in different areas of social work: working with new populations of people and/or trying out social work tasks and activities you’ve not done before. We encourage all students to stretch themselves and get out of their practice comfort zones!

We discourage you from pursuing a field placement that replicates work you have already mastered. In a field placement, you have the luxury of being in a student role, with the expectation for rich and relevant learning, not just production or efficiency.

6. What about the “life balance” considerations related to doing a field placement?

Field placements demand a lot of your time, energy, and commitment. Most field placements require that you intern during daytime work hours when the supervising field instructor is available, and when the heart of the agency’s work is done. The M.S.W. class schedule allows space for being in field, for the most part on Mondays Tuesdays and Wednesdays. Some field placements offer late afternoon, evening or weekend hours. However, with VERY rare exceptions, you should not plan on being able to complete the bulk of your hours during these timeframes, in large part due to the need for you to have substantive learning opportunities with robust support and supervision.

If you are currently working and plan to continue working during your M.S.W. study, you need to figure out – NOW – how you will be able to schedule your life so that you can give the needed time and attention to your field placement(s). You may want to talk with your employer about very part-time work, flexible work hours, or a leave of absence.

Those of you with family obligations should also start talking with your family members now to form a realistic plan that takes into consideration your school/internship time commitments and the inevitable strains that these additional obligations may create.

Field placements are generally viewed by students as the most meaningful part of their social work graduate education. Don’t cheat yourself when you are planning the completion of your M.S.W.! Plan well enough that you can be fully present as a student in your field placement and use the learning opportunities available in it to significantly advance your professional growth.

7. I am currently employed in a social service position. Can’t I just use that for my field placement?

In a word, no. YOU CANNOT USE YOUR CURRENT EMPLOYMENT TO COUNT FOR YOUR FIELD PLACEMENT. The reason is related both to the requirements of the SSW’s accrediting body, and the purpose of field education, which is to allow you to try new things, to gain new knowledge, to take risks and grow, free from the performance requirements of an employee.
There is a process and application for completing a field placement at your place of employment, but that must be in a different area of the agency, with different space and supervisor (see section 3 below).

8. I have years of social service experience. Can’t I just get credit for that?

In a word, no. The SSW’s accrediting body prevents giving credit for previous life experiences. M.S.W. field practice provides you an opportunity to go beyond the knowledge and practice base you bring into the program.

9. What are my options for structuring my field placement?

Students who study full-time generally take 14 credits each semester, which includes 3 credits for field. If you are one of these students, you have two options for completing field:

Option A) You can do a concurrent field placement that runs the length of the academic year. Students begin field in the fall semester and spend 14 hours each week in the field setting. In the majority of settings, concurrent placement is the preferred way to integrate field and classroom learning.

If you are entering as a Full Program (53 credit), full-time student and plan to begin a concurrent field placement in fall 2016, you should attend the Field Fair Orientation and Field Fair on April 5, 2016, at the U of M Coffman Union. Read Section 2 “Field Fair and the Placement Process” carefully for more details.

Option B) You can do a block placement over 12 weeks in the summer following your first full year of classes and completion of your social work practice methods courses (see below). Students who do a block placement spend about 35 hours each week in the field setting.

If you are an entering full program, full time student and plan on doing a summer block placement, during the summer of 2016, you do not need to attend the Field Fair on April 5, 2016. There will be an information session for summer block placements in early 2017.

BUT - important to remember! Students who register for a summer block placement face an overall tuition increase as a result of registering in an additional registration period, i.e. summer semester.

IMPORTANT NOTE TO ALL FULL PROGRAM, FULL-TIME STUDENTS: You must take the first field placement concurrent with or in the summer following completion of the foundation practice methods sequence:

- SW 5051-Human Behavior in the Social Environment
- SW 5101-Historical Origins & Contemporary Policies and Programs in Social Welfare
- SW 8141-Social Work Research Methods
- SW 8151- Practice Methods: Individuals & Systems
- SW 8152- Practice Methods: Families & Groups
- SW 8153-Models of Community Intervention SW-154-Organizations & Policy Advocacy

The Foundation courses listed above must be completed prior to the start of your second field placement, which is your concentration field placement. Students should be aware that they cannot take a summer concentration placement immediately upon completing a concurrent foundation placement.
SECTION 2: FIELD FAIR AND THE PROCESS FOR CONCURRENT PLACEMENTS (FULL PROGRAM—FULL TIME)

1. What are the steps in finding a field placement?

   Before you do anything else, set up your University of Minnesota email account. This is the primary way you will receive information from the School of Social Work, including information from the Field Team. In addition, you will soon receive an email from Rosetta Chears, Field Program Coordinator, with information on getting access to the Intern Placement Tracking (IPT) database. You will be asked to set up a username and password to the IPT database, which is the primary source of agency information and field paperwork. Make sure you retain your username and password as you will be using this site throughout your entire time at the School of Social Work.

   The School of Social Work begins the Fall 2016–Spring 2017 field placement interviewing process with the Field Orientation and Field Fair on Monday, April 5, 2016. The Field Orientation provides students with information about how field works, on what to look for in an internship, how to choose the best internship for their needs and how to effectively interview for internships. The purpose of the Field Fair is to provide a setting for students and agency representatives to meet, exchange information, and to arrange for formal interviews starting the next day.

   The first day that actual interviews can take place is Tuesday, April 6, 2016. There are no exceptions to this policy, except in the possible case of placements outside the Twin Cities metro area. If this is the case for you, consult the Director of Field Instruction.

   IMPORTANT POINT: YOU ARE NOT PERMITTED TO ARRANGE INTERVIEWS WITH AGENCY REPRESENTATIVES UNTIL YOU HAVE CONFIRMED ENROLLMENT WITH THE U OF M SCHOOL OF SOCIAL WORK. Agency representatives need to know which M.S.W. program they are dealing with when they take the time to interview students.

   The three graduate social work programs in the Twin Cities (University of Minnesota, Augsburg College, and University of St. Thomas/St. Catherine) follow the same timelines for interviewing and selecting agencies. The three programs match students cooperatively in a joint meeting after the interviewing process is completed. Because it has proven beneficial to all three programs and to agencies to have a shared timeline and process, any attempts by students to circumvent the process will result in forfeiting the opportunity to interview at the desired agency.

   Even if your interview goes well, agency field instructors and students do not make the final decisions at the time of the interview. Final placement decisions and approvals of placements are made by the Field Department. After completing interviews with multiple agencies, students rank order their choices on the IPT website (see section 2, part 1 above).

   Choices must be submitted by May 9, 2016. Agencies will submit their student preferences to the Field Department by the same date. We then meet with representatives of the other M.S.W. programs and complete the matching process. Students and agencies are formally contacted, via email, with the confirmed placement information in late May 2016.

   Don’t panic if you don’t immediately get matched. This happens, especially when students pursue agency placements that are highly competitive or interview only with one or two agencies. For this reason, you
are strongly urged to interview with 3-5 agencies. Fewer than 3, and you run the risk of not getting matched. More than 5, and we burn out our agency representatives!

After the formal spring matching process is completed, there are still many agencies that are interested in having fall interns and there is, in fact, a “second round” process that takes place through mid-summer. The School’s field coordinators will help you select additional agencies for interviewing and will provide direction and support until you have secured an appropriate field placement. Occasionally, a student will need coaching in effective interviewing skills. Field coordinators can also help you with this.

2. When is the Field Orientation and Field Fair, and how do I know if I should attend?

The annual Field Fair is intended for students who plan to begin a concurrent field placement in Fall 2016. It will be held at the Coffman Union Great Hall on the East Bank Campus. It is preceded in the morning by a field orientation for new students.

**Date:** Tuesday, April 5, 2016  
**Orientation:** 8:30 a.m.-2:30 p.m., Coffman Union, the Whole music club  
**Field Fair:** 3-5 p.m., Coffman Union Great Hall  
Maps and directions can be found on this web page.

The Orientation provides students with information on what to look for in an internship, how to choose the best internship for their needs, and how to effectively interview for internships. The Field Fair offers the opportunity for students to meet with representatives from the local agencies offering internships, obtain contact information, and begin to arrange one-to-one interviews. **We strongly urge students to attend Field Fair if they will be beginning a field placement in fall 2016.**

If you are planning to do a Block Placement in summer 2017, you do not need to attend Field Fair. You will receive information about a Summer Block information meeting in early 2017.

3. How can I prepare for Field Fair?

**Again, make sure you know how to get access to the IPT database since this is where you will find information about the agencies offering field placements.** Do some homework ahead of time. A listing of field placements for the fall-spring 2016-17 academic year will be available by March 25 on the School’s field placement website. Once you access the IPT database, you will also be able to access this link from this database.

Read the document “Understanding Agency Descriptions and Availability Tables” and then look at the Fall-Spring 2016-17 Agency Availability List. Once you have reviewed the list of available placements (making sure that you are attending to which placements are eligible for FOUNDATION students), go to the specific agency/placement descriptions at the Field Intern Placement Tracking (IPT) site to find out more information about placements that interest you. Begin making a preliminary list of agency placements you would like to explore at Field Fair and during the subsequent interviewing period that lasts from April 6–May 6, 2016. Then update your resume and bring copies to share with agency representatives at the Field Fair on April 5, 2016.

4. When can I begin interviewing with agency representatives?
Important: Before you begin scheduling interviews, you must confirm your enrollment with the U of M School of Social Work. Agency representatives need to know which M.S.W. program they are dealing with when they start making appointments with students.

The first day that actual interviews can take place is Wednesday, April 6, 2016. There are no exceptions to this policy, except in the possible case of placements outside the Twin Cities metro area. If this is the case for you, consult the Director of Field Instruction.

The three graduate social work programs in the Twin Cities (U of Minnesota, Augsburg College, and University of St. Thomas/St. Catherine) follow the same timelines for interviewing and selecting agencies. The three programs match students cooperatively in a joint meeting after the interviewing process is completed. Because it has proven beneficial to all three programs to have a shared timeline and process, any attempts by students to circumvent the process will result in forfeiting the opportunity to interview at the desired agency.

5. What if I plan on starting a field placement in Fall 2016 and am absolutely unable to attend the Field Fair on April 5, 2016?

The Field Department must know whether or not you plan to start a field placement this fall. If you absolutely cannot attend the Field Fair, contact MJ Gilbert, Director of Field Instruction, immediately, (612.624.4259 or mgilbert@umn.edu) so that you can get the information you need to begin your field placement search. You should also immediately complete a “Field Practicum Application,” which can be found on the M.S.W. Field web page. Complete the form and send it to MJ, via email attachment or regular mail. The application information will be used by field staff to help you in your placement search.

If you are currently living far away from Minnesota and will not be able to interview in person for a field placement, consult the Agency Descriptions in the IPT website. Many agencies designate willingness to interview via phone or Skype. If you are unable to begin an interview process until the summer, you may still secure a fall field placement. There are field staff members working at the School of Social Work throughout the summer.

Here is what you need to do:

- Contact MJ Gilbert (phone and email above) and let her know that you plan to do a Fall 2016 field placement.
- Complete a “Field Practicum Application” (see above) and send it to her, via an email attachment or regular mail. The information in your application will assist the field staff in helping you in your placement search once you have moved to Minnesota. They may also be able to refer you to agencies that are willing to interview you over the phone.
- Contact the Field Department as soon as you get into the Twin Cities so you can discuss your placement search and begin interviewing.
6. OK, I’ve interviewed with some agencies. What is the next step?

Even if your interview goes well, agency field instructors and students do not make the final decisions at the time of the interview. Final placement decisions and approvals of placements are made by the Field Department. **After completing interviews with multiple agencies, you will rank order your choices on your Student Detail Page** (your “home page” on the Intern Placement Tracking [IPT] web page. Look for the Agency Preferences heading just under the section containing your identifying information.

Your rank-ordered agency preferences must be entered on IPT by May 9, 2016.

Agencies submit their student preferences to the Field Department at the same time. We then meet with the other M.S.W. programs and complete our matching process. Students and agencies are formally contacted, via email, with the confirmed placement information in late May.

7. What happens if I don’t get matched?

First, take a deep breath! Don't panic if you don’t immediately get matched. This happens, especially when students pursue agency placements that are highly competitive or interview only with one or two agencies. For this reason, **you are strongly urged to interview with 3-5 agencies**. Fewer than 3, and you run the risk of not getting matched. More than 5, and we burn out our agency representatives!

After the formal spring matching process is completed, there are still many agencies that are interested in having fall interns and there is, in fact, a “second round” process that takes place through mid-summer. The School’s field coordinators will help you select additional agencies for interviewing and will provide direction and support until you have secured an appropriate field placement. Occasionally, a student will need coaching in effective interviewing skills. Field coordinators can also help you with this.

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**SECTION 3: OTHER FREQUENTLY ASKED QUESTIONS ABOUT SPECIFIC SITUATIONS (FULL PROGRAM—FULL TIME)**

1. How can I apply to do my field placement at the agency I work for (I have read section I, question 6 above, and I understand it)?

All proposed internships at places of employment must be carefully examined before approval is given.

If you are interested in doing a field placement at your place of employment, you should first study the School’s policy related to these internships. If, after reviewing the policy, you believe that the field placement you are proposing will meet the requirements, complete an “Internship at Place of Employment Application.” The policy and application may be found on the M.S.W. Field web page where you will find the “Application for Internship at Place of Employment.”

**Please note that there is an early deadline for turning in applications for internships at place of employment.** Because there is no guarantee that your proposed internship arrangements will be approved, the Field Department requires that you turn in your proposal early in the internship search process so that you will have time to explore other alternatives if your proposal is denied. **This year, applications are due into the Field Department by no later than April 15, 2016.**
2. I have a specific agency in mind for my internship, but I am not sure if they have ever had M.S.W. field students before. What do I need to do?

First of all, it is important to know some of the basic requirements for approved field placements:

- **There must** be a person willing to serve as your field instructor. This person must have an M.S.W. degree and a minimum of two years post-M.S.W. experience (LICSW or LISW preferred).
- The potential field instructor must be able to provide at least one hour of direct supervision each week.
- The potential field instructor must participate in New Field Instructor Training offered by the School of Social Work. The training is available on campus or via an online course.
- The agency must be willing to commit to have you as a student for 16 hours per week (concurrent) or 40 hours per week (block).
- The agency must be able to provide you with a desk and ways (phone, computer) for you to engage your work.

If, after doing some preliminary research yourself, you believe that the agency you’re interested in would be able to meet these requirements, you should complete an “Application for Developing a New Field Placement,” which can be found on the [M.S.W. Field web page](#).

Submit the completed application to the Field Department. A member of the field team will then formally contact the agency and ask the proposed field instructor or agency contact to complete an online “Agency Description Form.” Once the Agency Description Form has been returned, a field coordinator will review the information and schedule a site visit. Not until the site visit has been made, and the agency and field instructor approved, can you formally interview.

**Please note that there is an early deadline for turning in applications for establishing a new field placement.** Because there is no guarantee that the proposed internship will be approved, the Field Department requires that you turn in your application early in the internship search process so that you will have time to explore other alternatives if your proposal is turned down. **This year, applications are due into the Field Department by April 15, 2016.**

**SECTION 4: TIME LINES -FIND YOUR TIME FRAME, AND MAKE A NOTE OF THE IMPORTANT DATES! (FULL PROGRAM–FULL TIME)**

1. What are the important dates in the field placement process, and do I really need to pay attention to them?

Yes, by all means! The Field Team is responsible for placing over 170 students for the fall, and we will **definitely give** preference to students who follow all procedures and meet all deadlines. So here are the important dates you need to know:

- **March 25, 2016:** Agency Information available on SSW website
- **April 5, 2016:** Field Fair
- **April 6-May 6, 2016:** Interview Period with Agencies
- **April 15, 2016:** Applications for Developing a New Field Placement due
• **April 15, 2016**: Applications for Internships at Place of Employment due
• **May 9, 2016**: Choice of Placement due, via the IPT website
• **Late May 2016**: Students and Agencies receive notification of placements
• **June 1, 2016**: Second round of placements begin
• **August 29, 2016**: New Student Orientation (will include session on Field)
• **September 6, 2016**: 2016-2017 Field Placements begin!
ADVANCED STANDING (34 CREDITS), FULL-TIME STUDY

SECTION 1: GENERAL QUESTIONS

1. What is “field” and how does it fit into my M.S.W. course of study?

   Field is the heart of the M.S.W. education—it comprises the most time and the largest block of credits in your graduate curriculum. As a student in the M.S.W. program at the School of Social Work, you apply your classroom learning in social work agencies under the supervision of an M.S.W. field instructor. Field is, in essence, a “laboratory” for you to use the skills and concepts you are learning in the classroom, and to bring those experiences back to the classroom. It is also, honestly, a “test” of your ability to not just study, but also PRACTICE social work—an opportunity to show that you are able to integrate classroom acquired knowledge and skills in real world social work practice.

   Advanced Standing students complete one field placement, Advanced Standing Field Practicum (SW 8030) which is accompanied by an integrative seminar, for which they earn six credits (3 per semester). **SW-030 requires a MINIMUM of 600 hours of service at the placement.** While there are a minimum number of hours required for a field placement, successful completion is measured by achieving competence as measured by a learning contract, not merely through the accumulation of hours.

2. When do I do my field placements?

   Students may complete the advanced standing field requirement in a concurrent placement over the academic year (September through May) at the same time they are completing their foundation year or concentration year requirements. The other option is a summer block placement following completion of the year’s required coursework. When deciding between concurrent and summer block placements, please be aware that there are pros and cons for either choice. See below for more information.

3. What kinds of field placements are available and where are they located?

   The School of Social Work offers a wide array of field placement possibilities at a range of agencies throughout the Twin Cities metropolitan area and extending into Greater Minnesota, and neighboring states. The vast majority of placements are in the greater Twin Cities area. The field team will work to assist students hoping for placements close to home, but cannot guarantee students a placement in a given neighborhood or geographical area.

4. Can I do a field placement in another country, or beyond the upper Midwest area?

   Advanced Standing students cannot complete SW 8030 in an international or distance site. If you wish to seek an internship experience in an international or distance site, you may use elective credit to do a distance field placement under SW-041, Independent Field Placement, but you will have to FIRST complete your SW-030 locally. Please refer to the Policy for International Field Placements in the SSW field manual.

5. How will I know what to look for in a field placement?

   Your field placement gives you the opportunity to practice, integrate and refine new skills and knowledge that you are learning in your M.S.W. coursework. Field placements also allow you to try out practice in different areas of social work: working with new populations of people and/or trying out social work tasks.
and activities you've not done before. We encourage all students to stretch themselves and get out of their practice comfort zones!

We discourage you from pursuing a field placement that replicates work you have already mastered. In a field placement, you have the luxury of being in a student role, with the expectation for rich and relevant learning, not just production or efficiency.

6. What about the “life balance” considerations related to doing a field placement?

Field placements demand a lot of your time. Each placement requires a minimum of 600 hours in the field agency with a regular schedule of 18-20 hours each week for concurrent placements and 40 hours each week for block placements. Most field placements require that you intern during daytime work hours when the supervising field instructor is available, and when the heart of the agency’s work is done. The MSW class schedule allows space for being in field, for the most part on Mondays Tuesdays and Wednesdays. Some field placements offer late afternoon, evening or weekend hours. However, with VERY rare exceptions, you should not plan on being able to complete the bulk of your hours during these timeframes, in large part due to the need for you to have substantive learning opportunities with robust support and supervision.

If you are currently working and plan to continue working during your MSW study, you need to figure out – NOW – how you will be able to schedule your life so that you can give the needed time and attention to your field placement. You may want to talk with your employer about very part-time work, flexible work hours, or a leave of absence. YOU CANNOT USE YOUR CURRENT EMPLOYMENT TO COUNT FOR YOUR FIELD PLACEMENT. There is a process and application for completing a field placement at your place of employment, but that must be in a different area of the agency, with different space and supervisor (see section 3 below).

Those of you with family obligations should also start talking now with your family members to develop a realistic plan that takes into consideration your school/internship time commitments and the challenges that these additional obligations may create.

Field placements are generally viewed by students as the most meaningful part of their social work graduate education. Don’t cheat yourself when you are planning the completion of your MSW! Plan well enough that you can be fully present as a student in your field placement and use the learning opportunities available in it to significantly advance your professional growth.

7. I am currently employed in a social service position. Can’t I just use that for my field placement?

In a word, no. YOU CANNOT USE YOUR CURRENT EMPLOYMENT TO COUNT FOR YOUR FIELD PLACEMENT. The reason is related both to the requirements of the SSW’s accrediting body, and the purpose of field education, which is to allow you to try new things, to gain new knowledge, to take risks and grow, free from the performance requirements of an employee.

There is a process and application for completing a field placement at your place of employment, but that must be in a different area of the agency, with different space and supervisor (see section 3 below).

8. I have already been working as a social worker and/or have years of social service experience. Can’t I just get credit for that?
In a word, no. The SSW’s accrediting body prevents giving credit for previous life experiences. M.S.W. field practice provides you an opportunity go beyond the knowledge and practice base you bring into the program.

9. What are my options for structuring my field placement?

Full-time Advanced Standing students have two options for completing a minimum 600 hour field placement that is a requirement of the M.S.W. program. Both options have advantages and disadvantages.

**Option A)** You can do a concurrent field placement that runs the length of the academic year. Students begin field in the fall semester and spend 18-20 hours each week in the field setting. In many of our field placement settings, concurrent placement is the preferred way to integrate field and classroom learning.

**Advantages:** This option offers the widest range of field placement possibilities, especially for students in the Clinical Mental Health concentration. It also offers more opportunity for true integration of classroom and field learning.

**Disadvantages:** This option requires a significantly more demanding course load during Fall and Spring semesters, as all required courses must be taken concurrently with SW-030 Advanced Standing Field Practicum (the one required course that can be deferred until Summer is SW-821 Social Work with Difference, Diversity, and Privilege).

Field Placement Selection Process: If you are entering as an Advanced Standing (34 credit), full-time study student and plan to begin a concurrent field placement in Fall 2016, you should attend the Field Fair Orientation and Field Fair on April 6, 2016 (see below).

**Option B)** You can do a block placement over 13-14 weeks in the summer following your two semesters of required and elective courses related to your chosen concentration. Students in block placements spend 40 hours each week in the field placement setting. In addition to enrolling in SW-030 Advanced Standing Field Practicum, you must be simultaneously enrolled in SW-842 Advanced Social Work Evaluation.

**Advantages:** This option offers the most balanced course loads over the three semesters of enrollment in the M.S.W. Program. The summer semester will consist of the field placement and the Advanced Social Work Evaluation course.

**Disadvantages:** Many field placements are not suitable for summer block placements due to the nature of the work. This is particularly true for Advanced Standing students in the Clinical Mental Health concentration. Except for more crisis-oriented settings, the client change process often depends upon forming longer term relationships. Another factor to consider is that while there is less competition, there are fewer placements available in the summer.

**BUT—important to remember!** Students who register for a summer block placement face an overall tuition increase as a result of registering in an additional registration period, i.e. summer semester.

If you are an entering Advanced Standing (34 credit), full time student and plan on doing a 2017 summer block placement, you do **not** need to attend the Field Fair on April 6, 2016. There will be an information session for Summer Block placements in early 2017.

10. What courses must I take in order to be eligible to do my field placement?

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Students take the following concentration classes concurrent with or before SW 8030:

**Clinical Mental Health students:**

- SW 8451—Assessment and Engagement in Clinical Social Work Practice (3 cr)
- SW 8452—Core Concepts of Clinical Process (3 cr)

**Community Practice: Organizing, Leadership and Advocacy students:**

- SW 8551—Community Assessment and Intervention (3 cr)
- SW 8552—Advanced Community Practice: Leadership, Planning and Program Development (3 cr)

**Families and Children students:**

- SW 8351—Advanced Practice I: Families and Children (3 cr)
- SW 8352—Advanced Practice II: Families and Children (3 cr)

**Health, Disability and Aging students:**

- SW 8251—Advanced Social Practice in Health, Disability, and Aging (3 cr)
- SW 8252—Health, Disability and Aging: Advanced Interventions (3 cr)

Students with advanced standing who complete a concurrent placement (fall and spring semesters) should take SW 8821—Social Work and Difference, Diversity and Privilege in the summer session if they wish to complete all of their requirements in a 12-month calendar year, with three matriculation periods. CMH, FC and HDA students take the following concentration class concurrent with SW 8030:


CP students take SW 8842—Advanced Social Work Evaluation during the academic year, even when they choose a summer block placement for SW 8030.

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**SECTION 2: FIELD FAIR AND THE PROCESS FOR CONCURRENT PLACEMENTS (ADVANCED STANDING—FULL TIME)**

1. **What are the steps in finding a field placement?**

   **Before you do anything else, set up your University of Minnesota email account.** This is the primary way you will receive information from the School of Social Work, including information from the Field Team. In addition, you will soon receive an email from Rosetta Chears, Field Program Coordinator, with information on getting access to the Intern Placement Tracking (IPT) database. You will be asked to set up a username and password to the IPT database, which is the primary source of agency information and field paperwork. **Make sure you retain your username and password as you will be using this site throughout your entire time at the School of Social Work.**

   The School of Social Work begins the Fall 2016–Spring 2017 field placement interviewing process with the **Field Orientation and Field Fair on Tuesday, April 5, 2016.** The purpose of the Field Fair is to provide
a setting for students and agency representatives to meet, exchange information, and to arrange for formal interviews starting the next day.

The first day that actual interviews can take place is Wednesday, April 6, 2016. There are no exceptions to this policy, except in the possible case of placements outside the Twin Cities metro area. If this is the case for you, consult the Director of Field Instruction.

IMPORTANT POINT: YOU ARE NOT PERMITTED TO ARRANGE INTERVIEWS WITH AGENCY REPRESENTATIVES UNTIL YOU HAVE CONFIRMED ENROLLMENT WITH THE U OF M SCHOOL OF SOCIAL WORK. Agency representatives need to know which M.S.W. program they are dealing with when they take the time to interview students.

The three graduate social work programs in the Twin Cities (University of Minnesota, Augsburg College, and University of St. Thomas/St. Catherine) follow the same timelines for interviewing and selecting agencies. The three programs match students cooperatively in a joint meeting after the interviewing process is completed. Because it has proven beneficial to all three programs and to agencies to have a shared timeline and process, any attempts by students to circumvent the process will result in forfeiting the opportunity to interview at the desired agency.

Even if your interview goes well, agency field instructors and students do not make the final decisions at the time of the interview. Final placement decisions and approvals of placements are made by the Field Department. After completing interviews with multiple agencies, students rank order their choices on the IPT website (see section 2, part 1 above).

Choices must be submitted by May 9, 2016. Agencies will submit their student preferences to the Field Department by the same date. We then meet with representatives of the other M.S.W. programs and complete the matching process. Students and agencies are formally contacted, via email, with the confirmed placement information in late May 2016.

Don’t panic if you don’t immediately get matched. This happens, especially when students pursue agency placements that are highly competitive or interview only with one or two agencies. For this reason, you are strongly urged to interview with 3-5 agencies. Fewer than 3, and you run the risk of not getting matched. More than 5, and we burn out our agency representatives!

After the formal spring matching process is completed, there are still many agencies that are interested in having fall interns and there is, in fact, a “second round” process that takes place through mid-summer. The School’s field coordinators will help you select additional agencies for interviewing and will provide direction and support until you have secured an appropriate field placement. Occasionally, a student will need coaching in effective interviewing skills. Field coordinators can also help you with this.
2. When is the Field Orientation and Field Fair, and how do I know if I should attend?

The annual Field Fair is intended for students who plan to begin a concurrent field placement in Fall 2016. It will be held at the Coffman Union Great Hall on the East Bank Campus. It is preceded in the morning by a field orientation for new students.

**Date:** Tuesday, April 5, 2016

**Time:** M.S.W. program/ Field orientation: 8:30 a.m.- 2:30 p.m., Coffman Union, the Whole music club

Field Fair: 3-5 p.m., Coffman Union Great Hall

For maps and directions: [http://campusmaps.umn.edu/tc/](http://campusmaps.umn.edu/tc/)

The Orientation provides students with information on what to look for in an internship, how to choose the best internship for their needs, and how to effectively interview for internships. The Field Fair offers the opportunity for students to meet with representatives from the local agencies offering internships, obtain contact information, and begin to arrange one-to-one interviews. **We strongly urge students to attend Field Fair if they will be beginning a field placement in fall 2016.**

If you are planning to do a **Block Placement in summer 2017,** you do not need to attend **Field Fair.** You will receive information about a Summer Block information meeting in early 2017.

3. I’d like to do a concurrent placement. How do I prepare for Field Fair?

**Again, make sure you know how to get access to the IPT database since this is where you will find information about the agencies offering field placements.** Do some homework ahead of time. A listing of field placements for the fall-spring 2016-17 academic year will be available by March 25 on the School’s [field placement website](#). Once you access the IPT database, you will also be able to access this link from there.

Read the document “Understanding Agency Descriptions and Availability Tables” and then look at the Fall-Spring 2016-17 Agency Availability List. Once you have reviewed the list of available placements (make sure you are only looking at internships that are suitable for your concentration) , go to the specific agency/placement descriptions at the Field Intern Placement Tracking (IPT) site to find out more information about placements that interest you. Make sure that you are only focusing on agencies that offer internships related to your concentration, as shown on the availability list. Begin making a preliminary list of agency placements you would like to explore at Field Fair and during the subsequent interviewing period that lasts from April 6–May 6, 2016. Then update your resume and bring copies to share with agency representatives at the Field Fair on April 5, 2016.

4. When can I begin interviewing with agency representatives?

**Important:** Before you begin scheduling interviews, you must confirm your enrollment with the U of M School of Social Work. Agency representatives need to know which M.S.W. program they are dealing with when they start making appointments with students.

**The first day that actual interviews can take place is Wednesday, April 6, 2016.** There are no exceptions to this policy, except in the possible case of placements outside the Twin Cities metro area. If this is the case for you, consult the Director of Field Instruction.
The three graduate social work programs in the Twin Cities (U of Minnesota, Augsburg College, and University of St. Thomas/St. Catherine) follow the same timelines for interviewing and selecting agencies. The three programs match students cooperatively in a joint meeting after the interviewing process is completed. Because it has proven beneficial to all three programs to have a shared timeline and process, any attempts by students to circumvent the process will result in forfeiting the opportunity to interview at the desired agency.
5. What if I plan on starting a field placement in Fall 2016 and am absolutely unable to attend the Field Fair on April 6, 2016?

The Field Department must know whether or not you plan to start a field placement this fall. If you absolutely cannot attend the Field Fair, contact MJ Gilbert, Director of Field Instruction, immediately, (612.624.4259 or mgilbert@umn.edu) so that you can get the information you need to begin your field placement search. You should also immediately complete a “Field Practicum Application,” which can be found on the M.S.W. Field web page. Complete the form and send it to MJ, via email attachment or regular mail. The application information will be used by field staff to help you in your placement search.

6. OK, I’ve interviewed with some agencies. What is the next step?

Even if your interview goes well, agency field instructors and students do not make the final decisions at the time of the interview. Final placement decisions and approvals of placements are made by the Field Department. After completing interviews with multiple agencies, you will rank order your choices on your Student Detail Page (your “home page” on the Intern Placement Tracking [IPT] web page). Look for the Agency Preferences heading just under the section containing your identifying information.

Your rank-ordered agency preferences must be entered on IPT by May 9, 2016.

Agencies submit their student preferences to the Field Department at the same time. We then meet with the other M.S.W. programs and complete our matching process. Students and agencies are formally contacted, via email, with the confirmed placement information in late May.

7. What happens if I don’t get matched?

First, take a deep breath! Don’t panic if you don’t immediately get matched. This happens, especially when students pursue agency placements that are highly competitive or interview only with one or two agencies. For this reason, you are strongly urged to interview with 3-5 agencies. Fewer than 3, and you run the risk of not getting matched. More than 5, and we burn out our agency representatives!

After the formal spring matching process is completed, there are still many agencies that are interested in having fall interns and there is, in fact, a “second round” process that takes place through mid summer. The School’s field coordinators will help you select additional agencies for interviewing and will provide direction and support until you have secured an appropriate field placement. Occasionally, a student will need coaching in effective interviewing skills. Field coordinators can also help you with this.
SECTION 3: OTHER FREQUENTLY ASKED QUESTIONS ABOUT SPECIFIC SITUATIONS
(ADVANCED STANDING—FULL TIME)

1. How can I apply to do my field placement at the agency I work for (I have read section I, question 6 above, and I understand it)?

   All proposed internships at places of employment must be carefully examined before approval is given.

   If you are interested in doing a field placement at your place of employment, you should first study the School’s policy related to these internships. If, after reviewing the policy, you believe that the field placement you are proposing will meet the requirements, complete an “Internship at Place of Employment Application.” The policy and application may be found on the M.S.W. Field web page where you will find the “Application for Internship at Place of Employment.”

   **Please note that there is an early deadline for turning in applications for internships at place of employment.** Because there is no guarantee that your proposed internship arrangements will be approved, the Field Department requires that you turn in your proposal early in the internship search process so that you will have time to explore other alternatives if your proposal is denied. **This year, applications are due into the Field Department by no later than April 15, 2016.**

2. I have a specific agency in mind for my internship, but I am not sure if they have ever had M.S.W. field students before. What do I need to do?

   First of all, it is important to know some of the basic requirements for approved field placements:

   - There must be a person willing to serve as your field instructor. This person must have an M.S.W. degree and a minimum of two years post-M.S.W. experience (LICSW or LISW preferred).
   - The potential field instructor must be able to provide at least one hour of direct supervision each week.
   - The potential field instructor must participate in New Field Instructor Training offered by the School of Social Work. The training is available on campus or via an online course.
   - The agency must be willing to commit to have you as a student for 16 hours per week (concurrent) or 40 hours per week (block).
   - The agency must be able to provide you with a desk and ways for you to engage your work (phone, computer).

   If, after doing some preliminary research yourself, you believe that the agency you’re interested in would be able to meet these requirements, you should complete an “Application for Developing a New Field Placement,” which can be found on the M.S.W. Field web page.

   Submit the completed application to the Field Department. A member of the field team will then formally contact the agency and ask the proposed field instructor or agency contact to complete an online “Agency Description Form.” Once the Agency Description Form has been returned, a field coordinator will review the information and schedule a site visit. Not until the site visit has been made, and the agency and field instructor approved, can you formally interview.

   **Please note that there is an early deadline for turning in applications for establishing a new field placement.** Because there is no guarantee that the proposed internship will be approved, the Field
Department requires that you turn in your application early in the internship search process so that you will have time to explore other alternatives if your proposal is turned down. This year, applications are due into the Field Department by April 15, 2016.

SECTION 4: TIME LINES FIND YOUR TIME FRAME, AND MAKE A NOTE OF THE IMPORTANT DATES!

1. What are the important dates in the field placement process, and do I really need to pay attention to them?

Yes, by all means! The Field Team is responsible for placing over 170 students for the fall, and we will definitely give preference to students who follow all procedures and meet all deadlines. So here are the important dates you need to know:

- **March 25, 2016**: Agency Information available on SSW website
- **April 5, 2016**: Field Fair
- **April 6-May 6, 2016**: Interview Period with Agencies
- **April 15, 2016**: Applications for Developing a New Field Placement due
- **April 15, 2016**: Applications for Internships at Place of Employment due
- **May 9, 2016**: Choice of Placement due, via the IPT website
- **Late May 2016**: Students and Agencies receive notification of placements
- **June 1, 2016**: Second round of placements begin
- **August 29, 2016**: New Student Orientation (will include session on Field)
- **September 6, 2016**: 2016-2017 Field Placements begin!

For students planning Summer Block 2017 placements Information sessions will be held in late January-early February 2017, with an interview period to follow. Dates will be forthcoming. **There is no field fair for summer block.**
FULL PROGRAM (53 CREDIT), PART-TIME STUDY

IMPORTANT INTRODUCTION

When do I need to start thinking about and planning for my field placements?

Despite the fact that you will probably not be doing your first field placement this coming school year, we want you to start thinking about when and how you will be doing field NOW! Especially as a part-time student, presumably with a job and the complexities of a full life, you will need to plan in advance for how you will complete field. Please read this entire document CAREFULLY, and bring any questions to MJ Gilbert.

SECTION 1: GENERAL QUESTIONS

1. What is “field” and how does it fit into my M.S.W. course of study?

Field is the heart of the M.S.W. education—it comprises the most time and the largest block of credits in your graduate curriculum. As a student in the M.S.W. program at the School of Social Work, you apply your classroom learning in social work agencies under the supervision of an M.S.W. field instructor. Field is, in essence, a “laboratory” for you to use the skills and concepts you are learning in the classroom, and to bring those experiences back to the classroom. It is also, honestly, a “test” of your ability to not just study, but also PRACTICE social work—an opportunity to show that you are able to integrate classroom acquired knowledge and skills in real world social work practice.

Full Program students complete two field placements, a foundation placement during the first year, SW 8010 - Field Practicum I, for which they earn six credits (3 per semester), which is accompanied by an integrative seminar, and a concentration field placement during the second year, SW 8020 - Field Practicum II, for which they earn six credits (3 per semester). **SW 8010 requires a MINIMUM of 420 hours of service at the placement, and SW 8020 requires a MINIMUM of 600 hours of service at the placement.** While there are a minimum number of hours required for a field placement, successful completion is measured by achieving competence as measured by a learning contract, not merely through the accumulation of hours. The foundation field placement (SW 8010), which is accompanied by an integrated seminar, provides a generalist orientation to the field of social work, while the concentration placement (SW 8020) supports the student's chosen area of concentration.

2. When will I do my field placements, and what are my options for structuring them? What are the prerequisites for field?

Part-time full program (53 credits) students take classes their first year, but usually do not take the social work practice methods classes. Most of these students take their methods courses in their second year, concurrent with their first field placement or do their first placement as a summer block immediately after completion of their methods classes (please note the prerequisites for SW 8010, foundation field, below). If this is the case for you, you will not be applying for a field placement for the 2016-17 school year.

**Option A)** In your second year of study, you can do a concurrent field placement that runs the length of the academic year. Students begin field in the fall semester and spend 16 hours each week in the field.
setting. In the majority of settings, concurrent placement is the preferred way to integrate field and classroom learning.

If you are entering as a Full Program (53 credit), part-time study student and plan to begin a concurrent field placement in Fall 2016, you should attend the Field Fair Orientation and Field Fair in early April 2017. See Section 2: Field Fair and the Process for Concurrent Placements for more details, but remember you should attend the 2017 Field Fair, NOT the 2016 one.

Option B) You can do a block placement over 12-13 weeks in the summer following your second year of classes and completion of your social work practice methods courses (see below). Students who do a block placement spend 38 hours each week in the field setting.

If you are an entering Full Program, part-time student and plan on doing a 2016 summer block placement, you do not need to attend the Field Fair on April 6, 2016, or the one to be held in April 2017. There will be an information session for 2017 Summer Block placements in early 2017.

Note: Students who register for a summer block placement face an overall tuition increase as a result of registering in an additional registration period, i.e. summer semester.

IMPORTANT NOTE TO ALL FULL PROGRAM, PART-TIME STUDENTS: You must take the first field placement concurrent with or in the summer following completion of the foundation practice methods sequence:

SW 5051-Human Behavior in the Social Environment
SW 5101-Historical Origins & Contemporary Policies and Programs in Social Welfare
SW 8141-Social Work Research Methods
SW 8151- Practice Methods: Individuals & Systems
SW 8152- Practice Methods: Families & Groups
SW 8153-Models of Community Intervention
SW 8154-Organizations & Policy Advocacy

Note: The Foundation courses listed above must be completed prior to the start of your second field placement. In general, students may not take a summer concentration field placement immediately upon completing a school year foundation placement. Part time students should consult with their field coordinator and director of field instruction to discuss individual situations.

3. What kinds of field placements are available and where are they located?

The School of Social Work offers a wide array of field placement possibilities at a range of agencies throughout the Twin Cities metropolitan area and extending into Greater Minnesota, and neighboring states. The vast majority of placements are in the greater Twin Cities area. The field team will work to assist students hoping for placements close to home, but cannot guarantee students a placement in a given neighborhood or geographical area.

4. Can I do a field placement in another country, or beyond the upper Midwest area?
Not for your foundation (SW 8010) field placement. There are options for you to do your concentration field placement in in another part of the country or overseas. Please refer to the Policy for International Field Placements in this manual.

5. How will I know what to look for in a field placement?

Your field placement gives you the opportunity to practice, integrate and refine new skills and knowledge that you are learning in your M.S.W. coursework. Field placements also allow you to try out practice in different areas of social work: working with new populations of people and/or trying out social work tasks and activities you’ve not done before. **We encourage all students to stretch themselves and get out of their practice comfort zones!**

We discourage you from pursuing a field placement that replicates work you have already mastered. In a field placement, you have the luxury of being in a student role, with the expectation for rich and relevant learning, not just production or efficiency.

6. What about the "life balance" considerations related to doing a field placement?

Especially as a part-time student, managing the time requirements of school, field and life will be complex. Field placements demand a lot of your time, energy, and commitment. Most field placements require that you intern during daytime work hours when the supervising field instructor is available, and when the heart of the agency’s work is done. The MSW class schedule allows space for being in field, for the most part on Mondays, Tuesdays and Wednesdays. Some field placements offer late afternoon, evening or weekend hours. However, with VERY rare exceptions, you should not plan on being able to complete the bulk of your hours during these timeframes, in large part due to the need for you to have substantive learning opportunities with robust support and supervision.

If you are currently working and plan to continue working during your MSW study, you need to figure out – NOW – how you will be able to schedule your life so that you can give the needed time and attention to your field placement(s). You may want to talk with your employer about very part-time work, flexible work hours, or a leave of absence. **YOU CANNOT USE YOUR CURRENT EMPLOYMENT TO COUNT FOR YOUR FIELD PLACEMENT.**

There is a process and application for completing a field placement at your place of employment, but that must be in a different area of the agency, with different space and supervisor (see below).

Those of you with family obligations should start talking with your family members now to develop a realistic plan that takes into consideration your school/internship time commitments and the challenges that these additional obligations may create.

Field placements are generally viewed by students as the most meaningful part of their social work graduate education. Don’t cheat yourself when you are planning the completion of your MSW! Plan well enough that you can be fully present as a student in your field placement and use the learning opportunities available in it to significantly advance your professional growth.

7. I am currently employed in a social service position. Can’t I just use that for my field placement?
In a word, no. **YOU CANNOT USE YOUR CURRENT EMPLOYMENT TO COUNT FOR YOUR FIELD PLACEMENT.** The reason is related both to the requirements of the SSW’s accrediting body, and the purpose of field education, which is to allow you to try new things, to gain new knowledge, to take risks and grow, free from the performance requirements of an employee.

There is a process and application for completing a field placement at your place of employment, but that must be in a different area of the agency, with different space and supervisor (see section 3 below).

8. I have years of social service experience. Can’t I just get credit for that?

In a word, no. The SSW’s accrediting body prevents giving credit for previous life experiences. M.S.W. field practice provides you an opportunity go beyond the knowledge and practice base you bring into the program.

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**SECTION 2: FIELD FAIR AND THE PLACEMENT PROCESS (FULL PROGRAM-PART TIME)**

This section is for your information only. As a part-time student, you will not be taking field during your first year in the M.S.W. program.

1. What are the steps in finding a field placement?

   Before you do anything else, set up your University of Minnesota email account. This is the primary way you will receive information from the School of Social Work, including information from the Field Team.

   In addition, you will soon receive an email from Rosetta Chears, Field Program Coordinator, with information on getting access to the Intern Placement Tracking (IPT) database. You will be asked to set up a username and password to the IPT database, which is the primary source of agency information and field paperwork. **Make sure you retain your username and password as you will be using this site throughout your entire time at the School of Social Work.**

2. When is the Field Fair and how do I know if I should attend?

   The annual Field Orientation and Field Fair is intended for students who plan to begin a concurrent field placement in the following Fall. It is held in the Great Hall at Coffman Union on the East Bank campus. The 2017 Field Fair date has not been set, but it will be sometime in early April 2017.

   The Field Orientation provides students with information about how field works, on what to look for in an internship, how to choose the best internship for their needs and how to effectively interview for internships. The Field Fair offers the opportunity for students to meet with representatives from the local agencies offering internships, obtain contact information, and begin to arrange one-to-one interviews. **We strongly urge students to attend the April 2017 Field Fair if they will be beginning a field placement in Fall 2017. Again, it is very unlikely that you will be starting a field placement in Fall of 2016, so you should not attend the April 5, 2016 Field Orientation and Field Fair.**

   You can find more information about Field Orientation and Field Fair on this web page.
If you are planning to do a Block Placement in summer 2017, you do not need to attend Field Fair in 2016 or 2017. You will receive information about the 2017 Summer Block information meeting in early 2017.

3. I’d like to do a concurrent placement. How can I prepare for Field Fair?

Remember, as a part-time student, you will not be doing your field placement during your first year.

Again, make sure you know how to get access to the IPT database since this is where you will find information about the agencies offering field placements. Do some homework ahead of time. Basic information about field placements for the fall-spring 2017-2018 academic year will be available by mid-March 2017 on the Field web site.

Read “Understanding Agency Descriptions and Availability Tables” and review the Fall-Spring 2017-2018 Agency Availability List. Once you have reviewed the list of available placements, go to the specific agency/placement descriptions at the field Intern Placement Tracking (IPT) site to find out more information about placements that interest you. Begin making a preliminary list of agency placements you would like to explore at Field Fair and during the subsequent interviewing period that lasts from early April through early May 2017 (specific dates will be announced when they are set). Then update your resume and bring copies to share with agency representatives at the Field Fair in early April 2017.

4. When in 2017 can I begin interviewing with agency representatives?

The first day that actual interviews can take place is the day after the 2017 Field Fair. There are no exceptions to this policy, except in the possible case of students seeking placements outside the greater Twin Cities area. If this is the case for you, contact the Director of Field Instruction.

The three graduate social work programs in the Twin Cities (U of Minnesota, Augsburg College, and University of St. Thomas/St. Catherine) follow the same timelines for interviewing and selecting agencies. The three programs match students cooperatively in a joint meeting after the interviewing process is completed. Because it has proven beneficial to all three programs to have a shared timeline and process, any attempts by students to circumvent the process will result in forfeiting the opportunity to interview at the desired agency.

5. OK, I’ve interviewed with some agencies. What is the next step?

Even if your interview goes well, agency field instructors and students do not make the final decisions at the time of the interview. Final placement decisions and approvals of placements are made by the Field Department. After completing interviews with multiple agencies, you will rank order your choices on your Student Detail Page (your “home page” on the Intern Placement Tracking [IPT]) web page. Look for the Agency Preferences heading just under the section containing your identifying information.

Your rank-ordered agency preferences must be entered on IPT by early May 2017. (You will receive a timeline with specific dates).

Agencies submit their student preferences to the Field Department at the same time. We then meet with the other M.S.W. programs and complete our matching process. Students and agencies are formally contacted, via email, with the confirmed placement information in late May.
6. What happens if I don’t get matched?

First, take a deep breath! Don’t panic if you don’t immediately get matched. This happens, especially when students pursue agency placements that are highly competitive or interview only with one or two agencies. For this reason, you are strongly urged to interview with 3-5 agencies. Fewer than 3, and you run the risk of not getting matched. More than 5, and we burn out our agency representatives!

After the formal spring matching process is completed, there are still many agencies that are interested in having fall interns and there is, in fact, a “second round” process that takes place through mid summer. The School’s field coordinators will help you select additional agencies for interviewing and will provide direction and support until you have secured an appropriate field placement. Occasionally, a student will need coaching in effective interviewing skills. Field coordinators can also help you with this.

7. What if I plan on starting a field placement in Fall 2017 and am absolutely unable to attend the Field Fair in early April 2017?

If you can’t attend 2017 Field Fair, the Field Department must be informed that you plan to start a field placement in Fall 2017. In early April 2017, contact MJ Gilbert (612.624.4259 or mgilbert@umn.edu) so that you can get the information you need to begin your field placement search. You should also complete a “Field Practicum Application,” which can be found on M.S.W. Field web page.

Send it to MJ, via email attachment or regular mail. The application information will be used by field staff to help you in your placement search. Many agencies designate willingness to interview via phone or Skype. If you are unable to begin an interview process until the summer, you may still secure a fall field placement. There are field staff members working at the School of Social Work throughout the summer. Here is what you need to do:

- Contact MJ Gilbert (phone and email above) and let her know that you plan to do a Fall 2017 field placement.
- Complete a “Field Practicum Application” (see above) and send it to him, via an email attachment or regular mail. The information in your application will assist the field staff in helping you in your placement search once you have moved to Minnesota. They may also be able to refer you to agencies that are willing to interview you over the phone.
- Contact the Field Department as soon as you get into the Twin Cities so you can discuss your placement search and begin interviewing.

SECTION 3: OTHER FREQUENTLY ASKED QUESTIONS ABOUT SPECIFIC SITUATIONS

1. How can I apply to do my field placement at the agency I work for (I have read section I, question 6 above, and I understand it)?

All proposed internships at places of employment must be carefully examined before approval is given.

If you are interested in doing a field placement at your place of employment, you should first study the School’s policy related to these internships. If, after reviewing the policy, you believe that the field placement you are proposing will meet the requirements, complete an “Internship at Place of
Employment Application.” The policy and application may be found on the M.S.W. Field web page where you will find the “Application for Internship at Place of Employment.”

Please note that there is an early deadline for turning in applications for internships at place of employment. Because there is no guarantee that your proposed internship arrangements will be approved, the Field Department requires that you turn in your proposal early in the internship search process so that you will have time to explore other alternatives if your proposal is denied. This year, applications are due into the Field Department by no later than April 15, 2016.

2. I have a specific agency in mind for my internship, but I am not sure if they have ever had M.S.W. field students before. What do I need to do?

First of all, it is important to know some of the basic requirements for approved field placements:

- There must be a person willing to serve as your field instructor. This person must have an M.S.W. degree and a minimum of two years post-M.S.W. experience (LICSW or LISW preferred).
- The potential field instructor must be able to provide at least one hour of direct supervision each week.
- The potential field instructor must participate in New Field Instructor Training offered by the School of Social Work. The training is available on campus or via an online course.
- The agency must be willing to commit to have you as a student for 16 hours per week (concurrent) or 40 hours per week (block).
- The agency must be able to provide you with a desk and ways for you to engage your work (phone, computer).

If, after doing some preliminary research yourself, you believe that the agency you’re interested in would be able to meet these requirements, you should complete an “Application for Developing a New Field Placement,” which can be found on the M.S.W. Field web page.

Submit the completed application to the Field Department. A member of the field team will then formally contact the agency and ask the proposed field instructor or agency contact to complete an online “Agency Description Form.” Once the Agency Description Form has been returned, a field coordinator will review the information and schedule a site visit. Not until the site visit has been made, and the agency and field instructor approved, can you formally interview.

Please note that there is an early deadline for turning in applications for establishing a new field placement. Because there is no guarantee that the proposed internship will be approved, the Field Department requires that you turn in your application early in the internship search process so that you will have time to explore other alternatives if your proposal is turned down. This year, applications are due into the Field Department by April 17, 2016.
SECTION 4: TIME LINES FOR THE FIELD PLACEMENT PROCESS (FULL PROGRAM-PART TIME)

1. What are the important dates in the field placement process, and do I really need to pay attention to them?

Yes, by all means! The Field Team is responsible for placing over 150 students, and we will definitely give preference to students who follow all procedures and meet all deadlines. In order to give you an idea of the timeline, here are the 2016 dates. The 2016-2017 dates have not yet been set, but will follow this general sequence of events:

- **March 25, 2016**: Agency Information available on SSW website
- **April 5, 2016**: Field Fair
- **April 6-May 6, 2016**: Interview Period with Agencies
- **April 15, 2016**: Applications for Developing a New Field Placement due
- **April 15, 2016**: Applications for Internships at Place of Employment due
- **May 9, 2016**: Choice of Placement due, via the IPT website
- **Late May 2016**: Students and Agencies receive notification of placements
- **June 1, 2016**: Second round of placements begin
- **August 29, 2016**: New Student Orientation (will include session on Field)
- **September 6, 2016**: 2016-2017 Field Placements begin!

For Students planning Summer Block 2017 placements Information sessions will be held in late January-early February 2017, with an interview period to follow. Dates will be forthcoming. **There is no field fair for summer block.**
ADVANCED STANDING (34 CREDIT), PART TIME STUDY

IMPORTANT INTRODUCTION

When do I need to start thinking about and planning for my field placements?

Despite the fact that you will probably not be doing your first field placement this coming school year, we want you to start thinking about when and how you will be doing field NOW! Especially as a part-time student, presumably with a job and the complexities of a full life, you will need to plan in advance for how you will complete field. Please read this entire document CAREFULLY, and bring any questions to MJ Gilbert.

SECTION 1: GENERAL QUESTIONS

1. What is “field” and how does it fit into my M.S.W. course of study?

Field is the heart of the M.S.W. education—it comprises the most time and the largest block of credits. As a student in the M.S.W. program at the School of Social Work, you apply your classroom learning in social work agencies under the supervision of an M.S.W. field instructor. Field is, in essence, a “laboratory” for you to use the skills and concepts you are learning in the classroom, and to bring those experiences back to the classroom. It is also, honestly, a “test” of your ability to not just study, but also PRACTICE social work—an opportunity to show that you are able to integrate classroom acquired knowledge and skills in real world social work practice.

Advanced Standing students complete one field placement, - Advanced Standing Field Practicum (SW 8030) which is accompanied by an integrative seminar, for which they earn six credits (3 per semester). SW-030 requires a MINIMUM of 600 hours of service at the placement. While there are a minimum number of hours required for a field placement, successful completion is measured by achieving competence as measured by a learning contract, not merely through the accumulation of hours.

2. When will I do my field placements, and what are my options for structuring them? What are the prerequisites for field?

Advanced Standing (34 credit) part-time students take required concentration classes their first year, but do not take field. Students have two options for completing their required SW 8030 field placement:

Option A) During your second year of classes, you can do a concurrent field placement that runs the length of the academic year. Students begin field in the fall semester and spend 18-20 hours each week in the field setting.

- **Advantages:** This option offers the widest range of field placement possibilities, especially for students in the Clinical Mental Health concentration. It may also offer more opportunities for true integration of classroom and field learning.

- If you are entering as an Advanced Standing (34 credit), part-time study student and plan to begin a concurrent field placement in Fall 2017, you should attend the Field Fair Orientation and
Field Fair to be held in early April 2017. See Section 2: Field Fair and the Process For Concurrent Placements for more details, but remember you should attend the 2017 Field Fair, NOT the one to be held on April 6, 2016.

**Option B)** You can do a block placement over 12-13 weeks in the summer following your second (and final) year of classes. Students in block placements spend 40 hours each week in the field placement setting.

- **Disadvantages:** Many field placements are not suitable for summer block placements due to the nature of the work. This is particularly true for Advanced Standing students in the Clinical Mental Health concentration. Except for more crisis-oriented settings, the client change process often depends upon forming longer term relationships. Another factor to consider is that while there is less competition, there are fewer placements available in the summer.

- **Important to remember:** students who register for a summer block placement face an overall tuition increase as a result of registering in an additional registration period, i.e. summer semester.

- **Field Placement Process Note:** If you are an entering Advanced Standing, Part-Time student and plan on doing a 2017 summer block placement, you do not need to attend the Field Fair on April 6, 2016, or in 2017. There will be an information session for Summer Block placements in early 2017. **THERE IS NO FIELD FAIR FOR SUMMER BLOCK.**

**Prerequisites**—Students take the following concentration classes concurrent with or before SW 8030:

*Clinical Mental Health students:*

SW 8451—Assessment and Engagement in Clinical Social Work Practice (3 cr)
SW 8452—Core Concepts of Clinical Process (3 cr)

*Community Practice: Organizing, Leadership and Advocacy students;*

SW 8551—Community Assessment and Intervention (3 cr)
SW 8552—Advanced Community Practice: Leadership, Planning and Program Development (3 cr)

*Families and Children students:*

SW 8351—Advanced Practice I: Families and Children (3 cr)
SW 8352—Advanced Practice II: Families and Children (3 cr)

*Health, Disability and Aging students:*

SW 8251—Advanced Social Practice in Health, Disability, and Aging (3 cr)
SW 8252—Health, Disability and Aging: Advanced Interventions (3 cr)

Students with advanced standing who complete a concurrent placement (fall and spring semesters) should take SW 8821—Social Work and Difference, Diversity and Privilege in the summer session if they wish to complete all of their requirements in a 12-month calendar year, with three matriculation periods.

CMH, FC and HDA students take the following concentration class concurrent with SW 8030:

SW 8842—Advanced Social Work Evaluation.
CP students take SW 8842—Advanced Social Work Evaluation during the academic year, even when they choose a summer block placement for SW 8030.

3. What kinds of field placements are available and where are they located?

The School of Social Work offers a wide array of field placement possibilities at a range of agencies throughout the Twin Cities metropolitan area and extending into Greater Minnesota, and neighboring states. The vast majority of placements are in the greater Twin Cities area. The field team will work to assist students hoping for placements close to home, but cannot guarantee students a placement in a given neighborhood or geographical area.

4. Can I do a field placement in another country, or beyond the upper Midwest area?

Advanced Standing students cannot complete SW-030 in an international or distance site. If you wish to seek an internship experience in an international or distance site, you may use elective credit to do a distance field placement under SW-041, Independent Field Placement, but you will have to FIRST complete your SW-030 locally. Please refer to the Policy for International Field Placements in this manual.

5. How will I know what to look for in a field placement?

Your field placement gives you the opportunity to practice, integrate and refine new skills and knowledge that you are learning in your M.S.W. coursework. Field placements also allow you to try out practice in different areas of social work: working with new populations of people and/or trying out social work tasks and activities you’ve not done before. We encourage all students to stretch themselves and get out of their practice comfort zones!

We discourage you from pursuing a field placement that replicates work you have already mastered. In a field placement, you have the luxury of being in a student role, with the expectation for rich and relevant learning, not just production or efficiency.

6. What about the “life balance” considerations related to doing a field placement?

Especially as a part-time student, managing the time requirements of school, field and life will be complex. Field placements demand a lot of your time, energy, and commitment. Most field placements require that you intern during daytime work hours when the supervising field instructor is available, and when the heart of the agency’s work is done. The MSW class schedule allows space for being in field, for the most part on Mondays Tuesdays and Wednesdays. Some field placements offer late afternoon, evening or weekend hours. However, with VERY rare exceptions, you should not plan on being able to complete the bulk of your hours during these timeframes, in large part due to the need for you to have substantive learning opportunities with robust support and supervision.

If you are currently working and plan to continue working during your MSW study, you need to figure out – NOW – how you will be able to schedule your life so that you can give the needed time and attention to your field placement(s). You may want to talk with your employer about very part-time work, flexible work hours, or a leave of absence. YOU CANNOT USE YOUR CURRENT EMPLOYMENT TO COUNT FOR YOUR FIELD PLACEMENT. There is a process and application for completing a field placement at your place of employment, but that must be in a different area of the agency, with different space and supervisor (see section 3 below).
Those of you with family obligations should start talking with your family members now to develop a realistic plan that takes into consideration your school/internship time commitments and the challenges that these additional obligations may create.

Field placements are generally viewed by students as the most meaningful part of their social work graduate education. Don’t cheat yourself when you are planning the completion of your MSW! Plan well enough that you can be fully present as a student in your field placement and use the learning opportunities available in it to significantly advance your professional growth.

7. I am currently employed in a social service position. Can’t I just use that for my field placement?

In a word, no. YOU CANNOT USE YOUR CURRENT EMPLOYMENT TO COUNT FOR YOUR FIELD PLACEMENT. The reason is related both to the requirements of the SSW’s accrediting body, and the purpose of field education, which is to allow you to try new things, to gain new knowledge, to take risks and grow, free from the performance requirements of an employee.

There is a process and application for completing a field placement at your place of employment, but that must be in a different area of the agency, with different space and supervisor (see section 3 below).

8. I have already been working as a social worker and/or years of social service experience. Can’t I just get credit for that?

In a word, no. The SSW’s accrediting body prevents giving credit for previous life experiences. M.S.W. field practice provides you an opportunity go beyond the knowledge and practice base you bring into the program.

SECTION 2: FIELD FAIR AND THE PROCESS FOR CONCURRENT PLACEMENTS (ADVANCED STANDING-PART TIME)

This section is for your information only. As a part-time student, you will not be taking field during your first year in the M.S.W. program.

1. What are the steps in finding a field placement?

Before you do anything else, set up your University of Minnesota email account. This is the primary way you will receive information from the School of Social Work, including information from the Field Team.

In addition, you will soon receive an email from Rosetta Chears, Field Program Coordinator, with information on getting access to the Intern Placement Tracking (IPT) database. You will be asked to set up a username and password to the IPT database, which is the primary source of agency information and field paperwork. **Make sure you retain your username and password as you will be using this site throughout your entire time at the School of Social Work.**
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If you are planning to do a Block Placement in Summer 2017, you do not need to attend Field Fair in 2016 or 2017. You will receive information about a Summer Block information meeting in early 2017.

If you are curious about 2016 field fair, [check this link](#).

If you are currently working and plan to continue working during your MSW study, you need to figure out – NOW – how you will be able to schedule your life so that you can give the needed time and attention to your field placement(s). You may want to talk with your employer about very part-time work, flexible work hours, or a leave of absence. **YOU CANNOT USE YOUR CURRENT EMPLOYMENT TO COUNT FOR YOUR FIELD PLACEMENT.** There is a process and application for completing a field placement at your place of employment, but that must be in a different area of the agency, with different space and supervisor (see section 3 below)

3. I'd like to do a concurrent placement. How can I prepare for Field Fair?

**Remember, as a part-time student, you will not be doing your field placement during your first year.**

Again, **make sure you know how to get access to the IPT database** since this is where you will find information about the agencies offering field placements. Do some homework ahead of time. Basic information about field placements for the fall-spring 2017-2018 academic year will be available by mid-March 2017 [on the Field web site](#).

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4. When in 2017 can I begin interviewing with agency representatives?

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  week.
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