



MINNESOTA STATE UNIVERSITY
MOORHEAD®

School of Social Work

***Master of Social Work
Student Handbook***

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School Teaching & Learning Philosophy

The SSW is 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 faculty employs diverse 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, and various additional formal and informal class activities and processes. Synthesis, integration, and application of knowledge and skills garnered from the various readings, lecture, discussions, and interactive exercises constitute significant learning opportunities for students. The School strives to cultivate a caring environment for our students, which means we "honor their humanity, hold them in high esteem, expect high performance from them, and use strategies to fulfill their expectations".¹ The School also believes that students come to class with knowledge and experience that, if shared, can enhance the learning process of everyone, including the instructors. To engage and challenge each individual, it is necessary to know students as people, so therefore instructors acknowledge that each individual comes to class with their own set of abilities, motivations, attitudes, goals, and cultural backgrounds. Getting to know these various facets of our students allow us to excel as instructors because we utilize and capitalize on students' knowledge, skills, talents, and resources to make the classroom more interesting, dynamic, applicable, and personal.

Master of Social Work Program Mission

Consistent with the mission of this upper Midwest teaching university, and the Education Policy and Accreditation Standards (2015) of the Council on Social Work Education, the MSUM School of Social Work extends students' liberal arts foundation with an education necessary to become competent advanced social work practice professionals who possess the core knowledge, values, and skills needed to engage in ethical and evidence-based specialized practice with all people and all levels of social organization in a dynamic and diverse society. Graduates are prepared to promote with integrity planned change through a person-in-environment framework and a strengths perspective in order to advance social and economic justice, and human rights, locally, nationally, and globally.

Master of Social Work Program Goals

With a liberal arts and generalist practice foundation, Master of Social Work graduates are prepared for specialized professional social work practice. Thus, graduates will be prepared to:

1. Engage in evidence-based, specialized social work practice with individuals, families, groups, organizations, and communities within local, national, and global multicultural societies;
2. Practice within the principles, values, and ethics that guide the social work profession;
3. Influence social policies to alleviate poverty, oppression, and social and economic injustice as well as advocate for human rights;
4. Identify and affect the bio-psycho-social, spiritual, and cultural functioning of people and communities;

¹ Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press.

5. Practice from a strength's based, culturally sensitive perspective that recognizes and appreciates diverse cultures, particularly those that differ from one's own.

Council on Social Work Education

CSWE is a nonprofit national association of over 3,000 individual members, as well as over 400 undergraduate and 200 graduate programs of professional social work education in the United States. Founded in 1952, the Council for Higher Education Accreditation recognizes this partnership of educational/professional institutions, social welfare agencies, and private citizens as the sole accrediting agency for social work education in this country.

MSW Student Learning Outcomes

The Council on Social Work Education (CSWE) uses a competency-based model of educational standards. Listed below are the nine competencies with the corresponding practice behaviors for each specialization.

Area of Specialized Practice #1: Multicultural Clinical

Competency 1: Demonstrate Ethical and Professional Behavior in a Multicultural Clinical Mental Health Care Setting

Social workers in a clinical mental health care setting use the established NASW Code of Ethics as a basis for ethical standards and professional behavior. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in clinical mental health practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior in a clinical mental health care setting. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their clinical skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in clinical social work practice.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication in a clinical mental health care setting;
- Demonstrate appropriate professional boundaries with clients and colleagues;
- Use clinical supervision and consultation to guide professional judgment and behavior in a clinical mental health care setting;
- Make ethical decisions by applying the standards of the NASW Code of Ethics and relevant laws and regulations in a clinical mental health care setting.

Competency 2: Engage Diversity and Difference in a Multicultural Clinical Mental Health Care Setting

Social workers understand that appreciation of diverse cultural identities is paramount in working with client systems to develop effective clinical intervention strategies. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in a clinical mental health care setting;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences in a clinical mental health care setting;
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients in their clinical mental health care setting.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice in a Multicultural Clinical Mental Health Care Setting

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, mental health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure equitably access to mental health care services. Social workers in a clinical mental health care setting work to ensure that civil, political, environmental, economic, social, and cultural human rights of client systems are protected.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

- *Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels within their specialized clinical mental health care setting;*
- *Engage in practices that advance social, economic, and environmental justice within their specialized clinical mental health care setting.*

Competency 4: Engage in Practice-informed Research and Research-informed Multicultural Clinical Practice

Social workers are committed to using evidence-based assessment, intervention, and evaluation techniques in a clinical mental health care setting. Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of clinical social work and in evaluating their clinical practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-

disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective evidence-based clinical practice.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

- *Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings in a clinical mental health care setting;*
- *Use evidence-based research to inform and improve clinical practice, policy, and service delivery in a specialized clinical mental health care setting.*

Competency 5: Engage in Policy Practice in a Multicultural Clinical Mental Health Care Setting

Social workers understand that mental health care access and interventions are influenced and governed by social policy. Social workers understand the history and current structures of social policies that effect mental health care. Social workers understand their role in policy development and implementation within their clinical practice settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect mental health care policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to clinical mental health services;
- Assess how social welfare and economic policies impact the delivery of and access to clinical mental health services.

Competency 6: Engage with Individuals, Families, and or Groups in a Specialized Multicultural Clinical Mental Health Care Setting.

Social workers understand that engaging and establishing a professional human relationship with clients is essential to effective clinical practice. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients in a clinical mental health care setting. Social workers understand strategies to engage diverse clients and constituencies to advance clinical mental health practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

- *Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies in a clinical mental health care setting;*
- *Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies in a clinical mental health care setting.*

Competency 7: Assess Individuals, Families, and/or Groups in a Specialized Multicultural Clinical Mental Health Care Setting.

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of clinical social work practice with, and on behalf of, diverse individuals, families, and groups. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, and groups. Social workers understand methods of clinical assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the clinical assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their clinical assessment and decision-making.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies in a clinical mental health care setting;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other contemporary clinical multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies in a clinical mental health care setting;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies in a clinical mental health care; and
- select appropriate clinical intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies in a clinical mental health care setting.

Competency 8: Intervene with Individuals, Families, and/or Groups in a Specialized Multicultural Clinical Mental Health Care Setting

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of clinical social work practice with, and on behalf of, diverse individuals, families, and groups. Social workers are knowledgeable about clinical evidence-informed interventions and treatment modalities to achieve the goals of clients and constituencies, including individuals, families, and groups. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed clinical interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

1. Critically choose and implement clinical interventions to achieve practice goals and enhance capacities of clients and constituencies in a clinical mental health care setting;
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks and treatment modalities in interventions with clients and constituencies in a clinical mental health care setting;

3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes in a clinical mental health care setting;
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies in a clinical mental health care setting; and
5. Facilitate effective transitions and endings that advance mutually agreed-on goals in a clinical mental health care setting.

Competency 9: Evaluate Practice with Individuals, Families, and/or Groups in a Specialized Multicultural Clinical Mental Health Care Setting.

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of clinical social work practice with, and on behalf of, diverse individuals, families, and groups. Social workers recognize the importance of evaluating processes and outcomes to advance clinical practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness in a clinical mental health setting.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

1. Select and use appropriate methods for evaluation of outcomes in a clinical mental health care setting;
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes in a clinical mental health care setting;
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes in a clinical mental health care setting; and
4. Apply evaluation findings to improve clinical mental health care practice effectiveness at the micro and mezzo levels.

Area of Specialized Practice #2: Social Change & Leadership

Competency 1: Demonstrate Ethical and Professional Behavior in a Macro Social Change and/or Leadership Setting

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the macro level and in human service administration. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, policy, and leadership arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in macro social work practice and human service leadership.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

- Use reflection and self-regulation to manage personal values and maintain professionalism in macro/leadership practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication in a specialized macro/leadership setting;
- Make ethical decisions by applying the standards of the NASW Code of Ethics in a specialized macro/leadership setting.

Competency 2: Engage Diversity and Difference in Macro Social Change and/or Leadership Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in their macro/leadership field practice;
- Present themselves as learners and engage macro client systems and constituencies as experts of their own experiences;
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client systems in their social change and/or leadership field practice setting.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice in a Macro Social Change or Leadership Setting

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the advanced macro system level; and
- Engage in advanced macro practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice in a Macro Social Change or Leadership Setting

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

- Apply critical thinking to engage in analysis of quantitative and qualitative macro & organizational research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery for communities and organizations.

Competency 5: Engage in Policy Practice in a Macro Social Change or Leadership Setting

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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 understand their role in policy development and implementation as organizational or community leaders and they actively engage in policy development and practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

- Describe how political and legislative processes influence social welfare policy and program development;
- Apply critical thinking to analyze, initiate, formulate, and advocate for policies that advance the organizational mission of a human service agency or community initiative.

Competency 6: Engage with Organizations and/or Communities in a Specialized Social Change or Leadership setting

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse organizations and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with human service organizations and diverse communities. Social workers understand strategies to engage diverse clients and constituencies to advance macro practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with other professionals, human service organizations, and communities.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with diverse communities and human service organizations; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse communities and human service organizations.

Competency 7: Assess Organizations and/or Communities in a Specialized Social Change or Leadership setting

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse organizations and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse organizations and communities. Social workers understand methods of organizational or community assessment to advance mission effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

- Collect and organize data, and apply critical thinking to interpret information from diverse communities and/or human service agencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and organizational/community theoretical frameworks in the analysis of assessment data from diverse communities and human service organizations.

Competency 8: Intervene with Organizations and or Communities in a Specialized Social Change or Leadership setting

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse organizations and communities. Social workers are knowledgeable about evidence-informed interventions to advance the mission of human service organizations and/or community initiatives. Social workers understand theories of human behavior and the social environment, and macro level interventions to critically evaluate and apply this knowledge to effectively intervene with communities and organizations. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to advance the organizational mission. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

- Critically choose and implement human service agency and/or community initiative interventions to advance the organizational mission;
- Use inter-professional collaboration to advance organizational and/or community initiative missions.

Competency 9: Evaluate Practice with Organizations and/or Communities in a Specialized Social Change or Leadership setting

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with human service organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance mission effectiveness. Social workers understand theories of human behavior and the social environment and macro interventions, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

- Select and use appropriate methods for human service organization and/or community intervention program evaluation;
- Critically analyze, monitor, and evaluate community intervention and human service organization program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the macro level.

Master of Social Work Curriculum

Foundation Curriculum

SW 500 MSW Foundation & Field Orientation	(1)
SW 505 Human Behavior and the Social Environment	(3)
SW 515 Social Work Research Methods	(3)
SW 525 Foundations of SW Generalist Practice	(3)
SW 550 Generalist Practice: Communities & Organizations	(3)
SW 560 Social Policy & Policy Practice	(3)
SW 591 Field Practicum I (200 hours)	(3)
SW 593 Field Supervision & Integrative Seminar I	(1)
SW 592 Field Practicum II (200 hours)	(3)
SW 594 Field Supervision & Integrative Seminar II	(1)
	24 credits total

Multicultural Clinical Specialization

SW 600 MSW Specialization & Field Orientation Seminar	(1)
SW 615 Research & Program Evaluation	(3)
SW 620 Advanced Social Policy	(3)
SW 625 Diversity, Equity, & Inclusion in SW Practice	(3)
SW 630 Multicultural Clinical Skills I	(3)
SW 635 Multicultural Clinical Skills II	(3)
SW 638 Differential Diagnosis and Assessment	(3)

Elective #1	(3)
Elective #2	(3)
SW 691 Field Practicum III (250 hours)	(3)
SW 696A Field Seminar & Portfolio Proposal	(1)
SW 692 Field Practicum IV (250 hours)	(3)
SW 696B Field Seminar & Portfolio Defense	(2)
	34 Credits Total

Social Change and Leadership Specialization

SW 600 MSW Specialization & Field Orientation Seminar	(1)
SW 615 Research & Program Evaluation	(3)
SW 620 Advanced Social Policy	(3)
SW 625 Diversity, Equity, & Inclusion in SW Practice	(3)
SW 650 Leadership in Human Service Organizations	(3)
SW 655 Community and Organizational Change	(3)
SW 658 Program Planning, Design, and Development	(3)
Elective #1	(3)
Elective #2	(3)
SW 691 Field Practicum III (250 hours)	(3)
SW 696A Field Seminar & Portfolio Proposal	(1)
SW 692 Field Practicum IV (250 hours)	(3)
SW 696B Field Seminar & Portfolio Defense	(2)
	34 Credits Total

Thesis option: 6 credit hours of SW 699 Thesis replaces the 2 electives (3 credits taken over two consecutive semesters).

Master of Social Work Program Policies and Procedures

Academic Credit Policy: Credit for life or work experience

The social work program strictly adheres to the CSWE policy of not offering any waiver or course credit for prior life or work experience in lieu of credits required in internship or other required courses.

Admission Requirements

MSUM Graduate School Admission Requirements

Admission to a Master of Social Work degree program requires submission of the following materials. All materials are submitted to the Office of Graduate and Extended Learning online through Hobson's Radius.

1. Complete Graduate Online Application.
2. Official transcripts from ALL colleges and universities attended sent directly from the institution to the MSUM Office of Graduate and Extended Learning. Transcripts issued to students are not considered official and may not be substituted for official transcripts. Transcripts from other MnSCU schools do not need to be requested or sent by the applicant.
3. A non-refundable \$35.00 fee for first-time graduate applicants to Minnesota State University Moorhead (MSUM).
4. Baccalaureate degree from a regionally accredited institution.
5. Undergraduate cumulative GPA of 3.0 or at least 3.25 for the last 30 semester credits.
6. Other items as required by specific programs. Such individual requirements are defined under the specific program descriptions.
7. International students must submit additional materials for INS compliance as outlined in the International Students section.

MSUM School of Social Work MSW Admission Requirements

1. An earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association or a baccalaureate degree recognized through CSWE's International Social Work Degree Recognition and Evaluation Service or covered under a memorandum of understanding with international social work accreditors.

A baccalaureate degree in social work from a CSWE accredited program or a baccalaureate degree recognized through CSWE's International Social Work Degree Recognition and Evaluation Service or covered under a memorandum of understanding with international social work accreditors for Advanced Standing Program.

2. Overall GPA of 3.0 or at least 3.25 for the last 30 semester credits.
3. Three references/letters of recommendation

The references/recommendations should be from professional and academic sources who are directly familiar with your skills and experience. One reference should be from an immediate professional supervisor, if possible. One reference should be from a faculty member who can speak directly to your academic preparation for graduate social work education. References from non-professional/academic sources will not be scored.

4. Resume
5. Preference given to applicants with 2000 or more hours of human service/professional experience.
6. Professional statement. Your professional statement is an opportunity to demonstrate your understanding of and fit for the social work profession, as well as your aptitude for graduate-level social work education.

The Admissions Committee pays close attention to both content and writing skills. In your statement of purpose, please address each of the items listed below, and should be no more than five (5) pages, double-spaced, in a 12-point font.

- a. "How are your professional/career goals consistent with the MSUM MSW program and specialization tracks?"
- b. "We each bring a unique worldview to these situations that stem from our own culture and life experiences. Discuss an experience or situation that has fundamentally transformed the way you think about someone else's cultural behavior or beliefs."

7. Provisional Admission

Students who do not meet admission requirements may apply for Provisional Admission. Please address any special academic considerations that should be taken into account in the review of your application and anything else you think we should know about you that would help us in making an admissions decision.

Advanced Standing

Applicants who have earned a baccalaureate social work degree from a CSWE accredited program or a baccalaureate degree recognized through CSWE's International Social Work Degree Recognition and Evaluation Service will be granted Advanced Standing. Students with Advanced Standing will not repeat the generalist practice (foundation) curriculum and will instead be allowed to enroll in a specialization curriculum. Applicants who have some course work completed from a CSWE accredited baccalaureate social work program or a baccalaureate degree program recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, will have their transcript reviewed by MSUM School of Social Work faculty for course equivalencies to not repeat previous achievements. Course equivalencies will be documented using the Course Exception form from the MSUM Registrar's Office. This form will become part of the students record.

Evaluation of Admission Applications

MSUM Graduate School Admission

Upon receipt of the completed application including all required materials, the file is forwarded to the MSW program for review. The MSW program reviews the file for admission or denial and the file is forwarded to the Dean of Graduate and Extended Learning for approval. The file is next routed back to the Office of Graduate and Extended Learning and a formal notice of acceptance or denial is sent to the applicant by the Dean of Graduate and Extended Learning.

The following admission categories are used:

1. Full Standing. This status is used when all program admission requirements are fully met and recommended by the graduate program coordinator for admission.

2. Provisional. This status is used when applicant shows potential for success in a graduate program. The graduate program coordinator and the Dean of Graduate and Extended Learning determine the specific provisions that must be met by the student before full standing can be granted.
3. Conditional. This status is used when recommended for admission by the graduate program coordinator and there is a degree pending for admission.
4. Denial. This status is used when applicant does not meet the program admission requirements or applicant is not recommended for admission by the graduate program coordinator.

MSUM School of Social Work Admissions

Once a student has completed all requirements of application, the file is made available to MSUM School of Social Work faculty for review. Each file will be reviewed by a minimum of two social work faculty. The application is scored using a five-point scale for each of the following categories: Academics, human service experience, references, and professional statement. Aggregate scores from reviewers will be totaled and used by the faculty in determining who will be offered admission.

The MSUM School of Social Work reviews the file for admission or denial and the file is forwarded to the Dean of Graduate and Extended Learning for approval. The file is next routed back to the Office of Graduate and Extended Learning and a formal notice of acceptance or denial is sent to the applicant by the Dean of Graduate and Extended Learning.

Applicants who do not meet all requirements but show potential for success as a graduate student may request and/or be offered **provisional admission** status. The MSW Program Director and the Dean of Graduate and Extended Learning determine the specific provisions that must be met by the student before full standing can be granted. These provisions are communicated to the student in the notice of provisional admission.

Transfer of Credit

MSUM Graduate School Transfer Policies

1. Residence requirement. At least one-half of the semester credits constituting the minimum requirements for the master's degree, specialist degree, or graduate certificate must be completed through registration at Minnesota State University Moorhead (MSUM) in courses offered by its faculty.
2. Transfer of non-degree status credits. Courses taken at MSUM as a non-degree seeking student prior to program admission will be transferred as follows:
 - a. Up to nine semester credits for a master's or specialist degree.
 - b. Up to one-half (maximum of eight) of the credits required for a graduate certificate.
 - c. At least 21 semester credits for a master's or specialist degree program or one-half of the semester credits for a graduate certificate, must be taken after program admission.

3. Transfer from other Minnesota State system universities. Courses from another Minnesota State system university may be transferred to a graduate degree program or a graduate certificate program based on the following: Up to 1/2 of the minimum course credits (not including project, thesis, internship, or practice credits) required for a master's or specialist degree may be transferred to an MSUM degree program with the approval of the graduate coordinator of the program involved.
 - a. Up to 1/2 of the minimum credits required for a graduate certificate may be transferred to an MSUM Certificate program upon the approval of the Graduate Certificate program coordinator.
 - b. If more than one graduate institution was attended previously, the student and advisor will determine which credits will be transferable but no more than 1/2 of the minimum course credits will be allowed.
 - c. An official transcript from each graduate institution from which the student wishes to transfer credits must be given to the Registrar's Office; the advisor will notify the Registrar's Office which transfer credits are approved by the program and they will be added to the MSUM transcript. This will apply to credits transferred upon initial admission to MSUM as well as any credits taken after admission. The total transfer credits may not be more than 1/2 of the minimum degree or certificate requirements.
4. Transfer from Tri-College University. Courses approved for registration through the Tri-College University are transferred upon approval of individual programs. A "600" course number from North Dakota State University (NDSU) cannot be transferred to an MSUM graduate degree program because NDSU transcripts state that these courses are not graduate level.
5. Transfer from other accredited institutions. If a student transfers to an MSUM master's degree, specialist degree, or graduate certificate program after attending an accredited graduate institution (other than a Minnesota State system campus), a maximum of nine (9) semester credits may be accepted in transfer from other accredited institutions. This must be approved by the program coordinator and the Dean of Graduate Studies.
6. Other requirements.

A grade of A or B is required in any courses to be included in a master's or specialist degree program or graduate certificate program and not taken at this university. No "P" or "S" grades may be transferred. Individual programs may approve credits with grades of A or B (not pass/fail) in workshops or in special in-service courses. No more than 1/6 of the required master's degree or graduate certificate credits may be counted from workshop or special in-service courses. Some continuing education courses from MSUM may be counted towards the master's or specialist degree or graduate certificate requirements. These will be reviewed on a case-by-case basis by the program coordinator and the Dean of Graduate Studies.

Courses submitted for degree requirements, including transfer credits, must be within the ten (10) year time limit. Some graduate programs have specific time requirements for degree completion. Check with your individual graduate program for verification.

MSUM MSW Program Transfer Credit Policies

Social work courses transferred into the MSW program for credit must have been completed at a CSWE-accredited social work program, recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors. Faculty in the School of Social Work will evaluate transfer courses to be substituted for social work courses or electives. The student's faculty advisor will complete the required Course Exception form and submit it to the Registrar's Office. A copy of this form will be kept in the student's file.

Academic and Professional Advising

Social work faculty are the exclusive advising provider to admitted MSW students. Once a student is admitted into the program, faculty provide only individual advisement both academically and professionally. All FTE faculty's educational credentials include a master's degree in social work from CSWE-accredited institutions. Faculty work to ensure students receive accurate, meaningful, and sincere academic and professional advising regarding MSW and MSUM requirements. The MSUM Academic Bulletin and the MSW Student Handbook provide information to all students regarding the expectations for successful admission and completion of an MSW degree. To make advising meetings efficient and effective, faculty use the student's Degree Audit Report System (DARS) virtual site and/or paper printout. This document tracks all complete and remaining coursework for MSW program students. In addition to academic advising, faculty professionally advise majors. Professional advising may include information about the job market, preparing for a job interview, and/or writing a resume. It may include writing recommendation letters for employment or scholarships. Contractually, each faculty member must allocate a minimum of 10 hours per week for office hours. Faculty office hours are widely posted and included on faculty course syllabi. Faculty office hours can be used to schedule face-to-face or virtual appointments. Information on advisement is made known to students through the MSW Student Handbook. Students may change advisors by completing the Change of Advisor request form which can be accessed online.

Evaluating Student's Academic Performance

Policies and Procedures

Grades given in graduate courses include A, B, C, D, F, P (Satisfactory), and AU. In a continuing research course, a student may be given a grade of "IP" until the course is completed. "W" signifies withdrawal without penalty from the course. Only those credits which were completed with a grade of A, B, C, or P may be applied toward a graduate degree. Graduate programs may designate core courses which must be completed with a grade of A or B in order to count toward the degree.

Grading Policy

University Policy, Custodian: Registrar

All study for university credit may be recorded with the following grade designations:

A+ 4.00 Grade points per credit

A 4.00 Grade points per credit

A- 3.67 Grade points per credit
B+ 3.33 Grade points per credit
B 3.00 Grade points per credit
B- 2.67 Grade points per credit
C+ 2.33 Grade points per credit
C 2.00 Grade points per credit
C- 1.67 Grade points per credit
D+ 1.33 Grade points per credit
D 1.00 Grade points per credit
D- 0.67 Grade points per credit
F 0.00 Grade points per credit
FN 0.00 Grade points per credit
I Incomplete
P Pass
IP In Progress
AU Audit
W Withdrawal
EX Exchange

Grade changes may be submitted by the instructor or dean up to three years after the conclusion of the course.

Grade Point Average

The grade point average (GPA) is computed by dividing the number of grade points earned in a given course or courses by the number of credits attempted. The GPA is based on MSUM grades only. Transfer courses are not used in computing the GPA.

Credits with grades of "P", "I", "IP", "AU", "W", or "EX" are not included in computing the GPA. Credits with grades of "F" and "FN" are included in computing the GPA.

In Progress Grades

The grade of in progress or "IP" is reserved for special cases and means the particular course is not designed to be completed by the end of the term. An "IP" must be completed by the student within two semester (undergraduate courses) and four semesters (graduate courses), not including summer. If the in-progress grade is not completed within the specified time, a grade of "F" will be awarded. Students should never complete the course by re-registering for the class. "IP" grades will be converted to "F" before a degree is conferred.

Pass/Fail Courses (P/F Grades)

Certain courses which offer insufficient opportunity for graded evaluation may be offered with only the grading options of Pass "P" or Fail "F". Student teaching and internships/field practicum placements are always graded on a pass-fail basis.

Pass/Fail Courses (P/F Grades) Option

Students with sophomore, junior, or senior standing may request to take letter graded courses on a P/F basis. Students may not request this option for courses required for their major or minor program. No course taken with P/F grading may be applied to the Liberal Arts and Sciences Curriculum (LASC).

Students may make this request for only one course per semester. Students may apply up to 16 credits under the P/F grading option to a baccalaureate degree program.

No letter graded course which a student has previously failed may be repeated under the P/F grading option. A grade of "P" will be recorded for any course successfully completed under the P/F option. The grade of "F" will be recorded if the course is failed and computed in the GPA.

A P/F Grading form to request the P/F grading option must be returned to the Records Office on or before the tenth-class day of the semester. Summer Session due dates vary based on the length of individual sessions and classes. Once the form has been submitted, the student may not change the course back to letter grading.

Incomplete Credits

The mark of I (Incomplete) is granted when students are unable to complete course requirements for reasons beyond their control and when arrangements have been made with the instructor before the end of the semester. If an incomplete requires substantial class attendance in a subsequent term, the student must register to repeat the course and pay tuition and fees.

"I" grades are administered by completion of the "Incomplete Grade" form by the student and instructor. "I" grades must be completed by the finish of the next semester, or they will change to "F". All "I": grades will be converted to an "F" before a degree is conferred. Grade changes may be submitted by the instructor or dean up to three years after the conclusion of the course.

All students at MSUM are required to maintain satisfactory academic progress. This means there are cumulative GPA thresholds and a percent of credit completion that students must achieve. Students are responsible for determining their own academic status, both by monitoring the "Holds" section of the online web registration program, and by comparing their own progress to the standards listed below.

1. GPA Requirement for Continuation in Good Standing. Graduate Students are required to maintain a 3.0 grade point average (GPA) on a 4.0 scale to be continued in a graduate program. Graduate students must have a GPA of 3.0 or higher at the time of graduation.
2. Completion Rate Requirement for Continuation in Good Standing. All students must complete 67% of the sum of all MSUM credits attempted plus all transfer credits accepted.
 - A. MSUM credits attempted include all MSUM courses on a student's official record, including withdrawals, repeated courses, and grades of Incomplete.
 - B. MSUM withdrawals, grades of F, FN, NC, Incompletes, and missing grades count against percent completion because they result in zero credits earned for that course.
 - C. Transfer credits accepted and earned credits listed on the MSUM transcript are included in the percent completion calculation as attempted credits.
 - D. Percent completion is calculated by dividing the number of earned credits by the sum of MSUM attempted credits plus transfer credits accepted.

3. Academic warning, probation, and suspension holds are placed after the grading period at the end of each semester. Students whose cumulative GPA and completion rate meet the minimum standards are considered in “good standing”. A student whose GPA falls below 3.0 will be placed on academic warning for the next semester in which the student enrolls. For students enrolled in a graduate program, the record will be reviewed by the student's graduate program coordinator and a remediation plan may be developed. During the academic warning semester, a minimum of 3.0 GPA must be achieved as well as the satisfactory completion of a remediation plan. A student's failure to satisfactorily complete a remediation plan and achieve a 3.0 in the semester following the academic warning semester will result in suspension from the graduate program.

Policies and Procedures

Academic Performance Grievance

All graduate students who wish to submit an appeal need to complete the Graduate Academic Appeals form. Course grade appeals must be submitted within six (6) weeks of the close of the semester in which the student received the grade. Appeals for retroactive withdrawals must be submitted within five years. All other appeals must be submitted within a year of the situation that generates the appeal. Detailed procedures for filing appeals may be obtained from the Office of Graduate and Extended Learning or online. The graduate student is responsible for following the designated procedures.

A graduate student may file a Graduate Academic Appeal for the following situations: retroactive withdrawal from courses, late course add/drop, admission decisions, termination, degree requirements, course substitutions, course waivers.

Course Grade Appeal

1. All students have the right to expect thoughtful and clearly defined approaches to course grading, but it must be recognized that varied standards and individual approaches to grading are valid. Course grading methods should be thoroughly explained to students at the beginning of the semester and must appear on the course syllabus.
2. In a course grade appeal, only arbitrariness, prejudice, and/or error will be considered as legitimate bases for an appeal.

Arbitrariness: The grade awarded represents such a substantial departure from accepted academic norms as to demonstrate that the instructor did not exercise professional judgment in the matter.

Prejudice: The grade awarded was motivated by ill will and is not indicative of the student's academic performance.

Error: The instructor made a mistake or failed to give students required notice of grading policies in the syllabus.

If a student believes that discrimination or harassment were factors in the determination of the course grade awarded, a complaint should be filed with the Affirmative Action Officer under Minnesota State Colleges and Universities board policy.

1. A student may appeal a grade reduced for academic dishonesty through the Course Grade Appeal Policy.
2. The Course Grade Appeal process must be initiated by the student prior to the close of week six of the following semester. If the student moves to the formal grade appeal process it must be completed before the end of the semester in which the appeal was initiated.
In cases where an incomplete was originally assigned, an appeal must be made within six weeks of the date the final grade is posted by the Registrar's office and available to the student on the web. If the student uses the formal process, the process must be completed during the first ten weeks of the next academic year term.
3. The Course Grade Appeal Process

Step 1: Informal Process

1. The student will discuss the issue with the instructor, and may consult with the department chairperson, in an attempt to resolve the matter.
2. If the matter is not resolved to the student's satisfaction, the student may discuss the issue with the dean in whose college the course was offered. If the matter cannot be resolved informally, the student may choose to file a formal appeal.

Step 2: Formal Process

1. The student must request a Course Grade Appeal form from the dean. The student will submit the completed form, along with any supporting documentation, to the dean. It is recommended that the student keep a copy of all materials submitted. The dean will send the Course Grade Appeal Form and supporting documentation to the instructor.
2. The dean will discuss the matter with the instructor and the student in an attempt to resolve the appeal.
3. If no resolution can be reached, an ad hoc college committee will be formed. The dean will contact the Faculty Association President and request the appointment of one faculty member from the academic department offering the course, two faculty members from other departments within the college, and two upper division students who are majors in fields represented in that college. The dean will ask for a volunteer from among the appointees to chair the committee.
1. The instructor of the course will submit a written response to the appeal and supporting documentation of their choosing. The student will receive a copy of the material. Any material content protected by data privacy statutes will be redacted.
2. The ad hoc appeals committee performs an investigative role and may request additional written information from the student and/or the instructor through the committee chairperson or the dean.
3. Based on the information submitted, the committee will prepare a written finding with regard to the issues raised in the appeal (alleged arbitrariness, prejudice, and/or error on the part of the instructor). The committee will speak to one or more of the criteria as the basis for its finding. The committee chairperson will forward a written copy to the student, the instructor, and the dean.
4. The instructor and the student may each respond in writing to the dean if they believe the committee's findings are acceptable or unacceptable. If either does not respond within seven days, the dean will assume that the committee's written findings are acceptable to that person.
5. If no resolution has been reached, the dean will review the written findings of the committee and the responses of the instructor and the student. The dean will send his/her recommendation, the committee's written finding, and all supporting documentation and correspondence to the Associate Vice President of Academic Affairs (or designee), the student, and the instructor.

6. The Associate Vice President for Academic Affairs (or designee) will review all the materials and submit a written recommendation to the President (or designee), and copies of that recommendation to the student and the instructor. The President (or designee) will make the final decision.
7. The final decision may take the form of a:
 - 1) recommendation to the instructor and/or
 - 2) change of grade and/or
 - 3) determination that no action is warranted.
8. If at any time during the formal Course Grade Appeal Process resolution is reached, the Course Grade Appeal Process terminates.

Evaluating Student's Professional Performance

In addition to an ongoing academic assessment, each student is formatively assessed non-academically both in and outside of class (e.g., advising, informal faculty-student(s) interaction within the department, complaints lodged by others, etc.). SSW uses conduct standards when considering each student's suitability for professional social work, and continuation in the social work program. These standards are divided into two genres:

1. Those established by the university and used by all campus programs, which can be found in the MSUM Student Handbook; and
2. Those used by the School of Social Work in addition to general university standards that are specific to licensed professional social work practice as follows.

Given that all students are held equally to the non-academic performance standards, each student's continuance in the SSW is determined by her or his suitability for professional social work practice as judged by the social work faculty using the following behavioral standards.

- Breach of NASW Code
- Clear Violation of Client Confidentiality
- Conditions Interfering with Student Functioning
- Current Chemical Abuse
- Failure to Respect Interpersonal Boundaries with Others (i.e., students, faculty, staff, clients, etc.)
- Inability to Master the Skills Necessary for Acceptable Social Work Practice
- Inability to Relate to Clientele
- Inability to Relate to Faculty
- Inability to Relate to Other Students
- Sexual Involvement with a Client

When a concern is noted by an advisor or instructor regarding academic and non-academic violations, the SSW reserves the right to implement the following options as the course of action:

1. MSUM Disciplinary Procedures (MSUM Student Handbook, Student Code, pgs. 14-23);
2. exclusively implement the SSW Formative Performance Evaluation process (MSW Student Handbook); and
3. augment university disciplinary procedures by concomitantly implementing the SSW Formative Performance Evaluation process.

School of Social Work Formative Performance Evaluation Process

1. The student will receive a Formative Performance Evaluation Student Deficiency Notice via email listing the concern(s). A copy of this notice will also be given to the student's advisor;
2. The student then has 10 days to meet with his or her advisor to discuss the concern. This meeting will include the faculty with the concern, and other faculty as deemed appropriate;
3. The faculty with the concern and the student then develops a written Remediation Plan to address the concern. This document will be developed within 10 days by the faculty member, and will prescribe the remediation time frame, and university resources available;
4. The student will sign the plan indicating agreement or disagreement;
5. A copy of the plan is given to the student and to the student's advisor to be placed in the student's file;
6. The student and advisor together complete monthly monitoring forms: Monthly Progress Review;
7. Then when completed, the student/advisor will complete the Final Summary;
8. In extreme instances where the problem(s) is(are) declared severe, the SSW may opt to bypass the remediation plan and process the student out of the Social Work program; and
9. If the student does not follow the process of remediation, faculty may terminate the student from the program.

Professional Performance Grievance

Due Process Procedures

The School of Social Work recommends that students who feel they have been unjustly treated by a faculty member discuss the matter directly with the instructor or individual with whom the grievance is being registered. If unresolved, the university appeals policy will be used and students have the right to appeal any MSUM or School of Social Work decision using the appropriate processes. Special procedures pertain to certain academic (e.g. graduation, grades), student conduct, discrimination/harassment, and employment related matters. (MSUM Student Handbook, Student Code, pp 14-23).

General grievance procedures for those administrative actions for which no special grievance procedure exist are also identified in the MSUM Student Handbook. (Grievance/Complaint Process, page 13).

Students may appeal actions or procedures of University administrative offices. To do so they must meet with the following officials, continuing up the hierarchy as necessary to resolve the issues. The process is as follows (steps may require a written statement to initiate/continue the process):

1. Take the appeal/concern to the School Chair for action. If unresolved:
2. Take the appeal/concern to the Dean of the College of Education and Human Services. If unresolved:
3. Take the appeal/concern to the Vice President for Academic Affairs. If unresolved:
4. Take the appeal/concern to the University President.

Termination Based on Academic Performance

All students at Minnesota State University Moorhead (MSUM) are required to maintain satisfactory academic progress. This means there are cumulative GPA thresholds and a percent of credit completion that students must achieve. Students are responsible for determining their own academic status, both by monitoring the "Holds" section of the online web registration program, and by comparing their own progress to the standards listed below.

1. GPA Requirement for Continuation in Good Standing. Graduate Students are required to maintain a 3.0 grade point average (GPA) on a 4.0 scale to be continued in a graduate program. Graduate students must have a GPA of 3.0 or higher at the time of graduation.

2. Completion Rate Requirement for Continuation in Good Standing. All students must complete 67% of the sum of all MSUM credits attempted plus all transfer credits accepted.
 - A. MSUM credits attempted include all MSUM courses on a student's official record, including withdrawals, repeated courses, and grades of Incomplete.
 - B. MSUM withdrawals, grades of F, FN, NC, Incompletes, and missing grades count against percent completion because they result in zero credits earned for that course.
 - C. Transfer credits accepted and earned credits listed on the MSUM transcript are included in the percent completion calculation as attempted credits.
 - D. Percent completion is calculated by dividing the number of earned credits by the sum of MSUM attempted credits plus transfer credits accepted.
3. Academic warning, probation, and suspension holds are placed after the grading period at the end of each semester. Students whose cumulative GPA and completion rate meet the minimum standards are considered in "good standing". A student whose GPA falls below 3.0 will be placed on academic warning for the next semester in which the student enrolls. For students enrolled in a graduate program, the record will be reviewed by the student's graduate program coordinator and a remediation plan may be developed. During the academic warning semester, a minimum of 3.0 GPA must be achieved as well as the satisfactory completion of a remediation plan. A student's failure to satisfactorily complete a remediation plan and achieve a 3.0 in the semester following the academic warning semester will result in suspension from the graduate program.

Graduate programs may initiate proceedings for the dismissal of a student from a program for one or more of the following reasons: GPA below 3.0, failure to meet the goals of a remediation plan, inadequate technical skills, lack of interpersonal skills required for the profession, and failure to pass comprehensive exams or oral defense. Students may also be dismissed for unethical or non-professional conduct, including plagiarism and forgery.

Upon recommendation of the graduate program a document detailing specific problem areas, attempts at remediation, and a notice of dismissal from the program will be submitted to the student, Dean of Graduate and Extended Learning, and the college dean.

A student may appeal any of the decisions if the outcome(s) affect the student's academic or financial aid status. Graduate students follow procedures for Graduate Academic Appeal.

Termination Based on Professional Performance

Advisors/faculty may consult individual students about their non-academic performance. Faculty/advisors may thereby assess students' performance throughout the explicit curriculum and provide timely feedback via the MSUM disciplinary process and/or the School of Social Work Formative Performance Evaluation process in order to enable students to make sound progress toward correcting deficiencies in order to complete the program. When an advisor or instructor notes a concern, the course of action will be to implement the following options:

1. MSUM Disciplinary Procedures (MSUM Student Handbook, Student Code)
2. Exclusively implement the School of Social Work Formative Performance Evaluation process (MSW Student Handbook); or

3. Augment university disciplinary procedures by implementing the School of Social Work Formative Performance Evaluation process.

In extreme instances, when a concern is noted by an advisor or instructor regarding academic and non-academic violations, if students are unable to show successful remediation of deficiencies as determined by faculty they may be asked to reassess their choice of social work and thereby terminated from the program due to unresolved issues. Depending on the reason and severity of the faculty concern, a student may be immediately terminated from the program. The student who feels he/she has been removed unjustly may appeal the decision using the above identified due process procedures.

Students' Rights and Opportunities to Participate in University Governance

MSUM outlines its commitment to students at the university level in the form of a rights and responsibilities statement. The purpose of MSUM's policies is to promote and maintain the University learning environment, inform University members of their responsibilities, and aid in preventing violations of the rights of individuals. Specific questions relating to policies, procedures, and interpretations of specific sections within the MSUM Handbook (on-line) are directed to the University Judicial Affairs Officer or the Vice President for Academic Affairs. The following tenets are established:

1. Freedom to Learn.
 - In addition to the basic constitutional rights enjoyed by all citizens, students in colleges and universities have specific rights related to academic freedom and their status as students. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students are expected to exercise their freedom with responsibility.
2. Freedom of Expression.
 - Individual students and student organizations shall be free to examine and to discuss all questions of interest to them and to express opinions publicly and privately. They shall be free to support causes by orderly means that do not substantially disrupt the regular and essential operation of the institution. Students shall be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
3. Freedom of Association.
 - Students shall be free to organize and join organizations to promote their common and lawful interests, subject to institutional policies or regulations. Registration/recognition may be withheld or withdrawn from organizations that violate institutional regulations.
4. Student-Sponsored Forums.
 - Students shall have the right to assemble, to select speakers, and to discuss issues of their choice. The college or university shall establish reasonable time, place and manner restrictions to assure that the assembly does not substantially disrupt the work of the institution or does not interfere with the opportunity of other students to obtain an education or otherwise infringe upon the rights of others. Such regulations shall not be used as a means of censorship. The president or designee may prohibit any forum when there is a likelihood of harm to individuals or damage to property if the event is held. Prior to any such prohibition, the president shall make his or her best effort to consult with the student association.

5. Student Publications.
 - Student-funded publications shall be free of censorship and advance approval of copy, and their editors and managers shall be free to develop their own editorial and news coverage policies. Editors and managers of student publications shall be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. The student fee allocation process shall not be used as a means of editorial control of student-funded publications. All student publications shall explicitly state on the editorial page that the opinions there expressed are not necessarily those of the college, university, system, or student body.
6. Student Policies.
 - College or university policies regarding student expectations, rights and responsibilities shall be readily accessible to students.
7. Catalog and Course Information.
 - To the extent possible, students shall be provided relevant and accurate information regarding courses prior to enrollment. Catalog descriptions and website postings shall be accurate and based on information existing at the time of publication. To the extent possible, class schedules shall list the names of faculty teaching courses.
8. Student Academic Standing Information.
 - Students shall have access to accurate information for establishing and maintaining acceptable academic standing, information which will enable students to determine their individual academic standing, and information regarding graduation requirements.
9. Academic Evaluation.
 - Student academic performance shall be evaluated solely on the basis of academic standards, including any requirements that are noted in the catalog, course syllabus, or student handbook. Students shall have protection against prejudiced or capricious evaluation and shall not be evaluated on the basis of opinions or conduct in matters unrelated to academic standards. Students shall have the right to review their corrected examinations or other required assignments used by the faculty in evaluating the student's academic performance.
10. Property Rights.
 - Term papers, essays, projects, works of art, and similar property including property in which the student has intellectual property rights pursuant to Board Policy 3.26 shall be returned to a student upon request, within a reasonable timeframe, when no longer needed for evaluation purposes, unless the student grants written permission for them to be retained.
11. Student Review and Consultation.
 - Students shall have the right to appropriate levels of participation in college and university decision-making pursuant to Board Policy 2.3 and System Procedure 2.3.1, Student Involvement in Decision-Making.

Student Representation in School Governance

Pursuant to Minnesota State Board Policy 2.3 and System Procedure 2.3.1 Student Involvement in Decision Making, and consistent with CSWE Educational Policy 3.1 and Accreditation Standard 3.1.9, students have the right to appropriate levels of participation in department, college and university decision-making regarding academic and student affairs policies, and student involvement in School governance. The formal mechanism for shared governance in the School of Social Work policymaking process is through the sanctioned student

organization, Dragon Society of Social Workers (Dragon SOS). Dragon SOS officers discuss issues with faculty liaison/s or request attendance at department meetings.

All students have a standing invitation to attend any/all faculty meetings, especially the elected representatives of the student organization Dragon Society of Social Work/Phi Alpha Honor Society. Additionally, the faculty liaisons to Dragon SOS/Phi Alpha serve as a major conduit through which information flows between School faculty and the student body. Faculty meeting minutes are always available to the student association upon request. Students with specific concerns can have their items placed on the agenda for the meeting for discussion or action or express their thoughts through the faculty liaison. The only portions of faculty meetings that are closed to students are those in which student issues are discussed, or personnel issues and decisions are processed. Students are consulted for input on policy changes through the faculty liaisons. Students also have input to explicit curriculum through class evaluations at the end of each semester in each social work class. Students are also encouraged to be involved in curriculum meetings held by faculty. And students have access to program policies through the MSW handbook.

American Psychological Association Paper Format (APA)

The MSUM Master of Social Work Program uses the paper formatting system of the American Psychological Association (APA). This is the most commonly used system in the United States to cite sources within the social sciences.

Email policy

All MSUM students must open a mnstate.edu email account as this is the official university means of electronic communication to students. Students can do this through IT services, and please visit MSUM's official email policy for more information.

Media Policy

Students are expected to adhere to professional social work values and ethical standards when interacting on social media or social networking sites. Social media provides a domain for personal and professional presentation of self. Your personal image includes contact with friends and family and is guided by your personal values and standards. On the other hand, your professional image is guided by social work values and ethical standards and extends beyond the classroom and field agency. As social workers, we must be mindful that the legal and ethical responsibilities we have as professionals; including but not limited to, privacy and confidentiality, conflicts of interest and dual relationships, informed consent, and private conduct of the social worker. The distinction between personal and professional self is paramount to professionalism in the social work vocation. Students should prudently consider their online (e-mail, text messages, Facebook, Twitter, etc.) communication as they reflect themselves, their field agency, Minnesota State University Moorhead, the School of Social Work, and the social work profession itself. All online communication should be professional and respectful in tone and nature. Violations of the NASW Code of Ethics, as evidenced online, can result in disciplinary action including possible dismissal from the social work program.

Non-Discrimination

The SSW is committed to providing equal educational opportunities to all persons and does not discriminate based on race, color, gender, age, creed, ethnic or national origin, disability, or political or sexual orientation.

Field Experience

Guided by the education policies and accreditation standards of the Council on Social Work Education (CSWE), the School of Social Work is committed to Master of Social Work Education and recognizes that quality field experiences are integral to superior professional social work education. Field education at the MSUM SSW involves the active collaboration of three parties: (1) students; (2) Field Instructors; and (3) SSW Field Instructor (SI) **and** Field Liaison (FL) (hereafter called the SSW SI/FL). While students have a vested interest in carefully planning and executing this final educational step where they apply the vast knowledge they have acquired and hone the many skills they have practiced in the classroom, equally committed to field education are the Field Instructors who directly mentor students who will become licensable, generalist practitioners and multicultural clinicians and leaders. To be sure, without the time, effort, and expertise of our Field Instructors, the School of Social Work students could not complete this essential part of their Master of Social Work education. *Thank you, Field Instructors, for your personal and professional contribution to the Master of Social Work program at MSUM.* Also, indispensable is the SSW Field Coordinator (FC) who arranges, manages, and then oversees the experience. Though technically separate, each player's actions are carefully and relentlessly orchestrated to reflect the common goal of ensuring each student a positive educational experience. Thus, the School of Social Work field education is different from other university courses in that practicum instruction is primarily experiential and reliant on many key players to be successful.

Policies and Procedures of the MSW Field Education Program

Students admitted to the **Full MSW Program** will complete two field experiences. The first, is a 400-hour placement that is part of the Foundation curriculum and focused on generalist practice. The second, is a 500-hour placement in a specialized setting as part of their chosen specialized curriculum. Together these experiences total 900-hours.

Students who have **Advanced Standing** status will complete a 500-hour placement in a specialized setting as part of their chosen specialized curriculum. The field placement completed as part of their approved baccalaureate degree program (up to 400 hours) will be added to their specialized field placement for a total of 900-hours.

Practicum hours typically begin immediately the fall semester of Foundation Course work and continues through the spring semester. Typically, students complete 10 -12 hours/week which culminates with the 400 hours per semester. They will complete their Practicum in the same agency for the entire academic year. It is expected that each Practicum experience will be in a different agency/placement (Foundation and Advanced Standing). Hours will include work in the agency, orientation (including safety), case record review, service in various areas of the agency, meetings, client work, documentation, and training. The expectation is for the student to accumulate most of their hours in person-to-person client contact. Hours are recorded

once/month in D2L in the student's journal entry. Practicum experiences cover all areas of service to include individuals, families, groups, communities, and organizations.

Advanced Standing Students typically begin their specialized Practicum immediately in the fall semester and continue at the same setting through the following spring semester. They will typically complete 16 hours per week with the accumulated 250 hours per semester. At the end of spring semester, the total combined semester hours will be 500. As this is an advanced standing, one year program, students will take courses that complement their Practicum experience. This is explained in the Field Instructor Orientation and discussion is held as to how to best supervise and support these students as they learn and complete their Practicum. It is expected that most of these hours are in direct service with clients, most often face to face. Some agencies provide telehealth/tele- counseling and students can use this virtual format if their site agency uses this method of service. Supervision is readily available for these sessions. Hours are documented once/month in D2L along with a specific journal entry of the student's experiences. Practicum experiences cover all areas of service to include individuals, families, groups, communities, and organizations.

Students must possess the basic skills and emotional maturity necessary for working with clients and staff in a field practicum site. If the faculty has concerns about the prospective intern's suitability, the Field Coordinator will discuss them with the prospective intern and develop a correction plan under the Formative Evaluation process. Students must be in good standing with all School of Social Work policies.

Expectations regarding Field Practicum hours:

School of Social Work student interns will normally work during the hours outlined by their field practicum site. This is often about 16 hours weekly. A two-hour block of time twice per month are reserved for Field Supervision & Integrative Seminar/Field Seminar & Portfolio Proposal/Defense. Specific dates and times will be determined by the SI/FL and noted in each Field Seminar (SW 593/594/696A/696B) syllabi.

During field practicum hours, students may count time used to complete social work assignments, if approval is given by their field instructor. Students will follow the schedule of their respective agency/facility regarding holidays and time off work. Students must notify their field instructor if they are sick or will need to miss any scheduled days in their practicum. If they have been assigned clients/cases, students must ensure coverage for those situations and discuss this with their Field Instructor. Students should not plan on taking vacations during the practicum year. In addition, students may count conferences or workshops which the Field Instructor has approved and that both agree will contribute significantly to student learning. Lunch or breaks are NOT included in your internship hours.

Field Instructors

The MSUM MSW Program requires all field agencies assign only qualified personnel as "Field Instructors". The MSUM MSW Program requires Field Instructors to have a college degree-*preferably a master's degree in social work* from a CSWE accredited program with 2 years post-social work degree practice experience in social work. All Field Instructors are required to attend the Field Instructor Orientation at which time all policies and procedures are reviewed as well as the social work perspective.

Field Instructors without an M.S.W., but with a degree in a related field, must provide a field experience consistent with social work values and ethics. It is requested of all Field Instructors to submit a resume which includes their credentials, work experience, practice areas and qualifications. Non-M.S.W. field instructors must attend the Field Instructor Orientation meeting during which the Field Coordinator provides the following: (1) the information sheet on the social work major and degree requirements; (2) the NASW Code of Ethics, (3) literature on field instruction. In such instances non-social work credentialed Field Instructors work closely with the Field Coordinator and/or SSW SI/FL to provide a field practicum experience that identifies with the purposes, values, and ethics of the social work profession. In essence these individuals will take on the role of Task Supervisor, providing opportunities for learning and being available regularly to ensure the student is receiving ample and productive experiences. They will work closely with the MSW Field Supervisor. Additionally, students are encouraged to arrange an additional one hour per week minimum of supervision with an MSW social worker. If the student is not aware of an MSW or there is not an MSW within the agency of their practicum (who is not their site supervisor), the MSUM SSW will provide a weekly one-hour supervision time provided by the MSW faculty in a group session for these student(s). The SSW faculty will take responsibility in these situations to ensure students are receiving and reinforcing the social work perspective. In the event of unplanned changes in circumstances regarding the Field Instructor, such as leaves of absence, departures from employment, extended vacations, etc. the process above will be provided to the student to ensure consistency and quality supervision continues. The Field Coordinator will also reinforce the social work perspective in the student's practice and placement setting by the contacts that are made with students and Field Instructors as well as agencies as the opportunities arise.

Field placements in an organization in which the student is also employed

Master of Social Work - School of Social Work students may be employed at their Practicum setting, however there can be no overlap between work assignments and internship duties. It is further required that students interning at their place of employment must have practicum duties in another program/department, and have a supervisor not related to their employment. In cases where the student is both working and interning at the same agency, that agency must produce a detailed written description of how employment and practicum duties will differ, identify each supervisor (i.e., employment & Practicum), and discuss how their oversight will remain separate. This documentation will be emailed to the Field Coordinator for review and approval if appropriate. The document entitled "Request Approval for Field Practicum at Agency Where Employed" may also be completed initially or if more detailed information is needed. The Field Coordinator will closely monitor these uncommon situations to ensure compliance. However, if a student is hired during the practicum in the area that the field placement is occurring, he/she may continue in the Practicum setting in a paid position provided the terms of the field placement are carried out, assignments are turned in, and the evaluations are completed as scheduled by the Field Instructor and the student. Paid Practicum placements may be approved with the understanding that this is a learning/educational opportunity and the Field Instructor and agency agree to fulfill the tasks and responsibilities required by the SSW. The student is not to be considered a paid employee but rather an intern who needs guidance, direction and teaching throughout this experience. In addition, the paid intern is not to be independent in their work or in the agency setting but have supervision present and readily available. All requirements of the Practicum will be the same as any other Practicum placement with the exception that the respective agency has agreed to pay the student during this learning experience.

Background Checks

To protect vulnerable clients, the School of Social Work requires background checks through a company called Castlebranch. All students who wish to complete their practicum through the Master of Social Work program MUST complete the background check through this company before entering the field. There is a cost for this background check and this process is explained thoroughly in SW 500 and/or SW 600 – Field Orientation.

The MSUM catalog states “Minnesota law requires any person who provides direct contact services to people receiving services from facilities and agencies licensed by the Minnesota Department of Human Services (DHS) and/or the Minnesota Department of Health (MDH) have a background study conducted by the state. Direct contact is defined as providing face-to-face care, training, supervision, counseling, consultation, or medication assistance to people receiving services from the agency or facility. Any individual who is disqualified from having direct patient contact as a result of the background study will not be permitted to participate in a clinical placement in a DHS or MDH licensed facility or agency. Failure to participate in a clinical placement required by the academic program could result in ineligibility to qualify for a degree in this program.”

The School of Social Work – Master of Social Work practicum process allows students to search for their own field placements as well as seek placement in agencies that have indicated they would like to provide field practicum experiences for the Master of Social Work program. The MSW Field Program’s policy requires that any student who is placed at a DHS or MDH facility be responsible for ensuring the completion of the MN State background checks prior to starting practicum. Students who choose to do their practicum at one of these locations must thereby provide copies of the background check results to the Field Coordinator before they are officially finalized and approved for internship. In addition, specific to each respective practicum placement agency, there may be agency specific background checks required. Students will work with these agencies to meet their agency policies.

If any student has questions or concerns about successfully meeting this requirement, s/he should meet with the Field Coordinator to devise a plan-of-action prior to starting field practicum.

Criteria for Selecting Agencies

Accreditation standards of the Council on Social Work Education (2015 EPAS) require that field practicum experiences occur in settings that reinforce students’ identification with the purposes, values, and ethics of the profession, foster the integration of empirical and practice-based knowledge, and promote professional competence. Concordant with these standards, the School of Social Work uses both primary as well as secondary social work settings, so students have a plethora of options from which to choose. Approved agencies understand they are an integral part to the learning of the MSW students and will provide assignments and skills necessary to develop individual knowledge and practice skills; provide the opportunities to work with individuals, families, groups, communities, and organizations; provide the necessary office resources to ensure the student is able to perform their duties assigned (e.g., office space, computer access); support the research and course learning of the student; attend all training sessions offered by the SSW for information and/or support (specifically the initial Field Instructor Orientation); provide a safe environment for students; and understands and upholds diversity, equity and inclusion values.

Procedures for Student Placement in Agencies

The Field Instructor will meet with students at the Student Orientation into the MSW program the first semester of admission. This typically will occur in summer semester with the plan to begin Practicum experiences in the fall and spring of the following semesters. A group orientation is provided after which the Field Coordinator will meet individually with each student. At this time Practicum placement options are discussed, and the student will provide their completed MSW Specialized Field Practicum Planning Worksheet. If the student has a specific agency/placement in mind, the Field Coordinator will work with the student to obtain an approved status for this agency. This process takes considerable time and placement with this agency cannot be guaranteed; however, it will be attempted. It is necessary to meet with the Field Coordinator as soon as possible (even prior to the Student Orientation) to discuss a specific agency placement that does not have prior MSUM approval. Most students do not have a specific placement in mind, so all the approved agency options are discussed with the student and from this list the Field Coordinator begins to work with the student to apply, interview and accept a position with this respective placement. (The Field Coordinator will make connections with these agencies prior to the student to ensure they are open to receiving a placement at this time and to determine the process these agencies would prefer for a student to begin this process.) It is necessary to keep in mind that on average it will take a minimum of 3 months to secure a Practicum placement so beginning early and carrying through with this process is crucial in the timing of a placement.

Initial contacts with agencies requires the discussion and education by the Field Instructor to ensure the agency is willing to provide an MSW Practicum experience, ensure the 9 Competencies are supported as well as providing education, practice opportunities and promote the learning practice skills. When this agreed upon the Field Coordinator will begin by sending the MOA/Contract with MSUM for signature with follow-up MSUM approval. Once the MOA/Contract is completed it is necessary to work with the Field Instructor for this agency as well as the student to complete the Field Practicum Agreement with Placement Agency and the Student Training Experiences/Field Practicum Agreement. These documents will address all the opportunities available to the student in their Practicum. Students are required to complete a Background Check through MSUM and are informed that if their respective agency requires an additional Background Check, this must be completed as well. The final step before a student may begin placement is for the Field Instructor to attend and/or participate virtually in the Field Instructor Orientation provided by the Field Coordinator.

Full MSW program students have the option of the following placement settings:

- child welfare agencies
- community organizing entities
- county social services
- criminal justice settings
- drug and alcohol treatment programs
- family service agencies
- gerontological programs
- hospitals
- institutional treatment settings
- medical social work settings
- mental health programs

- non-profit agencies (e.g., Lakeland Mental Health, Head-Start, Nexus - PATH).
- nursing homes
- programs serving developmentally disabled persons.
- school social work settings
- advocacy organizations
- counseling centers (including private practice)
- leadership organizations (e.g., YWCA, Human Rights Commission, political action).

Master of Social Work Specialization students have the option to complete their internship in one of the above settings, with additional emphasis on a multi-cultural clinical experience or prominence regarding social change and leadership. The Field Coordinator has a master list of possible field practicum options that will provide the generalist practice opportunities to demonstrate social work competencies with individuals, families, groups, organization, and communities. In addition, these field practicum options provide specialized opportunities to demonstrate social work competencies within an area of specialized practice – Multicultural Clinical Specialization or Social Change and Leadership Specialization. Additional field practicum sites are continuously being explored and will be listed as they become available and approved by the University.

On rare occasion a Foundation student may want to complete their Foundation Practicum as well as their 2nd year Practicum at the same agency. This would need to be approved by the Field Coordinator and all steps above would need to be followed. This agency would have to be large enough to provide separate learning opportunities with an entirely different staff and population served. It is expected that each Practicum experience would allow for knowledge gleaned in different areas of service, colleagues, and agencies to get a broad picture of work and opportunities in the field.

Distant Field Practicum Placements

There are no distance restrictions required of students when doing their field practicum. This gives our students the opportunity to seek out a diverse and broad range of field practicum learning opportunities, even internationally. However, it is strongly recommended that students begin communicating with the Field Coordinator as early as possible if they are interested in doing field practicum placements outside of the region or country. The School of Social Work MSW Program offers students the opportunity to participate in SW 593 & 594 Field Supervision & Integrative Seminar I & II /SW 696 A&B Field Seminar and Portfolio Proposal virtually via telepresence media. Students must work closely with the Field Coordinator regarding their distance options. MSW social work students are allowed to complete their field practicum experience in any approved human service setting around the globe. CSWE requires that accredited programs monitor and supervise field practicum placements through systematic site visits. Typically, this has occurred twice each semester (minimally), once at mid-term (roughly between weeks 5-7) and the other towards the end of the semester (roughly between weeks 10-12) but can involve additional site visits as needed. These visits are done via telepresence media with the host agency, field instructor and the student.

Evaluation of Student Learning in the Field

Overview

Consistent with CSWE's field education standards (2015 EPAS), the School of Social Work – Master of Social Work program requires students to be placed in human service agencies under the supervision of experienced social service professionals who will provide on-going field instruction, constructive formative feedback, and informal and formal evaluations of students' mastery of the 9 required social work competencies with the focus on multicultural clinical social work or social change and leadership. Integral to this strategy, students use the Evaluation of Field Placement Performance (SW 591 & 592/SW 691 & 692) to frame their practicum. This teaching/learning tool was thoughtfully crafted to focus both students and Field Instructors on the contextualized application of CSWE's 9 competencies and practice behaviors. Students use this pedagogical tool during every step of the practicum as they and Field Instructors collaboratively develop tasks that promote behavioral mastery. Interns study ethical issues and theories that pertain to each task, and instructors' comment on their reflections. Interns explore the contextual application of the Generalist Intervention Model, reflect on their behavior-specific Generalist Intervention Model performance and/or specialized practice behaviors, then instructors' comment on students' learning and evolving competence during the entire semester - mid-term and final evaluation with attention to specialized multicultural clinical practice and social change and leadership knowledge and abilities.

Informal Evaluation of Student Learning

Informal evaluation is provided via the mid-term site visit (roughly between weeks 5-7) and 2nd site visit held virtually (roughly between weeks 10-12). During these exchanges, SSW SI/FL or Field Coordinator explores student activities, strengths, and weaknesses as assessed by both the student and Field Instructor. They provide qualitative feedback and help ensure that the students' training is grounded in the Generalist Intervention Model social work theory, multicultural clinical work, social change & leadership work, and ethics. They also discuss and/or anticipate obstacles to successful mastery of core competencies.

Field Coordinator Expectations

The Field Coordinator assumes responsibility for the overall direction and coordination of field practicum. This School of Social Work – Master of Social Work program faculty member is available to students and Field Instructors to assist them in planning for, conducting, and ending all internship placements. The Field Coordinator is responsible for:

1. the overall direction and coordination of the internship experience;
2. the on-going evaluation of field practicum experiences and maintaining the Field Manual;
3. being available to field students and Field Instructors to provide consultation regarding field placement and to facilitate the resolution of problems that may arise;
4. arranging and facilitating the Field Instructor orientation during the semester;
5. co-teaching and co-facilitating SW 500/600—*Orientation to Internship* during which students are guided through the field practicum search process and in securing their field practicum placement;
6. assigning the course grade (Pass / Fail); and
7. removal of a student from a placement or change in placement, should that become necessary.

Field Instructor Expectations

In compliance with CSWE standards for field education (2015 EPAS), Field Instructors are required to:

In General

- Attend the orientation seminar before a student is placed in the agency;
- The Field Coordinator offers the Field Instructor orientation seminar during summer semester, which is the summer prior to the start of the field practicum experience;
- Topics covered but are not limited to, include information about the internship; the roles of the Field Instructor, SSW SI/FL and Field Coordinator; syllabi, goals, written assignments, and evaluations for field practicum; policies for practicum termination, student safety, sexual harassment, practicum liability insurance, multicultural clinical practice, social change and leadership;
- This orientation lasts about an hour and a half, and new Field Instructors must attend this orientation seminar, though all instructors are encouraged to participate;
- Follow all School of Social Work – Master of Social Work practicum policies and procedures;
- Have a master's degree in Social Work or works with the SSW Master of Social Work program in reinforcing a social work perspective;

- complete the **State of Minnesota Memorandum of Agreement, School of Social Work – Master of Social Work Field Practicum Agreement with Placement Agency**, and the **Student Training Experience/Field Practicum Agreement** forms (*provide a copy to both the Field Coordinator and student to ensure role clarity*).

In Placement

- orient interns to the agency, and all policies and procedures that pertain-including an emphasis on student safety;
- participate fully with the intern in completing all parts of the Field Evaluations
- help students develop meaningful tasks that integrate social work knowledge, values and skills obtained in class;
- assign interns responsibilities to demonstrate achievement of required core competencies/practice behaviors;
- provide learning opportunities that include in-person, interpersonal interactions with clients on all levels (individuals, families, groups, communities and organizations);
- continuously supervise the student;
- ensure a minimum of one weekly individual supervision meeting (~1 hour each);
- formally evaluate students continuously throughout the field practicum experience (*see section above on evaluation of student learning in the field*);
- formally evaluate students using the mid-term and final evaluation form; and
- formally evaluate at the end of the semester the Field Coordinator’s performance in facilitating the field practicum as part of the field experience

Field Seminar Instructor and Field Liaison (SI/FL) Expectations

SW 593/594 and SW 696A/696B—*Field Supervision and Integrative Seminar/Field Seminar Portfolio Proposal/Defense*.

The SSW SI/FL provides both seminar instruction and field supervision functions. The SSW SI/FL serves the dual function of teaching the seminar course and follows interns into their field practicum placement. She/he also assists in the management of that placement to ensure a quality learning experience. As a School of Social Work faculty member, the SSW SI/FL is available to students and Field Instructors for:

- consulting with students and Field Instructor and the Field Coordinator regarding field placement;
- facilitating, along with the Field Coordinator, the resolution of problems that may arise;
- conducting the site visit at the placement agency (e.g., in-person or using distance technology) prior to mid-semester (roughly between week 5-7);
- conducting a 2nd site visit (e.g., in-person or using distance technology) with the student and the Field Instructor around week 10 - 12 to review the student progress;
- providing written feedback to students on all written assignments; and
- providing the Field Coordinator the assigned course grade (pass /fail) for students at semester’s end.

Field Placement and Employment

CSWE mandates that students cannot use their employment as their field practicum. While students *may* be employed at their practicum site, there can be no overlap between work assignments and field practicum duties. It is further required that students in field practicum placement at their place of employment

must have practicum duties in another program/department, and have a supervisor not related to their employment. In cases where the student is both working and in field practicum placement at the same agency, that agency must produce a detailed written description of how employment and practicum duties will differ, and identify each supervisor (i.e., employment & practicum) and discuss how their oversight will remain separate. This written description will be provided to the Field Coordinator and the student's Field Instructor will together closely monitor these uncommon situations to ensure compliance. However, if a student is hired during the field practicum in the area that the practicum is occurring, he/she may continue in the practicum setting in a paid position as long as the terms of the practicum are carried out, assignments are turned in, and the evaluations are completed as scheduled by the Field Instructor and the student.

Internship Competencies

The MSW field education/internship prepares students for generalist practice and/or specialized practice behaviors by providing a competency-based, outcome-oriented education in which students are evaluated on their achievement of CSWE-required social work competencies (see MSW Student Handbook). Student achievement of each practice competency will be evaluated by rating student performance on the 9 Competencies and practice behaviors as it is these practice behaviors that operationalize the core competency that all professional, licensed generalist social workers as well as specialized practitioners must possess.

MSUM Internship Policy

The University maintains its own internship policy governing required field experiences, and these serve as the basis for more specific School of Social Work policies (see the University website "**University Policies & Procedures**"): <https://www.mnstate.edu/about/policies-procedures/list/internship/>

Field Practicum Placement Agency Expectations

As social work education is very reliant on quality field settings in which students begin to develop their unique praxis, the School of Social Work – Master of Social Work Program expects agencies to:

- provide qualified personnel to be assigned as "Field Instructor" for the student intern;
- follow all procedures as outlined in the MSW Student Handbook/field manual;
- provide students with a description of the agency's expectations and anticipated duties for a master's level social work intern;
- understand that field practicum is an academic course such that the student's primary focus is professional education and training. Although it can be expected that students will assume numerous responsibilities which benefit the agency, they are not employees who will fill the needs of an understaffed agency;
- complete the required placement contract that established parameters for the cooperative arrangement between the School of Social Work – Master of Social Work Program, the field agency, and the student intern; and
- follow the policy and procedures related to termination of a student from the field practicum placement and the policies related to sexual harassment. The agency further agrees to follow the structures outlined in this field practicum manual.

Placing and Monitoring Students

The procedure for placement is student engaged; the students choose their own placement options after meeting with the Field Coordinator at Orientation to ensure this is a viable and approved agency setting. Students research the types of field practicum placement that interest them. They are allowed significant latitude in choosing a site that will best meet their personal learning objectives. However, before a field practicum placement is finalized, the student meets with the Field Coordinator to confirm that the agency meets with School of Social Work – Master of Social Work Program approval. Once a field practicum placement is agreed upon, a contract (see “State of Minnesota Memorandum of Agreement” above) is formalized which clarifies the expectations of the student, the agency, and the School of Social Work. This contract is signed electronically by all three parties and kept in the student’s electronic practicum file. Social work student interns are monitored by the Field Coordinator and/or SSWSI/FL (Expectations above) who conduct site visits (see above). The Field Coordinator and/or SSW SI/FL is also available for phone contacts and additional visits if the need arises.

SW500/600: Foundation & Field Orientation/ Seminar/Specialization & Field Orientation

Students who are preparing for field practicum are required to take **SW 500/600**—Foundation & Field Orientation/Specialization & Field *Orientation* prior to **SW 591 & 592** Field Practicum I & II and **SW 593 & 594**—*Field Supervision and Integrative Seminar/ SW 691 & 692* Field Practicum III & IV and **SW 696A & 696B** Field Seminar & Portfolio Proposal/Defense.

SW 500 is a two-day seminar focused on introducing students to essential elements of the Master of Social Work Foundation curriculum and supporting services. Emphasis is placed on orienting the students to the concurrent field experiences and possible organization placements.

SW 600 is a two-day seminar focused on introducing students to essential elements of the Master of Social Work Specialized curriculum and supporting services. Emphasis is placed on orienting the students to the concurrent field experiences and possible organization placements.

These courses provide an overview of field experience theory, social work program expectations, fields of practice, client populations, individual and family systems, possible agency/facility field placement options and development of professional identity and sense of self in preparation for the Master of Social Work field practicum experience. Students will actively engage in field practicum preparation and will search for and finalize their field practicum placement using tools learned in orientation. The Field Coordinator will meet individually with each student to discuss placement preferences and options available. It is expected that securing a Practicum placement will begin during this initial course (June of Summer Semester) and could take up to 3 months to finalize.

SW 591 & 592 Field Practicum I & II is a required field experience for Foundation MSW program students, under agency and departmental supervision. Opportunity to practice/integrate social work core competencies and practice behaviors (knowledge, value, and skills) obtained in class. Field Practicum gives the students the opportunity to practice and integrate the core competencies and practice behaviors (knowledge, values, and skills) as well as the broader liberal arts perspective, obtained in the classroom while in an agency setting under supervision. Students enroll in this course for 3 credits. These are the onsite hours the student completes at the field practicum agency. This course is graded on a Pass/Fail basis. This Practicum placement will continue

on throughout the entire academic year. This allows students the opportunity to become familiar with their agency, clientele and services through this long-term relationship.

SW 593 Field Supervision & Integrative Seminar I. SW 593 is a seminar during internship to promote integration of academic knowledge and field learning with a focus on professional and ethical issues. In addition, this seminar is made up of a group of students who will remain together in this learning cohort for the entirety of their Practicum experience. This cohort will provide a safe and trusted environment for discussion and support of each student's experiences and provides a "student colleague" atmosphere. Must be concurrently enrolled in SW 591. The instructor will also be the primary liaison between the university and field setting. The instructor will coordinate and conduct site visits for the internship experience. Integration of academic knowledge and specialized field experience with a focus on professional ethics.

SW 594 Field supervision & Integrative Seminar II. SW 594 is a seminar during internship to promote integration of academic knowledge and field learning with a focus on professional and ethical issues. Must be concurrently enrolled in SW 592. This seminar is made up of the continued student cohort that was established in SW 593. The instructor will also be the primary liaison between the university and field setting. The instructor will coordinate and conduct site visits for the internship experience. Integration of academic knowledge and specialized field experience with a focus on professional ethics.

SW 691 & 692 Field Practicum III & IV is a required 250-hour specialized field experience under agency and departmental supervision. The course is an opportunity to practice/integrate social work core competencies and practice behaviors (knowledge, value, and skills) obtained in class. Field Practicum, as the signature pedagogy associated with social work education, gives the students the opportunity to practice and integrate the core competencies and practice behaviors (knowledge, values, and skills) in a specialized agency setting under supervision. Students enroll in this course for 3 credits. These are the onsite hours the student completes at the field practicum agency. This course is graded on a Pass/Fail basis. This Practicum placement will continue on throughout the entire academic year. This allows students the opportunity to become familiar with their agency, clientele and services through this long-term relationship.

SW 696A Field Seminar & Portfolio Proposal is taken concurrently with SW 691: Field Practicum III to promote integration of academic knowledge and a specialized field experience with a focus on professional and ethical issues. In addition, this seminar is made up of a group of students who will remain together in this learning cohort for the entirety of their Practicum experience. This cohort will provide a safe and trusted environment for discussion and support of each student's experiences and provides a "student colleague" atmosphere. The instructor will also be the primary liaison between the university and field setting. The instructor will coordinate and conduct site visits for the internship experience. During this semester, the student will present their MSW Portfolio Proposal for committee approval. Integration of academic knowledge and specialized field experience with a focus on professional ethics.

SW 696B Field Seminar & Portfolio Defense is taken concurrently with SW 692: Field Practicum IV to promote integration of academic knowledge and a specialized field experience with a focus on professional and ethical issues. This seminar is made up of the continued student cohort that was established in SW 696A. The instructor will also be the primary liaison between the university and field setting. The instructor will coordinate and conduct site visits for the internship experience. During this semester, the student will submit and orally defend their MSW Evidence-Based Practice Portfolio. Integration of academic knowledge and specialized field experience with a focus on professional ethics.

School of Social Work – MSW Field Practicum Requirements

SSW – MSW Field Practicum is a concurrent placement typically lasting an entire academic year. It requires a minimum of 900 hours for Full Program at a human services setting/agency or 500 hours for Advanced Standing at a clinical or leadership setting/agency under the supervision of an MSW social worker. In the case that the Field Instructor is not an MSW social worker but has a degree in a related discipline, special steps can be taken that enable the student to do the field practicum. To register for field practicum, students must successfully complete all required coursework with an undergraduate cumulative GPA of 3.0 or at least 3.25 for the last 30 semester credits.

While field practicum is a required experience all MSW students must successfully complete, it is a privilege to engage in this learning experience – *not an absolute right*. Therefore, students will be continuously held to all academic and non-academic standards outlined above prior to and during their field practicum placement; and the field practicum privilege can be reevaluated, even revoked, if deemed necessary under existing SSW - Master of Social Work Program policies.

NOTE: Field Practicum courses may not be transferred from an unaccredited to an accredited program.

Social Work Credit for Life / Work Experiences

There is no social work credit given to students for any life/work experiences. Students are required to take all Foundation social work courses (for Full Program) and all Specialization social work courses including 12 credits of Field Practicum for Full Program and 6 credits of Field Practicum for Advanced Standing, regardless of their experience in the field.

Student Liability Insurance for Field Practicum

Students are covered under the University's student liability insurance. Students are liable for their actions and may be sued (along with others) for damages due to negligence. Minnesota State University Moorhead policy is listed below. In addition, some field practicum placements may require students to purchase separate liability insurance. If the student or his/her academic department or clinical practicum site does not have a formal field practicum agreement, and therefore does not have a formally acknowledged internship (i.e., no credit hours, etc.), the student is NOT covered by the University Student Professional Liability Policy.

The College/University will maintain Professional Liability insurance for participating students (and faculty, if applicable) or cause any student participating in the program to maintain Professional Liability insurance, with limits not less than \$2,000,000 each claim and \$3,000,000 aggregate.

The Facility will maintain Professional Liability insurance covering itself and its employees, agents or assigns with limits not less than \$2,000,000 each claim and \$3,000,000 aggregate.

If insurance covered by claims-made policies is discontinued, then extended reporting period coverage must be obtained and evidence of such coverage shall be provided to the other party.

National Association of Social Workers

Students are encouraged to join the *National Association of Social Workers* (NASW) at the time beginning of their field practicum through their entire practicum experience. Students are also strongly encouraged take out the professional liability insurance with the NASW Insurance Trust. This insurance is available only to individual students and protects them for duties and field placements which are parts of their school curriculum. Insurance enrollment, however, is NOT required.

Student Medical Coverage

MSUM does not provide medical insurance for any injuries that may occur during practicum or the course of field placement unless the student intern has elected to purchase medical coverage from the University.

Student Safety Policies and Procedures

All field practicum sites must ensure their intern(s) complete a *safety and security orientation* within the first week of the field placement semester per the ***School of Social Work – Master of Social Work Program - Field Practicum Agreement with Placement Agency*** form. During Orientation, Field Instructors and Students receive a Safety Information handout which describes many topics that should be discussed for the student's safety. These may be incorporated into the agency's already existing training if they are not already included. In the event of a student experiencing accidents, threatening situations, physical and/or emotional harm, the following steps must be taken:

- Student must formally notify (e.g., email, phone call, letter, et cetera) their Field Instructor within 24 hours;
- Field Instructor and student must notify Field Coordinator of the event within 24 hours;
- The Field Coordinator and agency Field Instructor must assure that all policies and procedures are followed.
- The student will be offered all supportive services of MSUM (ex: Counseling, Care Team, etc.) as well as be made aware of supports and services through their practicum agency.

Sexual Violence Prevention Policy

The School of Social Work expects placement agencies to follow the university's policy with regard to harassment, violence, and intolerance. This expectation is made clear at the Field Instructor's Orientation Meeting as well as in this manual.

- Acts of sexual violence are intolerable. MSUM expects all members of the campus community to act in a manner that does not infringe on the rights of others. We are committed to eliminating all acts of sexual violence.
- MSUM faculty and staff are concerned about the well-being and development of our students. We are obligated to share information with the MSUM Title IX Coordinator in certain situations to help ensure that disclosures include but are not limited to reports of sexual assault, relationship violence, and stalking.

If you have experienced or know someone who has experienced sexual violence, services and resources are available. You may also choose to file a report. For further information, contact Lynn Peterson, Title IX Coordinator petrsnly@mnstate.edu; 218-477-2967 or Ashley Atteberry, Director of Student Conduct & Resolution (218-477-2174; ashley.atteberry@mnstate.edu) both located in Flora Frick 153. Additional information is available at: www.mnstate.edu/titleix

Termination of Field Practicum

Most students have little or no difficulty following field practicum expectations. However, occasionally situations arise which are serious enough to necessitate removal of a student from field placement. The following is a partial list of examples that prompt removal:

1. Clear violation of client confidentiality. This does not include the sharing of information necessary for case management or knowledge integration;
2. Chemical abuse or any other condition, which interferes with responsibilities to clients, the placement agency, or academic course requirements;
3. Sexual involvement with a client;
4. Repeated failure to respect interpersonal boundaries with clients or placement agency staff;
5. Chronic failure to meet the expectations of the practicum or field experience; or
6. A determination by the field instructor, the field liaison, or the field coordinator that the student does not possess the basic skills necessary for social work practice.

In the case of a deficiency during internship, a **Formative Performance Evaluation** (see above) may be used before termination of the field placement if the following conditions are present:

1. The deficiency is such that remediation can occur;
(This decision will be made jointly by the Field Coordinator and Field Instructor if appropriate.)
2. The Field Instructor is willing to work with the student in the remediation plan.

If the above conditions prevail, the course of action is as follows:

1. A meeting will be held with the student, the student's advisor, the Field Coordinator and if appropriate, the student's Field Instructor. The deficiency will be addressed, and a formal notice given to the student.
The remediation plan will be discussed at this meeting as well as a prescribed time frame, to be agreed upon by the student, the Field Coordinator, and the student's advisor;
2. In the event that the process of the remediation is not followed by the student, the Field Coordinator may recommend termination of the field practicum placement.

A student may also be removed due to situations beyond his/her control, such as an incapacitation due to illness or accident, or agency problems which compromise the integrity of the placement experience. The decision to remove a student will be made by the Field Coordinator in consultation with the Field Instructor, the student's advisor, and the student. Once the decision to remove a student has been made, the student will discontinue his/her duties at the placement agency immediately.

Students who may need to move or change placements (for personal reasons) during their Practicum experience may experience significant delays in finding a secondary placement. Finding a secondary placement takes time and must follow the same procedures as the initial Procedures for Student Placement Agencies. These delays may affect their ability to progress through the MSW Program as planned and may not allow them to complete the Program with their original cohort. Students are required to discuss any potential change in placement with their Field Instructor, SI/FL and Field Coordinator prior to any changes being made. A meeting will take place with all parties noted above to develop a plan for ending this Practicum placement and determine a closing date for the student. It is imperative that ample time is given when needing to make a change in placement. The field coordinator needs to be notified as soon as possible. The student must work with the Field Coordinator well in advance to ensure all contracts and documents required are signed and completed. This must be accomplished prior to a student starting a Practicum placement with another agency.

If the student is removed from the field practicum, the School of Social Work faculty may implement disciplinary actions. If so, the remedial process will be used to determine, with the Field Coordinator, readiness for future field placement requirements.

Depending on the reason and severity of the concern, the student may be terminated from the School of Social Work MSW program without using the MSUM Disciplinary Procedures or School of Social Work Formative Performance Evaluation.

The student who feels he/she has been removed unjustly may appeal the decision using the due process procedures identified in the Disciplinary and Grievance Procedures-MSUM, Formative Performance Evaluation, and Appeal Policy and Procedures sections of the School of Social Work Master of Social Work Student Handbook.

MSW Program Forms

Field Instructor Orientation Power Point

Certificate of Completion of Orientation
Student, Field Instructor and Agency Safety Information

Background Check Forms

Castlebranch Background Order Instructions

MSW Specialized Field Practicum Planning Worksheet

Evaluation of Field Placement Performance

Foundation
Multicultural Clinical
Social Change & Leadership

Field Practicum Agreement with Placement Agency

Student Training Experience/Field Practicum Agreement

Request/Approval for Field Practicum at Agency Where Employed

Field Hours Documentation and Journal Entry

MSW Site Visit Checklist

Capstone Portfolio Project

Multicultural Clinical
Social Change & Leadership

Capstone Portfolio Project – Paper and Defense

Multicultural Clinical
Social Change and Leadership

Program Evaluations

Student's Evaluation of Field Liaison
Agency's Field Instructor's Evaluation of the Field Practicum Program
Annual Survey of Field Instructor & Agency (by SSW)

Site Description of the Practicum Agency
Student's Evaluation of Field Practicum/Field Coordinator
Student's Evaluation of Field Instructor

ORIENTATION AGENDA

- WELCOME
- OVERVIEW OF MSW PROGRAM
- OVERVIEW OF MASTER OF SOCIAL WORK STUDENT HANDBOOK
- EXPECTATIONS
- ROLES
- SUPERVISION OF MSW STUDENTS
- PROBLEMS AND/OR CONCERNS

MSW PROGRAM OVERVIEW

- FULL PROGRAM AND ADVANCED STANDING
- TWO SPECIALIZATIONS
 - MULTICULTURAL CLINICAL
 - SOCIAL CHANGE AND LEADERSHIP
- FOUNDATION CURRICULUM
- ADVANCED STANDING CURRICULUM

FIELD EXPERIENCE

- POLICIES AND PROCEDURES
- PROCESS
 - BACKGROUND CHECKS
 - PAPERWORK
- FIELD PRACTICUM PLACEMENT AGENCIES
- FIELD PRACTICUM EXPERIENCES, SCHEDULE, AND HOURS
- FIELD PRACTICUM PLACEMENTS IN ORGANIZATION IN WHICH STUDENT IS EMPLOYED

ROLES

- SCHOOL OF SOCIAL WORK – MSW PROGRAM
 - FIELD COORDINATOR - LINDA JAEGER – LINDAJAEGER@MNSTATE.EDU
 - RESPONSIBLE FOR ALL ACTIVITIES RELATED TO COORDINATION OF MSW AND PRACTICUM PLACEMENTS
 - TWO VIRTUAL SITE VISITS DURING THE SEMESTER
 - FIELD SEMINAR INSTRUCTOR & FIELD LIAISON (SI/FL)
 - LINDAJAEGER@MNSTATE.EDU AND MELANIE.FIRSTINE@MNSTATE.EDU
ASSIGNED STUDENTS AND AGENCIES
- FIELD INSTRUCTORS
 - SUPERVISORS AT THE FIELD PRACTICUM AGENCY/SITE

EXPECTATIONS - STUDENTS

- STUDENTS
 - ATTENDANCE AND ACTIVELY ENGAGED
 - STUDENTS WILL FOLLOW THE HOLIDAY SCHEDULE OF THE AGENCY. AN AGREEMENT TO BE NEGOTIATED WITH FIELD INSTRUCTOR
 - COMPLETION OF HOURS (250/SEMESTER/500 TOTAL)
 - ASSIGNMENTS AND EVALUATION
- STUDENT SAFETY
 - ALL FIELD PRACTICUM SITES MUST ENSURE THEIR INTERNS COMPLETE A SAFETY AND SECURITY ORIENTATION WITHIN THE FIRST WEEK OF THE FIELD PLACEMENT SEMESTER
 - REVIEW MSW STUDENT HANDBOOK, PAGES 4&1
- SEXUAL VIOLENCE POLICY
 - SCHOOL OF SOCIAL WORK EXPECTS PLACEMENT AGENCIES TO FOLLOW THE UNIVERSITY'S POLICY
 - [HTTPS://WWW.MNSTATE.EDU/POLICIES/SEXUAL-VIOLENCE.ASPX](https://www.mnstate.edu/policies/sexual-violence.aspx)

EXPECTATIONS - SSW

- FIELD COORDINATOR
 - CONTACT FOR STUDENTS AND FIELD INSTRUCTORS
 - ASSIST WITH ALL ASPECTS OF THE FIELD PRACTICUM, INCLUDING SITE VISITS AND FINAL GRADE
 - ONGOING SUPPORT TO FIELD INSTRUCTORS AND SUPERVISORS
- FIELD SEMINAR INSTRUCTOR & FIELD LIAISON
 - ASSIGNED STUDENTS AND AGENCIES
 - PROVIDE ONGOING SUPPORT AND ASSESSMENT OF STUDENT AND PLACEMENT

EXPECTATIONS – FIELD INSTRUCTOR

- FIELD INSTRUCTORS
 - MSW OR REINFORCES A SOCIAL WORK PERSPECTIVE
 - ATTEND ORIENTATION BEFORE A STUDENT IS PLACED IN YOUR AGENCY
 - REVIEW SPECIFICALLY THE FIELD EXPERIENCE SECTION OF THE MSW STUDENT HANDBOOK
 - REVIEW THE SSW POLICIES AND PROCEDURES HANDBOOK [WWW.MNSTATE.EDU/SOCIALWORK](http://www.mnstate.edu/socialwork)
 - ORIENT STUDENTS TO AGENCY AND ALL POLICY AND PROCEDURES THAT Pertain TO THEM
 - WORK WITH STUDENTS TO DEVELOP MEANINGFUL EXPERIENCES/TASKS TO INTEGRATE THEIR LEARNING WITH THEIR RESPECTIVE SPECIALIZATION AREA
 - ASSIGN RESPONSIBILITIES TO DEMONSTRATE ACHIEVEMENT OF CORE COMPETENCIES

SUPERVISION – FIELD INSTRUCTORS

- COMPLETE ALL PAPERWORK NEEDED FOR FIELD PRACTICUM PLACEMENT
 - CONTRACT; PRACTICUM AGENCY AGREEMENT; PRACTICUM STUDENT AGREEMENT; B/G CHECK; FI ORIENTATION
- CONTINUOUS SUPERVISION WITH 1 HOUR (MINIMAL) OF WEEKLY INDIVIDUAL SUPERVISION
- FOLLOW STUDENT SAFETY REQUIREMENTS INDICATED ABOVE AND IN STUDENT HANDBOOK
- FORMALLY AND INFORMALLY EVALUATE STUDENT
 - MID-TERM AND FINAL EVALUATION OF FIELD PERFORMANCE
 - INFORMATION GLEANED THROUGH WEEKLY SUPERVISION

EVALUATION OVERALL

- EACH CLASS/COURSE HAS MEASURES TO DETERMINE COMPETENCIES
- FIELD PRACTICUM RUBRIC
 - 9 COMPETENCIES
 - MID-TERM AND FINAL
 - COMMENT SECTION – CRITICAL TO STUDENT LEARNING
- PORTFOLIO PROPOSAL/SEMINAR
 - MULTICULTURAL CLINICAL OR SOCIAL CHANGE AND LEADERSHIP
 - PAPER, ANNOTATED BIBLIOGRAPHY, COMMITTEE PRESENTATION/REVIEW

COURSEWORK TO ACCOMPANY FIELD

- SW 600 MSW SPECIALIZATION & FIELD ORIENTATION SEMINAR
- SW 691 & SW 692 – FIELD PRACTICUM III & IV
- SW 696A - FIELD SEMINAR & PORTFOLIO PROPOSAL
- SW 696B – FILED SEMINAR & PORTFOLIO DEFENSE
- FALL 2023 & SUMMER 2024 CLASSES

FALL 2023 & SUMMER 2024 CLASSES

MULTICULTURAL CLINICAL SPECIALIZATION

- SW 600 MSW SPECIALIZATION & FIELD ORIENTATION SEMINAR (1)
- SW 615 RESEARCH & PROGRAM EVALUATION (3)
- SW 620 ADVANCED SOCIAL POLICY (3)
- SW 625 DIVERSITY, EQUITY, & INCLUSION IN SW PRACTICE (3)
- SW 630 MULTICULTURAL CLINICAL SKILLS I (3)
- SW 635 MULTICULTURAL CLINICAL SKILLS II (3)
- SW 638 DIFFERENTIAL DIAGNOSIS AND ASSESSMENT (3)
- ELECTIVE #1 (3)
- ELECTIVE #2 (3)
- SW 691 FIELD PRACTICUM III (250 HOURS) (1)
- SW 696A FIELD SEMINAR & PORTFOLIO PROPOSAL (1)
- SW 692 FIELD PRACTICUM IV (250 HOURS) (3)
- SW 696B FIELD SEMINAR & PORTFOLIO DEFENSE (1)

33 CREDITS TOTAL

FALL 2023 & SUMMER 2024 CLASSES

SOCIAL CHANGE AND LEADERSHIP SPECIALIZATION

- SW 600 MSW SPECIALIZATION & FIELD ORIENTATION SEMINAR (1)
- SW 615 RESEARCH & PROGRAM EVALUATION (3)
- SW 620 ADVANCED SOCIAL POLICY (3)
- SW 625 DIVERSITY, EQUITY, & INCLUSION IN SW PRACTICE (3)
- SW 650 LEADERSHIP IN HUMAN SERVICE ORGANIZATIONS (3)
- SW 655 COMMUNITY AND ORGANIZATIONAL CHANGE (3)
- SW 658 PROGRAM PLANNING, DESIGN, AND DEVELOPMENT (3)
- ELECTIVE #1 (3)
- ELECTIVE #2 (3)
- SW 691 FIELD PRACTICUM III (250 HOURS) (3)
- SW 696A FIELD SEMINAR & PORTFOLIO PROPOSAL (1)
- SW 692 FIELD PRACTICUM IV (250 HOURS) (3)
- SW 696B FIELD SEMINAR & PORTFOLIO DEFENSE (1)

33 CREDITS TOTAL

COURSEWORK TO ACCOMPANY FIELD

- SW 500 MSW FOUNDATION & FIELD ORIENTATION
- SW 591 & SW 592 – FIELD PRACTICUM I & II
- SW 593 - FIELD SUPERVISION & INTEGRATIVE SEMINAR I
- SW 594 – FIELD SUPERVISION & INTEGRATIVE SEMINAR II
- FALL 2023 & SUMMER 2024 CLASSES

COURSEWORK TO ACCOMPANY FIELD

FOUNDATION CURRICULUM

- SW 500 MSW FOUNDATION & FIELD ORIENTATION (1)
- SW 505 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT (3)
- SW 515 SOCIAL WORK RESEARCH METHODS (3)
- SW 525 FOUNDATIONS OF SW GENERALIST PRACTICE (3)
- SW 550 GENERALIST PRACTICE: COMMUNITIES & ORGANIZATIONS (3)
- SW 560 SOCIAL POLICY & POLICY PRACTICE (3)
- SW 591 FIELD PRACTICUM I (200 HOURS) (3)
- SW 593 FIELD SUPERVISION & INTEGRATIVE SEMINAR I (1)
- SW 592 FIELD PRACTICUM II (200 HOURS) (3)
- SW 594 FIELD SUPERVISION & INTEGRATIVE SEMINAR II (1)

24 CREDITS TOTAL

PROBLEMS/CONCERNS

- PROCESS TO ADDRESS CONCERNS THAT ARISE
- FORMATIVE PERFORMANCE EVALUATION PROCESS
- PROFESSIONAL PERFORMANCE GRIEVANCE
- TERMINATION OF FIELD PRACTICUM
 - MSW STUDENT HANDBOOK - PAGES 41 AND 42



MINNESOTA STATE UNIVERSITY
MOORHEAD®

School of Social Work

Certificate of Completion

Presented to:

as evidence of satisfactory completion of:
"MSUM – MSW FIELD INSTRUCTOR ORIENTATION"
July 24, 2023, 10:00 am – 12:00 pm
Linda Jaeger, MSW, MSUM MSW Field Coordinator
Minnesota Board of Social Work CEP 593

North Dakota Board of Social Work Examiners 20-1106026

MSW Student, Field Instructor and Agency Safety Information:

Agency Safety and Risk Management must be completed within the first week of the Student's Field Practicum. This should include agency policies, procedures, trainings, and orientation. Students are required to follow all policies and procedures of the respective agency in which they are completing their Field Practicum experience.

Please notify the Seminar Instructor/Field Liaison and Field Coordinator immediately regarding any safety issues, concerns, threats or actions that occur. This would also include any form of harassment, sexual harassment, protected class discrimination issues, etc.). Field Instructors and MSUM SSW personnel will assist as needed.

Each agency provides their own safety training. Items to be discussed within this training and during seminar classes (which is not an exhaustive list) are:

- building, grounds and office security policy/procedures
 - emergency exits and fire alarms
 - slips, trips, falls
 - injuries
- identification of high risk-risk neighborhoods and areas of danger
- fire, tornados, blizzards, winter hazards and other emergency protocols
- transportation and insurance requirements
 - know the location to which you are going
 - where it is safe to park
 - pay attention to surroundings
- agency, school, community, and home visit safety protocols
- crisis interventions and disaster protocols (active shooter; at-risk client-violent, suicidal, homicidal; fire, etc.)
- emergency action plans (fire drills, alert buttons, etc.)
- incident reporting
 - who to report to

- how to make a report
- changes in work
- respectful workplace (awareness, positive behavior and actions, equity, diversity, inclusion, etc.)
- identify medical dangers, mental health issues
- educate on self-awareness, burnout, compassion fatigue, transference and other concepts that affect a social worker's health and safety working with clients
- risk of exposure to infectious disease or infections and safety precautions
- no weapons, alcohol or drugs on agency grounds
- mandated reporting as well as reporting criminal activity
- NASW Code of Ethics



Order Instructions for Minnesota State University - Moorhead - Social Work

1. Go to <https://mycb.castlebranch.com/>
2. In the upper right hand corner, enter the Package Code that is below.

Package Code **MX63**: I am a new student, I need to order my background check.

About

About CastleBranch

Minnesota State University - Moorhead - Social Work has partnered with CastleBranch, one of the top ten background check and compliance management companies in the nation to provide you a secure account to manage your time sensitive school and clinical requirements. After you complete the order process and create your account, you can log in to your account to monitor your order status, view your results, respond to alerts, and complete your requirements.

You will return to your account by logging into castlebranch.com and entering your username (email used during order placement) and your secure password.

Order Summary

Payment Information

Your payment options include Visa, Mastercard, Discover, Debit, electronic check and money orders. Note: Use of electronic check or money order will delay order processing until payment is received.

Accessing Your Account

To access your account, log in using the email address you provided and the password you created during order placement. Your administrator will have their own secure portal to view your compliance status and results.

Contact Us

For additional assistance, please contact the Service Desk at 888-723-4263 or visit <https://mycb.castlebranch.com/help> for further information.



MSW Specialized Field Practicum Planning Worksheet

Name: _____ Date: _____

When are you wanting to start your field practicum? (Example: Fall 2023)

Which specialization are you most interested in?

Multicultural Clinical

Social Change & Leadership

Are you considering doing your field practicum at your current place of employment? If yes, where are you employed?

Please list any human service agencies that you are interested in exploring for your field practicum?

Do you have a specific client population you want to work with during your field practicum?

Do you have a specific practice method or intervention modality you want as a part of your field practicum?

Are there any special factors/circumstances that should be taken into consideration when planning your field placement? (Examples: geography, availability, transportation)



Master of Social Work Program

Evaluation of Field Placement Performance

Practicum Student: _____

Field Instructor: _____

Agency: _____

Instructions:

Please evaluate the competencies and practice behaviors based on the following scale:

0 = Unable to Assess. The student has not had an opportunity to demonstrate this competency to date.

1 = Not Adequate - Student does not demonstrate any ability to execute the assessment criterion at a level appropriate for specialized multicultural clinical social work practice.

2 = Emerging - Student is *beginning* to demonstrate an ability to execute the assessment criterion at a level required for specialized multicultural clinical social work practice, and/or not without *considerable supervision* and consultation, and is therefore not at the level required for specialized multicultural clinical social work practice.

3 = Developing - Student is *making progress* in executing the assessment criterion at a level required for specialized multicultural clinical social work practice, and/or still needs *some supervision* and consultation.

4 = Exemplary - Student shows *advanced ability* in executing the assessment criterion at a level beyond that required for specialized multicultural clinical social work practice and can do so *independently without any or very minimal/appropriate supervision*.

Foundation (Generalist) Field Placement

Competency 1: Demonstrate Ethical and Professional Behavior

1.1 Student will make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

1.2 Student will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

1.3 Student will demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

1.4 Student will use technology ethically and appropriately to facilitate practice outcomes.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

1.5 Student will use supervision and consultation to guide professional judgment and behavior.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Overall Competency Assessment

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Competency 2: Engage Diversity and Difference in Practice

2.1 Student will apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

2.2 Student will present themselves as learners and engage clients and constituencies as experts of their own experiences.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

2.3 Student will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
--------------	----------	------------	------------	-----------	------------------

1	2	3	4	5	0
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Overall Competency Assessment

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Comments:

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

3.1 Student will apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

3.2 Student will engage in practices that advance social, economic, and environmental justice.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Overall Competency Assessment

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Comments:

Competency 4: Engage In Practice-informed Research and Research-informed Practice

4.1 Student will use practice experience and theory to inform scientific inquiry and research.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

4.2 Student will apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

4.3 Student will use and translate research evidence to inform and improve practice, policy, and service delivery.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Overall Competency Assessment

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Comments:

Competency 5: Engage in Policy Practice

5.1 Student will identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

5.2 Student will assess how social welfare and economic policies impact the delivery of and access to social services.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

5.3 Student will apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Overall Competency Assessment

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Comments:

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

6.1 Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

6.2 Students will use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
--------------	----------	------------	------------	-----------	------------------

1	2	3	4	5	0
---	---	---	---	---	---

Overall Competency Assessment

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Comments:

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

7.1 Students will collect and organize data and apply critical thinking to interpret information from clients and constituencies.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

7.2 Students will apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

7.3 Students will develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

7.4 Students will select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Overall Competency Assessment

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Comments:

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

8.1 Students critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

8.2 Students will apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

8.3 Students will use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

8.4 Students will negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

8.5 Students will facilitate effective transitions and endings that advance mutually agreed-on goals.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Overall Competency Assessment

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Comments:

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

9.1 Students will select and use appropriate methods for evaluation of outcomes;

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

9.2 Students will apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

9.3 Students will critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

9.4 Students will apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Overall Competency Assessment

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Comments:



Master of Social Work Program

Evaluation of Field Placement Performance

Practicum Student: _____

Field Instructor: _____

Agency: _____

Instructions:

Please evaluate the competencies and practice behaviors based on the following scale:

0 = Unable to Assess. The student has not had an opportunity to demonstrate this competency to date.

1 = Not Adequate - Student does not demonstrate any ability to execute the assessment criterion at a level appropriate for specialized multicultural clinical social work practice.

2 = Emerging - Student is *beginning* to demonstrate an ability to execute the assessment criterion at a level required for specialized multicultural clinical social work practice, and/or not without *considerable supervision* and consultation, and is therefore not at the level required for specialized multicultural clinical social work practice.

3 = Developing - Student is *making progress* in executing the assessment criterion at a level required for specialized multicultural clinical social work practice, and/or still needs *some supervision* and consultation.

4 = Exemplary - Student shows *advanced ability* in executing the assessment criterion at a level beyond that required for specialized multicultural clinical social work practice and can do so *independently without any or very minimal/appropriate supervision*.

Area of Specialized Practice: Multicultural Clinical

Competency 1: Demonstrate Ethical and Professional Behavior in a Multicultural Clinical Mental Health Care Setting

Social workers in a clinical mental health care setting use the established NASW Code of Ethics as a basis for ethical standards and professional behavior. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in clinical mental health practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior in a clinical mental health care setting. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their clinical skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in clinical social work practice.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

- 1. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication in a clinical mental health care setting.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

- 2. Demonstrate appropriate professional boundaries with clients and colleagues.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

- 3. Use clinical supervision and consultation to guide professional judgment and behavior in a clinical mental health care setting.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

- 4. Make ethical decisions by applying the standards of the NASW Code of Ethics and relevant laws and regulations in a clinical mental health care setting.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Overall Competency Assessment

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Comments:

Competency 2: Engage Diversity and Difference in a Multicultural Clinical Mental Health Care Setting

Social workers understand that appreciation of diverse cultural identities is paramount in working with client systems to develop effective clinical intervention strategies. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in a clinical mental health care setting.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

2. Present themselves as learners and engage clients and constituencies as experts of their own experiences in a clinical mental health care setting.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients in their clinical mental health care setting.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Overall Competency Assessment

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Comments:

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice in a Multicultural Clinical Mental Health Care Setting

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, mental health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure equitably access to mental health care services. Social workers in a clinical mental health care setting work to ensure that civil, political, environmental, economic, social, and cultural human rights of client systems are protected.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels within their specialized clinical mental health care setting.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

2. Engage in practices that advance social, economic, and environmental justice within their specialized clinical mental health care setting.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Overall Competency Assessment

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Comments:

Competency 4: Engage in Practice-informed Research and Research-informed Multicultural Clinical Practice

Social workers are committed to using evidence-based assessment, intervention, and evaluation techniques in a clinical mental health care setting. Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of clinical social work and in evaluating their clinical practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective evidence-based clinical practice.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

1. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings in a clinical mental health care setting.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

2. Use evidence-based research to inform and improve clinical practice, policy, and service delivery in a specialized clinical mental health care setting.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Overall Competency Assessment

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Comments:

Competency 5: Engage in Policy Practice in a Multicultural Clinical Mental Health Care Setting

Social workers understand that mental health care access and interventions are influenced and governed by social policy. Social workers understand the history and current structures of social policies that effect mental health care. Social workers understand their role in policy development and implementation within their clinical practice settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect mental health care policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to clinical mental health services.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

2. Assess how social welfare and economic policies impact the delivery of and access to clinical mental health services.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Overall Competency Assessment

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Comments:

Competency 6: Engage with Individuals, Families, and or Groups in a Specialized Multicultural Clinical Mental Health Care Setting.

Social workers understand that engaging and establishing a professional human relationship with clients is essential to effective clinical practice. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients in a clinical mental health care setting. Social workers understand strategies to engage diverse clients and constituencies to advance clinical mental health practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies in a clinical mental health care setting.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies in a clinical mental health care setting.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Overall Competency Assessment

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Comments:

Competency 7: Assess Individuals, Families, and/or Groups in a Specialized Multicultural Clinical Mental Health Care Setting.

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of clinical social work practice with, and on behalf of, diverse individuals, families, and groups. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, and groups. Social workers understand methods of clinical assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the clinical assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their clinical assessment and decision-making.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

1. Collect and organize data and apply critical thinking to interpret information from clients and constituencies in a clinical mental health care setting.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

2. Apply knowledge of human behavior and the social environment, person-in-environment, and other contemporary clinical multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies in a clinical mental health care setting.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies in a clinical mental health care setting.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

4. select appropriate clinical intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies in a clinical mental health care setting.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Overall Competency Assessment:

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Comments:

Competency 8: Intervene with Individuals, Families, and/or Groups in a Specialized Multicultural Clinical Mental Health Care Setting

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of clinical social work practice with, and on behalf of, diverse individuals, families, and groups. Social workers are knowledgeable about clinical evidence-informed interventions and treatment modalities to achieve the goals of clients and constituencies, including individuals, families, and groups. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed clinical interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

- Critically choose and implement clinical interventions to achieve practice goals and enhance capacities of clients and constituencies in a clinical mental health care setting.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks and treatment modalities in interventions with clients and constituencies in a clinical mental health care setting.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes in a clinical mental health care setting.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies in a clinical mental health care setting.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

- Facilitate effective transitions and endings that advance mutually agreed-on goals in a clinical mental health care setting.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Overall Competency Assessment

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Comments:

Competency 9: Evaluate Practice with Individuals, Families, and/or Groups in a Specialized Multicultural Clinical Mental Health Care Setting.

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of clinical social work practice with, and on behalf of, diverse individuals, families, and groups. Social workers recognize the importance of evaluating processes and outcomes to advance clinical practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness in a clinical mental health setting. *Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.*

5. Select and use appropriate methods for evaluation of outcomes in a clinical mental health care setting.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

6. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes in a clinical mental health care setting.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

7. Critically analyze, monitor, and evaluate intervention and program processes and outcomes in a clinical mental health care setting.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

8. Apply evaluation findings to improve clinical mental health care practice effectiveness at the micro and mezzo levels.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Overall Competency Assessment

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Comments:



Master of Social Work Program

Evaluation of Field Placement Performance

Practicum Student: _____

Field Instructor: _____

Agency: _____

Instructions:

Please evaluate the competencies and practice behaviors based on the following scale:

0 = Unable to Assess. The student has not had an opportunity to demonstrate this competency to date.

1 = Not Adequate - Student does not demonstrate any ability to execute the assessment criterion at a level appropriate for specialized multicultural clinical social work practice.

2 = Emerging - Student is *beginning* to demonstrate an ability to execute the assessment criterion at a level required for specialized multicultural clinical social work practice, and/or not without *considerable supervision* and consultation, and is therefore not at the level required for specialized multicultural clinical social work practice.

3 = Developing - Student is *making progress* in executing the assessment criterion at a level required for specialized multicultural clinical social work practice, and/or still needs *some supervision* and consultation.

4 = Exemplary - Student shows *advanced ability* in executing the assessment criterion at a level beyond that required for specialized multicultural clinical social work practice and can do so *independently without any or very minimal/appropriate supervision*.

Area of Specialized Practice: Social Change & Leadership

Competency 1: Demonstrate Ethical and Professional Behavior in a Macro Social Change and/or Leadership Setting

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the macro level and in human service administration. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, policy, and leadership arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in macro social work practice and human service leadership.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

- 1. Use reflection and self-regulation to manage personal values and maintain professionalism in macro/leadership practice situations.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

- 2. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication in a specialized macro/leadership setting.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

- 3. Make ethical decisions by applying the standards of the NASW Code of Ethics in a specialized macro/leadership setting.

Overall Competency Assessment

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Comments:

Competency 2: Engage Diversity and Difference in Macro Social Change and/or Leadership Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Students in the Social Change & Leadership specialization further understand

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

- 1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in their macro/leadership field practice.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
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1	2	3	4	5	0
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2. Present themselves as learners and engage macro client systems and constituencies as experts of their own experiences.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client systems in their social change and/or leadership field practice setting.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Overall Competency Assessment

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Comments:

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice in a Macro Social Change or Leadership Setting

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the advanced macro system level.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

2. Engage in advanced macro practices that advance social, economic, and environmental justice.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Overall Competency Assessment

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Comments:

Competency 4: Engage in Practice-informed Research and Research-informed Practice in a Macro Social Change or Leadership Setting

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. *Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.*

1. Apply critical thinking to engage in analysis of quantitative and qualitative macro & organizational research methods and research findings.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

2. Use and translate research evidence to inform and improve practice, policy, and service delivery for communities and organizations.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Overall Competency Assessment

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Comments:

Competency 5: Engage in Policy Practice in a Macro Social Change or Leadership Setting

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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 understand their role in policy development and implementation as organizational or community leaders and they actively engage in policy development and practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

1. Describe how political and legislative processes influence social welfare policy and program development.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

2. Apply critical thinking to analyze, initiate, formulate, and advocate for policies that advance the organizational mission of a human service agency or community initiative.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Overall Competency Assessment

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
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1	2	3	4	5	0
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Comments:

Competency 6: Engage with Organizations and/or Communities in a Specialized Social Change or Leadership setting

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse organizations and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with human service organizations and diverse communities. Social workers understand strategies to engage diverse clients and constituencies to advance macro practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with other professionals, human service organizations, and communities.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with diverse communities and human service organizations.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

2. Use empathy, reflection, and interpersonal skills to effectively engage diverse communities and human service organizations.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Overall Competency Assessment

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Comments:

Competency 7: Assess Organizations and/or Communities in a Specialized Social Change or Leadership setting

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse organizations and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse organizations and communities. Social workers understand methods of organizational or community assessment to advance mission effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

1. Collect and organize data and apply critical thinking to interpret information from diverse communities and/or human service agencies.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

2. Apply knowledge of human behavior and the social environment, person-in-environment, and organizational/community theoretical frameworks in the analysis of assessment data from diverse communities and human service organizations.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Overall Competency Assessment

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Comments:

Competency 8: Intervene with Organizations and or Communities in a Specialized Social Change or Leadership setting

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse organizations and communities. Social workers are knowledgeable about evidence-informed interventions to advance the mission of human service organizations and/or community initiatives. Social workers understand theories of human behavior and the social environment, and macro level interventions to critically evaluate and apply this knowledge to effectively intervene with communities and organizations. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to advance the organizational mission. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

1. Critically choose and implement human service agency and/or community initiative interventions to advance the organizational mission.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

2. Use inter-professional collaboration to advance organizational and/or community initiative missions.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Overall Competency Assessment

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Comments:

Competency 9: Evaluate Practice with Organizations and/or Communities in a Specialized Social Change or Leadership setting

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with human service organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance mission effectiveness. Social workers understand theories of human behavior and the social environment and macro interventions, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Specialized Behaviors: Students in their field placement will demonstrate the following practice behaviors in a real setting and assessed by their Field Instructor.

1. Select and use appropriate methods for human service organization and/or community intervention program evaluation.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

2. Critically analyze, monitor, and evaluate community intervention and human service organization program processes and outcomes.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

3. Apply evaluation findings to improve practice effectiveness at the macro level.

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Overall Competency Assessment

Not Adequate	Emerging	Developing	Proficient	Exemplary	Unable to Assess
1	2	3	4	5	0

Comments:

FIELD PRACTICUM AGREEMENT WITH PLACEMENT AGENCY

School of Social Work
Master of Social Work Program
Minnesota State University Moorhead
Moorhead, MN 56563
(218) 477-2632

Agency _____
Street Address _____
City _____ State _____
Zip Code _____
Phone () _____

Student _____
Street Address _____
City _____ State _____
Zip Code _____
Phone () _____
Email Address _____
(Must be your MSUM Email address)

*This agreement is established between the above parties and
pertains to requirements for the following:*

SW 691/692—Field Practicum III/IV (3 crs)

Term: _____ (Fall / Spring / Summer) _____ (Year)

The Practicum experience begins _____ (mm / dd / yyyy) and ends _____ (mm / dd / yyyy) .

It is mutually agreed that the above named agency will provide the following services and supervision to the above named student:

1. Orientation to the agency will be provided and specific student duties defined.
2. Field instructor(s) within the agency will be:

_____	_____	_____
Name	Academic Degree	Email Address
_____	_____	_____
Name	Academic Degree	Email Address

3. Field instructor/site will provide a safety/security orientation for the student to complete within the first week of the field placement semester.
4. Field Instructors will attend, whenever possible, field seminars presented by MSUM School of Social Work designed to enhance field instruction. New Field Instructors will attend the Field Instructor Orientation meeting prior to field practicum placement.
5. Written Performance Evaluations will be completed and either returned directly to the School of Social Work by the above named field instructor(s) or through the student, entered into D2L, at the end of the semester.
6. Because the primary focus is professional education and training, the field instructor is responsible for orienting the student to the agency and assigning the student responsibilities for internship in which the student will be able to successfully demonstrate achievement of the required 9 Core Competencies identified within the field section of the **MSW Student Handbook**.
7. The agency field instructor must commit to assisting the student in integrating the social work knowledge, values and skills obtained in the classroom in an agency setting through supervision and planning with the student. The field instructor will also provide opportunities to work with individuals, families, groups, organizations, and communities. A minimum of one hour of weekly individual supervision is expected.
8. Each agency reserves the right to terminate a field practicum placement as deemed appropriate by their individual agency needs and/or policies.
9. Any major changes in assignment or termination of field practicum by the agency need to include consultation with the student's field liaison and field coordinator.

It is agreed that the student will:

Each student intern will complete a minimum of 250 hours in a field practicum placement setting over one semester. Students typically on average put in 16-hours per week or the designated schedule developed by the field instructor and the student. In addition, the student will attend the 2-hour Field Seminar twice per month. It is mandatory to attend Field Seminar, but the 16-hour week can be flexibly negotiated between the student and the 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.

Therefore, each student will:

1. Consider professional membership in NASW and must provide proof of personal professional liability coverage for the duration of the field practicum experience.
2. Report to the agency at the dates and times specified by the field instructor.
3. Perform the social work intern duties assigned by the field instructor.
4. Follow placement agency policies and procedures.
5. Take responsibility for understanding the expectations set forth by the course structures, the field coordinator and field liaison, and/or field instructor.
6. Conduct oneself in a professional manner.
7. Complete all field practicum assignments on time and in a satisfactory manner.
8. Be involved in the Performance Evaluation process with the field instructor.
9. Write an evaluation of the student's experience in the agency to be submitted to the field coordinator at the end of the semester.

It is also agreed that Minnesota State University Moorhead School of Social Work, Master of Social Work Program will provide the following:

10. Advise students as to the requirements involved in the field practicum or field experience courses.
11. Advise students of their responsibilities in placement.
12. Provide Field Instructors with updated MSW Student Handbook/Field Manual.
13. Work with the agency to arrange and/or assist in planning the field practicum or field experience, as needed and to ensure compliance with all required learning opportunities, competencies, and service areas.
14. Provide faculty field liaisons who will maintain periodic contacts with the field instructor and student the Site Visit Checklist to ensure discussion on the 9 competencies, student progress and offering support to both the student and field instructor as needed, requested as well as the two required site visits.
15. Give the student feedback regarding departmental supervision and maintain appropriate records for registration and grading.
16. Initiate and receive background checks as designated by MSUM policies.

These signatures verify agreement to the above conditions.

Student _____ Date _____

Agency Director (optional) _____ Date _____

Agency Field Instructor _____ Date _____

MSW Field Coordinator _____ Date _____

School of Social Work
Master of Social Work Program
SW 691/692 – Field Practicum III/IV (3 crs)

Student Training Experience/Field Practicum Agreement

Name of College/University: Minnesota State University Moorhead

Name of College/University Program (“the Program”): School of Social Work, Master of Social Work Program

Type of Training Experience/Field Practicum: MSW Field Practicum

Dates of Field Practicum:

Student’s Name: _____ **Phone #:** _____

Average number of hours to be worked by the Student each week:

Facility Name and Address:

Location where field practicum will occur (if different from facility’s address above):

Facility Representative’s Name:

Official e-mail address:

Phone #:

Activities/Job tasks and skills the student will learn:

Tools and equipment the student will use:

School of Social Work
Master of Social Work Program
SW 691/692 – Field Practicum III/IV (3 crs)

Discuss the Orientation to the Agency as well as safety training for the student:
(to be completed within the first week of Field Practicum Semester)

Identify how the student will be provided competency-based generalist practice opportunities to work with individuals, families, groups, organizations and communities:

Address how the student will engage in enhanced and specialized practice in Multicultural Clinical practice or Social Change & Leadership actions:

Describe how work will be completed with clients (in-person sessions, telehealth, phone, video conferencing, digital technology, etc. Frequency, duration, documentation, etc.)

School of Social Work
Master of Social Work Program
SW 691/692 – Field Practicum III/IV (3 crs)

STUDENT RESPONSIBILITIES

In exchange for the opportunity to participate in the training experience/field practicum at the facility, the student agrees to:

1. Keep regular attendance and be on time, both at school and at the Facility's training site. The Student will promptly notify the Facility's training site if unable to report. The Student's placement will automatically terminate if the Student terminates his/her enrollment in the Program or is no longer enrolled as a student at the College/University.
2. Demonstrate honesty, punctuality, courtesy, a cooperative attitude, desirable health and grooming habits, desirable/required dress and a willingness to learn; and
3. Furnish the coordinating College/University instructor with all necessary information and complete all necessary reports requested by the instructor. Submitting falsified reports is cause for immediate expulsion from the Program; and
4. Conform to all rules, regulations, and policies including health, safety, and work environment of the Facility, follow all instructions given by the Facility and always conduct myself in a safe manner; and
5. Will attend the Agency's Safety/Security Training within the first week of Practicum Placement; and
6. Consult with the College/University instructor about any difficulties arising at the Facility's training site; and
7. Be present at the Facility's training site on the dates and for the number of hours agreed upon; and
8. Not terminate his/her participation in the training experience at the Facility without first consulting with the College/University's instructor.

The Student also understands and agrees that:

- a) placement and participation in this training experience is not employment with the College/University or Facility;
- b) the Student is not covered by the College/University worker's compensation coverage; and
- c) the Student will not receive any money or compensation or benefits of any kind from the College/University in exchange for his/her participation in the training experience. Exception: if the Practicum is agreed to be a paid placement determined by the agency, student and MSUM.

The Student also understands that the Facility does not promise or guarantee any future employment for the student.

The Student also understands that he/she is responsible for providing his or her own health insurance, transportation and for any and all medical expenses incurred by him/her related to any injury, loss or illness sustained by him/her while participating in the training experience at the Facility.

Student's Signature:

Student's Name (please print):

Field Instructor's Signature:

Field Instructor's Name (please print)

Date:

REQUEST/APPROVAL FOR FIELD PRACTICUM AT AGENCY WHERE EMPLOYED

Student Information

Name _____
Street Address _____
City _____ **State** _____
Zip Code _____
Phone () _____
Email Address _____
(Must be your MSUM Email address)

I wish to complete my placement for _____ **semester** _____
(Fall / Spring) *(Year)*

Placement Agency Information

Field Instructor

Name _____ **Credential** _____ **Email** _____

Program Name _____

Street Address _____
City _____ **State** _____
Zip Code _____
Phone () _____

Please provide the following information for consideration in completing your Practicum at your place of employment:

1. Indicate your designated Practicum Supervisor: name, credentials, agency title and position.
2. Indicate your employment Supervisor: name, credentials, agency title, and position.
3. Describe how your Practicum demonstrates it will be educationally focused, as opposed to your current job at this agency? (i.e., competency-based learning, level of practice/specialty, social work perspective).
4. Are there any boundary or conflict of interest issues in working with this supervisor (i.e., immediate work colleague, person formerly under your supervision).
5. Describe the difference in the work you will be doing as well as the clientele you will serve in your Practicum and your employment position. Be specific.
6. Describe the tasks and work you will be doing in your Practicum and how it will be substantially different from your current job. Be specific and detailed in these tasks and duties.
7. List the hours you will be working in your Practicum experience.
8. List the hours you will working in your employment. Ensure that they are separate and distinct.
9. How will staff at your employment know when you are in your job position and when you are completing your Practicum experience?
10. How are situations handled when staff have questions or needs from you as an employee while you are in your Practicum hours?

Field Hours Documentation and Journal Entry

SW 593/594 and SW 691/692

At the end of each month, use this discussion board to log the number of hours you served in your practicum site and complete a journal entry. You can include both your hours and journal entry in a single post.

This course requires that you demonstrate effective time-management skills and accountability. Thus, you are to keep track of the number of hours you spend each month at your practicum site and log those hours in the course. By the end of your field placement experience, you should have logged at least 250 hours at your site.

Your journal entries are confidential and only shared between you and me, as your instructor. However, it is expected that you may need or want to discuss confidential information about the practicum setting during the seminar meetings. When sharing this information, be sure all rules of ethical practice and confidentiality apply (e.g., no sharing of names and locations that would identify a client or case). The purpose of this journal is to help you and me, as the instructor, to analyze your use of time and to evaluate experiences in the field. In your journal entries, you should describe your accomplishments and tasks, and also include your feelings and thoughts about the daily experience.

You may use these journal entries to ponder/address case examples which may be useful as you plan for your Portfolio Proposal, seek out scholarly journal articles and put together your paper and defense.

MSUM MSW Site Visit Checklist:

- 1. Agency Safety Training completed – ongoing safe environment/experience**
- 2. Review Practicum experiences (work completed, trainings, knowledge, etc.)**
- 3. Areas of service practicing – specialization work/experiences**
- 4. Practice with individuals, families, groups, communities, organizations**
- 5. Supervision received (type, duration, topics covered, etc.)**
- 6. 9 Competencies addressed and applied to Practicum experience**
- 7. Questions, concerns, issues in any area of the Practicum, support to all**

MSUM MSW Program Goals (for Site Visits)

With a liberal arts and generalist practice foundation, Master of Social Work graduates are prepared for specialized professional social work practice:

- 1. Engage in evidence-based, specialized social work practice with individuals, families, groups, organizations, and communities within local, national, and global multicultural societies [Competencies 4, 6, 7, 8 & 9];**
- 2. Practice within the principles, values, and ethics that guide the social work profession [Competency 1];**
- 3. Influence social policies to alleviate poverty, oppression, and social and economic injustice as well as advocate for human rights [Competencies 3 & 5];**
- 4. Identify and affect the bio-psycho-social, spiritual, and cultural functioning of people and communities [Competencies 2, 6, 7 & 8];**
- 5. Practice from a strength's based, culturally sensitive perspective that recognizes and appreciates diverse cultures, particularly those that differ from one's own [Competency 2].**

Competency 1: Demonstrate Ethical and Professional Behavior in a Multicultural Clinical Mental Health Care Setting

Competency 2: Engage Diversity and Difference in a Multicultural Clinical Mental Health Care Setting

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice in a Multicultural Clinical Mental Health Care Setting

Competency 4: Engage In Practice-informed Research and Research-informed Multicultural Clinical Practice

Competency 5: Engage in Policy Practice in a Multicultural Clinical Mental Health Care Setting

Competency 6: Engage with Individuals, Families, and or Groups in a Specialized Multicultural Clinical Mental Health Care Setting

Competency 7: Assess Individuals, Families, and/or Groups in a Specialized Multicultural Clinical Mental Health Care Setting

Competency 8: Intervene with Individuals, Families, and/or Groups in a Specialized Multicultural Clinical Mental Health Care Setting

Competency 9: Evaluate Practice with Individuals, Families, and/or Groups in a Specialized Multicultural Clinical Mental Health Care Setting

**Minnesota State University Moorhead
Master of Social Work Degree Program
Multicultural Clinical Specialization**

Capstone Portfolio Project

The purpose of the capstone portfolio project is to provide students with an opportunity to:

- 1. Demonstrate advanced social work knowledge and skills in a multicultural clinical field placement.**

2. Research in-depth an evidence-based intervention/treatment modality for use in a multicultural clinical field placement.
3. Demonstrate effective use of an evidence-based intervention/treatment modality for use in a multicultural clinical field placement.
4. Provide implications for social work practice regarding the chosen evidence-based intervention/treatment modality.
5. Reflect on their learning, growth, and professional development having participated in a multicultural clinical field placement.

Portfolio Requirements:

1. Fully describe the evidence-based intervention/treatment modality. This description should include the primary developers, history, and use of this evidence-based intervention/treatment modality.
2. Literature review of the evidence-based intervention/treatment modality. To include a minimum of 25 professional sources.
3. Client case study to include:
 - a. Client demographics (without identifying information). This should include all relevant descriptive information.
 - b. Client ecomap?
 - c. Client assessment to include client's goals/needs, strengths, risk factors, diagnostic information, impact of multicultural identities.
 - d. Client intervention plan using chosen evidence-based intervention/treatment modality.
 - e. Summary and evaluation of intervention process, effectiveness, and outcomes.
4. Implications for social work practice. How can this evidence-based intervention/treatment modality can best be used and who will benefit.
5. Reflections on learning, growth, and professional development having researched and applied this evidence-based intervention/treatment modality.

**Minnesota State University Moorhead
Master of Social Work Degree Program
Social Change & Leadership Specialization**

Capstone Portfolio Project

The purpose of the capstone portfolio project is to provide students with an opportunity to:

1. Demonstrate advanced social work knowledge and skills in a social change and/or leadership field placement.
2. Research in-depth an evidence-based intervention/program/leadership project for use in a social change and/or leadership field placement.
3. Demonstrate effective use of an evidence-based intervention/program development/leadership project for use in a social change and/or leadership field placement.
4. Provide implications for social work practice regarding the chosen evidence-based intervention/program/leadership project.
5. Reflect on their learning, growth, and professional development having participated in a social change and/or leadership field placement.

Portfolio Requirements:

1. Fully describe the evidence-based intervention/program/leadership project. This description should include the primary developers, history, and use of this evidence-based intervention/program/leadership project.
2. Literature review of the evidence-based intervention/program/leadership project. To include a minimum of 25 professional sources.
3. Project case study to include:
 - a. Project description.
 - b. Project assessment plan.
 - c. Project development plan.
 - d. Summary and evaluation of project effectiveness and outcomes.
4. Implications for social work practice. How can this evidence-based intervention/program/leadership project best be used and who will benefit.
5. Reflections on learning, growth, and professional development having researched and implemented this evidence-based intervention/program/leadership project.

**Minnesota State University Moorhead
Master of Social Work Degree Program**

Capstone Portfolio Project – Paper and Defense

Multicultural Clinical Specialization

The purpose of the capstone portfolio project is to provide students with an opportunity to:

1. Demonstrate advanced social work knowledge and skills in your multicultural clinical Field Practicum placement.
2. Research in-depth an evidence-based intervention/treatment modality for use in your multicultural clinical Field Practicum placement.
3. Demonstrate effective use of an evidence-based intervention/treatment modality for use in the multicultural clinical Field Practicum placement in which you are practicing.
4. Provide implications for social work practice regarding the chosen evidence-based intervention/treatment modality.
5. Reflect on your learning, growth, and professional development having participated in a multicultural clinical Field Practicum placement.

Portfolio Components:

Paper

Write a paper, minimum of 20 pages in length, following APA formatting rules. Be sure to cite your articles and references and include a complete Bibliography at the end of your paper. (The Bibliography does not count toward the 20 pages required.) Include each of the components below in your paper:

1. Fully describe in detail the evidence-based intervention/treatment modality you have chosen to use and research. This description should include the primary developers, history, all aspects of this evidence-based intervention/treatment modality in your Field Practicum placement.
2. Literature review of the evidence-based intervention/treatment modality. A literature review is a document or section of a document that collects key sources on a topic and discusses those sources in conversation with each other. Your literature review will be a part of your paper and will inform the knowledge and learning you have acquired that is important to the intervention/modality you are writing about. Your Annotated Bibliography will have started your gathering of articles/books. In this paper you will summarize what you have learned from your articles/books and how they inform and impact your intervention and/or modality.
3. Client case study [which is a case(s) from your Field Practicum placement] to include:
 - a. Client demographics (without identifying information). This should include all relevant descriptive information to fully inform the reader.
 - b. Client ecomap.
 - c. Client assessment to include client's goals, needs, strengths, risk factors, diagnostic information, impact of multicultural identities.
 - d. Client intervention plan using chosen evidence-based intervention/modality as well as treatment plan.
 - e. Summary and evaluation of intervention process, effectiveness, and outcomes.
4. Implications for social work practice. How this evidence-based intervention/treatment modality can best be used and who will benefit from this specific type of treatment.
5. Reflections on learning, growth, and professional development having researched and applied this evidence-based intervention/treatment modality in our Field Practicum placement.

Defense

After submitting the written portion (paper) for your Portfolio, you will present and defend your work in front of a defense committee. Your presentation should last about 20 minutes, leaving 10 minutes for questions and defense. Include in your defense presentation a summary of your intervention/modality project and an overview of your literature review. See the MSW Capstone Portfolio Defense Rubric for additional expectations and evaluation criteria.

Social Change and Leadership Specialization

The purpose of the capstone portfolio project is to provide students with an opportunity to:

1. Demonstrate advanced social work knowledge and skills in social change and/or leadership in your Field Practicum placement.
2. Research in-depth an evidence-based intervention/program/leadership project for use in social change and/or leadership in your Field Practicum placement.
3. Demonstrate effective use of an evidence-based intervention/program development/leadership project for use in social change and/or leadership in your Field Practicum placement.
4. Provide implications for social work practice regarding the chosen evidence-based intervention/program/leadership project.
5. Reflect on your learning, growth, and professional development having participated in a social change and/or leadership project in your Field Practicum placement.

Portfolio Components:

Paper

Write a paper, minimum of 20 pages in length, following APA formatting rules. Be sure to cite your articles and references and include a complete Bibliography at the end of your paper. (The Bibliography does not count toward the 20 pages required.) Include each of the components below in your paper:

1. Fully describe the evidence-based intervention/program/leadership project. This description should include the primary developers, history, and use of this evidence-based intervention/program/leadership project in your Field Practicum placement.
2. Literature review of the evidence-based intervention/program/leadership project.

A literature review is a document or section of a document that collects key sources on a topic and discusses those sources in conversation with each other. Your literature review will be a part of your paper and will inform the knowledge and learning you have acquired that is important to the intervention//program/leadership project you are writing about. Your Annotated Bibliography will have started your gathering of articles/books. In this paper you will summarize what you have learned from your articles/books and how they inform and impact your intervention/program/leadership project.

3. Project case study [which is a project from your Field Practicum placement] to include:
 - a. Project description.
 - b. Project assessment plan.
 - c. Project development plan.
 - d. Summary and evaluation of project effectiveness and outcomes.
4. Implications for social work practice. How can this evidence-based intervention/program/leadership project best be used and who will benefit.
5. Reflections on learning, growth, and professional development having researched and implemented this evidence-based intervention/program/leadership project in your filed Practicum placement.

Defense

After submitting the written portion (paper) for your Portfolio, you will present and defend your work in front of a defense committee. Your presentation should last about 20 minutes, leaving 10 minutes for questions and defense. Include in your defense presentation a summary of your program/leadership project and an overview of your literature review. See the MSW Capstone Portfolio Defense Rubric for additional expectations and evaluation criteria.

**School of Social Work
Master of Social Work Program**

SW 691 – Field Practicum III (3 crs)

MINNESOTA STATE UNIVERSITY
MOORHEAD



A member of the Minnesota State system

STUDENT’S EVALUATION OF FIELD LIAISON

School of Social Work MSW Program
Minnesota State University Moorhead, MN 56563
(218) 477-2632

Field Liaison/Instructor _____
Student (optional) _____ Date _____

SW 691 Field Practicum III

1. On the basis of your field experiences as an intern, how would you evaluate the field liaison’s contacts with you? Were they supportive of you? Were they available to you when needed?

2. Were the on-site/virtual site field placement visits helpful? Describe how they were helpful or if not, why they may have not been helpful.

3. What is your evaluation of the field liaison's relationship with your agency field instructor?

4. What is your view of the field liaison as a professional role model?

5. Did your field liaison provide supportive and informative education in your corresponding Field Seminar class? What was most beneficial in your learning?

6. Other comments regarding your field liaison. Suggestions for improvements if needed.

School of Social Work
Master of Social Work Program
SW 691 – Field Practicum III (3 crs)



AGENCY FIELD INSTRUCTOR'S EVALUATION OF THE FIELD PRACTICUM PROGRAM

School of Social Work MSW Program
 Minnesota State University Moorhead, MN 56563
 (218) 477-2632

Agency Field Instructor _____

Field Practicum Agency _____

Student Intern Name _____

Date _____

SW 691 Field Practicum III

On the basis of your experience with (Field Liaison) _____, what is your evaluation of his/her performance in the following areas:

1. Ability to work with and assist you in accomplishing the objectives of this field practicum experience?

2. Ability to work effectively with the student intern.

3. Ability to establish a good working relationship between the agency and MSUM. Did this enhance the learning and advance the goals of the student intern?

4. Other comments regarding the field liaison:

On the basis of your experience with (Field Coordinator) _____,
what is your evaluation of his/her performance in the following areas:

1. Ability to give clear information to you regarding the expectations of a field instructor (contract, field manual, orientation, ongoing contact, etc.)

2. Ability to be available in assisting you, your field liaison and/or the student intern regarding concerns about the field practicum placement.

3. Other comments:

Thank you for your valuable feedback and serving as an Agency Field Instructor!

School of Social Work

Master of Social Work Program

SW 692 – Field Practicum IV (3 crs)

Annual Survey of Field Instructor & Agency (to be completed by SI/FL for respective agency)

Agency/Field Instructor: _____

City and State: _____

Student (optional) _____

Date _____

1. Did this agency/Field Instructor provide appropriate and varied tasks, assignments and learning opportunities for the student?

2. Briefly describe the clinical work as well as the administrative work and/or social change work in which the student was involved during their Practicum experience.

3. Describe any training opportunities (workshops, staffing's, etc.) available to MSW students at this Practicum Did they complement the SSW education?

4. What is the agency's method of supervision to MSW students (frequency, one-on-one/group, shadowing, learning/educational opportunities, etc.)?

5. Did this agency/Field Instructor provide competency-based learning? How were the 9 competencies incorporated into practice?

6. Any concerns for students doing their Practicum in this agency? Specifically in the areas of social work practice, safety (personal, environmental), engagement, acceptance, tasks.

7. Recommendations which might be made to improve this setting. Do you see this as an effective setting for MSW students? Would you recommend this setting for future interns?

School of Social Work
Master of Social Work Program
SW 692 – Field Practicum IV (3 crs)

School of Social Work- MSW Program
 Minnesota State University Moorhead
 Moorhead, MN 56563
 (218) 477-2632

SITE DESCRIPTION OF THE PRACTICUM AGENCY

Agency: _____

City and State: _____

Student (optional) _____

Date _____

1. What is the mission of the agency? Provide a description of the agency and the population served?

2. Briefly describe the clinical work as well as the administrative work in which you were involved during your

Practicum experience. Identify client groups served, your role in that service provision as well as any administrative involvement.

3. Describe any training opportunities (workshops, staffings, conferences, etc.) available to MSW students at this Practicum experience.
4. What is the agency's method of supervision to MSW students (frequency, one-on-one/group, shadowing, learning/educational opportunities, etc.)?
5. What evidence-based intervention/treatment modalities are used in this agency?
6. Describe how your learning provided implementation of the 9 competencies in practice.
7. Any concerns (practice, safety, engagement, acceptance, tasks) working in this agency?
8. Recommendations which might be made to improve this setting. Would you recommend this setting for future interns?

School of Social Work
Master of Social Work Program

SW 692 – Field Practicum IV (3 crs)



STUDENT'S EVALUATION OF FIELD PRACTICUM/FIELD COORDINATOR

School of Social Work

MSW Program

Minnesota State University Moorhead
Moorhead, MN 56563
(218) 477-2632

Name of Field Coordinator _____

Field Practicum Agency _____

Student (optional) _____

Date _____

SW 692 Field Practicum IV

1. How would you evaluate the field coordinator's preparation meetings before you started field practicum as well as any follow-up meetings during your field placement (informative, helpful, clarifying expectations, etc.)?
2. Were the course expectations clear? If not, were you able to obtain clarification from the field coordinator? Were contacts timely and beneficial?
3. Were assignments useful to your learning? Were the Mid-term and Final Evaluation documents helpful in your learning and achieving your goals? Describe why or why not helpful.
4. Other comments about this course, the field coordinator and suggestions for improvements if needed.

School of Social Work Master of Social Work Program

SW 691 – Field Practicum III (3 crs)



STUDENT'S EVALUATION OF AGENCY FIELD INSTRUCTOR

School of Social Work

MSW Program

Minnesota State University Moorhead

Moorhead, MN 56563

(218) 477-2632

Agency Field Instructor _____

Field Practicum Agency _____

Student (optional) _____

Date _____

SW 691 Field Practicum III

1. Evaluate the quality of supervision you received during your field practicum experience. Was supervision regular, timely? Was there sufficient time to get answers to your questions? Did you get enough direction, feedback, oversight?
2. What level of support did you receive from your agency field instructor? Did your field instructor offer shadowing/learning experiences? Did your field instructor take steps to intervene and/or protect you in situations where your inexperience may have placed you at risk? Did you feel fully supported?
3. How did your agency field instructor challenge you to learn? In what ways did this learning occur?
4. Other comments regarding your agency field instructor and/or your learning in this field placement. Suggestions for improvements if needed.

**Minnesota State University Moorhead
Master of Social Work Degree Program**

Capstone Portfolio Project – Paper and Defense

Multicultural Clinical Specialization

The purpose of the capstone portfolio project is to provide students with an opportunity to:

6. Demonstrate advanced social work knowledge and skills in your multicultural clinical Field Practicum placement.
7. Research in-depth an evidence-based intervention/treatment modality for use in your multicultural clinical Field Practicum placement.
8. Demonstrate effective use of an evidence-based intervention/treatment modality for use in the multicultural clinical Field Practicum placement in which you are practicing.
9. Provide implications for social work practice regarding the chosen evidence-based intervention/treatment modality.
10. Reflect on your learning, growth, and professional development having participated in a multicultural clinical Field Practicum placement.

Portfolio Components:

Paper

Write a paper, minimum of 20 pages in length, following APA formatting rules. Be sure to cite your articles and references and include a complete Bibliography at the end of your paper. (The Bibliography does not count toward the 20 pages required.) Include each of the components below in your paper:

6. Fully describe in detail the evidence-based intervention/treatment modality you have chosen to use and research. This description should include the primary developers, history, all aspects of this evidence-based intervention/treatment modality in your Field Practicum placement.
7. Literature review of the evidence-based intervention/treatment modality. A literature review is a document or section of a document that collects key sources on a topic and discusses those sources in conversation with each other. Your literature review will be a part of your paper and will inform the knowledge and learning you have acquired that is important to the intervention/modality you are writing about. Your Annotated Bibliography will have started your gathering of articles/books. In this paper you will summarize what you have learned from your articles/books and how they inform and impact your intervention and/or modality.
8. Client case study [which is a case(s) from your Field Practicum placement] to include:
 - a. Client demographics (without identifying information). This should include all relevant descriptive information to fully inform the reader.
 - b. Client ecomap.
 - c. Client assessment to include client's goals, needs, strengths, risk factors, diagnostic information, impact of multicultural identities.

- d. Client intervention plan using chosen evidence-based intervention/modality as well as treatment plan.
 - e. Summary and evaluation of intervention process, effectiveness, and outcomes.
9. Implications for social work practice. How this evidence-based intervention/treatment modality can best be used and who will benefit from this specific type of treatment.
 10. Reflections on learning, growth, and professional development having researched and applied this evidence-based intervention/treatment modality in our Field Practicum placement.

Defense

After submitting the written portion (paper) for your Portfolio, you will present and defend your work in front of a defense committee. Your presentation should last about 20 minutes, leaving 10 minutes for questions and defense. Include in your defense presentation a summary of your intervention/modality project and an overview of your literature review. See the MSW Capstone Portfolio Defense Rubric for additional expectations and evaluation criteria.

Social Change and Leadership Specialization

The purpose of the capstone portfolio project is to provide students with an opportunity to:

6. Demonstrate advanced social work knowledge and skills in social change and/or leadership in your Field Practicum placement.
7. Research in-depth an evidence-based intervention/program/leadership project for use in social change and/or leadership in your Field Practicum placement.
8. Demonstrate effective use of an evidence-based intervention/program development/leadership project for use in social change and/or leadership in your Field Practicum placement.
9. Provide implications for social work practice regarding the chosen evidence-based intervention/program/leadership project.
10. Reflect on your learning, growth, and professional development having participated in a social change and/or leadership project in your Field Practicum placement.

Portfolio Components:

Paper

Write a paper, minimum of 20 pages in length, following APA formatting rules. Be sure to cite your articles and references and include a complete Bibliography at the end of your paper. (The Bibliography does not count toward the 20 pages required.) Include each of the components below in your paper:

6. Fully describe the evidence-based intervention/program/leadership project. This description should include the primary developers, history, and use of this evidence-based intervention/program/leadership project in your Field Practicum placement.

7. Literature review of the evidence-based intervention/program/leadership project.

A literature review is a document or section of a document that collects key sources on a topic and discusses those sources in conversation with each other. Your literature review will be a part of your paper and will inform the knowledge and learning you have acquired that is important to the intervention//program/leadership project you are writing about. Your Annotated Bibliography will have started your gathering of articles/books. In this paper you will summarize what you have learned from your articles/books and how they inform and impact your intervention/program/leadership project.

8. Project case study [which is a project from your Field Practicum placement] to include:

- a. Project description.
- b. Project assessment plan.
- c. Project development plan.
- d. Summary and evaluation of project effectiveness and outcomes.

9. Implications for social work practice. How can this evidence-based intervention/program/leadership project best be used and who will benefit.

10. Reflections on learning, growth, and professional development having researched and implemented this evidence-based intervention/program/leadership project in your filed Practicum placement.

Defense

After submitting the written portion (paper) for your Portfolio, you will present and defend your work in front of a defense committee. Your presentation should last about 20 minutes, leaving 10 minutes for questions and defense. Include in your defense presentation a summary of your program/leadership project and an overview of your literature review. See the MSW Capstone Portfolio Defense Rubric for additional expectations and evaluation criteria.