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

*Welcome* to the 2014-2015 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 MSW student manual, which contains important information about the MSW 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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Letter from the M.S.W. Program Director

August 2014

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

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

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

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

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

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

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

Ninety-seven 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, MSW, LICSW
Director of Field Education
School of Social Work
University of Minnesota - Twin Cities
Introduction to the M.S.W. Field Program

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

Full Program students complete two internships: SW 8010 - Field Practicum I, for which they earn six credits, and SW 8020 - Field Practicum II, for which they earn six credits. Each internship is at least 480 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.

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 16 hours each week over the academic year, while a block placement requires approximately 40 hours each week over 12 weeks of the summer.

The second field placement should satisfy the specific educational goals of the chosen concentration. Students may take the second placement through the academic year while enrolled in concentration requirements, or in a 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 500 hours (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.

Students may complete the advanced standing field requirement concurrently with coursework 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 8842, 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 complete the field component of their graduate work.

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

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

General Policies Related to Field

• 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 at least 480 hours and 6 academic credits each. The field placement is completed through the following two classes:

SW 8010—Field Practicum I (total of at least 480 hours & 6 academic credits)
SW 8020—Field Practicum II (total of at least 480 hours & 6 academic credits)

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 16 hours each week in the field agency for a total of at least 480 hours. A block placement requires approximately 40 hours each week over 12 weeks.

• 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 who choose a summer block placement will have added tuition costs for their overall program as a result of
Students with Advanced Standing

Students with Advanced Standing take one field placement of at least 500 hours, 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 500 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 16 hours each week in the field agency for a total of 480 hours. A block placement requires 40 hours each week over 12 weeks.

- A required practice seminar that meets every other week accompanies SW 8030.
- Students who take SW 8030 as a concurrent placement register for 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 8020:
  - **All students:** SW 8821—Social Work & Difference, Diversity and Privilege
    - 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 class concurrent with 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.

M.S.W. Program

For information about the M.S.W. program in general, see M.S.W. Handbook 2014-15.
Social Work Licensing in 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 (MSW required)
- Licensed Independent Social Worker - LISW (MSW plus supervised practice experience required)
- Licensed Independent Clinical Social Worker – LICSW (MSW 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 MSW 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’ MSW Program can obtain clinical content hours as a part of her/his MSW degree in three ways:

1. through MSW-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 MSW 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 MSW Program. This chart can be found on the School of Social Work website.

Upon completion of their MSW-degree requirements a student can obtain a statement which, along with her/his MSW transcript, documents the number of clinical content hours that she/he has earned through her/his MSW 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 for information on social work licensing is available through the Minnesota Board of Social Work website.
Criteria for Learning Experiences Provided Through the Field Placement

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

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

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

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

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

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

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

First- and Second-Year Students in the Full and Advanced Standing Programs

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

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

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

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

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**” for additional important information.
Procedure for the Selection of Field Sites

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

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

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

A student enrolled in the MSW program may have the option of completing the internship in a summer block format. The block placement requires that a student complete approximately 40 hours each week over 12 weeks of the summer. A student who chooses a summer block placement will have added tuition costs for the overall program as a result of matriculating in an additional registration period. 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 foundation coursework (see MSW Foundation Curriculum page in this manual or the MSW 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 SW8821 (Social Work & Difference, Diversity & Privilege), the Concentration Anchor course, and the Concentration Boost course. SW8842 (Advanced Social Work Evaluation) must be taken concurrently with SW8020.
  
  **Students who take SW 8020 register for 6 credits in the May intersession and summer session, and must also register concurrently for SW8842, Advanced Social Work Evaluation.**

- To be eligible to register for SW 8030 as a block, students must have successfully completed SW8821 (Social Work & Difference, Diversity & Privilege), the Concentration Anchor course, and the Concentration Boost course. SW8842 (Advanced Social Work Evaluation) must be taken concurrently with SW8030.
  
  **Students who take SW 8030 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 SW8030. Students must also register concurrently for SW8842, Advanced Social Work Evaluation.**
Guidelines for Setting up Your Own (New) Placement

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

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

Guidelines for Setting Up Your Own National or International Placement

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

Sources of Funding for International Field Placements

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

**Judd Fellowship** – Fellowships offered to U of M students in master’s and professional degree programs to study, complete internships, or undertake research internationally. For more information, visit: http://www.all.umn.edu/chinese_language/
Pandey Fund for International Field Placement -- This endowment can provide financial support for student expenses involved in international field placement. Awards will be made based on both need and merit, and the selection of the student will be at the discretion of the Director of the School of Social Work in consultation with the Director of Field Instruction.

Policy for Internship at Place of Employment

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

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

Requirements for Internship at Place of Employment

- Students are allowed to do only one internship at their agency of employment, and this requires prior and timely approval.
- Students must submit an application to do an internship at their place of employment with requisite signatures by the required dates. The application will then be reviewed by the field Program team and the student informed of the team’s decision.
- The proposed agency must meet the same criteria as other approved School of Social Work field agencies as stated in the standards set by the Council on Social Work Education (CSWE).
- If the student is employed by the agency during the time in which the field placement takes place, the availability of release time for coursework and field instruction must be assured. There should also be assurance that there is no diminution of the MSW program’s established requirements in class and field placement, that the field instruction be educationally focused rather than centered on agency services and the assignments challenge the student’s skills and are clearly for educational purposes.
- Student workspace for the internship must be located in a different department or unit and on a different floor from their current or previous position as employee.
- The field instructor (FI) needs to be a qualified, on site, MSW with two years post-masters work experience. The proposed field instructor cannot be the current (or previous) supervisor of the applicant. The student and FI are required to meet for 1 to 1 ½ hours of field instruction supervision for each 16 hours of internship. If the FI has never supervised an MSW student before and/or has never taken formal field instructor training, the FI is required to attend the School of Social Work’s Field Instructor Training (held in August for the Fall/Spring placements and in May for Summer Block placements).
- The student and proposed field instructor are responsible for outlining the “student as intern” role as it differs from the “student as employee” role and to document the new educational emphases in the Learning Contract submitted to the student’s liaison.
- The student and proposed field instructor should include in the application significant activities that will broaden the student’s understanding of service systems outside of her/his employing agency. If the agency site is approved, the student and field instructor will be required to include in the learning contract regular activities that will support the student’s learning and critical thinking about other social work systems and approaches.
- The placement must be either a block placement (40 hours/week), a modified block (distance ed. students) or a concurrent placement (16 hours/week) with the student interning in increments of at least 4 hours.

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

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

Field Placements for Students Anticipating or Receiving Child Welfare Funding

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

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

Guidelines:

- Your field placement MUST be in an approved child welfare agency.
- Applicants who are awarded a Child Welfare (Title IV-E) Stipend must have at least one field placement in a public or tribal child welfare setting. Public or tribal child welfare refers to a county or tribal social services child welfare unit (specifically, child protection, foster care, or adoption) or the State’s Department of Human Services, Family and Children’s Services Division.
- **Full Program (53-credit) Students** In selecting a field placement, preference should be given first to a county or state child welfare unit. Although only one public child welfare placement is required, those who have not been employed in a public child welfare setting are encouraged to do both internships in a county or tribal adoptions, foster care or child protection unit. If a public or tribal child welfare placement is not available for one of those field internships, preference should be given to non-profit or for-profit agencies that have been contracted (by the county or state) to provide services to Title IV-E eligible clients. (A number of factors determine IV-E eligibility. Generally, it refers to foster care clients who meet income and other eligibility criteria.)
- **Advanced Standing (34-credit) Students** Because advanced standing students have only one field placement (SW 8030), they are required to do that placement in a county or tribal adoptions, foster care or child protection unit or in the State’s Department of Human Services, Family and Children’s Services Division.
- **Students Currently Employed in Public Child Welfare** Upon approval from the Director of Field Instruction (MJ Gilbert) in consultation with the CASCW Director of Professional Education (Liz Snyder), students with two or more year’s public or tribal child welfare employment experience may be granted a waiver from the public child welfare internship requirement. Once that approval has been granted, those students could seek a field placement in a non-profit or for-profit agency that has been contracted (by the county or state) to provide services to Title IV-E eligible clients.
- **Questions?** Please direct questions about Child Welfare Stipend internships to Liz Snyder, CASCW Director of Professional Education, at (612) 624-3779 or snyde276@umn.edu.
Criteria for Selection & Appointment of Field Instructors

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

1. Expertise in a given area of practice, or in a given group of tasks, which the student requires in order to develop competence.
2. 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 MSW degree and have been working in a social work position for at least 2 years post MSW.
8. Students must complete at least one graduate placement with an approved MSW Field Instructor who is on site as the direct supervisor.
9. In those placement situations where MSW supervision is not directly available, but an individual possesses the personal qualifications for field supervision, arrangements must be made for a qualified MSW person to assume basic planning and evaluation of the field experience. Preferably this individual would come from the field agency but could be in a similar setting.

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

Training Seminars for Field Instructors

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

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

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

Workshops looking at the “middle” and “ending” phases of supervision will be offered yearly. Continuing education hours (CEHs) are offered for these workshops.
University Privileges Available For Field Instructors and Task Supervisors

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

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

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

1. Familiarity with all contents of the Field Instruction Manual.
2. Adherence to the NASW Code of Ethics.
3. Fulfillment of the 480-hour time commitment (500 hours for advanced standing students) in line with the University schedule and agency requirements.
4. Completion, with the field instructor, of all forms, contracts and written evaluations to be submitted to the faculty field liaison assigned to each student. These forms, which may be viewed on the ipt website, include, but are not limited to:
   a. Initial Field Contract: to be submitted after 40 hours in placement
   b. Competencies Assessment/ Learning Contract: to be submitted and approved by your field liaison after 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 submitted at the end of each semester
   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. (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.)

5. Attendance and active participation in Integrative Practice Seminars scheduled as part of the 8010 or 8030 field practicum. Students are expected to attend all seminars.
6. For students in an Integrative Practice Seminar group, completion of all seminar assignments.
7. Arranged liaison visit conferences between the student, the field instructor and the faculty field liaison. There should be a minimum of two in-person conferences per placement period (at the beginning and end of the internship) held at the field site. Students in their second placement should also set up a midyear meeting with their field liaison.
8. Adequate recording to document the quality and effectiveness of the student’s work (e.g., process-recording, audio or video taping a session with a client) and sharing that documentation with the field instructor, in settings where this is possible.
9. Participation in a supervisory relationship with the agency field instructor in which self-assessment and evaluation are expected, ongoing processes. Meetings between the field instructor and student should be held bi-weekly for a minimum of one hour.
10. Participation in all training opportunities offered by the agency that are appropriate to the student’s field and educational experiences and Learning Contract goals and objectives.
11. Notification to the faculty field liaison of any difficulties encountered in the placement about which consultation with her/him might be helpful.
Responsibilities of the Field Instructor & Task Supervisor

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

1. 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.
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 MSW students are expected to attend the School of Social Work’s new field instructor training held at the beginning of each new field placement period (usually in August and May).
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 previous 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.)

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.

Notification to the student’s faculty field liaison or the Director of Field Instruction of any difficulties encountered in the placement experience in which consultation with either or both of them might be helpful.

Note: See Dual Supervision Expectations if MSW field instructor is sharing supervision with a task supervisor.
Responsibilities of the Field Liaison

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

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

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

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

Responsibilities of the Field Advisory Committee

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

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

When problems arise in a field placement, as articulated by either the student of supervisor/agency, the MSW 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 replacement 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 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 MSW student handbook:
Scholastic Performance – Field

Field placements are a significant part of student learning in the MSW 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 MSW 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
V. 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:

VI. Inform and discuss concerns with the student’s field liaison, and
VII. With the field liaison, outline for the student the consequences for the student’s participation in field and the MSW 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 MSW 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 MSW degree requirements, but does not necessarily disqualify a student from seeking another field placement and successfully completing the MSW 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 (MSW 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 MSW 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 MSW program.
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, Flickr, Second Life 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 responsibility 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 Codes 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). 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.

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 (http://mn.gov/health-licensing-boards/images/Student%2520handbook.pdf) 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 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). “[I]t is a chance to see how the whole orchard is growing rather than concentration on individual trees.” (Kadushin, *Supervision in Social Work*, 1976, p. 273). It is expected that a formal evaluation conference will be held midway through the placement to assess overall performance to date, and it is required that a written evaluation be completed at midpoint and the end of the placement.

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

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

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

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

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

The Student’s Evaluation of the Field Placement

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

Policy on the Use of Evaluation Forms

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

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

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

Time Requirements and Vacations
Financial Support
Transportation
Automobile Insurance
Liability Insurance
Background Checks
HIPAA Training
Immunizations
Strike Situations
Using Conferences as Field Time
Policy & Procedures for Complaints of Sexual Harassments of Discrimination Against Interns
Procedures for Hearing Discrimination or Sexual Harassment Allegations in the Field Placement
Dual Supervision Expectations
Dual Relationships
Sharing Sensitive Information
Student Grievance
Grievance Procedures
Grading Policy in the Field Placement
Time Requirements and Vacations

Hours and Schedules

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

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

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

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

Day’s students are excused from field:

- **Final Examinations**: Students are not expected to be in the field during exam periods. The last day of field instruction therefore, is the last day of classes.

- **Holidays and Vacations**: Students are excused from field during the regularly scheduled University holidays including the vacation periods that occur after exam weeks (Winter break in December/January and Spring break in March).

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

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

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

Transportation

Students are responsible to provide their own transportation to and from the field setting. Assignments in many settings require the use of a car, 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.

Automobile Insurance

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

Liability Insurance

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

(Adapted from http://www.bemidjistate.edu/academics/departments/social_work/admissions/background_study/)

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.

( Minnesota Department of Human Services)

Minnesota Statutes, Chapter 245 C, Department of Human Services Background Studies Act
From the Minnesota Department of Human Services Website

Background Studies

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.
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 “blue mailer”?

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 Act review
- 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.
See the DHS PDF page for more information about the PDF format.

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 and may be accessed at: http://www.ahc.umn.edu/privacy/training/privtraining/home.html

Immunizations

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

Strike Situations*

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

*Adapted from the Field Education Manual of the Graduate Social Work Program at the University of Wisconsin, Milwaukee.
Using Conferences as Field Time

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

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

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 maximum of 36.5 clinical content hours in the field placement. Ongoing practice in field, 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.
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 he/she 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:

- If submission to the conduct is either an explicit or implicit term or condition of beginning or continuing the internship; or
- If submission to or rejection of the conduct is used as a basis for evaluating the intern’s performance; or
- 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 col-
leagues and other personnel, etc.

III. Both MSW and Task Supervisors

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

B. Both participate with the School of Social Work’s faculty field liaison and the student in meetings or consultative sessions. A minimum of two meetings are held during the internship, usually at the beginning and end of the placement.

C. Both assist in the developing and monitoring of the student’s performance by requiring accountability for and documentation for the student’s professional behaviors while in the placement.

D. Both would participate in field instruction workshops, trainings and/or meetings called by the Office of Field Instruction for purposes of supervisory training and/or field coordination and communication.

E. Both work with the student in this mutual relationship, modeling collaboration, mutuality and teamwork.

F. Both keep each other regularly informed re: the student’s progress, and meet as a group regularly for updates, etc.

G. Both consult with the student regarding the Learning Contract.

*Note: for additional information, please refer to the sections in this field manual called “Responsibilities of the Field Instructor” and “Responsibilities of the Student.”
Dual Relationships

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

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

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

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

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

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

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

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

Field education in social work practice is dedicated to the translation of knowledge into practice. This is achieved through a partnership between the agency setting, field instructor and field liaison who promote the professional growth and development of the student. In order to effectively supervise the student and evaluate student progress, it may become necessary for the 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 MSW Orientation and is also available in the MSW Field Instruction Manual.

C. Policy is shared with field instructors at the Field Instructor’s Orientation.

D. Intent of sharing is to allow agencies to make informed decisions about the internships they offer or continue.

E. Student will be given the opportunity to share sensitive information with the agency first, with the knowledge that the SSW liaison will also go with the student to the agency to work with the student and the field instructor on resolving the issue.
Grading Policy in the Field Placement

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

- **X** Assigned at the end of each semester that precedes completion of 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 “X” 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:

I hereby attest that the student has achieved sufficient competence to engage practice as a beginning MSW 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 “X” to “S”. (However, if students do their field placements during the summer or in another block placement, grades will be changed the last day of the month in which all forms are turned in and placements are completed.) Correct grades should appear on transcripts about a week after changes. The graduate school will issue a notice saying that you have an incomplete for your field placement. Students should disregard that notice.

At the end of each term, students who have completed expected field tasks are given an “X” grade by their field instructor on the grade sheet (included in this manual). At the end of the placement, the grades are changed to an “S” if the student successfully completes the entire field experience. This policy reflects the fact that the field course is 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 “X” or “S” or “N” after the School receives notification from the field instructor.

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

The following policies and procedures are found in the MSW Student Handbook:

- Standards of Performance in the MSW Program and University
- Discontinuance from the MSW Program and University
- SSW Transfer of Credit Policy
- Grading Options
- Online Registration
- Graduation Procedures
- Degree Time Limits for Master’s Degree
- Directed Study, Independent Study, or Research Projects
- Written Class Assignments
- Returning Student Papers
- Plagiarism
- Mutual Responsibilities in Graduate Education at the University of Minnesota
- Sexual Harassment Policy
- Student Academic Grievance Policy
- Policy on Legitimate Absences

Students doing field placements are expected to familiarize themselves with, and adhere to, the above listed 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>
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| 1. Knowledge recall | * Lists the steps in the agency’s standardized mental health assessment process.  
“I remember.” | * Lists the steps in completing a community needs assessment.  
“...” |
| 2. Comprehension | * Accurately explains the reasons for each step in a mental health assessment.  
“I understand.” | * Accurately explains the reasons for each step in the needs assessment process. |
| 3. Application | * Uses the standardized assessment process with an assigned client/consumer. |
| “I use.” | * Completes each step in a community needs assessment. |
| 4. Advanced Practice - Analysis, Synthesis, Evaluation | |
| Analysis | * Looks at each step in the assessment process, with an eye to how each step supports the next.  
“I take apart and differentiate.” | * 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 | * Develops a revised format for mental health assessments, incorporating more items related to client strengths.  
“I create or refine.” | * Seeks input from community members on usefulness of needs assessment questions and revises instrument to reflect more culturally relevant data gathering techniques.  
  “...” |
| Evaluation | * Completes a pilot study using two mental health assessment tools and evaluates results from each along specified quality criteria.  
“I judge based on information.” | * Using data from community participant evaluations, evaluates overall satisfaction with revised needs assessment process. |

Adapted from “Learning domains or Bloom’s taxonomy” by Donald Clark, created June 5, 1999 and updated May 21, 2000. Retrieved 5/14/03 from http://www.nwlink.com/~donclark/hrd/bloom.html
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.
• 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, HAD):

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.

2. 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 MSW 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?)
- Sign Initial Contract section

**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 (minimum of 480 hours for Full Program students or 500 hours for Advanced Standing students)

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 480 hours for Full Program students; 500 hours for Advanced Standing students)
- 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
Field Course Syllabi

Syllabi for field courses can be found on the School of Social Work website. Click on the links below to open the syllabi pages.

**SW 8010 Foundation Field Practicum**

**SW 8020 Concentration Field Practicum**

**SW 8030 Advanced Standing Field Practicum**