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PREFACE

The Field Education Manual has been updated to include the most up to date Council on Social Work Education standards.

In several instances, Field Instructors and Field students may refer to on-line sources for information that formerly existed within the Manual, such as the Accreditation Standards from the Council on Social Work Education, as well as the National Association of Social Workers’ Code of Ethics. The Manual begins with a description of the Social Work Program so that Field Instructors know the mission and objectives of the Program. All field application forms are available at the end in the Appendices.

The Field Education Manual is seen as a dynamic, changing document, in concert with the Field Education class, which must also be dynamic and changing with the agencies in which students are placed. If you have comments, suggestions for improvement or you find errors or something missing in the manual, please call Dionne Spooner, Field Coordinator at 858-3142, or email dionne.l.spooner@minotstateu.edu. Comments and suggestions are welcome at any time.
Minot State University Social Work Program mission
The Minot State Social Work Program through teaching, scholarship, and service prepares students with the knowledge, professional values, and skills for competent generalist social work practice in the Northern Great Plains. Students learn to reflect critically, advocate for social and economic justice and human rights and work with diverse populations.

Curricular context
The Social Work Program at Minot State University is committed to preparing students to work in accordance to the values and tenets of the profession. The program emphasizes not only the acquisition of necessary knowledge and skills, but also the development of critical thinking and assessment abilities in order to best serve their clients and communities. With a liberal arts foundation, MSU Social Work graduates are prepared for entry-level professional social work practice. Further, graduates are prepared to continue their formal education in social work or in another graduate discipline. The Social Work Program is accredited by the Council on Social Work Education (CSWE) and the curriculum is developed from the CSWE standards.

School of Social Work teaching philosophy
The MSU Social Work Department believes that its faculty members are committed to creating a student-centered class environment that promotes a community of learning and encourages honest dialogue, critical thinking, and respect for diversity in culture, values, and opinions. The Department’s faculty members employ a variety of teaching strategies to meet the various learning styles and needs of students which include, but are not limited to: lecture presentations, class discussions, writing assignments, lab experiences, videos, constructive interaction with guest speakers, simulations, role plays, group exercises, and various additional formal and informal class activities and processes. Synthesis, integration, and application of knowledge and skills garnered from the various readings, lectures, discussions, and interactive exercises constitute significant learning opportunities for students.

Program Goal
The goal of the MSU Social Work program is for its graduates to be able to practice according to the following competencies as outlined in the Council on Social Work Education’s Educational Policy and Accreditation Standards:

1. Demonstrate ethical and professional behavior (EPAS 2.1.1)
2. Engage diversity and difference in practice (EPAS 2.1.2)
3. Advance human rights and social, economic, and environmental justice (EPAS 2.1.3)
4. Engage in practice informed research and research informed practice (EPAS 2.1.4)
5. Engage in policy practice of and access to social services (EPAS 2.1.5)
6. Engage with individuals, families, groups, organizations and communities (EPAS 2.1.6)
7. Assess individuals, families, groups, organizations, and communities (EPAS 2.1.7)
8. Intervene with individuals, families, groups, organizations, and communities (EPAS 2.1.8)
9. Evaluate practice with individuals, families, groups, organizations and communities (EPAS 2.1.9)

FIELD EDUCATION PROGRAM
SWK 490: Field Education, 12 credits

Course Description
Field Education is a 12-credit field practicum that is designed to provide social work students a practice experience in a social work or human services related agency with professional supervision. Guided by the education policies and accreditation standards of the Council on Social Work Education (CSWE), the social work program is committed to baccalaureate social work education and recognizes that quality field experiences are integral to superior professional social work education. Field education at Minot State University involves the active collaboration of: 1) the student, 2) field instructors, and 3) field liaisons. While students have a vested interest in carefully planning and executing this final educational step where they apply the knowledge they have obtained, practice the skills they have acquired equally committed are the field instructors and liaisons. This course offers students the opportunity to synthesize their coursework, apply generalist knowledge and skills in the classroom setting.

SWK 490 is an integral part of the Minot State Social Work program and curriculum. At the successful completion of this course, students are ready for entry-level generalist social work practice. Field education reinforces identification with the social work values and ethics by holding students accountable to the National Association of Social Work (NASW) Code of Ethics. Field education fosters integration of empirical and evidence-based practice in an agency setting. Field education promotes development of professional competence through supervision and professional guidance of students by their field instructors. The Bachelor of Social Work (BSW) field education prepares students for generalist practice by providing competency-based education in which students will be evaluated on their achievement of the following core competencies:

Competencies and Behaviors
The following 29 behaviors provide an operationalized description of the core competencies. Student progress toward each competency is evaluated by rating their skill level on each associated practice behavior.

Competency 1 (EPAS 2.1.1) Demonstrate ethical and professional behavior
B 1 (2.1.1.1) Make ethical decisions by applying standards of the national Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research and additional codes of ethic as appropriate to context
B 2 (2.1.2.2) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
B 3 (2.1.3.3) Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication
B 4 (2.1.4.4) Use technology ethically and appropriately to facilitate practice outcomes
B 5 (2.1.5.5) Use supervision and consultation to guide professional judgment and behavior

Competency 2 (EPAS 2.1.2) Engage diversity and difference in practice
B 6 (2.2.1.6) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels
B 7 (2.2.2.7) Present themselves as learners and engage clients and constituencies as experts of their own
experiences
B 8 (2.2.3.8) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 3 (EPAS 2.1.3)** Advance human rights and social, economic, and environmental justice
B 9 (2.3.1.9) Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
B 10 (2.3.2.10) Engage in practices that advance social, economic, and environmental justice

**Competency 4 (EPAS 2.1.4)** Engage in practice-informed research and research-informed practice
B 11 (2.4.1.11) Use practice experience and theory to inform scientific inquiry and research
B 12 (2.4.2.12) Engage in critical analysis of quantitative and qualitative research methods and research findings
B 13 (2.4.3.13) Use and translate research finding to inform and improve practice, policy, and service delivery

**Competency 5 (EPAS 2.1.5)** Engage in policy practice
B 14 (2.5.2.14) Assess how social welfare and economic policies impact the delivery of and access to social services
B 15 (2.5.3.15) Apply critically thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

**Competency 6 (EPAS 2.1.6)** Engage with individuals, families, groups, organizations and communities
B 16 (2.6.1.16) Apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies
B 17 (2.6.2.17) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

**Competency 7 (EPAS 2.1.7)** Assess individuals, families, groups, organizations, and communities
B 18 (2.7.1.18) Collect, organize, and critically analyze and interpret information from clients and constituencies
B 19 (2.7.2.19) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary
B 20 (2.7.3.20) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
B 21 (2.7.4.21) Select appropriate intervention strategies based on the assessment, research, knowledge, and values and preferences of clients and constituencies

**Competency 8 (EPAS 2.1.8)** Intervene with individuals, families, groups, organizations, and communities
B 22 (2.8.1.22) Implement interventions to achieve practice goals and enhance capacities of clients and constituencies
B 23 (2.8.2.23) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
B 24 (2.8.3.24) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
B 25 (2.8.4.25) Negotiate, mediate and advocate with and on behalf of clients and constituencies
B 26 (2.8.5.26) Facilitate effective transitions and endings that advance mutually agreed-on goals
**Competency 9 (EPAS 2.1.9)** Evaluate practice with individuals, families, groups, organizations and communities
B 27 (2.9.1.27) Select and use appropriate methods for evaluation of outcomes
B 28 (2.9.3.28) Critically analyze, monitor, and evaluate intervention and program processes and outcomes
B 29 (2.9.4.29) Apply evaluation findings to improve practice effectiveness at the micro, mezzo, macro levels

**Course Expectations**

1) **Field Orientation** – Each student will be required to attend a mandatory Field Orientation the semester prior to the start of their field placement. This mandatory meeting is intended to allow for the student to understand the expectations of field including, but not limited to; professional dress/conduct, interviewing, field expectations, agency expectations, and responsibilities of the student and agency throughout the field placement.

2) **Field commitment**
Each field student will complete a minimum of 465 hours in a field placement setting over one semester. Most students are expected to work a 32-hour work week over 4 days with one day attending the Senior Seminar courses. It is mandatory to attend the Senior Seminar courses, however; the 32-hour work week can be flexibly negotiated between the student and field instructor in order to best meet the needs of the agency. Regardless of the total hours put in during the semester, the internship must last the duration of the academic semester and cannot go over one semester. **The Field Agreement between the student, MSU, and the field agency MUST be completed PRIOR to the start of the field. For Spring Field – Agreement should be turned in by the end of November. For Fall Field – Agreement should be turned in by the end of April.**

3) **Agency policies and procedures**
Each student is required to follow the policies and procedures of the field agency in which they are placed. If for some reason a student feels they cannot comply with an agency policy, the situation must be discussed immediately with the field coordinator/liaison and/or the field instructor.

4) **Agency site visits**
The assigned field liaison will complete two agency site visits during the semester. These meetings are to be arranged by the student and field liaison, taking into consideration the field instructor’s schedule and availability. These meetings allow the field liaison, field instructor, and the student an opportunity to review the progress in internship, discuss mutual expectations of internship, discuss any concerns, and identify future tasks that need to be completed. The first site visit will occur between the fourth and sixth weeks of internship. Students should be prepared to present and discuss the progress of their internship via the learning plan. The first site visit is a good opportunity for any discussion of concerns and questions that either party may have regarding the internship placement. Additional internship assignments can also be discussed and explored. This meeting usually lasts between 45 and 60 minutes. The second site visit will occur between the eleventh and thirteenth weeks of internship. The purpose of this meeting is to check on the progress of field, to identify what needs to be done before the end of the semester, and to talk about disengagement and termination tasks for the field student as they prepare to
leave the agency. This meeting usually takes 30 to 45 minutes. This visit may be held as a phone conference if the situation deems appropriate. The field liaison will arrange the site visit meeting time and will coordinate with the field instructor’s schedule. It is the responsibility of the student to arrange an alternate time for a site visit should the necessity of cancellation arise.

5) **Evaluation**
Students are placed in agencies under the supervision of experienced social service professionals. This allows students to obtain on-going feedback and formal evaluation of their social work knowledge and practice behaviors. The field student will be formally evaluated twice during the semester, at mid-term and end of the semester. These evaluations use a Likert scale rating to rate the 29 practice behaviors. These evaluation criteria relate directly to the ten program competencies. The learning plan is designed to help guide both the student and field instructor in their formal evaluation of the 29 practice behaviors. The student should remember that the evaluations are not grades. This is an opportunity for feedback and for students to learn a great deal about their professional skill development as social workers. Students are strongly encouraged to take maximal advantage of this opportunity. Although the field evaluations are not grades, the field’s Pass/Fail status will be partially determined by the formal final evaluation results.

6) **Field Instructor evaluation**
The field student will provide the field instructor with two formal evaluation forms, each located in the field workbook. The midterm evaluation will occur during the eighth week of the semester and the final evaluation will occur the last week of the semester. Students will be evaluated on the ten program competencies through their successful mastery of the 29 practice behaviors of field. Field instructors are required to meet and discuss with the student both the mid-term and final evaluations. Upon review and discussion of the evaluations, both parties must sign the Field Instructor Evaluation form. The field workbook is designed to help guide both the field instructor and student in their formal evaluation of the 29 practice behaviors. The student is responsible for getting this form to the field instructor on a timely basis. The student is also responsible to ensure that these written evaluations reach the field liaison at midterm and the final week of field. **The field instructor’s final evaluation becomes part of the student’s permanent file.**

7) **Other Evaluations**
Each student is asked to fill out several evaluation forms at the end of internship:
* Field Liaison Evaluation
* Field Coordinator/Internship Course Evaluation
* Field Instructor Evaluation
There is also an evaluation for the field instructor to complete on the field program and the field liaison.

**Grading**
Field Education (SWK 490) is graded on a Pass/Fail basis. All of the requirements must be completed on time in a satisfactory manner to obtain a passing grade. Assignments that are unsatisfactory may be returned and the student will be required to redo them. Failure to comply with agency expectations may result in a failing grade. Failure to complete the academic expectations may result in a failing grade. Please refer to the Student Handbook for further information.

**Student Expectations**
Field education demands the cooperation of several different individuals including the student, field
The following are the major expectations of the student while in field placement:

1. The student is required to follow the policies and procedures of the agency in which he/she is placed. If for some reason, compliance with the agency policy is not possible, the student must discuss this immediately with the field coordinator/liaison and/or the field instructor.
2. Students must respect the confidentiality of both the client and the agency at all times.
3. Students are expected to understand and facilitate, along with the field coordinator and the field instructor, the successful completion of the field practicum requirements. If the student does not understand the expectations set forth by the course structures, the field coordinator, field liaison, and/or the field instructor, it is the student’s responsibility to clarify the situation.
4. Students are expected to conduct themselves in a professional manner. Professionals take responsibility for understanding their duties and carrying these duties out.
5. Students are expected to be in attendance at the field agency on time, each day indicated as MSU academic days and the field instructor, for a total of 465 hours. If the student is ill or unable to attend for any reason, he/she must notify the field instructor prior to the start of the work day. Likewise, if the student is not able to meet our course expectations, he/she must arrange an exception prior to the expectation deadline with the field coordinator.
6. The student is responsible for completing academic assignments on time and in a satisfactory manner and turning them into the field liaison.

**Field Liaison Expectations**
The Field Liaison will be provided by Minot State University to the student and agency to provide guidance, support and assurance of compliance of the standards. The Field Liaison typically will be one of the faculty at Minot State University, however; in some circumstances an adjunct faculty may be utilized. The Field Liaison will be a point of contact for the agency and student throughout the semester regarding questions, comments, or concerns that arise. In addition, the Liaison will collect the weekly time sheets.

**Field Instructor Expectations**
The Field Instructor is the onsite, agency supervisor whom the student will report to on daily basis. The Field Instructor will provide weekly one-hour supervision to the student as well as evaluate them. The Field Instructor must be a licensed social work professional whom can provide direct supervision and/or oversight of the student’s activities.
APPENDIX A
MINOT STATE UNIVERSITY -- SOCIAL WORK PROGRAM

FIELD PLACEMENT AGREEMENT

Spring Field – Agreement is due by the end of November
Fall Field – Agreement is due by the end of April

Minot State University Social Work Program, represented by _______________________________, (hereafter referred to as “Field Liaison”), and

Agency, represented by _______________________________, (hereafter referred to as “Agency Field Instructor”), and

Student _______________________________, (hereafter referred to as “Student”), a student enrolled in SW 490 Field Education, make the following agreement:

The Field Liaison agrees to be in regular contact with the Agency Field Instructor and to meet with the student and Agency Field Instructor for a minimum of two times during the semester to insure that the procedures outlined in the Field Education Manual are carried out and that the activities in which the student engages meet educationally sound standards. In addition, the Field Liaison will be available to the Agency Field Instructor and/or the student for telephone or face-to-face consultation as individual needs require. The Field Liaison agrees to provide assistance to both individuals throughout the placement and to assume responsibility for administrating grades.

The Agency Field Instructor agrees to meet weekly with the student for a minimum of one hour in structured instructional supervision. The Agency Field Instructor agrees to be responsible for providing space and materials required for completing the assigned responsibilities, and to fulfill the expectations of the Social Work Program outlined in the Field Education Manual.

The Student agrees to be prompt in carrying out all tasks and responsibilities; to ask for help from the Agency Field Instructor and/or Field Liaison when necessary; and to abide by the policies and procedures of the Agency, being particularly cognizant of confidentiality rules. The student agrees to fulfill all of the assignments outlined in the Learning Agreement and Field Education Manual to the best of his/her ability.

_______________________________________   ____________________________________
Field Liaison                                                             Agency Field Instructor

______________________________________   ____________________________________
Student                                                             Date

Student: This form must be completed PRIOR to the start of your placement
APPENDIX B
WEEKLY TIME SHEET

STUDENTS--KEEP A COPY OF THE TIME SHEET

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Placement Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Liaison</td>
<td>Field Instructor</td>
</tr>
</tbody>
</table>

DATES COVERED BY THIS TIME SHEET

<table>
<thead>
<tr>
<th>Beginning Month/Day</th>
<th>Ending Month/Day</th>
<th>Week in Placement</th>
<th>Total Hours to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Direct Service provided by student with individuals, families, groups, organizations, and communities.</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
<th>Sat/Sun</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision by MSU-Approved Field Instructor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision by other Agency Personnel</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Professional Development (conferences/trainings)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect Service involving case recording, phone calls, meetings, and conferences about clients</td>
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<td></td>
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<td></td>
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<tr>
<td>Travel on behalf of agency or clients</td>
<td></td>
<td></td>
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<tr>
<td>Other (specify)</td>
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<td></td>
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<tr>
<td><strong>Total For Week</strong></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

A TOTAL OF 465 FIELD EDUCATION HOURS IS REQUIRED TO RECEIVE 12 CREDIT HOURS

FIELD INSTRUCTOR__________________________________________
Signature

STUDENT___________________________________________________
Signature

PLEASE KEEP A COPY OF EACH TIME SHEET PRIOR TO TURNING IT IN TO THE FIELD LIAISON.
# APPENDIX C

**Field Instructor Evaluation of Field Coordinator**

**Semester _____ Year_____**

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The field coordinator’s expectations were clear</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was treated with respect by the field coordinator</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The orientation was useful</td>
<td></td>
<td></td>
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<tr>
<td>The amount of involvement from the field coordinator prior to placement was adequate</td>
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</tr>
<tr>
<td>The amount of involvement from the field coordinator during placement was adequate</td>
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<td></td>
</tr>
<tr>
<td>The information I received from the field coordinator was clear</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The information given about the student was accurate, useful, and sufficient</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understood what the Social Work Dept. expectations for field education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What I would like to see from the Field Coordinator in the future, or areas that should be evaluated in the future:** (Please feel free to add additional comments on the bottom, or on the back of this page.)

Thank you for your time in completing this form!
APPENDIX D

Field Instructor Evaluation of Field Liaison
(Only complete if your field liaison was NOT the field coordinator)

Semester ____ Year ____

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The field liaison’s expectations were clear</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was treated with respect by the field liaison</td>
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<td></td>
</tr>
<tr>
<td>The field liaison’s involvement during placement was adequate</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I was clear on the role of the field liaison</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The information I received from the field liaison was clear</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The information given about the student was accurate, useful, and sufficient</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What I would like to see from the Field Liaison in the future, or areas that should be evaluated in the future. (Please feel free to add additional comments on the bottom or on the back of this page.) **Thank you for your time in completing this form!**