



DEPARTMENT OF SOCIAL WORK AND FAMILY STUDIES
FIELD PRACTICUM MANUAL

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Prepared by: Mary S. Carlsen, MSW, LISW, Department Chair

Susan Smalling, PH.D., MSW, LISW,

Coordinator of Field Education

Deb Clark, Academic Administrative Assistant

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I. THE SOCIAL WORK PROGRAM

Mission

The social work program mission is to prepare liberally educated professional social workers to ethically serve diverse populations and to promote a lifelong commitment to a just global community.

Goals

The Social Work Program prepares students:

- 1) for generalist practice with individuals, families, groups, organizations, and communities of diverse backgrounds;
- 2) who understand and appreciate a scientific approach to knowledge building and practice;
- 3) to be reflective of, and responsible for, their own ethical conduct;
- 4) for lives of service and leadership in the global community.

Competencies and Practice Behaviors (from CSWE EPAS, 2015)

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that St Olaf College uses to operationalize the curriculum and assessment methods. The competencies are from the 2015 CSWE Education Policy and Accreditation Standards Statement and are fundamental to all baccalaureate social work education programs.

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

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

1. advocate for client access to the services of social work;
2. practice personal reflection and self-correction to assure continual professional development;
3. attend to professional roles and boundaries;
4. demonstrate professional demeanor in behavior, appearance, and communication;
5. demonstrate a commitment to lifelong learning;
6. use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

7. recognize differences/boundaries between personal, client, societal and professional values;
8. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
9. recognize and describe ethical dilemmas;
10. apply models of ethical decision making.

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

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment.

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

11. distinguish and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
12. discern appropriate models of generalist practice;
13. demonstrate effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues;
14. demonstrate effective written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

15. describe a particular instance where a the structure and values of one culture oppress/marginalizes a certain population as it enhances the power and privilege of its own members,
16. gain sufficient self-awareness to challenge one’s personal biases and values in working with diverse groups,
17. communicate understanding of the importance of human difference in shaping life experience,
18. demonstrate ability to learn from a client who is different from them (in age, ethnicity, sexual orientation, etc.) by adapting practice after input from a client.

Educational Policy 2.1.5—Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

19. understand the forms and mechanisms of oppression and discrimination,
20. advocate for human rights and social and economic justice,
21. engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

22. examine and apply one’s own developing practice experience to inform scientific inquiry,
23. use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

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

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

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

Educational Policy 2.1.9—Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

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

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement Social workers:

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

Educational Policy 2.1.10(b)—Assessment Social workers:

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

Educational Policy 2.1.10(c)—Intervention Social workers:

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

Educational Policy 2.1.10(d)—Evaluation

41. social workers critically analyze, monitor, and evaluate interventions.

II. THE FIELD PRACTICUM AND SEMINAR

The Field Practicum supports the Program's mission and goals of preparing students for generalist practice with individuals, families, groups, organizations, and communities of diverse backgrounds, research and knowledge building, ethical practice, global perspective and lives of service. It is an integral component, the signature pedagogy of the social work education curriculum, the primary opportunity for the students to recognize the relationship of theory and practice, to develop, test and implement skills and techniques, to wrestle with issues of values and ethics, and to begin the life-long process of integrating experience and knowledge into a professional self.

The Field Practicum provides students with the opportunity to interact with professional social workers engaged in generalist practice and to reach a point of beginning competence in generalist practice themselves. The Coordinator of Field Education chooses sites that offer the student occasions to observe and demonstrate practice with a variety of client systems of diverse backgrounds, from individuals to communities.

The expectation is that the social work practiced at each site is scientifically informed and ethical and that it allows students to demonstrate generalist practice, which uses the social systems framework, the problem-solving model, the empowerment perspective and a strengths based approach.

Definition of Generalist Practice

Generalist practice is multilevel intervention with clients (individuals, families, groups, organizations and communities) of diverse backgrounds. It uses the social systems framework, planned change process, empowerment perspective and strengths-based approach to practice. It is grounded in the liberal arts, scientifically informed and ethical.

Social Work 380: Field Practicum Course Description and Structure

In this "real world" experience, social work majors complete at least 400 hours in a practicum site with structured learning about generalist practice with individuals, families, groups, organizations, and communities from diverse backgrounds. Students engage in professional responsibilities with careful guidance and supervision from the Field Supervisor and the Coordinator of Field Education. Students attend a seminar weekly to integrate classroom learning, share experiences, and obtain support. Prerequisite: Majors who have completed all foundation and required courses with numbers below 380.

Formal field practicum occurs in the fall of the senior year, after successful completion of:

SW 254: Inclusive Practice: Individuals & Family, in the fall of junior year

SW 261: Inclusive Practice: Groups, Organizations & Community, in the spring of junior year

SW 373: Just Practice, in September of senior year (just prior to practicum placement).

Students have the opportunity for agency exposure and experience prior to the senior year through elective independent internships (SW 294) and through course work (e.g. agency assignments in SW 221: Social Work and Social Welfare, SW 254: Inclusive Practice, and SW 258: Social Policy). Students have the option to continue in the field through January of senior year for an elective credit in Social Work (SW 394).

The Coordinator of Field Education is responsible for development and coordination of the field practicums. The St. Olaf Social Work Program requires students to document completion of a minimum of four hundred (400) contact hours of field practicum in a block placement. They are not expected to be in practicum during official college vacations but may fulfill hours during those times. They receive 3 course credits for the field practicum experience and accompanying seminar.

The practicum assignment is at a site within 100 miles of campus unless special arrangements are made. All the agencies involved provide the opportunity for generalist practice and experience with diverse populations. Settings generally available include community agencies, hospitals, schools, county corrections and social services and long term care centers.

Field Practicum Goals, Competencies, and Requirements

1. **Goals** – The student will be able to:
 - 1) Integrate learning from the required curriculum and the field experiences – values, knowledge, and skills – especially thinking critically, evaluating practice and programs, practicing in a culturally reflective, anti-oppressive manner and promoting social and economic justice.
 - 2) Perform professional generalist social work practice competently, in keeping with the St. Olaf definition, at a beginning level.
2. **Competencies and Practice Behavior** -The competencies of the Field Practicum are synchronous with the CSWE Education Policy and Accreditation Standards for baccalaureate social work programs.
3. **Requirements** - To receive full credit for SW 380 the student must:
 - 1) Complete a minimum of 400 hours of in-person contact with staff and clients of an approved practicum site during the fall semester. These hours may include up to eight hours of training outside the field setting related to social work with diverse populations and/or specific to the student’s particular field setting and its clients’ or organizational needs.
 - 2) Attend and participate fully in the weekly seminar; this expectation includes:
 - completing required reading;
 - completing required writing;
 - making thoughtful oral contributions to discussion;
 - taking audience responsibilities, when appropriate; and
 - making evaluation of classmates and instructor, when called for
 - 3) Engage in learning with an approved Field Supervisor (supervision, guidance) and instructors to demonstrate competencies stated by the instructor and those included in the learning plan developed jointly by the student and Field Supervisor.
 - 4) Develop, refer to and revise throughout the semester an Individualized Learning Plan, using input from the Field Supervisor and the Coordinator of Field Education. The learning plan will include learning activities and demonstrating beginning competency in all ten of the core CSWE competencies.

The learning plan provides a focus for the practicum and becomes one basis for evaluation. The Program’s competencies and practice behaviors for the field experience are included in the Field Practicum Manual given to each student and Field Supervisor and are to be used as a guide when developing the Learning Plan. The agency’s expectations of the student are also taken into account when preparing the plan. During the first week of field experience, the student consults with the Field Supervisor and clarifies in the Learning Plan the tasks that are expected to facilitate fulfillment of the competencies and practice behaviors—both those of the student and those of the Social Work Program. Copies of the initial plan are given to the Field Supervisor and to the Coordinator of Field Education. The plan is revised as necessary throughout the semester. A sample learning plan can be found in Appendix A of this document.

- 5) Keep a log of activities performed in the practicum and a detailed journal as assigned in the field practicum course.
- 6) Complete and submit all assignments, and revisions, when required, in a timely fashion.
- 7) Participate in a mid-term evaluation and a final on-site evaluation including the Coordinator of Field Education and Field Supervisor.
- 8) Design and implement at least one evaluation of practice with an individual, family, group, organization, or community.
- 9) Prepare an evaluative Final Paper on Field Practicum Experience, including:
 - a summary description of activities;
 - the amended and revised Learning Plan;
 - annotated bibliography of eight or more items;
 - one process recording;
 - one example of evaluation of practice, designed and carried out in the practicum setting (the client unit may be an individual, family, group, organization, or community);
 - a thorough analysis of mastery of the ten competencies for social work graduates from baccalaureate program (CSWE Curriculum Policy Statement), including cogent illustrations and examples of integration of classroom learning, knowledge from additional readings, professional values and ethics with experiences available in the field. It may draw attention to strengths and to areas which will be the focus for attentions as the student begins professional practice.

The faculty member assigned to teach the field practicum and has the final responsibility for assigning the course grade based on all materials received from the student and the Field Supervisor.

Field Seminar Requirements

- 1) **The field seminar**, which meets weekly for three hours, has additional intended learning outcomes.
 - a) Communicate integration of classroom and field to field supervisor, seminar teacher, and classmates.
 - b) Demonstrate an ability to explore and evaluate personal values, beliefs, attitudes, and competencies with the help of peers and teachers.
 - c) Demonstrate the ability to gather information, consultation, and support from colleagues (classmates, peers) and teachers when the practicum presents problems to solve or situations to celebrate.
 - d) Demonstrate critical thinking related to the practicum experience through required verbal and written communications.
 - e) Encourage classmates to think critically and communicate competently.
 - f) Demonstrate the ability to appropriately respect confidentiality of agency and client situations and of personal information, while receiving and giving honest feedback, encouragement, and support in the seminar.
 - g) Demonstrate respect for diversity within the class, in verbal and non-verbal interactions.
 - h) Contribute to class climate conducive to appropriate personal disclosure and professional problem-solving.

- i) Help develop additional intended learning outcomes specific to the agencies', clients', and students' needs in this particular seminar and help plan learning opportunities to carry out the intended learning outcomes.
 - j) Demonstrate a developing awareness of self as a professional social worker.
- 2) The seminar combines discussion of common readings related to the seminar outcomes, didactic learning on issues related to the field, case presentations and agency analyses by students, demonstration of research techniques and time for informal sharing and support. The Coordinator of Field Education facilitates the seminar. Each student is expected to:
- a) Be present for each entire seminar.
 - b) Come prepared to share difficulties and successes in the field.
 - c) Complete assigned readings, presentations and papers.

This seminar affords the student the opportunity to integrate classroom learning, readings and field experiences in related and sequential patterns, and gives the Coordinator of Field Education regular feedback on practicum experiences. Seminar includes opportunities for improving written and oral communication skills and addressing problems at the practicum. The Coordinator of Field Education is available at any time for individual meetings with students and Field Supervisors who have concerns related to the practicum.

Criteria for Selection Practicum Sites and Field Supervisors

The Program has established standards for Field Practicum settings, including the character of the service provided, the professional practices, the personnel assigned as Field Supervisors, and the student learning assignments. Information about how well agencies and Field Supervisors are meeting criteria is gathered prior to placements and during the field practicums as students share at the weekly seminars, as the Coordinator of Field Education makes evaluative contacts and as the faculty interact with social work colleagues in the community. When necessary, the Program can discontinue use of an agency or Field Supervisor and the student could be reassigned during a placement.

Agencies selected as field practicum sites are:

- within approximately 100 miles of the St. Olaf campus in order that students are able to return to campus for the weekly seminars. Placements farther away from St. Olaf are possible by special arrangement in accordance with the Program's Policy on Distant Field Practicums;
- able to accept students on a full-time schedule (40 hours per week) between late September/early October and mid-December;
- able to provide supervision and guidance for the student;
- willing to accept students for field instruction without regard to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation;
- able to provide the students a context in which to observe and engage in generalist practice, encounter ethical dilemmas and their resolution, observe relationships between social policies at various levels and everyday social work practice;
- able to provide students opportunities to apply evaluative measures to practice and programs; and
- willing to respect the NASW Code of Ethics; neither the site itself nor the Field Supervisor(s) can be under sanction by either NASW or the Minnesota Board of Social Work

Each site must provide the student opportunities to be in direct contact with client populations, to receive direction and supervision, and to experience as much diversity of populations, situations, and opportunities as in feasible in the time available. The agency administration must be willing to appoint a qualified staff person to be the Field Supervisor and agree to the terms and responsibilities delineated in the Field Practicum Manual.

If the agency is providing a practicum experience for a student who is currently an employee of the agency, the administration must agree to abide by the Policy on Practicum at Place of Employment, which establishes boundaries between the roles of student and employee that must be respected. Agencies used as practicum sites must respect the student's academic obligations.

The Social Work Program believes that the Field Supervisor is the key to our students' learning to be professional social workers. Therefore, Field Supervisors are chosen with care, and matched as carefully as possible with students who share interest in the setting or client population with which the Field Supervisor is familiar. The Field Supervisors who are chosen will:

- have the MSW or BSW degree from an accredited program and a current social work license, or, if not a professional social worker, be willing to work closely with the Coordinator of Field Education or other professional social worker to provide a generalist social work experience;
- have the time and interest to direct a student's learning of generalist social work practice;
- accept students for field instruction without regard age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation;
- have experience in the agency sufficient to orient the student to the agency's policies and practices, select appropriate work assignments, and guide the student's learning about generalist practice, including the relationship of practice to social policy, values and ethics, diversity of persons, populations at risk, and evaluation of practice and programs;
- be knowledgeable of, and practice in accordance with, the codes of ethics from NASW and the Minnesota Board of Social Work;
- not be under sanction by NASW nor have a social work license suspended or revoked; and
- acknowledge and respect professional and personal boundaries

Occasionally a student desires or the program wishes to provide a unique practicum experience in an agency without a professional social worker on the staff. In such a case, a professional social worker from outside the agency or the Coordinator of Field Education will provide weekly social work supervision. The external supervisor or the Coordinator of Field Education will collaborate with the task supervisor on site to structure the supervision to meet the student's learning needs. The Coordinator of Field Education will also bring that student into contact with social work role models in related settings or organizations.

The Program requires that Field Supervisors take part in orientation and training that familiarizes them with the core competencies, practice behaviors, and curriculum model of the St. Olaf Program. This is held each year prior to the beginning of the students' full-time attendance at the agency. If Field Supervisors are in agencies at a distance they are provided the same resource materials and an opportunity to discuss them one to one with the Coordinator of Field Education. The Coordinator of Field Education consults individually with each Field Supervisor (meeting in person at the site in the case of a new Field Supervisor) prior to interviews with students to explain the process of selecting field practicum sites and review the Field Practicum Manual.

Grievance procedures of the Department and the College are available to Field Supervisors in the event they are dissatisfied with some aspect of the practicum and the dissatisfaction is not able to be remedied by meetings with the Coordinator of Field Education.

Field Supervisors are encouraged to provide feedback to the program at any time. Formal responses and suggestions for improvement are requested of each Field Supervisor at the end of the practicum (see Field Supervisor Feedback Form in Appendix B).

Evaluation of Student Performance

The Coordinator of Field Education visits with the Field Supervisor in person (if new to the Program) or by telephone before the practicum begins and is available by telephone as frequently as needed thereafter. At mid-term, students and Field Supervisors are expected to use the Field Practicum Evaluation Form to assess progress and note where the student should focus efforts for the remainder of the practicum. The Field Supervisor sends to the school the Midterm Field Practicum Evaluation and the Coordinator of Field Education will call to discuss the student's progress in the field. At the end of the semester, the student and the Field Supervisor each evaluate the student's performance using the Field Practicum Evaluation Form, and then discuss it with the Coordinator of Field Education in a final meeting at the site. The evaluation determines whether the student demonstrates competent beginning level professional practice by:

- documenting completion of the competencies and practice behaviors stated in the SW 380: Field Practicum syllabus;
- allowing for discussion of the range of activities undertaken by the student – focusing on those done daily, those which provide opportunity for developing social work practice skills (carrying cases, making reports to court, facilitating or co-facilitating groups,), and those which are one-time experiences (attending training, board meetings, home visits with another worker on a complex case); and
- requesting feedback from the Field Supervisor on the practicum experience

Each student designs, implements, and reports on at least one evaluation of practice or research activity with an individual, family, group, organization, or community. In addition, each student prepares a thorough analysis of mastery on Field Practicum competencies and practice behaviors.

In addition to the responsibilities of the Coordinator of Field Education, the Social Work Program makes special efforts to maintain strong relationships with area agencies and Field Supervisors by:

- maintaining regular communication with, and soliciting input from, the Professional Networking Breakfast (PNB) composed of professional social workers and other human services, education, and health providers in the surrounding area, including the Field Supervisors; PNB meetings are held every quarter with structured input from the group;
- asking Field Supervisors to complete the Feedback Form as part of each student's final evaluation;
- designating time at each fall orientation meeting on the agenda for feedback to the Program;
- maintaining an inviting web page that includes events of interest to site personnel and field work instructors

The Field Supervisors are given instructional materials including the program Mission, Goals, Competencies and Practice Behaviors and opportunities for continuing education at Program expense to provide other avenues for understanding the important aspects of field instruction.

III. CHOOSING A FIELD PRACTICUM SITE

Process for Field Practicum Placement

Late in the fall semester of the junior year, the Coordinator of Field Education refers social work juniors in SW 254: Inclusive Practice to the Field Practicum Manual, and asks them to make an appointment to discuss the student's interests and ideas about settings and clients with whom to work.

Students then submit to the Coordinator of Field Education a list of two or three agencies at which they want to interview. It is the responsibility of the Coordinator to ensure that an agency does not have more than three students requesting interviews. The Coordinator meets with the students to suggest ways to prepare for the agency interviews. Each student is given the names of two or three Field Supervisors related to the students

“preferred” list, whom they may call for interview appointments.

After students have completed the interviews at the agencies, they submit to the Coordinator their top two choices, in order of preference. The Coordinator then consults with the agency Field Supervisors by phone about the student’s expressed preference for that agency. On the basis of agency availability for one or more students, the student’s preference, the Field Supervisor’s preference and the judgment of the Coordinator of Field Education, a match is made. The process of interviewing at more than one site has several advantages: the student gains experience with interviewing, the agency Field Supervisor has input and the student can make an informed choice.

Students are encouraged to assist in the development of new practicum sites. If a student locates an agency with a BSW or MSW who is willing to provide supervision of opportunities for generalist practice, the student informs the Coordinator of Field Education of the agency and the potential Field Supervisor’s name. The Coordinator of Field Education then interviews the Field Supervisor over the telephone and, if the site is to be used, makes at least one on-site visit.

IV. FIELD PRACTICUM RESPONSIBILITIES

The success of a student in field practicum requires a commitment by several parties to carry out responsibilities of the practicum. These parties include the student, the practicum site staff, and the Field Supervisor, and Coordinator of Field Education. The responsibilities for each party are outlined below.

Responsibilities of the Student

- 1) Fulfill hours as scheduled, notifying the Field Supervisor and the Coordinator of Field Education of absences, illness and car trouble immediately.
- 2) Bring enthusiasm and curiosity to the learning situation.
- 3) Respect client and agency confidentiality.
- 4) Develop a learning plan and agendas for weekly supervisory conferences.
- 5) Make increasing efforts throughout the semester to contribute to the agency’s work, look for what needs to be done, ask for direction when appropriate, and work independently as soon as possible.
- 6) Conform to agency practice in dress, attendance at meetings, maintaining agency records, etc..
- 7) Master skills necessary to work in the agency such as: use of the telephone and computer system, information and referral network, preparation of social history or other social summary, interview, record, report to the Field Supervisor and to staff, participate in conferences, etc..
- 8) Gather information about the agency, services, programs, client group and related community systems by reading publications, historical materials, records, etc..
- 9) Seek ongoing feedback from Field Supervisor, assess own strengths and weaknesses, and initiate change where needed.
- 10) Share relevant materials from integrative seminar with Field Supervisor to enhance the mutuality of the learning relationship.
- 11) **Notify Coordinator of Field Education as quickly as possible of any concerns or discrepancies at the practicum that cannot be mutually resolved between student and Field Supervisors.**
- 12) Accumulate self-knowledge that enable the student to assess individual suitability for the social work profession and for particular areas within that profession by:
 - assessing the student strengths and limitations;
 - accepting constructive criticism, and
 - attempting to change or minimize limitations
- 13) Make a consistent effort toward “purposeful use of self,” as a professional social worker, integrating theory and practice.
- 14) Complete the evaluation process, including a meeting with Field Supervisor and Coordinator of Field Education on-site and a written evaluation of the field practicum.
- 15) Conduct oneself in accordance with the NASW Code of Ethics and the ethical standards for the Minnesota Board of Social Work.

Responsibilities of the Practicum Site

The agency is responsible for providing an environment in which the student may learn about themselves, and the client population served, the role of the agency in a particular social context, and the profession of social work. This will include offering tasks that contribute to learning, assigning supervision that includes weekly meeting, maintaining contact with the Coordinator of Field Education, and participating in evaluation of the student's experience.

The agency shall:

- 1) Agree with intended learning outcomes for the practicum and be willing to assign tasks that will help the student fulfill the outcomes;
- 2) Designate one qualified social worker to be primarily responsible for direction of the student's work. The Field Supervisor will have an MSW or BSW degree from an accredited program, a current social work license, and a commitment to direct the learning of a student (when the Field Supervisor is not a professional social worker, the student will work closely with the Coordinator of Field Education to ensure a generalist social work practice perspective);
- 3) Designate space to be used by the student that is appropriate for the tasks assigned (e.g. private for interviewing) with appropriate equipment (telephone, computer);
- 4) Not be under sanction by NASW.

Responsibilities of the Field Supervisor

- 1) Become acquainted with the Social Work Program and student supervision by attending meetings scheduled with the Coordinator of Field Education.
- 2) Provide an agency orientation to the student, including its history, mission and purpose, funding sources, administrative and staff organization, and personnel policies and practices – telephone and computer practices, meetings, forms, insurance and liability policies, etc..
- 3) Help the student develop the learning plan by contributing expectations and goals of the agency and Field Supervisor for the student's experience.
- 4) Review the learning plan frequently and encourage revisions in the plan or agency assignments as necessary.
- 5) Meet at least one hour weekly with student to discuss assignments and readings, interactions with client/staff, and integration of experience with class work at a regular time (not "as needed") and reschedule if an emergency interrupts the regular meeting.
- 6) Review assignments for integrative seminar and materials used in methods courses to assist the student's integration of theory with practice.
- 7) Notify the Coordinator of Field Education immediately of irregularities in student's performance (e.g. frequent absence or tardiness, resistant, negative, or apathetic attitudes, any inappropriate behavior).
- 8) Be willing and able to evaluate the student's performance in a timely fashion using criteria provided by the Program; participate in discussion of the practicum experience with the student and Coordinator of Field Education at mid-term and end of the semester and complete required Field Practicum Evaluation Form at the end of the term.
- 9) Complete Field Practicum Agency Information Forms and Field Supervisor Information.
- 10) Confirm student completion of the requisite 400 hours of field practicum.
- 11) Notify the Coordinator of Field Education immediately should the student be sanctioned by NASW or have a social work license suspended or revoked.

Responsibilities of the Coordinator of Field Education

- 1) Recruit agencies to provide practicums and informing students of the possibilities.
- 2) Define practice behaviors for the field practicum that are in keeping with the students' abilities, the agencies' resources, and CSWE EPAS.
- 3) Prepare the students for the field practicum, including reviewing their responsibilities to the agency, the Program, the profession and themselves.
- 4) Provide a weekly integrative seminar where student share experiences in a confidential setting and actively integrate theoretical material and their individual experiences.

- 5) Offer supervisory assistance through regularly scheduled conferences, at least one site visit during the semester, and telephone calls to maintain contact as necessary.
- 6) Trouble-shoot emergencies and unusual occurrences.
- 7) Assign the student's grade with input from the Field Supervisor.
- 8) Provide Field Supervisor orientation and recognition for their efforts and for the cooperation of the practicum sites.
- 9) Keep the Department Chair apprised of any concerns that emerge about agency, field supervisor, or student performance.

V. SUPERVISION AND LEARNING PLAN

Each student will complete a Learning Plan for practicum that includes knowledge, skill and value practice behaviors in congruence with the ten CSWE core competencies and 42 St. Olaf practice behaviors. This is a working document, which is approved by both the Field Supervisor and the Coordinator of Field Education early in the practicum experience. The learning plan should be used to assess progress at weekly supervision meetings, the midterm and final evaluation. Though a complete draft is due by the second week of practicum, it is likely the document will be altered as opportunities shift in the field over the course of the semester. At the completion of the field experience, the student must submit a final learning contract in which each learning activity is followed by a completion date and the initials of the field supervisor. A sample learning plan may be found in Appendix A of this manual.

Supervision should take place on a weekly basis for one full hour. Students may participate in group supervision if available, but at minimum half of their supervision hours should be in one to one supervision. In addition to reviewing the learning contract, students should use supervision for integration of their practice knowledge, skills and experiences. The student should regularly relate her/his work back to the theories and practice skills learned in class. The theories covered in the program are listed in the Appendix. Field supervisors are encouraged to assess student's comfort with the relevant theories in their practice settings using this list and the assessment section provided.

VI. Field Policies

THE IMPORTANCE OF THE LIBERAL ARTS CURRICULUM

POLICY: The Social Work Program actively supports the mission of St. Olaf College, which includes providing *“an education committed to the liberal arts...”* (College Catalog). In turn, the general education requirements of the College provide a strong base of liberal arts learning for students in the Social Work Program. Faculty advising provides guidance to students as they integrate liberal arts courses with Social Work major requirements.

PROCEDURE: Students are reminded to refer frequently to the Planning Guide for Social Work Major and to avail themselves of assistance offered by a Social Work Program faculty advisor prior to each semester's registration.

DEFINITION OF GENERALIST PRACTICE

POLICY: The St. Olaf Social Work Program prepares students for beginning level, ethical, professional generalist social work practice.

Generalist practice is multilevel intervention with clients (individuals, families, groups, organizations and communities) of diverse backgrounds. It uses the social systems framework, planned change process, empowerment perspective and strengths-based approach to practice. It is grounded in the liberal arts, scientifically informed and ethical.

PROCEDURE: N/A

NON-DISCRIMINATION AND DIVERSITY

POLICY: The Social Work Program supports the purposes and goals of affirmative action and equal opportunity, as does the College. We make no distinction among students in regard to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. The College and the Program are committed to creating and maintaining an environment for work and study in which all are treated with respect and dignity. Human diversity in social work and in society is to be cherished and celebrated. The Program takes affirmative action to maintain freedom from discrimination and maximize opportunity for all to pursue a major in social work.

PROCEDURE: N/A

INFORMED CONSENT

POLICY: The Social Work Program has the responsibility to promote professional growth and development of students, and ensure that graduating students are competent to begin practice and meet professional and ethical standards. To these ends, it is necessary to share relevant information* about the students and their progress with those who are part of the team which supports and directs the student in field practicum. Relevant information will be shared with involved parties—student, Field Supervisor, Social Work faculty, and Coordinator of Field Education as appropriate. This information will be shared to protect clients as well as students and to facilitate the placement, the learning process, and the evaluation process. Students, faculty and Field Supervisor will have knowledge of this policy before the placement process begins.

* Note: *relevant information* is defined as that which has a direct impact on field practicum. Information is relevant when it affects students' work with clients, field supervisors, agency staff, or the learning process.

PROCEDURE:

1. The policy is located in the Program Manual and Field Practicum Manual. The Coordinator of Field Education discusses it in field seminar and in field supervisor orientations.
2. The Coordinator of Field Education will discuss with students any appropriate self-disclosure and possible outcomes of sharing.
3. If concerns arise about a student during the practicum placement process, the Coordinator of Field Education will discuss concerns with students.
4. If concerns arise about a student while in placement, the Coordinator of Field Education, Field Supervisor, and the student together will discuss the concerns including implications for the clients and for social work as a profession.
5. When a student, Coordinator of Field Education, and Field Supervisor agree to terminate a placement before the scheduled ending time, the student and faculty will sign an agreement stating what information about the student will be shared with any future Field Supervisor or potential employer.
6. Students may use the grievance procedure outlined in the Program Manual when they believe the information has been misused or not shared appropriately.
7. Information shared and written agreements will be kept in the student's file in the department office.

Based on a model policy from the University of St. Thomas/College of St. Catherine with permission.

TRANSPORTATION

POLICY: Due to general concerns related to financial, emotional, institutional, and legal liability, the student is **not allowed** to transport in student's private/personal vehicles.

PROCEDURE: There may be situations where all workers in the agency are expected to transport clients on rare occasions and, as a regular participant in the agency/program, a student might be put in a position where it would seem to be necessary. If that is the case, the following are **required**:

1. The student must try to find alternatives whenever possible and avoid being placed in this position (for example, Northfield Transit is available for public transit within Northfield).
2. The student must require **all** passengers to wear seatbelts and have available appropriate child and infant restraints at **all** times; the vehicle will not move until these are in operation.
3. The student must report to the department (both to the Coordinator of Field Education and the Department Chair) **and** to the office of Risk Management (x3018) **any** problems that the student encounters— accidents, for example, no matter how minor—when a client/student is in the car, even if there seems to be no harm to the client(s) or to the student.

PRACTICUM AT PLACE OF EMPLOYMENT

POLICY: The practicum is the signature pedagogy of social work education, designed to enable students to demonstrate competent beginning level, ethical, generalist social work practice with diverse client systems of all sizes. It is important that the student have opportunity in the practicum setting to gain the experience necessary to reach this beginning level of practice. The Social Work Program and the Council on Social Work Education require that the distinction between student and employee be clear and unambiguous.

PROCEDURE: Practicums at the place of employment will be allowed only under the following conditions:

1. The practicum must have social work as the primary function. Social work as a discipline must be clearly distinguishable from other disciplines practiced in the agency.
2. A student must have a qualitatively different experience from that provided by their regular employment at the agency.
3. The student must be supervised by a qualified, social work Field Supervisor who is not the student's immediate supervisor.
4. The practicum focus must be educational, unencumbered by workload and administrative responsibilities of regular employment in the agency.
5. The student's obligations to the college—attendance at seminars, completed papers and projects—must have the support of the agency. No excuses for absences or delays related to employment will be accepted by the social work Coordinator of Field Education.
6. The student will submit to the Social Work Coordinator of Field Education a letter detailing how the above criteria will be met. Both the student's employment supervisor and their Field Supervisor must sign the letter.

DISTANT FIELD PRACTICUM

POLICY: The Social Work Program respectfully considers the needs and interests of individual students for the field practicum within the requirements of the major.

1. a minimum of 400 hours;
2. placement in an agency, which provides a generalist practice experience;
3. access to an integrative seminar at least every other week, preferably weekly, total approximately 24 hours; and
4. appropriate supervision, as defined in the Field Practicum Manual

PROCEDURE: When students request a practicum site further than 100 miles from the St. Olaf campus, the student will follow the procedure outlined below:

The student must

1. **Initiate the process by submitting a written request** (email is permissible) to the Department Chair as early as possible, but no later than January 1 of the year including the fall semester block field practicum.
2. **Locate possible practicum sites**, with the assistance of a social work faculty member (request for assistance must come from the student) using the following criteria:

The agency must provide opportunity for the student to practice generalist social work practice as defined by the St. Olaf Social Work Program and;

The agency and Field Supervisor must agree to the terms and responsibilities delineated in the St. Olaf Field Practicum Manual.

3. **Discuss options with the Coordinator of Field Education**, who must approve the practicum site.
4. **Pay the Social Work Program a flat fee of \$100.00** at the time of application to cover administrative costs such as telephone calls and copying letters.
5. **Consult with the Coordinator of Field Education before leaving campus** to agree upon dates to complete the Learning Plan and additional assignments.
6. **Fulfill assignments as agreed upon** with the St. Olaf Coordinator of Field Education.
7. **Initiate a minimum of six contacts** with the Coordinator of Field Education by telephone or email during the semester to report on activities and learning in the practicum.
8. **Reimburse the Social Work Program for the actual costs** associated with the in-person visit of the Coordinator of Field Education to the site. This visit must allow a minimum of one full day on-site. Costs to be reimbursed will include, but not be limited to:
 - a. transportation by air or rail;
 - b. hotel accommodations for the number of nights necessary to the visit;
 - c. local transportation by taxi, light rail, bus, etc. to get to and from the site;
 - d. standard mileage for round trip to the Mpls./St. Paul airport and parking expenses, if necessary; and
 - e. meals during the visit and travel to and from, when appropriate, that are not paid for by the agency or the student on site
9. Locate a courtesy liaison faculty member at a host institution that will agree to monitor the practicum and provide an integrative seminar in which the student will process the field experience with the host institution students in field practicums. This arrangement must be approved by the coordinator of field education.

The host institution must:

1. have an accredited BSW program,
2. be willing to host the student for the semester,
3. be on a semester calendar – not quarters,
4. have a block placement model for the field experience,
5. provide an integrative seminar for the fall semester in which the student could participate

Responsibilities of all parties:

The St. Olaf College Coordinator of Field Education must:

1. approve the practicum site selected in cooperation with the student;
2. have telephone contact with both the host school liaison and the Field Supervisor at least once before the onset of the practicum;
3. prepare letters of agreement that are acceptable to all parties and that meet legal guidelines for such informal exchanges;
4. be in regular contact by telephone, Skype or substantive emails with the student during the semester;

5. make one in-person visit to the site to monitor the experience (student is responsible for the costs of this visit);
6. invite the host liaison faculty member to provide written feedback about the student's experience in letter or email;
7. retain responsibility for the final grade of the student; and
8. agree on the responsibilities for each party on a written document submitted to the St. Olaf risk manager

The host school liaison faculty member must:

1. teach in a CSWE accredited BSW program;
2. agree to work with the student to accomplish the St. Olaf Social Work Program competencies and practice behaviors for the practicum;
3. assign and evaluate required reading and writing that supports the fieldwork experience at the host institution and, if necessary, at St. Olaf; and
4. agree to communicate by telephone, email, Skype, or in person with the on-site Field Supervisor when that is appropriate

The on-site Field Supervisor must:

1. be on the approved practicum site list of at least one local BSW or MSW program and possess the MSW degree;
2. be willing to provide weekly supervision to the student, either individually or in a group of similar social work students;
3. agree to communicate with the St. Olaf Coordinator of Field Education by email, Skype, or telephone at least twice during the semester and more frequently if issues, concerns or problems develop;
4. agree to host one in-person visit of the Coordinator of Field Education to the agency at a mutually agreed upon time during the semester; and
5. agree to complete the St. Olaf Field Practicum Evaluation Form and the Field Supervisor Feedback form at the end of the practicum

TERMINATION

POLICY: An accredited social work program that prepares students for beginning level ethical professional practice certifies that graduates have satisfactorily demonstrated the practice behaviors of the program. Social Work Program faculty work with each student interested in, and accepted into, the social work major to ensure the student's academic success in preparation for beginning professional generalist practice. Social work education requires continuous evaluation of the student and the student's readiness for competent, ethical professional practice. This readiness includes demonstration of acceptable standards of professional conduct, integrity, and stability requisite for professional practice.

PROCEDURE:

1. In order to remain in the program and be certified to graduate with a social work major, a student must:
 - a. not be on academic probation in the college;
 - b. pass, with a grade of "C" or better, all courses required for the major, including prerequisites*;
 - c. complete the required hours for field practicum in a satisfactory and ethical manner as demonstrated on the Field Practicum Evaluation form;
 - d. demonstrate understanding of the NASW Code of Ethics, the College policies on non-discrimination, and sexual harassment, and the Social Work Program Policy on Non-discrimination and demonstrate a consistent and growing commitment to competent and ethical practice in accordance with each of them; and
 - e. maintain an overall GPA of at least 2.0 in Social Work courses
2. Social Work faculty may terminate a student from the program if any one of the following occurs:

- the student is placed by college officials on academic probation or suspension;
 - the student FAILS or achieves below a "C" in a course required for the major;
 - the student FAILS field practicum because;
 - the student did not complete the required number of hours; or
 - the student's performance was unsatisfactory (see d. below)
 - the student violated the St. Olaf Policies on Academic Integrity, a provision of the NASW Code of Ethics, the college policies on non-discrimination, or sexual harassment, or the Program's Policy on Non-discrimination and failed to recognize the violation and its potential for harm to clients in discussion with the Department Chair or Coordinator of Field Education; and
 - the student's G.P.A. is below 2.0 for two or more semesters**.
3. The Department Chair will notify the student, in person and in writing, of the reason for termination. The notification will include a description of the process to petition for continuation in the program with applicable deadlines.
4. If a student is faced with termination, the student may petition to continue in the program. In this petition for continuation the student must:
- a. Explain in writing the reasons for the difficulty.
 - b. Describe plans for change in order to satisfactorily complete the Program. This written petition must be returned to the Department Chair at least 10 days prior to registration for the next semester or the Interim to allow time for the chair to make a decision about continuation in the program. If the chair decides to accept the petition for continuance, the chair will inform the student of this decision in writing, with deadlines for the completion of the plans for change. The student may remain in the program provided plans for meeting criteria are successfully implemented.
5. If a student is notified of final termination from the program, the student may appeal following program and college procedure for grievances published in the Social Work Program Manual (see Grievance) and the St. Olaf Student Handbook, www.stolaf.edu/stulife/thebook.
6. If a student is terminated from the program, faculty will discuss the issue of future references with the student.

*In the Social Work Program it is difficult for students to repeat a course in which they fail to achieve a passing grade and to maintain the sequencing and integration of the program without significantly adding to the length of their undergraduate education. The professors counsel as soon as possible with any student in a social work class who is doing failing work and offers every opportunity for difficulties to be resolved early enough for the student to earn a grade of "C" or better. Students are also urged to seek help early if they are having trouble fulfilling the requirements of a course.

**If the GPA falls below 2.0 in a single semester, the student must meet with the social work advisor. Together they will assess the impact of that semester's work on the total program and discuss remedies. The advisor will send a summary of the conference to the student and to the Department Chair, who will place it in the student's file. The student may respond to the conference by sending their own summary.

GRIEVANCE

POLICY: Students have the right to file a grievance when a conflict in the Program remains unresolved despite attempts to address it.

PROCEDURE:

1. All parties are expected to make an attempt to resolve the conflict or disagreement directly with one another by face-to-face meeting or in writing.
2. The Coordinator of Field Education mediates difficulties between students and field supervisor in the host agencies.
3. If written attempts and face-to-face meetings do not yield a satisfactory solution, the Department Chair is asked to mediate. If these efforts do not resolve the difficulty, the student is urged to file a formal written complaint with the Provost and Dean of the College (for an academic issue) or the Dean of Students (for a non-academic issue). This Provost or Dean will notify a Hearing Committee of the complaint and will follow the college grievance procedure as written in the Student Handbook and Academic Rules and Regulations.

NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS [NASW CODE OF ETHICS](#)

MINNESOTA BOARD OF SOCIAL WORK/ETHICS IN MINNESOTA STATUTE <https://www.revisor.mn.gov/statutes/?id=148E>

148D.210 PROFESSIONAL AND ETHICAL CONDUCT.

The board has grounds to take action under sections [148D.255](#) to [148D.270](#) when a social worker:

- (1) engages in unprofessional or unethical conduct, including any departure from or failure to conform to the minimum accepted ethical and other prevailing standards of professional social work practice, without actual injury to a social work client, intern, student, supervisee, or the public needing to be established;
- (2) engages in conduct that has the potential to cause harm to a client, intern, student, supervisee, or the public;
- (3) demonstrates a willful or careless disregard for the health, welfare, or safety of a client, intern, student, or supervisee; or
- (4) engages in acts or conduct adversely affecting the applicant or licensee's current ability or fitness to engage in social work practice, whether or not the acts or conduct occurred while engaged in the practice of social work.

History: [2005 c 147 art 1 s 47](#)

NOTE: This section is repealed effective August 1, 2011, by Laws 2007, chapter 123, section 137.

148D.215 RESPONSIBILITIES TO CLIENTS.

Subdivision 1. Responsibility to clients. A social worker's primary professional responsibility is to the client. A social worker must respect the client's interests, including the interest in self-determination, except when required to do otherwise by law.

Subd. 2.Nondiscrimination. A social worker must not discriminate against a client, intern, student, or supervisee or in providing services to a client, intern, or supervisee on the basis of age, gender, sexual orientation, race, color, national origin, religion, illness, disability, political affiliation, or social or economic status.

Subd. 3.Research. When undertaking research activities, a social worker must use accepted protocols for the protection of human subjects, including (1) establishing appropriate safeguards to protect the subject's vulnerability, and (2) obtaining the subjects' informed consent.

History: [2005 c 147 art 1 s 48](#)

NOTE: This section is repealed effective August 1, 2011, by Laws 2007, chapter 123, section 137.

CSWE EDUCATIONAL POLICY AND ACCREDITATION STANDARDS - 2015

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

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons. Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. These can be read in full at CSWE website:

<http://www.cswe.org/Accreditation/2015EPASDescription.aspx>.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. . The competencies and practice behaviors expected of all social work graduates from St. Olaf College are listed in Section I of this field practicum manual (pp. 5-7).

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

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

Accreditation Standard 1.0—Mission and Goals

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

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

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

Educational Policy 1.1—Values

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

Educational Policy 1.2—Program Context

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

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

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

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed in Section I of this Manual.

Educational Policy B2.2—Generalist Practice

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

Educational Policy 2.3—Signature Pedagogy: Field Education

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

Appendices

St. Olaf Social Work Field Practicum Sample Learning Plan

Your learning plan should include specific activities to demonstrate you have mastered the practice behaviors listed under each core competency below. A single activity might demonstrate more than one practice behavior (and may be listed under more than one competency) or it may take more than one activity to fully demonstrate a particular behavior. The competencies and practice behaviors are listed with a few sample-learning activities. *Students are encouraged to develop their own activities more specific to their field placements and learning needs.*

Competency 1: **Demonstrate Ethical and Professional Behavior**

Practice behaviors to be demonstrated in field:

- 1.1 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;
- 1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- 1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- 1.4 use technology ethically and appropriately to facilitate practice outcomes; and
- 1.5 use supervision and consultation to guide professional judgment and behavior.

Sample learning activities to demonstrate these practice behaviors:

1. Come prepared to weekly field supervision with relevant questions regarding social work roles and boundaries, as well as organizational structure issues. Discuss reading material from coursework related to professional social work roles, etc.
2. The student will have on-going dialogue about their unique sense of professional identity (roles, boundaries, value tensions) and by the end of the placement the student will succinctly articulate this to her/his supervisor.
3. The student will participate in staff meetings and other appropriate forums within the agency during which time their supervisor will have the opportunity to observe the student's interpersonal skills with colleagues.
4. The student will demonstrate appropriate use of supervision to address professional development, ethical dilemmas, practice issues and other needs relevant to the student's continued learning.
5. The student will identify value-based factors that facilitate or inhibit problem solving in a case situation.
6. The student will examine an ethical dilemma confronted and draw from the NASW Code of Ethics and a process of ethical decision making to address the issue and discuss her/his findings with the field supervisor on a monthly basis.
7. The student will discuss ethical conflicts with their field supervisor and demonstrate the ability to tolerate ambiguity in resolving them.

Completion Date _____ Supervisor's Initials _____ (*this should appear under each learning activity*)

Competency 2: **Engage Diversity and Difference in Practice**

Practice behaviors to be demonstrated in field:

- 2.6 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- 2.7 present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- 2.8 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Sample learning activities to demonstrate these practice behaviors:

1. The student will interview professionals within their placement agency and/or the community from diverse backgrounds regarding social work practice issues with diverse populations.
2. The student will work with diverse populations in their placement setting and discuss the implications for social

- work practice with their supervisor.
3. Student will analyze their personal biases and discuss the barriers to providing service to clients.
 4. Student will attend community events regarding various cultures and traditions. Compare what was learned from the event with own cultural beliefs, traditions, etc.
 5. The student will participate in the agency's Diversity Committee.

Completion Date _____ Supervisor's Initials _____ (*this should appear under each learning activity*)

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

Practice behaviors to be demonstrated in field:

- 3.9 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- 3.10 engage in practices that advance social, economic, and environmental justice.

Sample learning activities to demonstrate these practice behaviors:

1. The student will participate in the agency's Diversity Committee.
2. The student will attend and participate in community meetings that focus on the needs of diverse populations. (e.g. Northfield Human Rights Commission, TORCH).
3. Student will attend events at the local or state level that promote social and economic justice.
4. The student will participate in advocacy at the community level which may include public hearings, marches and demonstrations.
5. The student will:
 - identify a significant community problem and/or issue;
 - systematically assess this problem through a model of community assessment (community development, social action, social planning and/or systemic change) learned through coursework;
 - identify relevant points of community intervention;
 - assess the level of impact the intervention has or may have on the community; and
 - use policy practice skills to influence key decisions makers to promote change.

Completion Date _____ Supervisor's Initials _____ (*this should appear under each learning activity*)

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

Practice behaviors to be demonstrated in field:

- 4.11 use practice experience and theory to inform scientific inquiry and research;
- 4.12 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- 4.13 use and translate research evidence to inform and improve practice, policy, and service delivery.

Sample learning activities to demonstrate these practice behaviors:

1. The student will facilitate the implementation of an intervention plan and evaluate its effectiveness with the client system.
2. Research evidence-based practice techniques that apply to your agency. Use critical thinking to compare several models of practice to determine what would best fit your clientele.
3. Bring research finding to supervisor to host a discussion about ways to improve practice.
4. Student will complete a single case design with a client and report their findings back to their supervisor.

Completion Date _____ Supervisor's Initials _____ (*this should appear under each learning activity*)

Competency 5: **Engage in Policy Practice**

Practice behaviors to be demonstrated in field:

- 5.14 identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- 5.15 assess how social welfare and economic policies impact the delivery of and access to social services;
- 5.16 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice.

Sample learning activities to demonstrate these practice behaviors:

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

Completion Date _____ Supervisor’s Initials _____ (*this should appear under each learning activity*)

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

Practice behaviors to be demonstrated in field:

- 6.17 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- 6.18 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Sample learning activities to demonstrate these practice behaviors:

1. The student will conduct an effective initial interview with a client system, which demonstrates relationship-building skills.
2. The student will display empathy and interpersonal skills when meeting with clients, as observed by the supervisor. Student will reflect on skills with clients and make improvements.
3. The student will participate in staff meetings and other appropriate forums within the agency during which time their supervisor will have the opportunity to observe the student’s interpersonal skills with colleagues.
4. Given a case assignment, the student will demonstrate the ability to establish rapport with a client in the implementation of a case plan, including providing appropriate feedback.

Completion Date _____ Supervisor’s Initials _____ (*this should appear under each learning activity*)

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

Practice behaviors to be demonstrated in field:

- 7.19 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 7.20 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;
- 7.21 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- 7.22 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Sample learning activities to demonstrate these practice behaviors:

1. The student will conduct an effective initial interview with a client system, which demonstrates relationship-building skills.
2. The student will collect relevant client data and demonstrate competency in agency data recording practices.
3. Create an ecomap with a client to analyze the relationships that the client has with their environment.
4. The student will develop case assessments that identify strengths, as well as problem areas, and which are useful for intervention planning.

Completion Date _____ Supervisor's Initials _____ (*this should appear under each learning activity*)

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

Practice behaviors to be demonstrated in field:

- 8.23 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- 8.24 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- 8.25 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- 8.26 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- 8.27 facilitate effective transitions and endings that advance mutually agreed-on goals.

Sample learning activities to demonstrate these practice behaviors:

1. Given the opportunity to review agency policy and procedure materials and to observe agency decision-making processes, the student will orally present a brief agency description paper to their Agency Supervisor or field seminar including any recommended changes.
2. Attend an agency Board meeting and/or other meetings where policy issues are discussed.
3. Given a case assignment, the student will be able to identify appropriate community resources for their client(s) and will demonstrate the ability to make a referral and advocate, as needed.
4. The student will visit at least three other service providers/agencies in the community and gather information regarding what services are available, eligibility issues, etc.
5. The student will discuss with their field supervisor the role of networking in terms of improving service delivery.
6. The student will demonstrate skills for addressing termination with client systems and implement a plan for follow-up.
7. Organize and facilitate on-going client group or family sessions.

Completion Date _____ Supervisor's Initials _____ (*this should appear under each learning activity*)

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

Practice behaviors to be demonstrated in field:

- 9.28 select and use appropriate methods for evaluation of outcomes;
- 9.29 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- 9.30 critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- 9.31 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Sample learning activities to demonstrate these practice behaviors:

1. Given the opportunity to review agency policy and procedure materials and to observe agency decision-making processes, the student will orally present a brief agency description paper to their Agency Supervisor or field

seminar including any recommended changes.

2. The student will facilitate the implementation of an intervention plan and evaluate its effectiveness with the client system.
3. The student will complete a mini research project to inform practice effectiveness and share their findings with their agency.
4. The student will:
 - identify a significant organizational or community issue,
 - research the policy issues (at both the system and organizational level) which affect this issue,
 - identify the effects of these policies on clients, service organizations and the broader community
 - present their analysis to their supervisor.
 - participate in advocacy efforts to influence the policy issue (e.g., lobbying, letter writing, attending legislative hearings etc.)
 - the analysis should reflect multi-level thinking and an understanding of the complex nature of this topic.

Completion Date _____ Supervisor's Initials _____ (*this should appear under each learning activity*)

St. Olaf Social Work Practicum Learning Plan

**[Student
Name]
Student**

**[Field Supervisor Name and Title]
Field Supervisor**

**Susan Smalling, Ph.D, MSW, LISW
Coordinator of Field Education
St. Olaf College**

FIELD SUPERVISOR FORMS

Information on the field supervisor forms

It is important for the integrity of the social work field practicum to have current information about the practicum sites and the Field Supervisors. Agency details and staff change regularly, so the manual includes forms for the Field Supervisors to complete prior to the students' beginning the practicums. These include the Agency Information Form and the Field Supervisor Information Form.

It is the responsibility of the Coordinator of Field Education to ensure that the information on practicum sites and Field Supervisors is kept up to date. Prior to the orientation meeting of the Field Supervisors and students in September of each year, the Coordinator of Field Education will verify that the most recent forms in the Program files are current. If any are not, she will request at the orientation meeting that the Field Supervisor complete any necessary forms and send them to the Program before the onset of the full-time practicum hours in October.

Formal, continuous evaluation of the practicum experience is important, from the perspectives of the students, the agencies, and the program faculty. To this end, the Field Supervisor is asked to complete the Field Supervisor Feedback form after the practicum, and send that in to the Coordinator of Field Education, to arrive on or after January 1st of the following year.

This will ensure that the Coordinator of Field Education is not unduly influenced in the grading of student performance in field by any comments made by the Field Supervisors on their experience in supervising students.

Any comments, questions or suggestions about the forms in this section should be addressed to the Coordinator of Field Education.



FIELD PRACTICUM AGENCY INFORMATION FORM

Agency Name: _____ **Date:** _____

Name of Agency Executive: _____ **Telephone:** _____

Address: _____

Web URL: _____

Unit Responsible for Student Experience: _____

1. Mission/Goals

2. Funding/auspices (e.g., private non-profit, United Way, state, county, grants)

3. Service(s) offered

4. Licensing body or bodies or other membership in standard-setting organization(s) (e.g., JCAHO, Family Service Association of America, etc.)

5. Professional Staff: Number and Qualifications – total staff serving clients
Social Workers (#BSW and #MSW)

Other disciplines

6. Staff Education Program (include description of in-service training program, educational budget, library materials, educational leave opportunities, etc.)

7. Physical Facilities for students (include office/desk space, telephone, word processor, internet and e-mail, transportation)

8. Other information on the agency relevant to practicum (e.g., require/provide background checks, Mantoux test, Chemical Dependency or similar special training required/available – may workers make long distance calls from agency phones).

Form completed by: _____

Title: _____ **Date:** _____

FIELD SUPERVISOR INFORMATION FORM

Name: _____ Title: _____ Date: _____

Telephone (Office): _____ Office e-mail: _____

Name of Agency and or Unit _____

Year of initial employment at this agency: _____

Address: _____

Supervisor and/or Agency Executive: _____

Brief job description:

MN Licensed Social Worker?

_____ Yes _____ No

_____ LSW _____ LISW

_____ LGSW _____ LICSW

Ethics complaints filed? _____ Yes _____ No

If yes, please explain outcome:

Undergraduate school experience:

School: _____

Address: _____

Major(s): _____ Minor(s): _____

Degree: _____ Year of Graduation: _____

Graduate school experience:

School: _____

Address: _____

Degree: _____ Year of Graduation: _____

Specialization(s): _____

I am _____ am not _____ willing to talk to other students about my graduate school experience.

Other Professional Work Experience

Agency: _____

Address: _____

Supervisor: _____

Job Title: _____

Employed from _____ to _____ Full/Part-time _____

Brief job description

Agency: _____

Address: _____

Supervisor: _____

Job Title: _____

Employed from _____ to _____ Full/Part-time _____

Brief job description

List social work or related professional organizations in which you have membership. Circle the ones in which you are an active member.

Which of the above, if any, have fall semester meetings (please list).

My signature affirms my agreement to provide direct supervision to any social work student place with me in my agency.

In summary,

I will:

- Accept students for field instruction without regard to race, gender, ethnicity, culture, class, religion, national origin, age, physical or mental ability, political orientation, sexual orientation, public assistance status or geographic location.
- Attend Program’s orientation and training sessions on supervision.
- Provide weekly supervision and on-going evaluation of the student.
- Participate in evaluation meetings with the student and the Coordinator of Field Education as requested throughout the practicum.
- Notify the Coordinator of Field Education of any problems or questions as soon as they become evident.

Signature

Date

FIELD SUPERVISOR FEEDBACK FORM

St. Olaf Social Work program makes a continuous effort to improve the quality of our field practicum experience for both, the students and Field Supervisors. Please take a few minutes to answer the following or write a detailed letter addressing similar topics.

1. Describe the most satisfying aspects of your participation in the field practicum program this year.
2. If there was any problem associated with your participation in the field practicum this year, please describe it.
3. What suggestions would you make for change or improvement in the practicum experience?
4. What contributions, if any, did St. Olaf College or the Social Work Program make to you, your agency, other staff member, clients, or the community at large?
5. How could St. Olaf College or the Social Work Program be more helpful to you, your agency, other staff members, clients, or the community at large?

Please return to: Susan Smalling, PH.D, MSW, LISW
Department of Social Work and Family Studies
St. Olaf College
1520 St. Olaf Avenue
Northfield, MN 55057-1098

Student Field Interests Form

Name _____

I have my own vehicle for getting to and from my field placement. YES NO

I prefer to have my placement in Northfield. YES NO

I have a preferred location for placement outside of Northfield. YES NO

If yes, name location. _____

Population(s) of interest- please list. Might include age group (e.g. older adults), particular client needs (e.g. mental health, delinquency) and/or other populations of interest (e.g. immigrants, the deaf community).

Practice sites of interest- please list (e.g. school; county social services; corrections; crisis intervention services like a food shelf, housing provider, walk-in center; hospital; nursing home).

Other salient interests/considerations:

STUDENT FEEDBACK FORM ON FIELD SUPERVISOR

Student: _____

Date: _____

Field Supervisor: _____

Agency: _____

Please include your personal comments along with the rating you check.

Field Supervisor Evaluation

1. Please list three strengths of your Field Supervisor(s).

2. How well did your Field Supervisor provide clear and consistent expectations of you during the field practicum?

Not Very Well Fairly Well Well Very Well

Comments

3. How well did your Field Supervisor facilitate the learning of specific practice behaviors?

Not Very Well Fairly Well Well Very Well

Comments

4. How well did your Field Supervisor help create an environment in which you felt you could risk questions, mistakes and disagreements?

Not Very Well Fairly Well Well Very Well

Comments

5. How well did your Field Supervisor model, teach, and specifically address professional social work ethics and boundaries?

Not Very Well Fairly Well Well Very Well

Comments

6. How would you describe the quality of the working relationship you had with your Field Supervisor?

Unsatisfactory Fairly Satisfactory Satisfactory Very Satisfactory

Comment

7. How well did your Field Supervisor understand the learning process you were going through as a developing professional?

Not Very Well Fairly Well Well Very Well

Comment

8. How well did your Field Supervisor give you clear and useful feedback about your practice behaviors on a regular basis?

Not Very Well Fairly Well Well Very Well

Comment

9. How well was your Field Supervisor able to help you integrate social work classes and field experience?

Not Very Well Fairly Well Well Very Well

Comment

10. How well was your Field Supervisor able to assess your strengths and limitations as the field practicum progressed?

Not Very Well Fairly Well Well Very Well

Comments

11. How well did your Field Supervisor schedule and keep regular conferences with you?

Not Very Well Fairly Well Well Very Well

Comments

12. How often was your Field Supervisor available to you at other than scheduled times?

Not very often Fairly Often Often Very Often

Comment

13. What would you say to another student who asked about having this person as a Field Supervisor?

Field Practicum Setting

1. How would you describe the physical space allocated for you to carry out your practicum responsibilities?

Excellent good adequate poor

Comments:

2. How would you describe your relationships with the staff at the agency other than your Field Supervisor?

Excellent good adequate poor

Comments:

3. How would you describe the materials and equipment provided to you during your practicum?

Excellent good adequate poor

Comments:

4. How would you describe your orientation to the agency at the start of your practicum?

Excellent good adequate poor

Comments:

5. What would you tell another student about choosing this setting for a field practicum?

6. Briefly comment on the opportunities in your agency setting to learn about...

Policy practice

Human diversity

Populations at risk

Social and economic justice

Practice with individuals

Practice with families

Practice with groups

Practice with organizations

Practice with communities

Practice across the planned change process

Primary Perspectives, Theories and Models used in Social Work

Please use this list of perspectives, theories, and models for discussion with student during supervision of those used in agency and appropriate for the practicum

Overall generalist perspectives/approaches	understands	recognizes	uses
Social/ecological systems/PIE			
Strengths/assets			
Empowerment			
Planned change			
Cultural competence/Anti-oppressive Practice			
Feminist			

Theories & Models*			
I-psychodynamic			
I-behavioral/learning/modelling			
I-cognitive			
I-problem-solving			
I-person-centered			
I:psychosocial development			
I-reality			
I-interactional			
I-structural			
I-crisis-intervention			
I-task-centered			
I-solution-focused			
I-white racial identity development			
F-family systems			
F-family life cycle			
F-family preservation			
F-communications			
F-structural			
F-narrative approach			
G-exchange			
G-task groups			
G-group process			
G-self-help			
G-stage models			
G- treatment groups			
G-education groups			
O-Clubhouse			
O- policy analysis			
O-organizational change			
O-scientific management			
O-human relations			
O-consensus			
O-program/project approach			
O-case management approach			
O-teamwork model			
O-X, Y & Z			
C-conflict			
C-locality development			
C-social planning			
C-social action			
C-social/community development			

***I-Individual; F-Family; G-Group; O-Organization; C-Community**

Manual reviewed yearly

