



SOCIAL WORK PROGRAM

Field Education Manual

Developed by the MSU Social Work Faculty 2005; Revised 1/2025

TABLE OF CONTENTS

I. PREFACE	3
II. SOCIAL WORK PROGRAM	4
Program Mission	4
Curricular Context	4
Teaching Philosophy	4
Program Goal	4
III. FIELD EDUCATION PROGRAM	5
Course Description	5
Competencies and Behaviors	5-6
Course Expectations	6-8
Grading	8-9
Expectations of Students and Field Roles	9-11
IV. APPENDICES	
Appendix A. Field Placement Agreement	12
Appendix B. Evaluation of Field Education	13-15
Appendix C. Weekly Timesheet	16
Appendix D. Student Weekly Supervision Sheet	17-18

PREFACE

This Field Education Manual has been revised to reflect the 2022 Council on Social Work Education *Educational Policy and Accreditation Standards*.

The Manual contains a description of the Minot State University Social Work Program and the Field Education course (SWK 490), along with relevant Field documents in the Appendices.

The Field Education Manual reflects the Field Education class which adjusts and develops according to the changing dynamics and demographics of the agencies in which students are placed. If you have comments, suggestions for improvement, or you find errors in the manual, please contact Rebecca Daigneault, Field Education Director, at (701) 858-3510 or rebecca.daigneault@minotstateu.edu. Comments and suggestions are welcome at any time.

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DESCRIPTION OF THE SOCIAL WORK PROGRAM

Minot State University Social Work Program Mission

The Minot State University Social Work Program, through teaching, scholarship, and service, prepares students with the knowledge, professional values, and skills for competent generalist social work practice on the Northern Great Plains. Through the Program, students cultivate their critical thinking abilities, learn to work with diverse populations, and develop skills to advocate for human rights and social, economic, and environmental justice.

Curricular Context

The Social Work Program at Minot State University is committed to preparing students to work according to the values and ethics of the profession. The program emphasizes the acquisition of knowledge and skills and the development of critical thinking and assessment abilities. With a liberal arts foundation, MSU Social Work graduates are prepared for entry-level social work practice in a professional setting. 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 Program's curriculum is developed from CSWE's *Educational Policy and Accreditation Standards* <https://www.csw.org/accreditation/policies-process/2022epas/>

Minot State University Social Work Program Teaching Philosophy

The faculty members of the MSU Social Work Department 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 of 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, lectures, class discussions, writing assignments, lab experiences, videos, constructive interaction with guest speakers, simulations, role plays, group exercises, service-learning, and various additional in-class and out-of-class activities and processes. Synthesis, integration, and application of knowledge and skills acquired from 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 develop, at a beginning level, the following competencies as outlined in the Council on Social Work Education's 2022 *Educational Policy and Accreditation Standards*:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

SWK 490: FIELD EDUCATION

12 credits

I. Course Description

SWK 490: Field Education is a 12-credit field practicum designed to provide a supervised practice experience in a social or human service agency. Guided by the *Educational Policies and Accreditation Standards* of the Council on Social Work Education (CSWE), the MSU 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 students, Field Instructors, and Field Liaisons. While students have a vested interest in carefully planning and executing this final educational step, Field Instructors and Liaisons are equally committed to student success. This course offers students the opportunity to synthesize and apply competency-based social work knowledge, skills, and behaviors developed in classroom curricula.

SWK 490 is an integral part of the Minot State Social Work program. Upon successful completion of this course, students are ready for entry-level generalist social work practice. Field education reinforces identification with social work values and ethics by holding students accountable to the National Association of Social Work (NASW) *Code of Ethics*. Field education fosters use of evidence-based practices in an agency setting and promotes professional competence through guidance of students by agency-based Field Instructors.

Social Work Competencies

The social work program prepares students for generalist social work practice by providing competency-based education. In SWK 490, students are evaluated on their development of nine competencies and 20 behaviors. In competencies six through nine, students engage in various activities in the following three social work levels of intervention: Micro (Individuals), Mezzo (Families and Groups), and Macro (Organizations and Communities).

The nine competencies and their associated 20 behaviors are listed below.

Competency 1: Demonstrate Ethical and Professional Behavior

1. Make ethical decisions by applying the 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 ethics within the profession as appropriate to the context.
2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
3. Use technology ethically and appropriately to facilitate practice outcomes.
4. Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

5. Advocate for human rights at the individual, family, group, organizational, and community system levels.
6. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-racism, Diversity, Equity, and Inclusion (ADEI) in Practice

7. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
8. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

9. Apply research findings to inform and improve practice, policy, and programs.
10. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

11. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
12. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities

13. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.
14. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

15. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.
16. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individual, Families, Groups, Organizations, and Communities.

17. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.
18. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

19. Select and use culturally responsive methods for evaluation of outcomes.
20. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

II. Course Expectations

1) Field Orientation

All students are required to attend a mandatory field meeting. This meeting is held the semester prior to the start of field placement. This mandatory meeting is intended to help students understand the expectations of SWK 490 including, but not limited to, professional dress/conduct, interviewing at internship agencies, field expectations, agency expectations, responsibilities of the student and agency

throughout the field placement, and getting oriented with the Intern Placement Tracking (IPT) system.

2) Field commitment

Each student intern will complete a minimum of 400 hours in a field placement setting over **one** semester. Students are expected to work a 25-hour week Monday through Thursday and to attend the mandatory Senior Seminar course on Friday mornings from 9:00am to 11:50am. Senior seminar hours may not count toward internship hours. The 25-hour work week can be flexibly negotiated between the student and Field Instructor to best meet the needs of the agency. Regardless of how the work week is negotiated with the agency, the internship must last the duration of the academic semester and cannot start before the beginning of the semester or go beyond the end of the semester. Time sheets will be completed and signed electronically by the student each week via the IPT system and signed by the Field Instructor (via IPT).

The Field Placement Agreement between the student, MSU, and the field agency MUST be completed and signed by all parties electronically via the IPT system PRIOR to the start of the field experience (preferably by the end of November). Once students have secured an internship placement, they must send their Field Instructor and Agency contact information to either Rebeca Daigneault, Field Education Director (Minot/Bismarck), or Kali Heyen, Assistant Professor (Fargo). Rebecca or Kali will then generate an email via the IPT website, unique username and password for each Field Instructor, as well as electronic deployment of the Placement Agreement. A copy of the Field Placement Agreement can be found in appendix A.

3) Agency policies and procedures

Each student is required to follow the policies and procedures of the field agency (including safety protocols) in which they are placed. If for some reason a student feels they cannot comply with an agency policy, the student must immediately discuss the situation with their Field Instructor and Field Liaison.

4) Agency site visits

The assigned Field Liaison will complete one agency site visit during the semester prior to midterm (via teleconference methods or face to face), with a second visit occurring on an as needed basis. These meetings are arranged by the student and Field Liaison, taking into consideration the Field Instructor's schedule and availability. The meetings allow the Field Liaison, Field Instructor, and the student an opportunity to discuss mutual expectations of internship, review progress at the internship, discuss any concerns, and identify future tasks that need to be completed.

The site visit between the student, Field Instructor, and Field Liaison will occur before or at the midterm of internship. Students should be prepared to present and discuss the progress of their internship via the learning contract. This site visit is a good opportunity for any discussion of concerns and questions that anyone may have regarding the internship placement. Additional internship assignments can also be discussed and explored on an as needed basis. This meeting usually lasts anywhere from 30 to 60 minutes. The Field Liaison and student 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 of the Student

Students are placed in agencies under the supervision of experienced social work professionals. This allows students to obtain on-going feedback and formal evaluation of their competency-based

knowledge, skills, and behaviors. The student will be formally evaluated by the Field Instructor at the end of the semester via completion of the final evaluation in the IPT system. The final evaluation will occur sometime within the last two weeks of the semester. Field Instructors are required to meet and discuss with the student the final evaluation.

Students will be evaluated on the nine program competencies through their development of the 31 behaviors. Upon review and discussion of the evaluation, both parties must electronically sign in the appropriate location via IPT. The student is responsible for ensuring the evaluation is completed in a timely manner.

The student should remember that the evaluations are not grades. Rather, students are graded on a Pass/Fail (Satisfactory/Unsatisfactory) basis. A benchmark of C or better is required to achieve a passing status. A face-to-face meeting will be held between the student, Field Instructor, and Field Liaison at midterm to determine the student's progress on their learning contract. If there is concern about the student's progress at this meeting or at any point during the internship, the student may be placed on a Student Success Plan (formative evaluation) to resolve the issues (<https://www.minotstateu.edu/socialwork/pages/student-success-plan.shtml>). If the student is not able to successfully complete the plan by the target date, this will reflect on the evaluation as below the benchmark grade, and the student will receive a failing grade for SWK 490. Additionally, if a student does not submit their fully completed learning contract and final evaluation, this will automatically result in a grade of 'Fail' for the course. The Field Instructor's final evaluation becomes part of the student's permanent file.

6) Additional Evaluations Completed by the Student

- Evaluation of Field Education Experience (Appendix B).

III. Course Grading

SWK 490: Field Education is graded on a Pass/Fail basis. All the field education requirements must be completed on time in a satisfactory manner to obtain a passing grade. Failure to comply with agency or academic expectations may result in a failing grade. Please refer to the MSU Student Handbook for further information (https://www.minotstateu.edu/student_handbook.pdf).

1) Expectations of Students prior to starting field placement:

- a. All students are required to attend **one** orientation meeting during the fall semester pertaining to information regarding field placement. This meeting(s) may not be missed, or the student will not be allowed to participate in field placement the following spring.
- b. All Fargo students need to have a Federal, National background check completed. The cost is \$39.00 and you may use the following link to order it online: <https://portal.castlebranch.com/NB49>. Fargo students will also need to complete a ND and/or MN Abuse Neglect Check. See field application for instructions.
- c. All Minot and Bismarck students need to have a Federal, National background check completed online. The cost is \$49.00 and you may use the following link to order it online: <https://portal.castlebranch.com/IJ75>. Minot and Bismarck students will also need to have a ND Abuse Neglect check completed. See Field Application for the form and instructions.
- d. All students are responsible for securing their own placement sites. The contact person at your

location/site can direct you to a list of potential sites. Your assigned Field Liaison may conduct a face-to-face visit with you and your Field Instructor at the agency if it is located within 150 miles of your site (Minot, Bismarck, Fargo). If students receive approval to secure a placement outside of the 150-mile radius, their Field Liaison will hold a meeting with them via video or phone conferencing. You must have a social worker at your site with whom you can meet with at least one hour per week for supervision. If there are no social workers available at your placement site, discuss this with the appropriate contact person at your location/site to get approval for alternate supervision. If you are approved for alternate supervision, you will be required to enroll in one-credit of Group Supervision and will be expected to attend one-hour per week of Group Supervision with an assigned social work instructor.

- e. Prior to beginning their Field Placement, all students must view the following Safety Video https://www.youtube.com/watch?v=kL3r_3N_Qek and download/review a copy of the NASW Guidelines for Social Work Safety in the Workplace: <https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0%3d&portalid> These activities will be included as part of the field orientation training.
- f. Students are required to follow the policies and procedures of the field agency in which they are placed. The student is responsible for inquiring about the agency's safety protocols in the event of a fire, natural disaster, active shooter, aggressive clients, and client visits in the home/community. If for some reason a student feels they cannot comply with an agency policy, the student must immediately discuss the situation with their Field Instructor and Field Liaison.

2) Expectations of Students while in field placement:

Field education demands the cooperation of several different individuals including the student, Field Instructor, Field Liaison, and Field Education Director. The following are the major expectations:

- a. Students are expected to engage in assignments or tasks that directly or indirectly contribute to their generalist practice competencies in work with individuals, families, groups, organizations, and communities.
- b. The student is required to follow the general policies and procedures of the agency in which they are placed. The student is responsible for inquiring about the agency's **safety protocols** in the event of a fire, natural disaster, active shooter, aggressive clients, client visits in the home/community, etc. If for some reason compliance with the agency policies is not possible, the student must discuss this immediately with the Field Instructor or Field Liaison.
- c. The student is required to abide by the Minot State University Student Code of Conduct (<http://catalog.minotstateu.edu/graduate/student-conduct-policy/>) and the National Association of Social Workers *Code of Ethics* (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>)
- d. Students must respect the confidentiality of both the client and the agency at all times.
- e. Students are expected to understand and facilitate, along with the Field Liaison and the Field Instructor, the successful completion of Field Education requirements. If the student does not understand the expectations set forth in the SWK 490 syllabus, Field Manual, the learning contract, and by the Field Liaison and Field Instructor, it is the student's responsibility to ask for clarification.
- f. Students are expected to conduct themselves in a professional manner. For example, if students are expected to engage in fundraising or other internship events where alcohol is served,

students must refrain from consuming alcohol. The MSU Drug Free Policy states the following regarding off campus substance use: “When such activity occurs off the premises of the campus, the university nevertheless may consider initiating disciplinary action if the university determines that the activity has a substantial adverse effect upon the university or upon individuals of the university community. Violators will be subject to penalties, which may include separation from the university.”

- g. Students are expected to be in attendance on time at the field agency, for each day indicated as MSU academic days and for days required by the Field Instructor, for a total of 400 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 workday. Likewise, if the student is not able to meet academic course expectations, he/she must arrange an exception prior to the deadline.
- h. The student is responsible for completing electronic weekly Time Sheets via IPT in a timely and satisfactory manner. Students are to discuss with their Field Liaison expected due dates regarding their learning contracts and final evaluations.
- i. Any student who is not meeting the requirements of SWK 490: Field Education or the expectations of the field agency may be subject to the Social Work Program’s Formative Performance Evaluation Process. See the following link for additional information:
<http://www.minotstateu.edu/socialwork/pages/student-success-plan.shtml>

IV. Expectations of Field Roles

1) Expectations of the Field Education Director

The Field Education Director is responsible for periodic updates to the Field Education Manual, field application, learning contract, and other administrative documents. The Field Education Director keeps systematic electronic records on field placement sites and field students. The Field Education Director proposes curriculum changes and field-related program modifications to the program faculty and participates in assessment activity in accordance with changes in CSWE standards.

2) Expectations of the Field Liaison

The Field Liaison is responsible to recruit, approve, and work with agencies interested and willing to supervise students. The Field Liaison provides agencies with an orientation to the field instruction program, shares information about the curriculum, and updates the field documents together with the Field Education Director as needed. The Field Liaison also works with students to facilitate the application process, assess readiness, and explore options for student placements. The Field Liaison works with the student and agency to provide guidance, support, and compliance to CSWE standards and other field education expectations. The Field Liaison typically will be one of the faculty on staff at Minot State University; however, in rare 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.

3) Expectations of the Field Instructor

The Field Instructor is the onsite agency supervisor to whom the student will report on a regular basis. The Field Instructor will provide weekly one-hour supervision to the student and will formally evaluate the student twice during the semester. Preferably, the Field Instructor is a licensed social work professional (although licensure is not required) who can provide direct supervision

and/or oversight of the student's activities. It is important that the Field Instructor is committed to providing a field education environment that is safe, respectful, and free of discrimination and harassment. The Field Instructor for a baccalaureate student holds a BSW or MSW from a CSWE-accredited program and has 2 years of post-social work degree practice experience in social work. Field Instructors will be provided with an orientation to the field placement which provides an overview of the program and an update on all policies and procedures. This will occur either one on one, group, phone or email correspondence depending on the Field Instructor's support needs and prior experience.

Students who have non-MSW/BSW Field Instructors must enroll in a one-credit Group Supervision course through MSU. This group supervision will occur one-hour each week and will be taught by a social work faculty member. Field Instructors without a BSW/MSW, but with a degree in a related field (e.g., human services, criminal justice, counseling, or psychology), must provide a field experience consistent with social work values, ethics, knowledge, and skills. Non-BSW/MSW Field Instructors will be included in any orientation meetings/correspondence. Non-social work credentialed Field Instructors must work closely with the Field Liaison to provide an internship experience that identifies with the purposes, values, and ethics of the social work profession.

**APPENDIX A
FIELD PLACEMENT AGREEMENT**

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

Agency _____ represented by _____ (hereafter referred to as “Agency Field Instructor” and

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

The Field Director/Liaison agrees to be in regular contact with the Agency Field Instructor and to meet with the student and Agency Field Instructor a minimum of one time during the semester to ensure 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 Director/Liaison will be available to the Agency Field Instructor and/or the student for telephone, video conferencing, or face-to-face consultation as needed. The Field Director/Liaison agrees to provide assistance throughout the placement and to assume responsibility for administering the Pass/Fail grade.

The Agency Field Instructor agrees to meet weekly with the student for a minimum of one hour in structured, guided supervision. The Agency Field Instructor agrees to be responsible for providing workspace 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 Agency Field Instructor holds a BSW or MSW from a CSWE-accredited program and has 2 years of post-social work degree practice experience in social work. Non-social work credentialed Field Instructors agree to work closely with the Field Director/Liaison to provide an internship experience that identifies with the purposes, values, and ethics of the social work profession.

The student without a BSW or MSW-credentialed Field Instructor agrees to enroll in one-credit of group supervision through Minot State University. The student is expected to engage in assignments or tasks that directly or indirectly contribute to their generalist practice competencies in work with individuals, families, groups, organizations, and communities. 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 Director/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 the assignments outlined in the Field Learning Contract and Field Education Manual to the best of their ability.

Field Director/Liaison Date Student Date

Agency Field Instructor Date

**APPENDIX B
EVALUATION OF FIELD EDUCATION**

The information provided in this document will be part of the Social Work Program evaluation process for accreditation purposes and will be used to improve the Field Education experience. Field Agencies and Instructors will *not* be given this information and this evaluation will *not* be used to calculate your SWK 490 Pass/Fail grade. If you have questions, please feel free to contact the Field Education Director.

Student Name Date

Field Agency

Field Instructor (the person who supervises you at your agency)

Field Liaison (the Minot State faculty member)

Part 1: Evaluation of Field Instructor

My Field Instructor:	Never (0)	Rarely (1)	Sometimes (2)	Always (3)	Don't Know
1. Helped me feel comfortable and welcome at the agency					
2. Identified, communicated, and maintained the expectations of the placement					
3. Encouraged identification with professional social work values and encouraged professional behaviors consistent with those values					
5. Encouraged me to critically assess and evaluate my practice performance					
6. Provided me with feedback on my performance					
7. Assisted me in my discovery and exploration of myself as a professional					
8. Met with me in supervisory sessions each week as required by the Social Work Program					

9. Demonstrated ethical and professional behavior.					
10. Demonstrated and communicated an understanding of Anti-Racism, Diversity, Equity, and Inclusive practices at micro and macro levels.					
11. Engaged with individuals, families, organizations, and the community.					
12. Engaged in practice-informed research and research-informed practice.					
13. Demonstrated an understanding of and worked to promote human rights and/or social, economic, and environmental justice.					

Part II. Evaluation of Agency and Assignments

My field agency:	Never (0)	Rarely (1)	Sometimes (2)	Always (3)
1. Helped me feel comfortable and welcome at the agency				
2. Identified, communicated, and maintained the expectations of the placement				
3. Encouraged identification with professional social work values and encouraged professional behaviors consistent with those values				
5. Encouraged me to critically assess and evaluate my practice performance				
6. Provided me with feedback on my performance				

Part III. Working at Various System Levels

My field experience offered me the opportunity to work with:	Yes	No
1. Individuals		
2. Groups		
3. Families		
5. Organizations		
6. Communities		

Part IV. Working with Diverse Populations

My field education assignments exposed me to working with diverse populations:	Yes	No
If yes, please list 2 examples of assignments working with diverse populations: 1. 2.		

Part V. General Opinions

My field experience:	Never (0)	Rarely (1)	Sometimes (2)	Always (3)
1. Was informative				
2. Allowed me to apply the knowledge, values, and skills I learned in the classroom to my internship assignments				
3. Assisted me in preparation for beginning generalist social work practice and employment				

Student comments about *strengths* of agency placement and/or Field Instructor:

Student comments about *concerns* with agency placement and/or Field Instructor:

APPENDIX C

WEEKLY TIME SHEET-FIELD PLACEMENT (To be completed electronically on the IPT system)

Student's Name		Placement Agency	
Field Liaison		Field Instructor	

DATES COVERED BY THIS TIME SHEET			
Beginning Month/Day	Ending Month/Day	Week in Placement	Total hours to date

	M	T	W	TH	F	Sat/Sun	TOTAL
Direct Service provided by student with individuals, families, groups, organizations, and							
Supervision by MSU-Approved Field Instructor							
Supervision by other Agency Personnel							
Professional Development (conferences/trainings)							
Indirect Service involving case recording, phone calls, meetings, and conferences about clients							
Travel on behalf of agency or clients							
Other (specify)							
Total for Week (click the save button to automatically calculate hours)							

Instructions for recording quarter, half, and 3/4 hours is as follows:

.25 represents a 15-minute block of time

.50 represents 30 minutes, and

.75 represents 45 minutes

For example: If you spent 2 and a half hours working directly with clients, you would write this as 2.50

FIELD INSTRUCTOR _____
Signature

STUDENT _____
Signature

APPENDIX D

STUDENT WEEKLY SUPERVISION SHEET GENERALIST PRACTICE EVIDENCE

Student: _____ Week (beginning/end): _____

Social Work Intervention Levels

Examples of experiences with Individuals:

Examples of experiences with Families:

Examples of experiences with Groups:

Examples of experiences within the Organization:

Examples of experiences within the Community:

Eclectic Knowledge Base

Examples of application of theory to practice:

Examples of policy that influenced practice:

Discussions of how available research informed practice:

Questions from practice that led to further research:

Examples of evaluation improving practice effectiveness:

Professional Values & Ethics

Application of Social Work values:

Application of NASW Code of Ethics (Code #s):

Examples of ethical dilemmas:

Discussions on Anti-Racism, Diversity, Equity, and Inclusion (ADEI):

Discussions on vulnerable populations:

Discussions on advancing social, economic, & environmental justice:

Examples of client empowerment, strengths, & resiliency:

Planned Change Process

Examples of experience with Engagement, Assessment, Planning, Implementation, Evaluation, Termination, and/or Follow-Up:

Professional Social Work Roles

Examples of roles utilized (enabler, educator, counselor, broker, case mgr., mediator, organizer, initiator, facilitator, advocate):

Oral and Written Communication Skills

Examples of professionalism/interpersonal communication skills utilized:

Examples of ability to send/respond to emails in a professional manner:

Examples of ability to create professional documentation (e.g. case notes):

Ethical use of technology:

Consultation and Supervision

Examples of effective use of Consultation/Supervision:

Critical Thinking

Examples of use of Critical Thinking Skills:

This form adapted with permission from Defiance College Social work program, Defiance, Ohio.