

MASTER OF SOCIAL WORK PROGRAM

DEPARTMENT OF SOCIAL WORK

UNIVERSITY OF MINNESOTA, DULUTH

FIELD MANUAL

<http://www.d.umn.edu/sw/field/field.html>

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UMD SOCIAL WORK FIELD MANUAL

I. DEPARTMENT OF SOCIAL WORK MISSION AND GOALS

A. Department of Social Work Mission

The mission of the Department of Social Work at the University of Minnesota Duluth is to promote human well-being and advance social justice in northern Minnesota and neighboring regions through teaching, research, and service. We prepare competent and effective advanced generalist social workers who are leaders both in expanding the profession's knowledge base and in developing socially just service delivery systems. Our graduates are committed to pursuing culturally competent practice among and within diverse populations with an emphasis on working with American Indians, especially in rural communities. The education we provide is based on the knowledge, values, and skills of social work and is grounded in the profession's history, purposes, and philosophy.

The Department's mission is closely linked to that of the university as-a-whole in that the latter also includes emphases on serving northern Minnesota and the region; preparing students "for active roles in a multiracial and multicultural world"; combatting "racism, sexism, and other forms of prejudice and intolerance"; and addressing "community problems" as part of a larger commitment to "public service."

B. Department Goals

In order to prepare advanced generalist practitioners who are grounded in the values and ethics of the social work profession, the Department of Social Work at the University of Minnesota Duluth has the following six goals:

1. To prepare advanced generalist social workers who are committed to actively pursuing culturally competent practice and social justice.
2. To conduct research that contributes to the social work knowledge base and promotes effective social work practice.
3. To promote learning and community service through engagement with diverse communities on the local, regional, national, and international levels.
4. To promote American Indian family and community preservation as part of a larger effort to achieve social justice through teaching, research, and service.
5. To prepare advanced generalist social workers for effective practice with American Indians, especially in rural communities.
6. To promote best practices in child welfare practice through teaching, research, and service.

II. FIELD PROGRAM MISSION

Based on general systems theory and the understanding of the person-in-environment, the general program goal is to graduate students with advanced knowledge and skills in strengthening individuals, groups and families, and organizations and communities, through interventions at the direct service, administration and community levels. Furthermore, graduates will have acquired skills to move into positions of leadership, both within the profession, as well as in the community. To accomplish this goal, an integrated sequence of courses has been developed to meet the needs of the students.

Effective helping at any system level requires a combination of approaches. The effective helping process requires that students have a broad base of knowledge in psychological, social, economic, political and societal problems and the skills to solve them.

Graduates will have developed self-awareness, as well as have acquired an “advanced generalist” base of knowledge and skills. Accordingly, students are prepared to work in a variety of social and health settings, and at a variety of levels of system intervention. Working with American Indians receives a special emphasis in the program.

III. DESCRIPTIONS OF FIELD I AND FIELD II

A. What is Field I about?

Field I is the equivalent of the Field experience that the BSW students received. The focus is on generalist social work at the direct practice, organizational and community level. This year is also referred to as the foundation year. The learning experiences and content are operationalized in the student’s learning contract. They must prepare the student for the concentration year by including the core interviewing skills and the development and application of the problem-solving model, within the context of systems theory. Case management and individual/family advocacy are appropriate assignments, as well as work on agency committees and community organizing projects.

B. What is Field II about?

Field II is designed to help students develop the knowledge and skills needed for effective advanced generalist practice. Accordingly, the seminar is focused on integrating classroom theories and intervention methodologies with applied agency practice at the micro and macro levels of the advanced generalist model.

IV. FIELD I OBJECTIVES

1. Integrate within a social work practice setting the theories and principles of generalist practice learned in the classroom, including the ecological-systems perspective, the strengths perspective, and multi-level intervention and the use of eclectic theory.
2. Effectively utilize a problem –solving process within a generalist practice framework, including the steps of engagement, data collection assessment, planning, intervention, termination and follow-up.

3. Examine social work values and ethics in a critical manner and to apply them in a professional setting and tolerate ambiguity in resolving ethical conflicts.
4. Demonstrate knowledge and skills for working with diverse populations, especially with American Indian people (i.e. ethnic, racial, cultural, spiritual, sexual orientation, socioeconomic and gender diversity).
5. Effectively practice within an organizational structure by developing a working knowledge of the mission, policies, procedures and structure of the agency, effectively using supervision and consultation, and attending to professional social work roles and boundaries.
6. Demonstrate the knowledge and ability to appropriately use health and social service resources available in the community, including scientific and technological developments relevant to the field setting.
7. Utilize effective interpersonal skills in relating to clients and colleagues, including the ability to receive and provide feedback.
8. Demonstrate a beginning understanding regarding the impact of social policy issues and promote changes to improve the quality of social services.
9. Identify as a professional social worker and conduct oneself accordingly by engaging in career long learning.

V. FIELD II OBJECTIVES

In order to satisfactorily complete Field II, students must demonstrate the following practice behaviors in relationship to Advanced Generalist Practice.

1. Take independent initiative to negotiate, mediate, and advocate with client clients.
2. Engage in self-reflection, self-monitoring and self-correction with particular attention to issues of diversity.
3. Assume appropriate professional roles and maintain appropriate boundaries with particular attention to diverse populations
4. Demonstrate professional demeanor in behavior, appearance, and communication in challenging and difficult situations
5. Develop a plan for post-MSW, career-long learning and ways to contribute to the professional knowledge base
6. Apply social work ethical principles to guide professional practice
7. Autonomously apply models of assessment, prevention, intervention and evaluation
8. Demonstrate clear and concise oral and written communication

9. Seek out situations beyond one's comfort zone in an attempt to broaden cultural understanding and professional competence.
10. Plan for ongoing professional development of cultural competence both in one's practice and within agency and community settings.
11. Actively participate in a variety of community activities and events to promote social and economic justice
12. Systematically collect, analyze and report information that can inform relevant practice decisions
13. Apply policy practice skills to advanced generalist practice
14. Apply scientific and technological knowledge to effectively serve clients
15. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
16. Demonstrate empathy and other interpersonal skills in advanced generalist practice
17. Utilize a problem-solving model to autonomously collect, organize, and interpret client data, assess strengths and limitations, develop mutually agreed upon outcomes, goals and objectives, implement appropriate prevention and interventions strategies, facilitate transitions and endings and critically analyze, monitor and evaluate interventions in order to help diverse clients to resolve problems and enhance client capacities.
18. Initiate actions to achieve organizational goals in advanced generalist practice.

VI. PRE-REQUISITES

8801 Field Placement I (3 cr/sem. or credit arranged; enrollment required for entire academic year or summer sessions; pre-req, admission to MSW program; co-reqs., SW 8111 & 8112) (S-N only). Students may, with special practice faculty approval, complete SW 8111 and 8112 (our foundation practice methods courses) before enrolling in Field I. At a minimum, this requires having had six months of paid social work related experience (so that they can adequately participate in SW8111 & 8112).

8802 Field Placement II (4cr/sem. or credit arranged; pre-reqs. admission to MSW program and completion of SW 8801; co-reqs. SW 8441, 8551, & 8661; enrollment required for entire academic year or summer sessions (S-N only).

VII. CONCURRENT PLACEMENTS

These placements span 16 hours per week over the course of the nine-month academic year. A full classroom course load is carried by full-time students.

VIII. BLOCK PLACEMENTS

Only the summer sessions can be used for block placements, which require twelve weeks of placement at forty hours per week. All prerequisites apply.

IX. FIELD PLACEMENT POLICIES

A. Agency Affiliation

The Social Work Department seeks formal affiliations with public and private non-profit agencies whose policies and programs are consistent with the mission of the Social Work Department.

B. Process

The potential placement agency's capability to provide the setting, experiences, supervision and instruction, is assessed and approved by the Field Staff using the following procedure:

1. Identification of Potential Placement: Agency personnel, community persons, students and faculty may identify potential placements by contacting the Director of Field.
2. Application: Application materials are sent to identified agencies by the Director of Field (Appendix A).
3. Agency Review and Determination of Acceptance: The Director of Field reviews completed application materials and generally follows this with a telephone or face-to-face discussion with the agency applicant. An important factor to assess is whether the agency can provide the appropriate resources and learning opportunities required by the Department. A determination is made concerning the appropriateness of the learning experiences.
4. Agency Confirmation and Agreement: If the evaluation is mutually satisfactory to the agency and the Director of Field, students may be referred to the agency for placement.
5. Agency must sign an Affiliation Agreement with the University that covers a 5 year time period.
6. Agencies are re-contacted annually to determine their interest in having field students for the next year. Field staff evaluates the match between the agency and the program.

C. Criteria for Selection of Agencies

Agencies are selected based on their ability to give a student the opportunity to gain practice experience through directed instruction and supervision in activities and settings reflective of the Field Guidelines for each level of the Field Program. The following criteria are used to assess the agency's capability to provide appropriate field placements:

1. Commitment to actively participate as a partner in professional education for the students. This is a primary criterion and involves a commitment to service compatible with the values and ethics of social work.
2. Acceptance of the basic goals of the Field program, and a readiness to invest time and effort in the educational process. Cooperative planning is required by both the Field Staff and agency to facilitate the arrangements needed to enhance the student's learning.
3. Ability to provide the MSW supervisory staff. It is expected that workloads may be adjusted for such staff in order to assure adequate time to meet the learning needs of the students. The agency considering a partnership with the Department should assess both its capability to assume the obligations involved and the advantages derived from the association. A substantial investment of interest and staff time is essential. The MSW Supervisor will function as the teacher/mentor. The Supervisor also serves as the educational coordinator for the student, ensuring that all field experiences optimally contribute to the student's learning contract. It must be understood that some students will require more than the minimum of one teaching hour per week.
4. The agency should be able to assure the availability of an appropriate variety, quality and quantity of practice learning experiences with individuals, families, groups, organizations, and communities.
5. The agency will provide the physical facilities necessary to accommodate students. When possible these include desk space, facilities for privacy in interviewing and instruction, resources for necessary travel, including home visits, and essential clerical services. The Department expects agencies to provide an accessible environment for people with disabilities.
6. Whenever possible, agencies are encouraged to provide educational stipends.
7. Agencies will meet the program's expectation that students will be given the opportunity to work with people of color, lesbian/gay/bi-sexual/transgender, other oppressed populations and rural communities.
8. Agencies will annually fill out and submit a Field Placement Contract (Agreement to Placement form), which signifies their compliance with the requirements of the Field Program, for each student.

D. Criteria for Selection of the Agency Supervisors

1. Agency Supervisors will be expected to:
 - a. Hold an MSW degree from an accredited program and have two years post-MSW experience.
 - b. Have been employed at the agency for at least six months prior to becoming an Agency Supervisor for this program.
 - c. Develop a clear learning contract with the student about performance expectations. The expectations are to be stated in terms of behavioral learning goals, methods of achievement, and standards of measurement. The conceptualization of the learning contract is shared between the Agency Supervisor and the student. The Agency Supervisor must inform the student about the activities possible to meet each of the goals

in the learning areas, as there is no way the student can know these ahead of time. The students will write the contract.

d. Provide instruction on a regular basis in an individual supervisory conference, at least one hour a week. The Agency Supervisor must be willing to serve as the teacher/mentor and educational coordinator for the student and provide feedback to the student on an ongoing basis.

e. Develop specific practice opportunities, which will enable the student to fulfill the expectations of the learning contract. This includes arranging for specific learning activities that address issues of diversity.

f. Communicate with the student and the Faculty Liaison about any unusual opportunities, conditions or problems as soon as they are evident.

g. Participate with the student in the preparation of the student performance evaluations during the middle and final evaluation times.

h. Participate in Field Program meetings regarding the program curriculum and/or effective field instruction. **All Field Supervisors are required to complete the Department of Social Work Field Supervisor Training program prior to being eligible to supervise an MSW student.**

2. The agency may provide MSW supervision through one of its MSW board members or through a community MSW not formally associated with the agency. However, both require a written agreement explaining the roles and responsibilities of the MSW and of a specifically designated on-site agency supervisor. The on-site supervisor serves as the student's day-to-day mentor, teacher, and educational case manager. They are expected to meet regularly (at least monthly) with the MSW to ensure that there is a close coordination between the student's daily work and their MSW supervision/mentoring. The student is primarily accountable to their MSW supervisor for completion of their learning contract and, in this role, the MSW may sometimes have to work with the on-site supervisor to ensure that the student is sufficiently focused on their contract learning objectives. Both the MSW and the on-site supervisor are expected to attend, and actively participate in, the contract formulation and mid- and end-of-the-placement evaluations. [Note that the Department encourages, but does not require, the agency financially remunerating the outside MSW for their efforts. Under no circumstances can the student be expected to pay for their supervision.]

For new applications, both the on-site and MSW supervisors must attend orientation sessions with the Field Faculty.

3. This section clarifies the roles and responsibilities of Field Agency Supervisors in the UMD-MSW Field Program.

Definition of supervision (Maypole, 1997):

For the purposes of this paper, supervision is considered to have three components, which interact to achieve the goals of the agency and the UMD-MSW Field Program:

- to ensure the student's accountability to the agency and to the UMD-MSW Field Program
- to ensure the professional education of the student and

- to provide emotional support for the student's learning.

Supervisor administrative roles (accountability):

Although there are different ways in which field placement programs can be structured, the field agency/field program "contractual model" (Bogo and Globerman, 1995) is used at UMD. This model entails close coordination between the Agency Supervisor and the Field Program's Faculty Liaison.

The Field Agency Supervisor is the administrative "linking pin" (Plunkett, 1983) between the agency and the UMD-MSW Field Program. In this role, the Supervisor functions as the channel of communication between the two.

In addition, this role connotes "accountability" to both the agency and to the Field Program. This "accountability," however, may create both "role conflict" and "role ambiguity" for the Supervisor (Plunkett, 1983). The former occurs when the agency and the UMD-MSW Field Program make competing demands in relation to administrative issues and the student's learning and the latter occurs when the demands of the agency and the Field Program are unclear. Both the agency and the Field Program have a responsibility to avoid these problems. However, it is expected that Supervisors will contact the Field staff to clear up conflicts and ambiguities expeditiously.

In working with the student, it is the Supervisor's responsibility to ensure that the student follows the policies and procedures of the agency and the Field Program.

Supervisor Educational Roles (teaching):

In addition to serving as the overall "educational coordinator" for the student's learning experiences in the agency and community, the supervisors are (1) coach/teacher (to actualize the student's learning contract to develop specific skills/competencies in the advanced generalist curriculum model), (2) judge/evaluator (to continually assess the student's progress toward the professional education goals), (3) advocate (to intervene in agency situations which are detrimental to the student's learning, e. g., harassment or role conflicts), (4) role model (to facilitate the student's learning), and (5) problem-solver (to assist the student in gaining critical thinking skills).

Emotional Support:

Graduate social work education is not easy. Learning at all levels of practice are emotionally charged and frequently challenging. The emotions created by the student's being in new situations, which themselves are emotionally charged and frequently problematic, must be dealt with by the supervisor. Unresolved emotions can impede further learning. The student's emotionally charged learning are dealt with in the field seminar, but must be dealt with on the spot by the supervisor.

These roles, of course, are conducted within an unequal power relationship with the student. This requires the supervisor to be aware of this differential and its potential positive or negative impact on the student. Different students come to the placements needing different levels of task assignments and monitoring. Accordingly, there is no "one size fits all" type of supervisory style.

Related Research:

Ellison, M L. 1994. Critical field instructor behaviors: Student and field instructor views. *Arete*. 18 (2), 12-20.

In this study, MSW students and their supervisors reported on what behaviors contributed to and what behaviors detracted from quality field instruction. The most frequently selected behaviors follow (p. 16):

Effective Supervisor Behaviors

- * Provides needed information
- * Provides opportunity for student to express concerns
- * Provides evaluative feedback
- * Validates student's feelings as normal
- * Clarifies student's role with the student and others
- * Encourages student to examine and solve problems

Ineffective Supervisor Behaviors

- * Inadequate supervisory contacts
- * Lack of needed information express concerns
- * Poor role modeling
- * Lack of monitoring of student's work/workload
- * Limits student's learning opportunities

These studies clearly describe the tasks and the expressive (emotional) dimensions of supervision. Both must receive the supervisor's attention. Other studies have shown that students are concerned about the quality of their relationship with the Supervisor. Within the context of all the other sources of anxiety for the student in his/her graduate education processes, the positive relationship with the supervisor is considered to be a major facilitator of learning.

E. Ongoing Agency Responsibilities

The agency is an important teaching/learning component of the Field Program. The Agency Supervisors are expected to function as "educational coordinators." It is expected that the Agency Supervisors will be actively supportive of social work, as a profession, and model social work values and ethics. Agencies are expected to:

1. Annually submit the availability questionnaire for the next year.

2. Ensure that opportunities are provided as appropriate for the Field I & II Learning Contract requirements, including diversity exposure.
3. **Relate to the student, as a student, and not as a paid employee.** There are definite differences between the two sets of role expectations. For example, it would be inappropriate to assign students the "beeper" type of program emergency coverage responsibilities during non-work times.
4. Assess the student's developmental (knowledge and skills) levels and provide appropriate learning activities in their Learning Contract assignments.
5. **Responsibility for the student's personal safety while in the field placement rests with the agency and the supervisor(s).** It is assumed that all human service agencies have policies and procedures to ensure the personal safety of the staff and other clients. Risk assessment for working with particular clients is specifically the obligation of the Agency Supervisor. It must be understood that many of the MSW students do not have sufficient experience or expertise to perform this risk assessment themselves. Moreover, it must be understood that students may be reticent to admit to such a problem directly because they are concerned it might affect their evaluations. If the student disagrees with an assignment, he/she will discuss it with the Agency Supervisor and the Faculty Liaison.
6. Time should be provided to the Agency Supervisor to attend orientation and training meetings conducted by the Field Program staff.
7. It is expected that the agencies will maintain the optimal environment for student learning. Any form of harassment of the student, such as racial or sexual, will result in the Field Liaison requesting a meeting with the Agency Supervisor and the student. If the victimization continues, the placement will be terminated. Students can not learn nor perform their jobs well in an environment of discrimination.
8. Agencies will have appropriate MSW supervision for the students.
9. Agencies will provide appropriate opportunities for students to work with diverse client populations.

F. Agency Terminations

Each year, the field faculty will evaluate the appropriateness of agency participation (MSW, agency responsibilities, quality of supervision, 480 hours, provision of teaching model, provision of organizational and community activities in Field II, etc.). A critical item, which will be evaluated each year, will be whether or not any of the students experienced personal safety problems.

Agencies experiencing difficulties in meeting these requirements at any time during the year will be contacted and problematic areas will be discussed. The option will be provided to the agency staff for a meeting to discuss corrective actions, including termination of the agency in the program.

G. Student Responsibilities

The students are expected to take the initiative in the assigned placement to actively seek the types of practice experiences which will enable them to develop and expand their professional skills. It is expected that students will meet the following requirements:

1. Adherence to the NASW Code of Ethics. This is a critical area, which will be reviewed in the seminars.
2. Adherence to the attendance policies for seminars and placements as established by the program.
3. Discussion of learning needs and career plans with the Director of Field, who will suggest possible appropriate placement settings. The students implement the "Field Placement Procedures".
4. The development of a learning contract, in conjunction with the Agency Supervisor, which is submitted to the Faculty Liaison six weeks after placement begins (concurrent) or no more than two weeks for block.
5. The initiation and follow-through of all field responsibilities, as designated by the Agency Supervisor. This includes regular and prompt attendance at supervisory meetings with the Agency Supervisor.
6. Adequate recording to document the quality and effectiveness of the student's work.
7. Demonstrate an understanding of the need for strict confidentiality of information gained during work hours.
8. Recording of practice hours in the agency.
9. The completion with the Agency Supervisor of all written evaluations to be submitted to the Department of Social Work.
10. The notification of the Faculty Liaison of difficulties encountered which they are unable to resolve with the Agency Supervisor.
11. Completion of the student evaluation of the agency. Specific student tasks regarding development of the learning contract are described in the Learning Contract section.

H. Insurance

1. Professional Liability

The University of Minnesota covers all students who are properly placed and supervised under its self-insurance program for purposes of professional liability (including "malpractice"). Students are not covered for tasks they agree to perform outside of or after they have received the grade for the 480 hours for Field II and 420 hours for Field I. Students who are being paid for their field placement are not covered by the University. Professional liability insurance can be purchased through the National Association of Social Workers for student members and non-members.

2. Automobile Liability

Students are covered by the University's policies (if doing assigned field placement work) for a maximum of \$200,000 liability on top of their own auto insurance. However, agencies are expected to provide insurance coverage also for students' conducting assigned work in placement. It is the students' responsibility to check this out before transporting any clients. All usual accident reporting procedures must be followed.

I. Hours

Students are responsible for observing agency working hours. A minimum of 480 hours of field experience per academic year (Field II) and 420 hours (Field I) is required by the University of Minnesota, Duluth in order to adequately meet the standards set by the Council of Social Work Education. The agency should keep records to enable it to certify a specific number of practice hours for students at the end of each semester or summer session.

J. Compensatory Time

Occasionally the student's field responsibilities may require work during non-regular hours. This may be treated as overtime, for which compensatory time promptly will be given. It may not be saved in order to shorten the semester/summer session or enable students to leave early for vacation.

K. Field Days

Field days are assigned by the Department in conjunction with class schedules. To allow for scheduling of classes, students must be free to attend classes on the days that are not assigned to the field. Field days may be arranged by mutual agreement of agency and school only if they cause no conflict with class schedules or other school requirements.

L. Holidays/Other Days Off

Students must work 480 hours for Field II and 420 hours for Field I in their placement. They are allowed those holidays observed by the agency and also those observed by the University. Students are not expected to work in their field placements during the final examination weeks nor during regularly scheduled academic breaks.

M. Absences

Students are expected to telephone the Agency Supervisor at the beginning of the field day to report illness or any other emergency requiring absence during the student's field time. Absence, which exceeds two consecutive field days, should be reported by the Agency Supervisor to the Field Liaison. It is the student's responsibility to make arrangements for the make up of missed time by the end of the grading period (i.e., semester or summer session).

N. Transportation

Students are responsible for transportation to and from the agency. However, unless prevented by law or agency policy, it is expected that the agency assume the expenses for all agency-delegated activities that include travel. The Social Work Department does not reimburse students for field travel expenses.

O. Seminars

For students in our Duluth-based program, there are 10 one-and-one half-hour seminars per semester. Summer session field seminars are arranged between the Instructor and seminar students. Distance Education seminars will, whenever possible, be held near distance sites.

Students will stay in the same seminar group for the duration of the placement. This is necessary for learning continuity purposes.

P. Periods in Field

The school year placement at the UMD Department of Social Work is concurrent, i.e., students are enrolled in class and field education simultaneously. Students requesting a block placement must complete the methods courses at the appropriate level prior to enrolling in field.

Q. Duration of Placement

Concurrent placements are for the academic year, i.e., two consecutive semesters in one agency placement. Student requests for change in placement once placement has begun will be considered only if there are irresolvable issues in the placement that inhibit the student's learning opportunities. Block placements are for twelve consecutive weeks during summer terms only.

R. Credit for Hours Worked

If the student withdraws from enrollment in the field course, no credit for hours completed will be applied to the next enrollment in field.

S. Repeating Placements

Students are discouraged from completing their field placement in one agency setting/department for two year-long placements. A special request must be made to the Director of Field outlining the rationale for completing field requirements in the same agency twice, specifically explaining how Field II learning objectives will be achieved and **what new learning opportunities** will be available. Students are encouraged to use different MSW supervisors for their Field I and Field II field placements.

T. Using Employment for Field Placement

A student's current job may not be used to meet the requirements of an MSW-level field placement. A student may, however, request to complete their field placement at their place of employment as long as the learning assignments for field are different than that of their paid employment. Learning assignments for field are clearly *distinct* from the responsibilities of paid employment. In making this request, the student must clearly articulate how they plan to meet all requirements for their field placement, including the specified hours in field. Proposals that suggest a student will continue their full-time employment with no modifications to their work schedule to accommodate the additional responsibilities of fieldwork will not be approved. All regular Department requirements of agencies and supervisors must be met, as outlined in the field policy manual.

Also, the field placement is an educational experience, which requires controlled, limited, and closely monitored assignments. The employment situation creates different expectations and thus makes it difficult to safeguard the student's learning needs. The student is in an agency to learn; and employee is in the agency to work. Not all employment situations will be approved for field placement and approval depends on how clearly the student and agency can describe the learning opportunity and how it is to be monitored and evaluated by the Department. A different supervisor is required.

U. Students with Handicaps

Students with handicaps, which could adversely affect their performance in the placement, should so inform the Director of Field and Agency Supervisor. Possible adaptations can be considered.

V. Using an Outside MSW-Supervisor

Agencies must file written applications for approval to use outside MSW-supervisors. (Refer to the procedure section.)

W. Child Welfare Scholar Placement Requirements

Child Welfare Scholars must complete at least one field placement* either, 1) at a Minnesota county department of social services in a unit with a focus on child welfare or else 2) at an American Indian human service agency with a focus on strengthening families and preventing out-of-home placements of at-risk children. For Non-Advanced Standing students, this placement must be completed for the Field I requirement. Since Advanced Standing students are involved only in Field II, they must meet these IV-E requirements through Field II.

Examples of the above *primary IV-E placements* are: Itasca County Health and Human Services, Bois Forte Human Services, Cass County Human Services, Carlton County Human Services, St. Louis County Social Services, Mille Lacs Reservation Health & Human Services, White Earth Tribal Services, Beltrami County Human Services, Lake County Social Services, Fond du Lac Human Services, and Leech Lake Social Services.

Non-advanced standing students may complete their Field II in a *secondary child welfare agency*. This placement needs to involve working with children at risk for out-of-home placement. This could include preventative social work where the child clientele are not necessarily *currently* at risk for placement.

Possible examples of acceptable *secondary IV-E placements* include residential treatment facilities for children, elementary or secondary schools, and family service collaboratives. Community mental health clinics and hospitals are also possible if the clear focus is on serving children either individually or through family or community work. First preference is given to placement settings under contract by county agencies to provide IV-E services.

As previously indicated, standard program students must use Field I instead of Field II to satisfy their primary IV-E placement requirement (i.e., they must arrange to have their Field I placement at a county child welfare agency or American Indian child/family agency).

Exceptions to this rule need to be approved by the Director of Field in consultation with the Child Welfare Project Scholars Coordinator.

In order to ensure that their proposed placements qualify under IV-E, students must get this specifically approved by the Director of Field.

Child Welfare Scholars are required to also complete an "Addendum to Field Learning Contract" that includes the following:

1. The field agency description should describe clearly the child welfare services provided by your unit and the agency
2. An explicit statement that the student will be working with Title IV-E eligible foster care or pre-adoptive children in the field placement.

3. Identification and assessment of child abuse and neglect:
 - a) Discuss the risk assessment instruments (if any) used in your agency
 - b) Discuss the process of risk assessment with appropriate workers, including discussion of risk factors, behavioral and emotional indicators of neglect, and cultural/racial issues considered in assessment.
4. Knowledge of community: Describe and discuss with your Field Supervisor, the roles and responsibilities of the following in relation to child welfare/child protection in the community:
 - A. Your field agency
 - B. Schools
 - C. Law Enforcement
 - D. Courts, prosecutors, agency attorneys
 - E. Health Care System
 - F. Specialized agencies, e.g. for sexual abuse, crisis nurseries, foster care, etc
5. Learning contracts must explicitly demonstrate an understanding the student will be making a direct application of the knowledge and skills obtained from the field placement experience to their practice with children in their county social services job.

Additionally, students should consult the "Field Information for Child Welfare Scholars" link on the Department web site for specific activities which should be discussed with their Agency Supervisor as they draft their learning contracts. This can be found at:

<http://www.d.umn.edu/sw/field/cwfieldinfo.html>

* Those Child Welfare Scholars with 5 years of prior social work experience in a child welfare setting should consult the Child Welfare Scholars Coordinator for information regarding the waiving of this requirement.

X. No Field Credit for Previous Work Experience

Under no circumstances may credit be given for prior work or volunteer experience.

Y. Application of Kolb Learning Style Theory

We have found that field supervision is enhanced if supervisors and students are aware of their respective learning styles and ways they can design their supervisory interaction to complement each of their learning strengths. According to Kolb, all learning is composed of four components:

- Concrete/Active (experiencing)
- Reflective/Observation (examining)
- Abstract/Conceptual (explaining)
- Active/Experimental (applying)

Kolb believes that people usually begin their learning about a particular task or problem with the component that represents their *primary learning style*. For complete learning, they must move from their primary style through the other three types of learning.

The student's predominant learning styles must be accommodated to the extent that is practical. For example, many students have concrete/active learning styles. With these students, it is necessary to

start at the experiencing, rather than abstract/conceptual level. Initial discussions about theories would not meet the student's needs.

Conversely, for some students, it would be appropriate to start at the abstract/conceptual level. The Supervisor would then lead the student through each of the other steps to complete the full learning cycle.

Written materials regarding Kolbs theories (including the actual Kolb Learning Style Inventories which supervisors and students can complete in about 10 minutes) are available by request from the Field Liaisons.

Z. Four Step Teaching Process Model

Supervisors must assess the student's maturity, learning style and skill developmental levels. This information is needed to assess where to start with the student in the UMD-MSW Field Program four-step teaching process model. The information can be acquired from the students in interviews, in review of the student's resume or student profile, the Kolb Learning Styles Inventory and initial observations in the placement. Then, the following model should be applied:

Preparatory assessment and training (orientation/workshops; information on agency policies and procedures and "how things are done;" introductions to staff).

Shadowing (Student observes the Supervisor and others doing tasks he/she will do; reflections/discussions with the Supervisor about the objective and subjective experiences).

Observation (Supervisor observes the student in assigned learning tasks, which could include videotaping and role playing, and provides information and feed- back; discussions on theories and meanings of objective and subjective learnings for practice; generalizations and conclusions made).

Semi-independent practice (Supervisor provides information and feedback on specific skills as needed by the student, continuation of reflecting and the relating to and construction of practice theories).

As it can be seen, a beginning-level student should *not* be assigned learning tasks at the 4th level.

The notion of "one size fits all" supervision is not appropriate for use with the students.

Generally, it is desired that the student will attain the skills to operate at the semi-independent practice level in various tasks, such as interviewing or community data-gathering, by the end of the school year. Some students might come to the field placement with 3rd or 4th-level skills in some tasks, but be at the 1st or 2nd in other tasks.

AA. International Field Placements

Students may develop international placements, but all of the policies, procedures and learning expectations listed in the Field Manual must be met, without exception.

X. DIRECTOR OF FIELD/FACULTY LIAISON RESPONSIBILITIES

A. Director of Field:

The Director of Field is the general facilitator of the Field Program in the Department's curriculum. This includes but is not limited to:

Developing the framework within which the program takes place

Maintaining the currency of the Field Manual and the policies and procedures relating to the Program

- Developing and evaluating the appropriateness of agency applications for Field participation in the UMD MSW Program.
- Maintaining information on Field Placement-approved agencies.
- Reviewing and approving written agreements with agencies/students.
- Orienting and relating to the Agency Supervisors when they meet as a group.
- Maintaining the currency and appropriateness of the Field I and II syllabus.
- Monitoring the progress of the Field Seminars.
- Acquiring and disseminating information on the Program to pertinent constituencies.
- Ensuring compliance with CSWE standards pertaining to the Field Program.
- Monitoring problematic student placements in the Field when they occur.
- Participating in the Dept orientation session for new students.
- Providing initial assistance to students in securing placements.

B. Faculty Liaison:

Liaison Roles:

1. Advisor: Provides assistance to students in career planning, which includes identification of learning needs and educational experiences designed to meet those needs.
2. Monitor: Carries out on-going assessment of agency, Agency Supervisor and student's learning experiences to ensure the student's learning objectives and school's expectations are met.
3. Consultant: Assists Agency Supervisor in developing supervisory skills, techniques, and identification of learning styles; provides course outlines, other materials.
4. Teacher: Assists students with integration of coursework and practicum and serves as role model to the students. Provides the seminar.
5. Mediator: Assists in resolving problems between student and Agency Supervisor or other agency personnel.
6. Advocate: Provides relevant information when necessary to evaluate the student's field and academic performance and to determine the student's future educational experience.

Liaison Functions:

1. Linkage: Interprets school policies, procedures, and expectations to agencies; assesses the fit between school curriculum and educational experiences provided by the agency.
2. Evaluation: Evaluates students, Agency Supervisor and agency; recommends or assigns students' grades; makes recommendations for continued use of agency and Agency Supervisor.
3. Administration: Ensures completion of placement forms and students' evaluations.

(Faria, Brownstein & Smith (1988) Model Adaptation)

XI. FIELD PLACEMENT PROCEDURES

A. Background Checks

Any student placed for academic credit in a UMD department in which there is direct contact with minors or other vulnerable populations must undergo a background check. This includes all MSW students. HireRight, Inc. must be used for students who are required by UMD to have background checks for their placements. A HireRight background check is considered valid for two years from the calendar date that the background check was completed. (The background check does not need to be repeated if the student changes location of her/his placement.) The Department of Human Resources will facilitate these checks.

MSW students are responsible for completing the appropriate forms and providing them to the HR Department. Forms are available on UMD Human Resources web site at <http://www.d.umn.edu/umdhr/Policies/hiring/background/>

B. First Year Placements

During the spring or summer prior to their enrollment in the Department of Social Work, the student meets with the Director of Field to develop a placement plan based on the student's request, experience, interest, and faculty knowledge of placements. The plan includes a recommended list of placements for each student. Students are expected to select possible field sites which are different from their past work experiences.

In preparation for this meeting, the student may decide to review the list of agencies that have indicated an interest in having students during the time (summer or academic year) when students want to do their placements. They also may want to review the *Field I - Placement Agencies Book* that includes all agencies that have had our students over the past 5-6 years.

All students should complete the on-line Student Profile form at: <http://www.d.umn.edu/sw/field/field.html>

Students schedule a personal interview with the Agency Supervisor. Students should plan to bring a resume with them to this interview. [We usually recommend that students interview with at least 2-3 different agencies.]

If the student and Agency Supervisor mutually decide that the placement would be a good match, the student gives the Supervisor the Agreement to Placement Form (Agency Contract - Appendix B) to sign. The student is responsible for seeing that this form is expeditiously returned to the Director of Field.

If the placement is not acceptable to either the Agency Supervisor or the student, an alternative placement will be worked out following the above procedures.

C. Second Year Placements

In March, each first year student reviews the available information on agency placements supplied by the Director of Field, in the Placement Agencies Book (Field II), and on web. Students should complete the on-line Student Profile form at: <http://www.d.umn.edu/sw/field/field.html>

Based on student requests and faculty knowledge of placements, a second year placement plan is developed with the Director of Field.

Students schedule and complete a personal interview with their proposed second year Agency Supervisor, who will confirm whether this placement is mutually acceptable through completing an Agency Agreement to Placement Form (Agency Contract - Appendix B).

This process should be completed by the end of the spring semester.

D. Early Termination of Placement

It is expected that this procedure will be implemented only under special circumstances.

1. Request by students:
 - a. The Faculty Liaison must be informed immediately if an issue develops that potentially affects a student's continued placement.
 - b. Faculty Liaison may discuss the situation with the full Field Staff.
 - c. Student/Agency Supervisor/Faculty Liaison discuss the problem/issue.
 - d. If the issue is not resolved, students must submit a written request to the Faculty Liaison describing the reason for the request and the steps taken to resolve the issue. It will be discussed by the full Field Staff.
 - e. After review by the entire Field Staff which approves or disapproves the request, the decision will be communicated to the agency and the student and: (a) a new placement is developed for the student if the request is approved; or (b) efforts to resolve the problem will be continued with the Faculty Liaison, student and Agency Supervisor if the request is denied.
2. Requests by Agency:
 - a. The Faculty Liaison is notified by the agency if an issue develops that jeopardizes the student's continued placement.
 - b. Student/Agency Supervisor/Faculty Liaison conference. A specific behavioral plan will be mutually developed if all agree that the placement may continue for the present. This plan will be evaluated in a specified time frame (1-3 weeks).
 - c. Second student/Agency Supervisor/Faculty Liaison conference. The plans in the previous conference will be evaluated. If the student has met expectations, the placement will continue. If not, alternative plans/expectations may be formulated or the placement may be terminated.

E. Requests for Approval for Using Employment as Field

The student must submit in writing the rationale for approval at least four weeks prior to the beginning of the field instruction period for which the request is being made. This request will be submitted to the Director of Field, using the following format:

1. Reasons for request, delineating the specifics of the student's situation.
2. Education Plan:

- a. Supervision: Clear description regarding work supervision and field supervision. The same person cannot provide supervision for employment and MSW field supervision. List name and position of employment supervisor and proposed MSW field supervisor as well as qualifications.
- b. Agency's willingness to support, plan and sign a formal learning contract/plan with the student and the Field Program.
- c. Relationship between employment and education: description and relationship between planned learning experiences and student's regular work assignments. Learning assignments for field are clearly *distinct* from the responsibilities of paid employment. A student's current job may not be used to meet the requirements of an MSW-level field placement. A student may, however, request to complete their field placement at their place of employment as long as the learning assignments for field are different than that of their paid employment. Provide a clear description of the logistics of completing the required field hours, whether this be *in addition to or as a replacement to present job responsibilities*.
- d. Descriptions of specific learning tasks to fulfill the Field I or Field II placement requirements (i.e., beginning direct service, organizational and community level tasks for Field I and more advanced direct service, organizational and community level tasks for Field II). Field II placements need to clearly define the organizational and community practice activities in addition to "micro" activities.

F. Requests for Approval for Using an Outside MSW-Supervisor

In general, requests for approval for using an MSW not employed by the field placement agency will only be considered for Field II placements. Field I placements should have on-site MSW supervision. Under special circumstances, a variance to this policy may be granted.

1. Reasons for request, delineating the specifics of the student's situation.
2. Education Plan:
 - a. Supervision: name and qualifications of supervisor(s).
 - b. Agency's willingness to support, plan and sign a formal learning contract/plan with the student and the Field Program.
 - c. Copy of the contract with the outside MSW supervisor explaining the coordination between the on-site and MSW supervisor. This should provide for ongoing communication between the two parties, as well as for the on-site supervisor(s) attending the learning contact meeting and the mid-year and end-of-the-year student evaluation sessions.

G. Questions Which Students Should be Prepared to Answer When They Interview with the Field Agency Supervisors

1. What is your level and your past experiences in social work to date?
2. What do you hope to get out of a field placement in this agency?
3. What are your strengths and weaknesses in dealing with people?

4. What type and field of social work job will you be seeking upon graduation?
5. What type of supervision do you prefer?
6. What are your time availability and constraints?
7. What is your interest in the particular target groups served by this agency?
8. What is your level of knowledge about the needs of certain vulnerable groups, such as minorities, youngsters and women (i.e. what barriers do they face)?
9. What is your ability to work both independently and in teams?

H. Updating of Field Agency Application

1. Find your placement on the [field website](#) and click on the name of your agency to view their agency information.
2. Once you have opened your specific site information, look to see if the **bolded** name of your agency is a link.
 - If your agency name IS a link, great! That's where the agency application is. Open it and check to see if the information on the application is current and correct. If it is and the date is the only thing that needs to be changed, send an email to Kathy Heltzer at kheltzer@d.umn.edu and let her know. She will go in and change the date. If there are other changes you need to make, please email Kathy and she will send you a word version of the site application so you can easily type your changes. Email it back to her when finished and she will put it on the web.
 - If your agency name is NOT a link, you will need to download a word doc application from the [field forms page](#). This should be filled out electronically by you and your supervisor. When finished, email it to Kathy Heltzer at kheltzer@d.umn.edu and she will get it up on the web!

XII. THE LEARNING CONTRACT

A. Purpose

The major purpose of developing the Learning Contract is for guidance and accountability. The development and completion of the contract provides a mechanism for planning, monitoring, and evaluating the student's field experience.

The contract should represent the end product of a process - a process that integrates the requirements of the Department of Social Work for certain learning goals to be accomplished in placement. The contract is the formal agreement between the Department (represented by the Faculty Liaison), student and field agency that the student will fulfill the requirements of placement.

B. Field Guidelines Explained

The field guidelines are derived from content in the practice courses. They illustrate basic professional expectations the student must meet in the field and ways in which the Agency

Supervisor can plan learning experiences so that the student can meet the expectations. Each set of field guidelines has three parts.

Learning Areas: Content topics are major units of study included in the methods courses.

Goals: Reasonable expectations the student should meet during the course of the field placement. The expectations are based on related classroom content.

Possible Learning Assignments: These are suggestions for developing learning assignments for the student to meet the expectations. The Agency Supervisor and student should develop learning assignments which are reasonable to achieve in the field setting. The possible learning assignments in this Manual provide suggestions of broad areas which can be covered in the assignments.

Learning assignments should include specific learning/teaching strategies, i.e., teaching interviewing by the supervisor modeling and then the student demonstrating the skill and the supervisor providing feedback.

The assignments must be specific, measurable and tailored to the learning opportunities in the agency, possible to achieve in the specified time frame.

All of the possible field assignments listed in each set of field guidelines is considered to be reasonable and fair assignments to give to students at that level, although timing of assignments is an important consideration.

C. How to Develop a Learning Contract

By following these steps, the student and Agency MSW Supervisor should be able to construct a Field Contract. Review and input from the Faculty Liaison is required but they are not specified in these steps because they will occur at various times depending on the placement.

- STEP I: Orientation and Assessment: The Agency/MSW Supervisor and others should provide a complete orientation to the agency and discuss learning opportunities in the agency.
- STEP II: Student Learning Objectives: Careful exploration of the student's interests and abilities, in conjunction with the MSW Program's learning objectives, is completed by the MSW Supervisor.
- STEP III: Time Allocation: The Agency MSW Supervisor estimates the allocation of the student's field time, appropriate to complete the objectives identified by the MSW program and the field agency. Mutual agreement is reached pertaining to actual scheduled field hours and appropriate blocks of time that the student needs to spend in their field placement for each semester. Summer field is done as a "block placement" and in this case special attention should be given to project/cases appropriate for a 12-week block field placement.
- STEP IV: Development of Learning Assignments: Field I and Field II contracts each have prescribed learning objectives (see below). Specific field activities that will facilitate the completion of each objective will be identified. When appropriate, specific completion dates should be designated. [Upon request, Liaisons will provide learning contracts of previous field students to serve as models.]
- STEP V: Planning of Evaluation: Following each objective and learning assignment, specific evaluation procedures should be identified. Such procedures might

include review and evaluation by the Agency MSW Supervisor and other staff members from oral and written presentations made by the student.

STEP VI: Learning Contract Review: The student, Field Supervisor(s), and Faculty Liaison should review the entire learning contract to be sure that it accurately reflects the requirements of the UMD MSW Field Program, as well as the placement agency.

STEP VII: Completion of Contract: A final draft of the Learning Contract should be reviewed and signed off by the student, Agency MSW Supervisor and Faculty Liaison. Each should retain a copy.

D. First Year Learning Contract Guidelines

Brief Program Description: The 1st year of the MSW program is designed to prepare the students to become generalist social work practitioners. The focus of the 1st year field placement is on professional values and relationships, basic communication and interviewing theory and skills, the problem-solving process, social systems, planned interventions, evaluation and termination and the systematic use of community resources.

As previously noted, the possible Learning Assignments are merely general guidelines. Tasks for a particular student must be specifically tailored to the learning opportunities of the placement agency and the student's unique learning style.

Child Welfare Scholars are required to also complete an "Addendum to Field Learning Contract" that includes the following:

1. The field agency description should describe clearly the child welfare services provided by your unit and the agency
2. Describe clients who receive child welfare services from your agency. What % of the clients on your caseload (or % of the agency's clients) are "IV-E eligible"? (You may need to discuss "IV-E eligibility" with your MSW supervisor or administrators of the agency in order to answer this item)
3. Identification and assessment of child abuse and neglect:
 - a. Discuss the risk assessment instruments (if any) used in your agency
 - b. Discuss the process of risk assessment with appropriate workers, including discussion of risk factors, behavioral and emotional indicators of neglect, and cultural/racial issues considered in assessment.
4. Knowledge of community: Describe, and discuss with your Field Supervisor, the roles and responsibilities of the following in relation to child welfare/child protection in the community.
 - A. Your field agency
 - B. Schools
 - C. Law Enforcement
 - D. Courts, prosecutors, agency attorneys
 - E. Health Care System

- F. Specialized agencies, e.g. for sexual abuse, crisis nurseries, foster care, etc
5. Understand the impact of domestic violence on child welfare cases and strategies for responding effectively. Complete at least 10 hours of domestic violence related activities to enhance this understanding from a list of opportunities provided to child welfare scholars (e.g., training, observation of court hearings, observing groups, touring community agencies).

Additionally, students should consult the "Field Information for Child Welfare Scholars" link on the Department web site for specific activities which should be discussed with their Agency Supervisor as they draft their Learning Contracts. Link is at: <http://www.d.umn.edu/sw/field/cwfieldinfo.html>

In developing their learning contracts, students must develop learning activities to address each major learning area and the practice behaviors that accompany them. The learning activities should be designed to allow the students opportunities to achieve and master the practice behaviors. Sample learning activities are provided below.

FIELD I:

1. THEORY AND PRINCIPLES OF GENERALIST PRACTICE

Practice Behaviors:

- **Apply the ecological-systems perspective to case situations**
- **Apply the strengths perspective to case situations**
- **Apply a multi-level intervention to case situations**
- **Apply the eclectic use of theory to case situations**
- **Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation**

Sample Learning Activities:

1. Given a case assignment, the student can draw an eco-map of the relevant social systems and identify both strengths and problem areas.
2. Given a case assignment, the student can identify potential intervention strategies at the direct service, organizational and community levels of intervention.
3. Given a case assignment, the student will identify an intervention strategy based upon a major practice model and describe the rationale for the selection of the model as it relates to case factors.

Completion Date _____

Supervisor's Initials _____

2. USE OF THE PROBLEM-SOLVING MODEL AND STRENGTHS-BASED PERSPECTIVE

Practice Behaviors:

- **Develop a mutually agreed-on focus of work and desired outcomes**
- **Assess client strengths and limitations**
- **Develop mutually agreed-on intervention goals and objectives**
- **Select appropriate intervention strategies**
- **Help clients resolve problems**
- **Negotiate, mediate, and advocate for clients**
- **Facilitate transitions and endings**
- **Critically analyze, monitor, and evaluate interventions**
- **Collect, organize, and interpret client data in developing assessments**

Sample Learning Activities:

1. The student will conduct an effective initial interview with a client system, which demonstrates relationship-building skills.
2. The student will collect relevant client data and demonstrate competency in agency data recording practices.
3. The student will develop case assessments that identify strengths, as well as problem areas, and which are useful for intervention planning.
4. Given a case assignment, the student will develop an intervention plan with the client system and present this plan to an interdisciplinary team or Agency Supervisor.
5. The student will facilitate the implementation of an intervention plan and evaluate its effectiveness with the client system.
6. The student will demonstrate skills for addressing termination with client systems and implement a plan for follow-up.

Completion Date _____

Supervisor's Initials _____

3. SOCIAL WORK VALUES AND ETHICS

Practice Behaviors:

- **Tolerate ambiguity in resolving ethical conflicts**
- **Apply social work values in a professional setting**

- **Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles**
- **Recognize and manage personal values in a way that allows professional values to guide practice**

Sample Learning Activities:

1. The student will identify value-based factors that facilitate or inhibit problem-solving in a case situation.
2. The student will examine an ethical dilemma confronted and draw from the NASW Code of Ethics in the decision making process on a monthly basis.
3. The student will discuss ethical conflicts with their MSW field supervisor and demonstrate the ability to tolerate ambiguity in resolving them

Completion Date _____

Supervisor's Initials _____

4. DIVERSITY (10% (48 hours) of the student's field placement activities must focus on this area)

Practice Behaviors:

- **Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power**
- **Gain sufficient self-awareness to minimize the influence of personal biases and values in working with diverse groups**

Sample Learning Activities:

1. The student will interview professionals within their placement agency and/or the community from diverse backgrounds regarding social work practice issues with diverse populations.
2. The student will work with diverse populations in their placement setting and discuss the implications for social work practice with their supervisor.
3. The student will make a site visit to at least one community agency/program that serves a diverse client base.
4. The student will discuss with their supervisor barriers to providing appropriate and culturally sensitive services to diverse populations in their placement agency.

Completion Date _____

Supervisor's Initials _____

5. ORGANIZATIONAL STRUCTURE AND PROCESSES

Practice Behaviors:

- **Use supervision and consultation**
- **Effectively practice within an organizational structure**
- **Initiate actions to achieve organizational goals**
- **Demonstrate a working knowledge of the mission, policies, procedures and structure of the field agency**

Sample Learning Activities:

1. Given the opportunity to review agency policy and procedure materials and to observe agency decision-making processes, the student will orally present a brief agency description paper to their Agency Supervisor or field seminar.
2. Come prepared to weekly MSW field supervision with relevant questions regarding social work roles and boundaries, as well as organizational structure issues. Discuss reading material from MSW coursework related to professional social work roles, etc.
3. Interview agency administrators/policy-makers
4. Attend an agency Board meeting and/or other meetings where policy issues are discussed

Completion Date _____

Supervisor's Initials _____

6. UTILIZING COMMUNITY RESOURCES, INCLUDING SCIENTIFIC AND TECHNOLOGICAL DEVELOPMENTS

Practice Behaviors:

- **Advocate for client access to the services of social work**
- **Demonstrate the ability to appropriately use health and human services available in the community**
- **Identify scientific and technological developments relevant to provide effective services specific to the field placement setting and client population**

Sample Learning Activities:

1. Given a case assignment, the student will be able to identify appropriate community resources for their client(s) and will demonstrate the ability to make a referral and advocate, as needed.
2. The student will visit at least three other service providers/agencies in the community and gather information regarding what services are available, eligibility issues, etc.

3. The student will discuss with their MSW Supervisor the role of networking in terms of improving service delivery.

4. The student will use technology to identify best practices and evidence-based research relevant to their field placement

Completion Date _____

Supervisor's Initials _____

7. INTERPERSONAL SKILLS

Practice Behaviors:

- **Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues**
- **Use empathy and other interpersonal skills**
- **Demonstrate the ability to provide and receive feedback**
- **Attend to professional social work roles and boundaries**

Sample Learning Activities

1. Given a case assignment, the student will demonstrate appropriate interpersonal skills while interviewing a client, under the supervision of their MSW Supervisor.

2. The student will participate in staff meetings and other appropriate forums within the agency during which time their supervisor will have the opportunity to observe the student's interpersonal skills with colleagues.

3. Given a case assignment, the student will demonstrate the ability to establish rapport with a client in the implementation of a case plan, including providing appropriate feedback.

Completion Date _____

Supervisor's Initials _____

8. SOCIAL POLICY ISSUES

Practice Behaviors:

- **Analyze, formulate, and advocate for policies that advance social well-being**
- **Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.**

Sample Learning Activities:

1. The student will read historical documents pertaining to the client population served by the agency, including prior legislative initiatives and agency policies. Then, discuss with MSW field supervisor.
2. The student will review current materials pertaining to the client population served by the agency, including proposed policy changes and procedures at the local, state, and national level.
3. The student will discuss the impact of social policy issues at the direct service, organizational and community level with their MSW Supervisor.
4. The student will attend relevant meetings (City Council, County Board, Tribal meetings, Legislative hearings and regional meetings) where policy issues are discussed
5. The student will participate in “Day at the Capital” activities sponsored by NASW or another group

Completion Date _____

Supervisor’s Initials _____

9. PROFESSIONAL IDENTITY AND CAREER-LONG LEARNING

Practice Behaviors:

- **Practice personal reflection, and self-correction to assure continual professional development**
- **Engage in career-long learning**

Sample Learning Activities

1. The student will have ongoing dialogue with their MSW supervisor, colleagues and others regarding the role of self-care in professional social work practice.
2. The student will identify a range of coping strategies, appropriate to their professional social work practice.
3. The student will develop and discuss a plan to engage in career-long learning

Completion Date _____

Supervisor’s Initials _____

All Learning Contracts must include cover page and signature page. See below examples.

Cover page information:

Learning Contract
Field I or II
Date (from – to)

Placement: Name of Agency

Address: Agency address
Agency phone

Student: Name
Address
Phone
Email

MSW Supervisor: Name
Phone
Email

Faculty Liaison: Name
Phone
Email

Example of Signature Page (Last page of contract)

MSW student Intern Date

MSW Supervisor Date

UMD Faculty Liaison Date

On-site Agency Supervisor (non-MSW) Date

E. Second Year Learning Contract Guidelines

In the second year, the placement focus is on the application of major practice theories related to interventions with individuals, families, organizations, and communities within the advanced generalist model, as well as on professional and personal growth. Skill application, increased self-awareness, and growth toward autonomous practice will be expected.

As previously noted, the possible learning assignments are merely general guidelines. Tasks for a particular student must be specifically tailored to the learning opportunities of the placement agency and the student's unique learning style.

Child Welfare Scholars are required to also complete an "Addendum to Field Learning Contract" that includes the following:

1. The field agency description should describe clearly the child welfare services provided by your unit and the agency
2. Describe clients who receive child welfare services from your agency. What % of the clients on your caseload (or % of the agency's clients) are "IV-E eligible"? (You may need to discuss "IV-E eligibility" with your MSW supervisor or administrators of the agency in order to answer this item)
3. Identification and assessment of child abuse and neglect:
 - a. Discuss the risk assessment instruments (if any) used in your agency
 - b. Discuss the process of risk assessment with appropriate workers, including discussion of risk factors, behavioral and emotional indicators of neglect, and cultural/racial issues considered in assessment.
4. Knowledge of community: Describe, and discuss with your Field Supervisor, the roles and responsibilities of the following in relation to child welfare/child protection in the community.
 - A. Your field agency
 - B. Schools
 - C. Law Enforcement
 - D. Courts, prosecutors, agency attorneys
 - E. Health Care System
 - F. Specialized agencies, e.g. for sexual abuse, crisis nurseries, foster care, etc
5. Understand the impact of domestic violence on child welfare cases and strategies for responding effectively. Complete at least 10 hours of domestic violence related activities to enhance this understanding from a list of opportunities provided to child welfare scholars (e.g., training, observation of court hearings, observing groups, touring community agencies).

Additionally, students should consult the "Field Information for Child Welfare Scholars" link on the Department web site for specific activities which should be discussed with their Agency Supervisor as they draft their learning contracts. This can be found at:

<http://www.d.umn.edu/sw/field/cwfieldinfo.html>

FIELD II: LEARNING CONTRACT GUIDELINES

In developing their learning contracts, students must develop learning activities to address each major learning area and the practice behaviors that accompany them. The learning activities should be designed to allow the students opportunities to achieve and master the practice behaviors. Sample learning activities are provided below.

1. ADVANCED MICRO PRACTICE WITH INDIVIDUALS, FAMILIES AND SMALL GROUPS

Practice Behaviors:

- **Take independent initiative to negotiate, mediate, and advocate with clients**
- **Demonstrate empathy and other interpersonal skills**
- **Utilize a problem-solving model to autonomously collect, organize, and interpret client data, assess strengths and limitations, develop mutually agreed upon outcomes, goals and objectives, implement appropriate prevention and interventions strategies, facilitate transitions and endings and critically analyze, monitor and evaluate interventions in order to help diverse clients to resolve problems and enhance client capacities**

Sample Learning Activities:

1. The student will engage in at least two case assignments per semester involving complex practice issues with multiple systems in assessing and implementing intervention strategies with client systems. (Examples of multiple systems: judicial, educational, health care, child welfare, and tribal).
2. Organize and facilitate on-going client group or family sessions.

Completion Date _____

Supervisor's Initials _____

2. ADVANCED MACRO PRACTICE WITH ORGANIZATIONS, COMMUNITIES

Practice Behaviors:

- **Actively participate in a variety of community activities and events to promote social and economic justice**
- **Apply policy practice skills to advanced generalist practice**
- **Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services**
- **Initiate actions to achieve organizational goals**

Sample Learning Activities:

1. Student will attend events at the local or state level that promote social and economic justice.
2. The student will participate with the (placement agency) in conducting program development activities including a needs assessment, the development of services, funding raising/grant writing, and/or program evaluation.
3. The student will assess the organizational dynamics of (placement agency) by identifying the key parts of the structure, system interrelationships, organizational culture, agency communication patterns, funding flows, and other organizational dynamics specific to the agency and initiate actions to achieve organizational goals.
4. The student will:
 - identify a significant community problem and/or issue,
 - systematically assess this problem through a model of community assessment (community development, social action, social planning and/or systemic change) learned through their MSW coursework,
 - identify relevant points of community intervention,
 - assess the level of impact the intervention has on the community.
 - Use policy practice skills to influence key decisions makers to promote change
5. The student will:
 - identify a significant organizational or community issue,
 - research the policy issues (at both the system and organizational level) which affect this issue,
 - identify the effects of these policies on clients, service organizations and the broader community
 - present their analysis to their supervisor.
 - Participate in advocacy efforts to influence the policy issue (e.g., lobbying, letter writing, attending legislative hearings etc.)

The analysis should reflect multi-level thinking and an understanding of the complex nature of this topic.

Completion Date _____

Supervisor's Initials _____

3. INTEGRATION OF THEORY, SCIENTIFIC AND TECHNOLOGICAL KNOWLEDGE

Practice Behaviors:

- **Autonomously apply models of assessment, prevention, intervention and evaluation**
- **Apply scientific and technological knowledge to effectively serve clients**

Sample Learning Activities:

1. The student will identify and discuss with their MSW supervisor specific theoretical approaches and apply these to their placement at both the micro and macro levels.
2. The student will identify and present research findings that they have learned in their MSW coursework that can be incorporated in their practice at the (field agency).
3. The student and MSW supervisor will discuss how technology is being used in their field setting to serve clients.

Completion Date _____

Supervisor's Initials _____

4. PROFESSIONALISM

Practice Behaviors:

- **Engage in self-reflection, self-monitoring and self-correction with particular attention to issues of diversity**
- **Assume appropriate professional roles and maintain appropriate boundaries with particular attention to diverse populations**
- **Demonstrate professional demeanor in behavior, appearance, and communication in challenging and difficult situations**
- **Develop a plan for post-MSW, career-long learning and ways to contribute to the professional knowledge base**
- **Demonstrate clear and concise oral and written communication**

Sample Learning Activities:

1. After observing and reflecting on the different ways that agency staff functions in various organizational settings, the student will analyze how these styles would fit into their own professional technique. The student will discuss this experience with their MSW supervisor.
2. The student will engage in the assessment of their conflict management skills and participate in a conflict resolution process. The student will share this experience with their MSW supervisor.

3. The student will develop a plan for post-MSW, career-long learning and ways to contribute to the professional knowledge base
4. The student will have on-going dialogue about their unique sense of professional identity, including professional roles and setting professional boundaries and by the end of the placement the student will succinctly articulate this to their supervisor.
5. The student will systematically assess their field agency work culture and identify what administrators have done (or could do) to create cultures that are optimally positive for workers and clients.
6. The student will complete a wide variety of writing tasks relevant to their placement (e.g., formal letters, intra-agency memos, brochures, policy manuals, and grants).
7. The student will participate in agency presentations, and/or facilitate team, or subcommittee meetings.

Completion Date _____

Supervisor's Initials _____

5. EVALUATION

Practice Behaviors:

- **Systematically collect, analyze and report information that can inform relevant practice decisions**

Sample Learning Activities:

1. The student will reflect on the direct practice interventions they have chosen, analyzing their level of effectiveness and discuss with their supervisor.
2. The student will develop a plan to evaluate a specific program or community project and implement it, as possible.

Completion Date _____

Supervisor's Initials _____

6. SOCIAL WORK VALUES AND ETHICS

Practice Behaviors:

- **Apply social work ethical principles to guide professional practice**

Possible Learning Assignments: Each semester, the student will apply the NASW Code of Ethics to an ethical issue at the micro and macro practice levels and then systematically problem-solve around the issues.

Completion Date _____

Supervisor's Initials _____

7. DIVERSITY (10% (48 hours) of the student's field placement activity must focus on this area)

- **Seek out situations beyond one's comfort zone in an attempt to broaden cultural understanding and professional competence**

Sample Learning Activities:

1. The student will engage in opportunities to advance their knowledge and skills in understanding the worldview and life experience of diverse populations, in order to enrich their practice. The student will discuss these experiences with their MSW supervisor.
2. The student will participate in the agency's Diversity Committee.
3. The student will attend and participate in community meetings that focus on the needs of diverse populations. (i.e. School District Desegregation Committee, City Human Rights Commission, American Indian Commission, Twin Ports Gay Pride Committee).
4. The student will participate in advocacy at the community level which may include public hearings, marches and demonstrations.
5. Student's caseload will represent diverse clients.
6. Student will participate in activities with colleagues and community members from diverse backgrounds.

Completion Date _____

Supervisor's Initials _____

8. ASSESSMENT OF CULTURAL COMPETENCE

Practice Behaviors:

- **Plan for ongoing development of cultural competence both in one’s practice and within agency and community settings.**

Sample Learning Activities::

1. Using the concepts and models of assessment learned in their coursework, the student will assess the cultural competence of their field agency and formulate strategies of interventions.
2. Using a model of assessing cultural competence learned in their MSW coursework, the student will assess their own cultural competence with a range of diverse populations and develop a plan to enhance their skills.
3. The student will complete a needs assessment regarding serving diverse populations.

Completion Date _____

Supervisor’s Initials _____

All Learning Contracts must include cover page and signature page. See below examples.

Cover page information:

Learning Contract
Field I or II
Date (from – to)

Placement: Name of Agency

Address: Agency address
 Agency phone

Student: Name
 Address
 Phone
 Email

MSW Supervisor: Name
 Phone
 Email

Faculty Liaison: Name
 Phone
 Email

Example of Signature Page (Last page of contract)

MSW Student Intern Date

MSW Supervisor Date

UMD Faculty Liaison Date

On-site Agency Supervisor (non-MSW) Date

XIII. FIELD EVALUATION

Field evaluation is divided into two parts: (1) evaluation of the student and (2) evaluation of the agency. Both of these evaluation components are explained in detail below.

A. Evaluation of Student Performance

The Student Performance Evaluation Form is provided by the Dept. of Social Work. The data which the Agency Supervisor and the student use to determine the student's progress in meeting the criteria for evaluation will be drawn from a variety of sources, including: written records, oral reports of activities, tapes of the students work, direct observation, and feedback from other staff engaged with the student.

1. At the beginning of the field placement, the student, Agency Supervisor, and Faculty Liaison collaborate in the development of a learning contract that will assist the student in meeting the field objectives.
2. The student meets weekly with the Agency MSW Supervisor to review the student's adjustment to the agency and the student's progress. The student can take this opportunity to give feedback regarding supervision.
3. At the end of the Fall semester, the Agency Supervisor and student complete the Student Performance Evaluation Form. A meeting is held between these two and the Faculty Liaison to examine this form and discuss and review the student's performance in the agency. Again, this meeting is an opportunity to share their perceptions of the various aspects of the field placement and to make changes where necessary. Any revisions are noted in the Learning Contract. The supervisor's evaluation will be placed in the student's file.
4. The final evaluation of the student occurs at the end of the Spring Semester. Again, the Agency Supervisor completes the Student Performance Evaluation Form. This form serves as the basis for discussion in the final evaluation meeting between the Agency Supervisor, the Faculty Liaison, and the student. The discussion focuses on the student's performance. The evaluation form is signed signifying that they have been read by the each of the three parties and placed in the student's file. Based on this conference and on all other aspects of the student's work (both in placement and in field seminar) the Field Liaison submits an "S" (satisfactory) or and "N" (not satisfactory) grade for the student.

B. Student's Evaluation of the Agency

The Department of Social Work recognizes the importance of receiving student input regarding their field placements. One method by which the Department monitors and maintains a high quality field placement program is through perceptions students' offer.

The student can share his/her ongoing perceptions of the supervisor's role and performance throughout the field placement. This can occur in the weekly conferences, the mid-year and final evaluations, or in whatever manner seems appropriate. The responsibility of the agency and the Agency Supervisor are clearly outlined at the beginning of the placement. Some of these are also written in the student's learning contract.

The questionnaire asks students to assess the agency on a number of different criteria based on their field experiences. The questionnaire (Appendix D) is completed by the student at the end of the field placement and returned to the Department of Social Work before the student receives a final

grade. It is expected that the student and Agency MSW Supervisor and others involved in the student's learning experiences will discuss the student's perceptions at the end of the placement. The Department will not release information from specific forms. The results of the students' evaluation will be kept in summary fashion.

Students should share any problems or other perceptions with the Faculty Liaison on an ongoing basis, either confidentially or in seminar.

C. Summer Field Placement Evaluations

Evaluation of the student occurs at the end of the block placement. Evaluation follows the same format as the academic year placement described above, although mid-term evaluations are scheduled as needed. During the summer, agency evaluation by the student is the same as the Academic Year Placement evaluation.

D. Calendar for Student Evaluations

The student, Agency Supervisor, and Faculty Liaison have special responsibilities for participating in the evaluation process of the student in Field. The chart below outlines the activities and procedures for this process relating to concurrent placements.

FALL SEMESTER

1. The student and the Agency MSW Supervisor have the responsibility for developing the Learning Contract.
2. Sets up Faculty Liaison visit to agency.
3. Meets with Agency Supervisor and Faculty Liaison to review progress to date (adjustment to agency) and to make necessary revisions in the Learning Contract.
4. Completes a written self-evaluation using Student Performance Evaluation Form.
5. Meets with Agency Supervisor and Faculty Liaison for midyear evaluation. Learning Contract additions or revisions can be made.

SPRING SEMESTER

1. Completes a written self-evaluation using the Student Performance Evaluation Form.
2. Meets with Agency Supervisor and Faculty Liaison for end of year evaluation.
3. Completes an evaluation of the placement experience.

NOTE: Students must submit weekly logs to the Faculty Liaison at least three times during the semester or summer session. The students include their accounts of their subjective and objective learning experiences, as well as integrate their classroom learning with their practical experiences in the field. These three activities will be major contributors to the students' grade at the end of placement.

Agency MSW/On-Site Supervisor

FALL SEMESTER

1. Helps the student to develop the Learning Contract.
2. Gives ongoing feedback to students about their performance in the agency and fulfillment of the Learning Contract.
3. Regularly review adjustment to the placement and assist in making necessary revisions of the Learning Contract.
4. Meets with the Faculty Liaison to review #1.
5. Completes the Student Performance Evaluation Form. Meets with student and Faculty Liaison to discuss this, and the student's performance to date.
6. Assists in making additions and revisions to Learning Contract to address identified needs.
7. Gives ongoing feedback to student.
8. Confers with Faculty Liaison.

SPRING SEMESTER

1. Completes the Student Performance Evaluation Form.
2. Meets with student and Faculty Liaison to discuss student's performance within the agency and performance of the Learning Contract and #1 above.

Faculty Liaison

FALL SEMESTER

1. Assists in the development of the Learning Contract by making the field visit.
2. Gives ongoing feedback about general performance (this can occur either in the seminar, in private, or in the journal).
3. Makes field visit with Agency Supervisor to discuss student's performance and written evaluations done by student and Agency Supervisor.
4. Collects these written evaluations and places them in student's file.
5. Assists in making additions and revisions of Learning Contracts to address identified needs the student may have.
6. Gives ongoing feedback to student in seminars and journals.

SPRING SEMESTER

1. Meets with student and Agency Supervisor to evaluate the student's performance. Assesses all facets of the student's work both in the field placement and in seminar.
2. Collects the completed Student Performance Evaluation Form from the student and the agency and places them in the student's file.
3. Submits a "S" or "N" grade for student based on the above.

XIV. GRADING PROCEDURES FOR FIELD

The field course is graded on a satisfactory/not satisfactory basis. The responsibility for the assignment of student grades rests exclusively with the Faculty Liaison. The Faculty Liaison will receive a recommendation from and confer with the Agency Supervisor before assigning the final grade. Students are to be assessed and graded on their performance in the field seminar as well as in their field placement. Grades for field are assigned only after an entire year of fieldwork has been completed. At the end of the Fall semester (and, for Block placements, at the end of the first summer session), students are given an **X** grade. At the end of the last grading period (Spring semester or second summer session), the grades are changed to an **S** if the student successfully completes the entire field experience. Students are responsible for ensuring that all required paperwork is completed, including an evaluation of their field experience. Additional requirements as specified by the Faculty Liaison must also be completed and that the students attend all seminars.

APPENDIX A: AGENCY APPLICATION

UMD-MSW FIELD PROGRAM
AGENCY APPLICATION FOR THE FIELD PROGRAM

Agency Name _____ Date _____

Address _____

Contact Person _____ Position _____

Telephone _____ E-mail Address _____

Fax _____

PART I. AGENCY DESCRIPTION

A. Is your agency: Private non-profit _____ Tribal _____ County _____ Other _____

B. What is the mission of the agency?

C. What is the population being served?

D. What types of services are provided by the agency?

E. What methods of intervention are used (i.e. casework, group work, community organizing, etc.)?

F. Describe the experience and educational background of the MSW social worker available for student supervision (The MSW is required by our program to meet CSWE accreditation standards). **Attach a resume.**

PART II. STUDENT - FIELD PLACEMENT DESCRIPTION

A. Describe the educational experiences available to students. What tasks and responsibilities could be assigned to the student? Differentiate between Field I and II (This section will determine if you will be assigned Field I or Field II students. You may want to review the requirements for Field I and II in the Field Manual. The Director of Field is available for assistance and further discussion).

B. What types of clients will the student be exposed to?

C. What resources would students have the opportunity to utilize in performing above tasks? Will office or desk space be made available to the student?

D. How will supervision be provided (i.e. availability and frequency of supervision)?
No less than one hour per week of intensive, teaching, individual MSW supervision is needed. However, to meet the educational needs of the students in the optimal fashion, this is probably only the minimum.

E. To what extent can students participate in staff meetings relating to cases or projects?

F. Will students be able to be exposed to/or participate in administrative meetings, research and evaluation projects (if outside their job descriptions), and policy development tasks?

G. Will the student have the opportunity to attend and participate in workshops and training sessions?

H. Does your agency provide an opportunity for students to get experience working with diverse (people of color, lesbian/gay/bi-sexual/transgender, and other oppressed populations) individuals/groups? Please explain.

Is it necessary for students to have a car? Yes: _____ No: _____

If needed on the job, will you provide travel expense reimbursement? Yes: _____ No: _____

Are stipends or salary available? Yes: _____ No: _____

Hours/days needed: _____

Does your agency have a web site? Yes: _____ No: _____

If so, please indicate the URL: _____

Submitted by name/title: _____ Date: _____

Agency Director signature: _____

Please Return to:
Kathy Heltzer, Director of Field
220 Bohannon Hall
UMD
Duluth, Minnesota 55812
218-726-8935
kheltzer@d.umn.edu

APPENDIX B: AGENCY CONTRACT
(Agreement to Placement Form)

AGREEMENT TO PLACEMENT FORM
UMD-MSW Field Program
Agency Contract

Name of Student: _____

Agency Director: _____ **Phone:** _____

Agency: _____

Agency Address: _____

FAX/E-Mail: _____

MSW Supervisor: _____ **Phone:** _____

Supervisor e-mail: _____

Address if different from Agency: _____

On-site Supervisor (if applicable): _____ **Phone:** _____

On-site Supervisor e-mail: _____

(Non MSW)

Student Placement Level (check one): Field I _____ Field II _____

Placement Beginning (insert year): Fall _____ Summer _____

We certify that:

1. Student Supervision

The MSW Supervisor will spend **no less than one hour per week** of **individual**, intensive, teaching supervision for the student. The meetings will be held on a routine basis at a designated time and place each week. The MSW Supervisor (or On-Site Supervisor if there is no on-site MSW) will coordinate the student's work with other related personnel in the agency.

2. Supervisor Attendance at Department Meetings

The Supervisor(s) will attend the two Field Program-sponsored meetings for the supervisors each year.

3. Agency/Supervisor Responsibilities

We have reviewed the agency and MSW Supervisor responsibilities in the Field Manual and we agree to meet them.

4. Learning Contract

We agree to provide the student with the educational experiences which will fulfill the requirements of the Learning Contract.

5. Student Safety

We agree to conduct personal safety risk assessments on each case/project, which we will assign to the student and we will take appropriate protective measures, when needed.

6. Outside MSW Supervisor

If an outside MSW Supervisor is needed, we agree that he/she and the On-Site Supervisor will meet to develop the student's Learning Contract, to orient the student and both will participate in the Field Liaison's visits to the agency to evaluate student progress. A copy of the contract with the outside MSW Supervisor is stapled to this form (this contract should include those elements described under Criteria for Selecting Agency Supervisors)

7. Auto Liability Insurance

If it is required that the student transports clients, the student will be covered with the agency's auto liability insurance policy to supplement the student's/University's auto policy.

8. Compliance with these Requirements

We understand that each agency in the UMD-MSW Field Program is evaluated by the UMD-faculty each year and that non-compliance may jeopardize our participation in future years.

Signed by: Agency Director: _____

MSW Supervisor: _____

On-Site Supervisor (if applicable): _____

Date: _____

Please return to:
Kathy Heltzer, Director of Field
Department of Social Work
220 Bohannon Hall
University of Minnesota, Duluth
Duluth, MN 55812
kheltzer@d.umn.edu

APPENDIX C: STUDENT EVALUATION

4= Demonstrates advanced competence 3= Demonstrates competence 2= Additional work needed 1= Unacceptable

STUDENT PERFORMANCE EVALUATION: FIELD I

Student Name _____ Mid-term _____ Final _____

Agency Supervisor _____ Agency _____

Faculty Liaison _____ Concurrent or Block _____ (year)

This evaluation should be used in conjunction with the Learning Contract to determine the degree of student learning and the grade for the Field I placement. The focus in the Field I placement is on **advanced** social work practice skills. **Students should demonstrate competence in the identified practice behaviors by the completion of their Field I placement.** The Agency Supervisor, student, and Faculty Liaison sign the form to signify that the evaluation has been discussed.

Please explain your ratings with specific comments and/or examples. The ratings and comments should be made on the basis of the skill levels the student should have at the end of the placement. [Note: If the student didn't have the opportunity to exhibit a particular skill, please specifically note this with an explanation, instead of trying to provide a numerical rating.] This may be the case at the time of the mid-year evaluation.

See header above for rating levels.

1. Theory and Principles of Generalist Practice: Practice Behaviors

- | | | | | |
|---|---|---|---|---|
| a. Applies the ecological-systems perspective to case situations. | 1 | 2 | 3 | 4 |
| b. Applies the strengths perspective to case situations. | 1 | 2 | 3 | 4 |
| c. Applies multi-level intervention to case situations. | 1 | 2 | 3 | 4 |
| d. Applies the eclectic use of theory to case situations. | 1 | 2 | 3 | 4 |
| e. Utilizes conceptual frameworks to guide the process of assessment, intervention, and evaluation. | 1 | 2 | 3 | 4 |

Comments:

4= Demonstrates advanced competence 3= Demonstrates competence 2= Additional work needed 1= Unacceptable

2. Use of the Problem-Solving Model and Strengths-Based Perspective: Practice Behaviors

- | | | | | |
|---|---|---|---|---|
| a. Develops a mutually agreed on focus of work and desired outcomes. | 1 | 2 | 3 | 4 |
| b. Assesses client strengths and limitations. | 1 | 2 | 3 | 4 |
| c. Develops mutually agreed-on intervention goals and objectives. | 1 | 2 | 3 | 4 |
| d. Selects appropriate intervention strategies. | 1 | 2 | 3 | 4 |
| e. Helps clients resolve problems. | 1 | 2 | 3 | 4 |
| f. Negotiates, mediates, and advocates for clients. | 1 | 2 | 3 | 4 |
| g. Critically analyzes, monitors, and evaluates interventions. | 1 | 2 | 3 | 4 |
| h. Collects, organizes, and interprets client data in developing assessments. | 1 | 2 | 3 | 4 |

Comments:

3. Social Work Values and Ethics: Practice Behaviors

- | | | | | |
|---|---|---|---|---|
| a. Tolerates ambiguity in resolving ethical conflicts. | 1 | 2 | 3 | 4 |
| b. Applies social work values in a professional setting. | 1 | 2 | 3 | 4 |
| c. Makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles. | 1 | 2 | 3 | 4 |
| d. Recognizes and manages personal values in a way that allow professional values to guide practice. | 1 | 2 | 3 | 4 |

Comments:

4= Demonstrates advanced competence 3= Demonstrates competence 2= Additional work needed 1= Unacceptable

4. Diversity: Practice Behaviors

- | | | | | |
|---|---|---|---|---|
| a. Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. | 1 | 2 | 3 | 4 |
| b. Gains sufficient self-awareness to minimize the influence of personal biases and values in working with diverse groups. | 1 | 2 | 3 | 4 |

Comments:

5. Organizational Structure and Processes: Practice Behaviors

- | | | | | |
|--|---|---|---|---|
| a. Uses supervision and consultation. | 1 | 2 | 3 | 4 |
| b. Effectively practices within an organizational structure. | 1 | 2 | 3 | 4 |
| c. Initiates actions to achieve organizational goals. | 1 | 2 | 3 | 4 |
| d. Demonstrates a working knowledge of the mission policies, procedures and structure of the field agency. | 1 | 2 | 3 | 4 |

Comments:

6. Utilizing Community Resources, Including Scientific and Technological Developments: Practice Behaviors

- | | | | | |
|---|---|---|---|---|
| a. Advocates for client access to the services of social work. | 1 | 2 | 3 | 4 |
| b. Demonstrates the ability to appropriately use health and human services available in the community. | 1 | 2 | 3 | 4 |
| c. Identifies scientific and technological developments relevant to provide effective services specific to the field placement setting and client population. | 1 | 2 | 3 | 4 |

Comments:

4= Demonstrates advanced competence 3= Demonstrates competence 2= Additional work needed 1= Unacceptable

7. Interpersonal Skills: Practice Behaviors

- | | | | | |
|---|---|---|---|---|
| a. Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. | 1 | 2 | 3 | 4 |
| b. Uses empathy and other interpersonal skills. | 1 | 2 | 3 | 4 |
| c. Demonstrates the ability to provide and receive feedback. | 1 | 2 | 3 | 4 |
| d. Attends to professional social work roles and boundaries. | 1 | 2 | 3 | 4 |

Comments:

8. Social Policy Issues: Practice Behaviors

- | | | | | |
|---|---|---|---|---|
| a. Analyzes, formulate, and advocate for policies that advance social well-being | 1 | 2 | 3 | 4 |
| b. Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. | 1 | 2 | 3 | 4 |

Comments:

9. Professional Identity and Career-Long Learning: Practice Behaviors

- | | | | | |
|---|---|---|---|---|
| a. Practices personal self-reflection and self correction to assure continual professional development. | 1 | 2 | 3 | 4 |
| b. Engages in career-long learning. | 1 | 2 | 3 | 4 |

Comments:

- | |
|-------------------------------------|
| 4= Demonstrates advanced competence |
| 3= Demonstrates competence |
| 2= Additional work needed |
| 1= Unacceptable |

Final Evaluation Only

I certify that the student has worked a minimum of 420 hours over the course of the placement period.

Agency Supervisor's Signature _____

Date _____

4= Demonstrates advanced competence 3= Demonstrates competence 2= Additional work needed 1= Unacceptable

STUDENT PERFORMANCE EVALUATION: FIELD II

Student Name _____ Mid-term _____ Final _____

Agency Supervisor _____ Agency _____

Faculty Liaison _____ Concurrent or Block _____ (year)

This evaluation should be used in conjunction with the student's learning contract to determine the student's level of competence and the grade for the Field II placement. The focus in the Field II placement is on **advanced** social work practice. **Students should demonstrate competence in the identified practice behaviors by the completion of their Field II placement.** Please explain your ratings with specific comments and/or examples. [If the student didn't have the opportunity to exhibit a particular skill, please note this with an explanation, instead of trying to provide a numerical rating. This may be the case at the time of the mid-year evaluation.]

The practice behaviors below are in relationship to *Advanced Generalist Practice*. As such, they assume the ability to autonomously address complex person-in-environment issues with diverse populations in micro and macro practice.

See header for rating levels

1. Advanced Generalist Micro Practice: Practice Behaviors

- | | | | | |
|---|---|---|---|---|
| a. Substantively and affectively engage with client systems to autonomously address complex practice situations. | 1 | 2 | 3 | 4 |
| b. Autonomously develop a mutually agreed upon focus of work and desired outcomes in complex practice situations. | 1 | 2 | 3 | 4 |
| c. Demonstrate the ability to autonomously collect, organize, and interpret client data in complex practice situations. | 1 | 2 | 3 | 4 |
| d. Autonomously develop mutually agreed on intervention goals and objectives in complex practice situations. | 1 | 2 | 3 | 4 |
| e. Autonomously select culturally appropriate intervention strategies. | 1 | 2 | 3 | 4 |
| f. Autonomously implement prevention interventions that enhance client capacity. | 1 | 2 | 3 | 4 |
| g. Help clients resolve complex problems with a focus on culturally competent practice. | 1 | 2 | 3 | 4 |
| h. Autonomously facilitate transitions and endings in complex practice situations. | 1 | 2 | 3 | 4 |

Comments:

4= Demonstrates advanced competence 3= Demonstrates competence 2= Additional work needed 1= Unacceptable

2. Advanced Generalist Macro Practice: Practice Behaviors

- | | | | | |
|---|---|---|---|---|
| a. Actively participate in efforts to promote social and economic justice. | 1 | 2 | 3 | 4 |
| b. Take independent initiative in advocating with client systems. | 1 | 2 | 3 | 4 |
| c. Engage in policy practice as an advanced generalist social worker. | 1 | 2 | 3 | 4 |
| d. Provide leadership in promoting sustainable changes in social service delivery and practice to improve quality | 1 | 2 | 3 | 4 |
| e. Autonomously initiate actions to achieve organizational goals and promote change. | 1 | 2 | 3 | 4 |

Comments:

3. Integration of Theory, Science and Technology: Practice Behaviors

- | | | | | |
|--|---|---|---|---|
| a. Autonomously apply models of assessment, prevention, intervention and evaluation. | 1 | 2 | 3 | 4 |
| b. Apply scientific and technological knowledge to effectively serve clients. | 1 | 2 | 3 | 4 |

Comments:

4. Professionalism: Practice Behaviors

- | | | | | |
|---|---|---|---|---|
| a. Engage in self-reflection, self-monitoring, and self-correction with particular attention to issues of diversity | 1 | 2 | 3 | 4 |
| b. Assume appropriate professional roles and maintain boundaries with particular attention to diverse populations. | 1 | 2 | 3 | 4 |
| c. Demonstrate professional demeanor in challenging and difficult situations. | 1 | 2 | 3 | 4 |
| d. Engage in career long learning and participate in activities which contribute to the social work profession. | 1 | 2 | 3 | 4 |
| e. In complex practice situations, communicate in an articulate, clear and concise manner. | 1 | 2 | 3 | 4 |

Comments:

4= Demonstrates advanced competence 3= Demonstrates competence 2= Additional work needed 1= Unacceptable

5. Evaluation: Practice Behavior

- a. Systematically collects, analyzes and reports information that can inform relevant practice decisions. 1 2 3 4

Comments:

6. Social Work Values and Ethics: Practice Behavior

- a. Identify ethical dilemmas in complex practice situations and apply the NASW Code of Ethics in resolving them. 1 2 3 4

Comments:

7. Diversity: Practice Behavior

- a. Seek out situations beyond one's comfort zone in an attempt to broaden cultural understanding and professional competence. 1 2 3 4

Comments:

8. Development of Cultural Competence: Practice Behavior

- a. Engage in ongoing cultural competence development. 1 2 3 4

Comments:

OVERALL PRACTICE SKILLS

Overall, how would you rate this student's present social work practice level? 1 2 3 4

Comments:

4= Demonstrates advanced competence
3= Demonstrates competence
2= Additional work needed
1= Unacceptable

Learning Contract Review

Staple a photocopy of the student's Learning Contract to this form and check off learning activities that have been completed to date. Comment briefly on the student's performance giving examples. Do you have any concerns with the student's ability to complete the learning contract or demonstrate competence in the practice behaviors?

Assessment of Practice Behaviors

What do you see as the student's strongest practice behaviors?

What areas should the student devote further energy toward? How can this be facilitated?

Suggested Grade: _____ S = Satisfactory N = Not Satisfactory

Note: Information on the previous page must clearly document the suggested grade.

Please sign the form to signify that the evaluation has been discussed.

MSW Supervisor's Signature: _____ **Date:** _____

On Site Agency Supervisor (if different) Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____

Faculty Liaison Signature: _____ **Date:** _____

Final Evaluation Only

I certify that the student has worked a minimum of 480 hours over the course of the placement period.

Agency Supervisor's Signature _____

Date _____

APPENDIX D: STUDENT EVALUATION OF FIELD/AGENCY

MSW STUDENT EVALUATION OF FIELD PLACEMENT AND PROGRAM

Answer each of the following questions as indicated. Many of the questions ask for a rating on a scale of 1-5. "1" indicates a negative response and "5" indicates an overall very positive response. Remember that this is an evaluation of the Field Program, not the whole MSW Department. Add any specific comments you wish. Do not sign your name.

Least _____ Most

1. Agency

Please indicate the name of your field agency:

Overall, how satisfied were you with your field placement experience? 1 2 3 4 5

Would you recommend this placement to other MSW students? 1 2 3 4 5

(1 = Absolutely not! 2 = I might recommend it. 3 = I do not know.
4 = Probably I would recommend it. 5 = Yes!)

Any additional comments you would like to share regarding this field placement/agency or supervisor?

2. Supervisor

What did you think of the MSW supervision you received? 1 2 3 4 5

What did you think of the "on-site" (not your primary MSW) supervision you received? 1 2 3 4 5

____ Not applicable
for my placement.

3. Field Manual

On a scale of 1-5, how helpful was the Field Manual to you in arranging for and then completing your field placement requirements? 1 2 3 4 5

Any additional comments you would like to share regarding the field manual or other written field program materials?

4. Field Liaison

On a Scale of 1-5, how helpful was the Field (faculty) Liaison during your field placement? 1 2 3 4 5

What were the most helpful things your faculty liaison did over the course of your field placement?

What were the least helpful things your faculty liaison did over the course of your field placement?

In what ways could have the field liaison been more helpful and/or supportive to you during your field placement?

5. Field Journal and Other Assignments

On a scale of 1-5, how helpful were the field journal assignments in helping you to integrate what you were learning in the classroom with what you were doing in your field placement? 1 2 3 4 5

On a scale of 1-5, how helpful were the other assignments (presentations, online discussions, cultural competency assignments) in facilitating your overall learning with respect to your fieldwork? 1 2 3 4 5

6. Overall Field Program

On a scale of 1-5, what is your overall assessment of the UMD Field Program to date? 1 2 3 4 5

On a scale of 1-5, how did your field placement contribute to attainment of your personal learning goals with respect to social work practice? 1 2 3 4 5

Any additional comments you would like to share regarding the UMD MSW Field Program?

Additional information: (circle/insert)

You were in school this past year

Full time (10 credits or more)

Part time

You are a

Standard program student (51 credit)

Advanced standing student (34 credit)

Indicate which field placement you have just completed

Field I

Field II

You are

Male

Female

You were employed this last school year

Full-time

Part-time

Not employed

To get to UMD you travel

25 or more miles

Less than 25 miles

On a scale of 1-5, how helpful was Department of Social Work Field Web Site in providing you with needed information and resources?

1 (not helpful) 2(somewhat helpful)

3 (of some help) 4 (helpful) 5 (very helpful)

Please indicate what type of field placement you completed

Block field placement (summer)

Field placement during the academic year

Please indicate what year(s) you completed your field placement

2009-2010

Summer 2010

Thanks for your help!!!

APPENDIX E: BACKGROUND CHECK FORMS

**INFORMATION AND CONSENT CONCERNING CONSUMER AND INVESTIGATIVE
CONSUMER REPORTS FOR ACADEMIC INTERNSHIP PURPOSES**
(Required before proceeding with background checks by Act 15 U.S.C.)

TO BE COMPLETED BY ACADEMIC DEPARTMENT:

Place cursor here and enter course number and title

Department of Social Work 218-726-7245

Place cursor here and enter Student's full name

STUDENT: Please read the information below and complete the following forms

- Information and Consent form (see page 2)
- Disclosure Statement

This form has been provided to you because the University may request a consumer report and/or investigative consumer report, as defined by the Fair Credit Reporting Act, which also governs the procurement of background reports for academic internship placement. The University will request such reports solely for internship-related purposes.

The consumer report and/or investigative consumer report will be obtained from HireRight, Inc. ("HireRight") located at 2100 Main Street, Suite 400, Irvine, CA 92614. HireRight can be contacted at 800-400-2761. The information sought may include but not be limited to a number of sources, such as criminal conviction records; public court records; and when applicable, Department of Motor Vehicle records; credit reports; verification of highest degree; and, if applicable, current professional license or certification earned. HireRight and the University will keep the information in strict confidence.

Although HireRight may not be doing a background check on your credit history, since such credit report information is not requested when such information has no internship-related purpose, the rules outlined in the Fair Credit Reporting Act, 15 U.S.C § 1681g(a), also apply to criminal background checks and, upon your request, HireRight shall disclose to you a copy of the report in your file at the time of the request. Also on request, you can receive a copy of the "Summary of Your Rights Under the Fair Credit Reporting Act" prepared pursuant to 15 U.S.C. § 1681g(c). You have the right to request additional disclosures of the nature and scope of the investigation pursuant to a pre-adverse or adverse action by the University.

CONSENT

I have read carefully and understand this Information and Consent Form and, by my signature below, consent to the release of a consumer and/or investigative consumer report, as defined above, to the University in conjunction with my letter or indication of interest in an internship placement. This consent form in original, faxed, photocopied or electronic form, will be valid for any reports that may be requested by the University at this time or in the future relative to any academic placement.

STUDENT SIGNATURE _____ **DATE** _____

PRINT NAME _____

NOTICE TO APPLICANTS WHO ARE CALIFORNIA RESIDENTS

Under section 1786.22 of the California Civil Code, you may inspect the file maintained on you by HireRight. You may also obtain a copy of this file, upon submitting proper identification and paying the cost of duplication services, by appearing at HireRight offices in person, during normal business hours and on reasonable notice, or you may receive a summary of the file by mail. HireRight has trained personnel available to explain your file to you, including any coded information. If you appear in person, one other person may accompany you.

NOTICE TO RESIDENTS OF CALIFORNIA, MINNESOTA, AND OKLAHOMA

In accordance with the laws of California, Minnesota, and Oklahoma, a resident of one of those states has the right to receive a free copy of his or her consumer report and/or investigative consumer report by checking the box.

Yes, I wish to receive a free copy of the consumer report and/or investigative consumer report requested on me.

TO BE COMPLETED BY APPLICANT (PLEASE PRINT):

Last Name _____ First _____ Middle _____

Present Address _____

City/State/Zip Code _____ Phone _____

E-Mail Address: _____

Social Security # _____ Date of Birth (for ID purposes only) _____

Name on Driver's License _____ Driver's License # _____

State of License _____ Expiration Date on License _____

List any other **CITIES AND STATES** in which you have lived during the previous 7 years.

List any other **LAST NAMES** you have used during the previous 7 years.

PLEASE RETURN COMPLETED FORM VIA MAIL OR FAX:

Mailing address

Audrey Temple Department of Human Resources
Attn: Background Checks
255 Darland Administration Building 1049 University Drive, Duluth, MN 55812

Fax 218-726-7505

DISCLOSURE STATEMENT

As part of the final approval process of a placement, the University conducts reference and background checking. The University also requires you to disclose, in writing, all relevant facts and information needed for a full and fair understanding of any of the following:

- Professional misconduct or sanctions (e.g., disbarment by a federal agency; any form of professional discipline or license restriction or surrender; an admission or determination that you have committed research misconduct)
- Any harassment or discrimination you were found to have committed by any court, adjudicative body, or administrative body, including but not limited to any findings of harassment or discrimination made by present or former employers
- Any felony, gross misdemeanor, or misdemeanor for which you were convicted or pleaded no contest. (this includes traffic violations and underage consumption)

Engagement in any such conduct may not, in and of itself, disqualify you from a placement at the University; however, failure to disclose such information, or any misrepresentation made in connection with the disclosure, would be grounds to revoke an offer of appointment or terminate subsequent employment. Information is kept strictly confidential and is available only on a need-to-know basis. **This information will not be shared with the Academic Department.**

I have nothing to disclose.

I have the following information to disclose (please provide explanation as appropriate and attach additional sheets if necessary):

Print name _____

Signature _____ Date _____

Please return completed form by mail or fax:

Audrey Temple
Department of Human Resources
Attn: Background Checks
255 Darland Administration Building
1049 University Drive Duluth, MN 55812
Fax: 218-726-7505

**APPENDIX F: CSWE EDUCATIONAL POLICY AND ACCREDITATION
STANDARDS**



COUNCIL ON SOCIAL WORK EDUCATION

Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and

Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

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Revised March 27, 2010

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,¹ human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals

The social work program's mission and goals reflect the profession's purpose and values and the program's context.

1.0.1 *The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.*

1.0.2 *The program identifies its goals and demonstrates how they are derived from the program's mission.*

¹ These six value elements reflect the National Association of Social Workers *Code of Ethics*.

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social

workers

- Advocate for client access to the services of social work;
- Practice personal reflection and self-correction to assure continual professional development;
- Attend to professional roles and boundaries;
- Demonstrate professional demeanor in behavior, appearance, and communication;
- Engage in career-long learning; and
- Use supervision and consultation

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying the standards of the National Association of Social Workers code of Ethics¹ and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in social Work, Statement of Principles;²
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry,

¹ National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.

² International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org>

and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure

that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they

actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW

practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.³ In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Accreditation Standard B2.0—Curriculum

The 10 core competencies are used to design the professional curriculum. The program

B2.0.1 *Discusses how its mission and goals are consistent with generalist practice as*

³ Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.

defined in EP B2.2.

B2.0.2 Identifies its competencies consistent with EP 2.1 through 2.1.10(d).

B2.0.3 Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)]. **B2.0.4** Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

B2.0.5 Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard M2.0—Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration.

The program

M2.0.1 Identifies its concentration(s) (EP M2.2).

M2.0.2 Discusses how its mission and goals are consistent with advanced practice (EP M2.2).

M2.0.3 Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2. **M2.0.4** Provides an operational definition for each of the competencies used in its curriculum

design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].

M2.0.5 Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

M2.0.6 Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

2.1.1 *Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.*

B2.1.2 *Provides generalist practice opportunities for students to demonstrate the core competencies.*

M2.1.2 *Provides advanced practice opportunities for students to demonstrate the program's competencies.*

2.1.3 *Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.*

2.1.4 *Admits only those students who have met the program's specified criteria for field education.*

2.1.5 *Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies. Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*

2.1.6 *Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.*

2.1.7 *Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.*

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened

awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.⁴

Educational Policy 3.1—Diversity

The program’s commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity

- 3.1.1** *The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.*
- 3.1.2** *The program describes how its learning environment models affirmation and respect for diversity and difference.*
- 3.1.3** *The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.*

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student’s professional development.

⁴ Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). New York: Macmillan.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.2.1 *The program identifies the criteria it uses for admission.*

M3.2.1 *The program identifies the criteria it uses for admission. The criteria for admission to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.*

3.2.2 *The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.*

3.2.3 *BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.*

3.2.4 *The program describes its policies and procedures concerning the transfer of credits.*

3.2.5 *The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.*

Advisement, retention, and termination

3.2.6 *The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.*

3.2.7 *The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.*

3.2.8 *The program submits its policies and procedures for terminating a student's*

enrollment in the social work program for reasons of academic and professional performance.

Student participation

- 3.2.9** *The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.*
- 3.2.10** *The program demonstrates how it provides opportunities and encourages students to organize in their interests.*

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty

The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

- 3.3.2** *The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.*

- B3.3.3** *The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.*

- M3.3.3** *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.*
- 3.3.4** *The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.*
- 3.3.5** *Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.*
- 3.3.6** *The program describes how its faculty models the behavior and values of the profession in the program's educational environment.*

Educational Policy 3.4—Administrative Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

- 3.4.1** *The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.*
- 3.4.2** *The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.*
- 3.4.3** *The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.*
- 3.4.4** *The program identifies the social work program director. Institutions with accredited*

BSW and MSW programs appoint a separate director for each.

B3.4.4(a) *The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.*

B3.4.4(b) *The program provides documentation that the director has a full-time appointment to the social work program.*

B3.4.4(c) *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.*

M3.4.4(a) *The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.*

M3.4.4(b) *The program provides documentation that the director has a full-time appointment to the social work program.*

M3.4.4(c) *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.*

3.4.5 *The program identifies the field education director.*

3.4.5(a) *The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and*

professional activities in social work.

3.4.5(b) *The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of postbaccalaureate or postmaster's social work degree practice experience.*

B3.4.5(c) *The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.*

M3.4.5(c) *The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.*

Educational Policy 3.5—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources

3.5.1 *The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.*

3.5.2 *The program describes how it uses resources to continuously improve the program and address challenges in the program's context.*

3.5.3 *The program demonstrates sufficient support staff, other personnel, and technological resources to support itself. The program submits the library form to demonstrate comprehensive library holdings and/or electronic access*

and other informational and educational resources necessary for achieving its mission and goals.

3.5.5 *The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.*

3.5.6 *The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).*

4. Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment

- 4.0.1** *The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).*
- 4.0.2** *The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.*
- 4.0.3** *The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.*
- 4.0.4** *The program describes how it makes its constituencies aware of its assessment outcomes.*
- 4.0.5** *The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study*

**APPENDIX G: SELF-ASSESSMENT OF CONCENTRATION YEAR PRACTICE
BEHAVIORS SURVEY**

Self-Assessment of Concentration Year Practice Behaviors

The following list represents the social work practice behaviors the MSW Program is trying to achieve with students in their concentration year. Please check the box that most closely reflects your judgment, being frank in your self-assessments so we can accurately identify the strengths and weaknesses of our concentration year curriculum in preparation for our upcoming reaccreditation of the MSW Program.

SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree

I currently have the ability to		SD	D	N	A	SA
1.	Take independent initiative in advocating for clients.					
2.	Engage in self-reflection, self-monitoring, and self-correction in practice with particular attention to diverse populations.					
3.	Assume appropriate professional roles and maintain appropriate boundaries in practice with particular attention to diverse groups.					
4.	Demonstrate professional demeanor in behavior, appearance, and communication in complex practice situations.					
5.	Engage in career-long learning and participate in activities which contribute to the advancement of the social work profession.					
6.	Demonstrate the capacity to provide effective supervision.					
7.	Identify ethical dilemmas in complex practice situations and apply the NASW Code of Ethics in resolving them.					
8.	Use critical thinking skills to address complex ethical situations.					
9.	Autonomously distinguish, appraise, and integrate multiple sources of knowledge, --including research-based knowledge, and practice wisdom.					

10.	Autonomously apply models of assessment, prevention, intervention, and evaluation.					
11.	In complex micro and macro practice situations, communicate in an articulate, clear and concise manner.					
12.	Engage in an ongoing examination of the role of oppression in one's life, culture and community and challenge the structures that perpetuate oppression.					
13.	Critically examine personal beliefs and have the ability to consider multiple perspectives reflecting a broaden world view.					
14.	Seek out situations beyond one's comfort zone in an attempt to broaden cultural understanding.					
15.	Engage in ongoing cultural competence development.					
16.	Confront oppression and discrimination as it relates to a particular issue.					
17.	Actively participate in efforts to promote social and economic justice.					
18.	Engage in research activities that inform social work practice					
19.	Systematically collect, analyze, and report information that informs relevant practice decisions.					
20.	Utilize multiple conceptual frameworks to assess, intervene, and evaluate complex situations.					
21.	Evaluate and apply research knowledge to understand complex person-in-environment issues.					

22.	Analyze, formulate and advocate for social welfare policies that advance social and economic well-being with particular attention to how they impact American Indians and their communities.					
23.	Engage in policy practice as an advanced generalist social worker.					
24.	Continuously discover, appraise, and attend to changing locales, populations, and emerging societal and global trends to provide relevant services, particularly in relationship to American Indians--especially American Indians living in rural communities.					
25.	Apply scientific and technological knowledge to effectively serve clients.					
26.	Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services, particularly in relationship to American Indians--especially American Indians living in rural communities.					
27.	Substantively and affectively engage with client systems to autonomously address complex practice situations.					
28.	Demonstrate empathy and other interpersonal skills in complex practice situations.					
29.	Autonomously develop a mutually agreed upon focus of work and desired outcomes in complex practice situations.					
30.	Demonstrate the ability to autonomously collect, organize, and interpret client data in complex practice situations.					
31.	Autonomously assess strengths and limitations of client systems.					

32.	Autonomously develop mutually agreed on intervention goals and objectives in complex practice situations.					
33.	Autonomously select culturally appropriate intervention strategies.					
34.	Autonomously initiate actions to achieve organizational goals and promote change.					
35.	Autonomously implement prevention interventions that promote sustainable change.					
36.	Help clients resolve complex problems with a focus on culturally competent practice.					
37.	Autonomously initiate actions to negotiate, mediate, and advocate with clients in micro and macro practice.					
38.	Autonomously facilitate transitions and endings in complex practice situations.					
39.	Critically analyze, monitor, and evaluate interventions and disseminate information to promote effective social work practice.					
