

School of Social Work

Field Education Manual

www.mnstate.edu/socialwork

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moorhead

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Dear Social Work Students, Field Instructors, and Field Liaisons:

Welcome to the Field Education Manual of the Social Work Program at Minnesota State University Moorhead. The field education process involves the active collaboration of three parties, the students preparing for and doing internship or field experience, the field instructors who are teaching and supervising these students, and the field liaisons from the social work department who monitor the students' progress during placement, with the common goal of a positive and educational experience for everyone involved.

Field education is different from other university courses our students experience, as the instruction is primarily learning by doing. Students finally have a chance to apply their book knowledge to actual practice in the field, developing their social work skills and values in the process.

The undergraduate Social Work program at MSUM has been accredited by the Council on Social Work Education since 1973. The purpose of our program is to offer students a high quality education that teaches social work knowledge, skills, and values requisite for entry-level generalist social work practice. The Social Work faculty is committed to baccalaureate social work education, and recognizes the field experience as an integral part of that education.

Equally committed to the field education program are the field instructors, who work directly with our students in the field placements. Without their time, effort and expertise, our students would not receive that crucial part of their social work education. *Thank you, field instructors, for your personal and professional contribution to the Social Work program at MSUM.*

This manual is designed to provide students, field instructors and liaisons all the information that is needed for the internship and field experience. All forms used in field education are in the back of the manual and can be torn out and used. Hopefully this manual will assist you and give clarification to your roles and responsibilities, and facilitate a successful outcome.

The Social Work faculty at MSUM wishes all of you a very rewarding field education experience.

Sincerely,

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I. Introductory Information on the Social Work Program

A. Mission, Goals, and Program Objectives

MISSION STATEMENT

The Minnesota State University Moorhead (MSUM) Social Work program prepares competent and effective professionals for entry-level generalist social work practice. The MSUM Social Work program also provides leadership in developing service delivery systems and advancing social and economic justice.

PROGRAM GOALS

The MSUM baccalaureate social work program will:

1. Provide curricula that builds on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills;
2. Prepare students to make informed and professionally ethical decisions when providing services and assisting in the change process;
3. Prepare students to practice professionally without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structures, gender, marital status, national origin, race, religion, belief, sex, and sexual orientation;
4. Prepare students to assist in alleviating poverty, oppression, and other forms of social injustice;
5. Prepare students to engage in prevention and intervention practice with individuals, families, groups, organizations, and communities;
6. Prepare students to evaluate the processes and effectiveness of practice;
7. Prepare students to formulate and influence social policies and social work services in diverse political contexts;
8. Maintain collaborative relationships with, and promote continual professional development among, social work practitioners, groups, organizations, communities, and practitioners in other disciplines;
9. Work to oppose oppression and discrimination, and promote social and economic justice within the university and larger community.

PROGRAM OBJECTIVES

MSUM baccalaureate social work program graduates will be able to:

1. Apply critical thinking skills within the context of professional social work practice;
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly;
3. Practice without discrimination and with respect, knowledge, values, and skills related to clients' age, class, color, culture, disability, ethnicity, family structures, gender, marital status, national origin, race, religion, belief, sex, and sexual orientation;
4. Understand the forms and mechanisms of oppression and discrimination and apply the strategies of advocacy and social change that advance social and economic justice;
5. Understand and interpret the history of the social work profession and its contemporary structures and issues;
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes;
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities;
8. Analyze, formulate, and influence social policies;
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions;
10. Use communication skills differentially across client populations, colleagues, and communities;
11. Use supervision and consultation appropriate to generalist practice;
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

MSUM baccalaureate social work program faculty will:

13. Provide continuing education to area practitioners in order to maintain collaborative relationships with and promote continual professional development among social work practitioners, groups, organizations, communities, and practitioners of other disciplines;
14. Serve as consultants and agency board members in order to influence the delivery of social services and work to oppose oppression and discrimination, and promote social and economic justice within the university and larger community.

B. Social Work Department

Presently the social work department is comprised of six full time faculty and approximately 250 undergraduate majors. One full-time office manager, a part-time faculty assistant, and several work-study students provide invaluable support to faculty and students. The department also sponsors two active student social work organizations, Dragon SOS (Dragon Society of Social Workers) and Phi Alpha.

We invite you to find out more about our department by visiting our web site at www.mnstate.edu/socialwork.

C. MSUM Social Work Curriculum

Each student entering Internship and Field Experience II will have taken the following core social work courses. Many students will have also had various social work elective courses. Field Experience I students will have minimally taken SW 250, SW 330, SW 400, SW 420, and be admitted to the social work program. A grade of C- or better must be attained in these courses, as well as in related requirements.

Social Work 250 - Introduction to Social Work/ Social Welfare

This course provides an overview of the social welfare system, the profession, and the practice of social work. The generalist practice problem-solving model used throughout the curriculum is introduced.

Social Work 330 - Human Behavior and the Social Environment

This course enables students to integrate social, behavioral, and human biological knowledge in the assessment of people interacting with their environment.

Social Work Department Admission

Admission to the department occurs after the student has taken SW 250 and is taking SW 330. In addition, the student has completed a variety of prerequisite courses, has a 2.5 or better GPA, has demonstrated basic writing skills, and has completed a minimum of 30 hours human service experience. Students must gain admission to the department before they are allowed to take further core social work courses.

Social Work 400 Research Methods in Social Work

This course provides social work students with an understanding of research methods and processes, which can be applied to their social work practice.

Social Work 420 Generalist Practice with Individuals

This course focuses on teaching basic interviewing skills including communication and relationship skills that are necessary in using the generalist practice model with individuals in practice. Audiotape and videotape exercises are used to enhance learning.

Social Work 430 Generalist Practice with Families

This course is designed to give students beginning competency in using the generalist practice problem-solving model with the family as the client. Students learn various family assessment tools. Students also explore their own families of origin to become aware of how issues from those systems might influence their social work practice.

Social Work 440 Generalist Practice with Groups

This course introduces students to social group work. Content includes an introduction to group theory and dynamics, group roles, group interventions, the various types of social work with groups and group work skills. Students participate in an on-going interactional group to practice leadership and membership skills.

Social Work 450 Generalist Practice with Communities and Organizations

This course is designed to develop beginning skills for working with larger systems. Students work in planning groups to develop a formalized project proposal in which a social problem is identified, analyzed and a change effort is planned.

Social Work 460 Social Welfare Policy

This course provides knowledge of selected policy areas and knowledge of the process by which policy is formed. This class contributes to students making informed and professionally ethical policy decisions in the provision of services and participation in change.

Social Work 469 Internship

After students have completed the core social work courses and electives and have attained a grade of C- or better in these courses and all related requirements, 90 hours of human service experience, and maintain a 2.5 or better GPA, they can apply for internship. There are three mandatory meetings held the semester prior to internship which assist the student in preparing for, finding, and confirming an internship for the following semester. Internship requires a minimum of 480 hours at an agency under the supervision of a social worker.

Social Work 470 Senior Seminar

This seminar is taken concurrently with internship and focuses on ethical social work practice. It also provides students the opportunity to discuss the practical, personal and professional concerns of their internship experiences.

D. Student Rights

Taken from the MSUM Student Handbook 2007-2008

Minnesota State University Moorhead supports the concept of educational discipline. The University has a duty to protect its educational purpose by setting standards of scholarship and conduct. The guiding principle of University regulations is to promote student responsibility and accountability. Along with these responsibilities, Minnesota State University Moorhead believes students have certain rights. These rights are as follows:

1. to be free from discrimination and harassment on the basis of age, race, color, national origin, gender, sexual orientation, affectional preference, physical and mental disability, reliance on public assistance, marital status, or religious or political views.
2. to confidentiality as provided by the Family Education Rights and Privacy Act (FERPA).
3. to make full use of educational opportunities.
4. to learn, conduct research, and publish findings in the spirit of free inquiry.

5. to receive a statement of all regulations directly affecting them as participants in this University.
6. to organize and join associations to promote their common interests.
7. to express their opinions, both publicly and privately and to support causes of their choice.
8. to file a complaint on an alleged violation of the student conduct code.
9. to due process rights of procedural and substantive fairness in all disciplinary proceedings.
10. to exercise the right to a hearing and to an appeal.

E. Student Responsibilities

Adapted from the MSUM Student Handbook 2007-2008

Students are responsible for becoming familiar with college policies and procedures. Failure to be informed does not excuse misconduct. Disciplinary processes may be conducted with or without the presence of the student once he/she has been notified through the official mail system. The written notice will include the basis of the accusation and the behavior that allegedly violates University policy, and informs the accused student of his/her responsibility to meet with the University Judicial Officer. Appointments that are not attended, or properly rescheduled will be considered to be a failure to comply and will be submitted to the University's Student Conduct Committee for review and possible sanction(s). *For more information and updates on student policy information see www.mnstate.edu/sthandbook.*

Minnesota State University Moorhead's non-academic university performance standards and the Social Work Department's non-academic performance standards are also outlined in the Social Work Student Handbook. All students are held equally to the academic and non-academic performance standards and each student's continuance in the Social Work program is determined by her or his suitability for professional social work practice as judged by social work faculty, and as evidenced by acceptable performance while in the program. (Social Work Student Handbook)

Social work students are also responsible for adhering to the standards of the NASW Code of Ethics. This Code is made available to the students in the Admissions packet, and is discussed in detail in SW 470 Senior Seminar.

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II. Policies and Procedures of the Field Education Program

A. University Internship Policies

Minnesota State University Moorhead requires that students must: be junior or senior status when taking an internship for credit, be a major in the department granting internship credit, and meet internship standards set by individual academic departments and any departmental requirements related to internship planning and follow-up. Internship credit will be awarded on the basis of at least 40 hours of field work per semester credit. The maximum number of credits allowed for internship is 12 semester credits (See MSUM Bulletin).

B. Social Work Department Internship Requirements

To register for internship, students must have successfully completed all required course work and obtain a C- or better in social work courses and related requirements, 90 hours of human service requirement, and have an overall 2.5 or better GPA. While internship is a required capstone experience that all students must successfully complete to receive their BSW degree, it must also be highlighted that it is a privilege to engage in this learning experience and not an absolute right. Therefore, students will be evaluated on all academic and non-academic standards (as defined in sections N and O of the policies and procedures) both prior to and during their internship placement. Internship privileges can and may be reevaluated or revoked if it is deemed appropriate and/or necessary under our existing policy guidelines. Internship is a block placement usually occurring in the student's last academic semester. It requires a minimum of 480 hours at a human services setting/agency under the supervision of a social worker. In the case that the field instructor is not a social worker but has a degree in a related discipline, special consideration is given to enable the student to do the internship. Field Practicum courses may not be transferred from an unaccredited to an accredited program.

C. Criteria for Selection of Agencies and Field Instructors

Internship must occur in settings that reinforce students' identification with the purposes, values, and ethics of the profession, foster the integration of empirical and practice-based knowledge, and promote the development of professional competence.

The Social Work Department requires that all agencies used for field education provide a sanctioned social service or criminal justice program. These agencies are required to provide qualified personnel to be assigned as "Field Instructors" for the student interns.

Primary as well as secondary social work settings are utilized for the internship program. The most frequently used agencies include the area county social services, area schools, hospitals, and nursing homes, and many of the non-profit agencies such as Lutheran Social Services, Lakeland Mental Health, Head-Start, PATH, as well as many others.

The Social Work Department requires that field instructors have a college degree, preferably a Bachelor's or Master's degree in Social Work. If the field instructor does not possess a social work degree, he/she agrees to provide a field experience that is consistent with social work values and ethics. Students who have field instructors who do not have a BSW or MSW are required to meet with their field liaisons on a monthly basis during internship for additional supervision and instruction.

In addition, if a student is awarded a Child Welfare Stipend through the Social Work Department, they are held responsible, in coordination with the Child Welfare Coordinator, for meeting the following additional requirements prior to and during internship:

- have a senior field practicum in a county or stated child welfare unit;
- complete a child welfare course;
- attend child welfare IV-E student meetings and seminars if applicable;
- maintain good academic standing (as defined by the social work departmental policy); and
- upon exit from the social work department seek and accept employment in public child welfare (if such a position is available and offered within three months of graduation and maintain such employment for four and a half months for each semester that they received a stipend)

D. Procedure for Placing and Monitoring Students

Preparation for internship occurs in three meetings involving the field coordinator and prospective interns one semester prior to internship. These meetings are required for all students planning to do their internship the following semester.

The procedure for placement is student directed, as the students choose their own placements within certain parameters. They are allowed significant latitude in choosing a site that will best meet their personal learning objectives. However, before an internship is finalized the student meets with the field coordinator to confirm that the agency meets with department approval.

Students research the types of internship placement that interest them. They may choose, but are not limited to child welfare agencies, family service agencies, mental health programs, criminal justice settings, programs serving elderly persons, programs serving developmentally disabled persons, medical social work, school social work, drug and alcohol treatment programs, institutional treatment settings, and community organizing.

Once an internship placement is agreed upon, a contract is formalized which clarifies the expectations of the student, the agency, and the School of Social Work. This contract is signed by all three parties and kept in the student's internship file.

Social work student interns are monitored by field liaisons who conduct two formal site visits during the semester. The field liaison is also available for phone contacts and additional visits if the need arises. Field Liaisons will meet with interns whose field instructors are not BSW or MSW degreed, on a monthly basis to provide additional supervision and instruction from the social work perspective. These meetings can occur on Fridays following Senior Seminar class, or at other arranged times.

Field liaisons are full time faculty from the social work department. Everyone currently on faculty has served at one time or another as field liaison in the internship program.

E. Procedure for Evaluation of Student Learning in the Field

Each student intern develops a focused learning plan that includes his/her own learning objectives for the first five goals of internship. These objectives become a part of the student's evaluation form. The six-page evaluation form used to formally evaluate the student's learning and performance in the field is based on the eleven goals of internship. These goals are:

1. To become aware of the network of social welfare agencies in the community.
2. To develop an increased understanding of the social problems/issues addressed by the internship agency.
3. To continue the development of professional communication skills.
4. To learn how to apply the social work generalist practice problem-solving model.
5. To examine one's values and attitudes towards diverse and disenfranchised populations.
6. To develop ethnic sensitive and multicultural practice.
7. To develop teamwork skills.
8. To understand the organizational structure of the internship agency.
9. To apply research knowledge and skills in a practice setting.
10. To assess one's choice of social work as a profession.
11. To be evaluated in the social work role.

Both the student and the field instructor use this evaluation form to assess the student's performance. It is completed twice during the semester, at midterm and in the final week of internship. The student and field instructor are encouraged to discuss these evaluations before signing them and turning them in to the field liaison. The field instructor's evaluation, both midterm and final, become part of the student's permanent file.

F. Procedure for non-BSW or MSW Field Instructors

Field instructors who do not hold a MSW or BSW degree, but have a college degree in a related field such as human services, criminal justice, counseling, or psychology, agree to provide a field experience which is consistent with social work values and ethics. These field instructors are required to attend the Field Instructor Orientation meeting and to work closely with the field liaison in order to provide an internship experience that identifies with the purposes, values, and ethics of the social work profession. Students who have non-MSW or BSW field instructors are invited and encouraged to meet once a month with their field liaisons in addition to the two site visits to assure that the student is getting sufficient social work supervision.

In addition, the non-MSW or BSW field instructors are given a packet of materials put together by the field coordinator. This packet includes an information sheet Social Work at Minnesota State University Moorhead, the major in Social Work – BSW Degree requirements, the NASW Code of Ethics, and excerpts from Bogo and Vayda's book, The Practice of Field Instruction in Social Work, and Kirst-Ashman and Hull's Understanding General Practice.

G. Field Instruction Training

Field instructors are invited to participate in training seminars and workshops designed by the Social Work Department. These seminars are held every spring semester. Flyers or invitations to these seminars go out to all field instructors from the last 4-5 semesters. The field coordinator, with the assistance of the Social Work faculty, offers a variety of topics at these annual seminars. Topics for the past three seminars have been Malpractice Insurance, The World of Field Instruction, and a Review of the Social Work Curriculum. These seminars last for two to three hours, and certificates of attendance are made available to attendees.

The field coordinator offers the field instructor orientation seminar every academic semester. The agenda at these meetings include: information about the internship; clarification of the roles of the field instructor, the field liaison, and the field coordinator; review of the syllabus, goals,

written assignments, and evaluations for internship; review of the policies for termination of an internship, sexual harassment, and internship liability insurance. There is time for discussion of the intern's research project, as well as questions from the field instructors in attendance. The orientation lasts about an hour and a half. New field instructors are required to attend this orientation seminar, and all field instructors are encouraged to attend.

H. Policy Regarding Field Placement and Employment

Student assignments and field education supervision must differ from those associated with the student's employment. For this reason, any placement that occurs at an agency where the student is also employed, it is required that the student does not use their employment as their internship. It is further required that the student be involved in a different program and have a different supervisor than their employment. Field placements in agencies where students are also employed are monitored closely by the field coordinator and the student's field liaison.

However, if a student becomes hired during the internship in the area that internship is occurring, he/she may continue in the internship setting in a paid position as long as the terms of the internship are carried out, assignments are turned in, and the evaluations are completed as scheduled by the field instructor and the student.

I. Policy Regarding Long Distance Internships

Students are not allowed to do their internships beyond a radius of 250 miles from MSUM, thus giving our program opportunity to adequately monitor the placement and the student. Some students take Senior Seminar, a three-credit course that runs concurrently with internship, at accredited schools of social work other than MSUM and closer to their internship. For example, students doing internship in St. Cloud or Minneapolis may register and take Senior Seminar at St. Cloud University. However, all students register for internship through MSUM and are followed by field liaisons from the Social Work program.

Students taking SW 470 Senior Seminar at another institution must follow these guidelines:

- a. it must be a CSWE accredited school of social work;
- b. it must be equivalent to three semester course credits; and
- c. it should have a practice evaluation component

J. Statement on Sexual Harassment

“Acts of sexual discrimination/harassment and/or violence create an environment contrary to the goals and mission of the University. Minnesota State University Moorhead will not tolerate such acts. These acts may also constitute criminal behavior that can be prosecuted under Minnesota law, as well as form the basis for discipline or other corrective action under employee disciplinary standards or the University student conduct code.” (MSUM Affirmative Action Office 2008)

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

K. Student Liability Insurance for Internship

Students are covered under the University's student liability insurance:

“Students are clearly liable for their actions and may be sued (along with others) for damages due to negligence. Minnesota State University Moorhead has a Student Professional Liability Policy which covers students engaged in internships. The coverage is for \$1,000,000 per occurrence and \$3,000,000 in aggregate.”

“If the student or his/her academic department or clinical practicum site does not have a formal internship agreement, and therefore does not have a formally acknowledged internship (i.e. no credit hours, etc.), the student is not covered by the University Student Professional Liability Policy.” (Taken from the MSUM Bulletin 2007-2008, p. 64)

Students may join the National Association of Social Workers (NASW) and take out the professional liability insurance with the NASW Insurance Trust. This particular insurance is available only to individual students, and protects them for duties and field placements which are parts of their school curriculum. The limits of liability are \$1,000,000/\$1,000,000. This is NOT required.

L. Policy Regarding Student Medical Coverage

MSUM does not provide medical insurance coverage for any injuries that may occur during internship or the course of field placement.

M. Internship Formal Agreement

“Before the starting date of the Internship, the Internship Supervisor, the Site Evaluator, and the Student Intern shall sign an Internship Agreement which outlines mutual responsibilities and expectation for the internship and contains statements clearly articulating liability assumption on the part of MSUM, the Site, and the Student Intern (MSUM Bulletin 2007-2008)

The Internship/ Field Experience Contract with Placement Agencies form which appears in Section VII of this manual, clearly delineates the agreement made with the student, the agency, and the university, to include expectations from all three parties. The contract is signed by all three parties and the original copy is kept in the student’s internship file. No student is allowed to begin his/her internship without a completed contract in place.

N. The Formative Performance Evaluation Process

The Social Work Department utilizes a formative, or process evaluation model, rather than a summative model. The intent of the faculty is to assess students’ performance throughout the curriculum, and to move students toward successful completion of the program, or toward the selection of another major.

Academic assessment is done in each social work course by the assignment of a grade, ranging from A+ to F, with the exception of internship which is graded either pass or fail. In addition to an ongoing academic assessment, students are formatively assessed non-academically both in and outside of the classroom. The following performance standards are used when considering each student’s suitability for professional social work, and continuation in the social work program.

1. MSUM’s non-academic university performance standards:

- 1) Academic Integrity
- 2) Computer Misuse
- 3) Complicity in Prohibited acts
- 4) Disruption of Operations of the University
- 5) Disruptive Behavior
- 6) Disruptive Demonstration
- 7) Drug Paraphernalia
- 8) Distribution of Illegal Drugs
- 9) False Complaint
- 10) Falsification of Records/Representation
- 11) Fire/Arson
- 12) Gambling
- 13) Hazing
- 14) Interfering with Judicial Procedures
- 15) Laws and Ordinances
- 16) Official Compliance
- 17) Physical Harm and Threat
- 18) Harassment and Sexual Harassment
- 19) Sexual Violence
- 20) Skateboarding, In-line skates, and Bicycles
- 21) Stalking
- 22) Theft, Vandalism, Defacement and Damage to Property
- 23) Unauthorized Use of University Property
- 24) Psychological/Emotional Abuse
- 25) Unlawful Use and Possession of Alcohol
- 26) Unlawful Use and Possession of Drugs
- 27) Unlawful Use or Possession of weapons/firearms

2. Social Work Program's non-academic performance standards:

- a) Breach of NASW Code of Ethics
- b) Clear violation of client confidentiality
- c) Current chemical abuse
- d) Conditions (i.e., mental health problems) that interfere with student functioning
- e) Sexual involvement with a client
- f) Failure to respect interpersonal boundaries with others (i.e., students, faculty, placement staff, clients, etc.)
- g) Inability to master the skills necessary for acceptable social work practice
- h) Inability to relate to faculty
- i) Inability to relate to clientele
- j) Inability to relate to other students

In the case of a deficiency during internship, a formative evaluation process may be used before termination of the internship is decided, if the following conditions are present:

1. The deficiency is such that remediation can occur. This decision will be made jointly by the field instructor and the field liaison.
2. The field instructor is willing to work with the student in the remediation plan.

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

1. A meeting will be held with the student, the student's advisor, the field coordinator and/or field liaison, and if appropriate, the student's field instructor. The deficiency will be addressed and a formal notice given to the student. The remediation plan will

- be discussed at this meeting as well as a prescribed time frame, to be agreed upon by the student, the field coordinator, and the student's advisor.
2. In the event that the process of the remediation is not followed by the student, the field coordinator may recommend termination of the internship.
 3. In the event that the concerns are so serious that they are brought to the attention of the entire faculty, the faculty may recommend termination of the student from the program.
 4. The Social Work Department utilizes the university appeals policy and students involved in this process have the right to appeal any department decision.

The Formative Performance Evaluation notice and remediation plan forms can be found in the back of the Social Work Student Handbook. The grievance process can also be found in the Social Work Student Handbook.

O. Termination of Internship / Field Experience

Most students will have little or no difficulty in following the expectations for internship and field experience. However, occasionally situations arise which are serious enough to necessitate removal of a student from field placement without using the Formative Performance Evaluation Process. The following are some (but possibly not all) of the major reasons for such removal:

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

A student may also be removed due to situations that are beyond his/her control, such as an incapacitation due to illness or accident, or agency problems which compromise the integrity of the placement experience.

The decision to remove a student will be made by the field coordinator in consultation with the social work department chair, the field liaison, the field instructor, the student's advisor, and the student. Once the decision to remove a student has been made, the student will discontinue his/her duties at the placement agency immediately. The student who feels he/she has been removed unjustly may appeal the decision to the social work department chair. If he/she is not satisfied with the chair's decision, the decision may be appealed to the Dean.

P. Policy on Social Work Credit for Life / Work Experiences

There is no social work credit given to students for any life/work experiences. Students are required to take all core social work courses including 12 credits of internship, regardless of their experience in the field.

Q. Background Checks

Background checks are required by Minnesota state law for students doing their internship in the state of Minnesota and an agency licensed by either the MN Department of Human Services or the MN Department of Health. Applications for these checks can be attained from the MSUM social work department at no charge to the student. Some additional agencies outside the above mentioned parameters may require background checks and these may cost the student additional fees.

III. Preparation for Internship

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III. PREPARATION FOR INTERNSHIP

A. Application for Internship

Social work students are ready to be placed in internship once they have completed the core social work courses and the related area course work (see social work curriculum, on pages 3-4) and have completed 90 hours of the Human Service Requirement. Students begin planning for internship several semesters before they enroll in the course. The Social Work Internship Priority Planning Forms are given out in SW 400: Research Methods. This completed form is reviewed and signed by the student's faculty advisor and given to the department secretary who puts the student on an internship priority list. To ensure a placement students should sign up two semesters prior to the semester they want to do an internship. If the student decides not to do an internship during the semester identified, the field coordinator should be notified as soon as possible of the desired change.

During the second week of the semester preceding internship, prospective interns will be notified of the first orientation meeting. Students are required to print the Field Manual from the School of Social Work website, fill out the internship application in Section VII, (typed or printed neatly), and bring the application with them to the orientation meeting.

To be accepted into internship, a student needs to have completed all related requirements, possess an overall GPA of 2.5, and have a "C-" or better in all Social Work courses and related requirements. In addition, the student must possess the basic skills and emotional maturity necessary for working with clients and staff in an internship site. If the faculty has concerns about the suitability of a prospective intern, the field coordinator will discuss these concerns with the prospective intern and develop a plan for addressing the concerns.

B. Internship Preparation Meetings

Preparation for internship occurs in three meetings involving the field coordinator and prospective interns. Students who are on the internship priority list will be notified by letter of the first meeting. These meetings are required for all students planning to do their internship the following semester. Attendance will be taken at all of the preparation meetings.

1. ORIENTATION MEETING

This meeting will give the prospective intern an overview of the preparation and requirements for internship. The student will be expected to take much of the initiative around preparation and planning for obtaining an internship. This process will include:

- 1) Allowing students significant latitude in choosing a site that will best meet their personal learning objectives; and
- 2) Simulating a job search process (students will learn about the major components involved in a social work job search).

To begin this process, students will be asked to research the types of internship placement which

interest them. Students may choose, but are not limited to child welfare agencies, family service agencies, mental health programs, criminal justice settings, programs serving elderly persons, programs serving developmentally disabled persons, medical social work, school social work, drug and alcohol treatment programs, institutional treatment settings, etc. Students are encouraged to consult with the social work faculty, the field coordinator, other students and professionals from the student's human service experience sites for information on placements and opportunities.

Most students will want an internship site in the Fargo-Moorhead area, thus allowing them to take SW 470: Senior Seminar at the same time. However, students may intern as far away as 250 miles: thus allowing the field liaisons the opportunity to do site visits and monitor students progress. Students may register for or attend Senior Seminar at another CSWE accredited Social Work program. Over the years, MSUM social work students have been placed in a number of different agencies. The School of Social Work maintains files that contain information on the types of experiences an intern might gain at many different placement sites. Also, names and titles of potential field instructors, agency addresses, and agency phone numbers are maintained in these files. Students are encouraged to ask the department secretary for the location of these files.

A good source of internship information is the Social Work Department Web Page at <http://www.mnstate.edu/socialwork/>. After entering this web site, students can click on Internship Information. There are over ten different internship site headings and over 120 different possible sites identified in this area.

Once students have researched their area(s) of interest, it is recommended that a minimum of three potential internship sites be identified for possible interviews. Although there are plenty of internship sites available in Fargo-Moorhead and the surrounding area, there may be a number of reasons why students might not obtain their first choice for an internship. Some students will obtain an internship at the first agency interviewed; others will interview four or more agencies before finding the right site.

In addition to researching potential internship sites, students will be constructing a resume which will provide information regarding their education, skills and social service experience (volunteer and paid). This resume will be submitted to potential internship agencies prior to the internship interview. Students can utilize any resume format desired. However, if the student has never constructed a resume before, some basic rules apply.

Resume should include:

- a) Relevant post high school education
- b) Social work related volunteer experience
- c) Paid social work related experience

Listing non-social work jobs along with dates can be useful to demonstrate reliability and industry.

The MSUM Career Services periodically sponsors resume writing workshops which many students have found quite useful. In addition, some students may wish to solicit feedback on the resume from social work faculty or a social work employer. The field coordinator will spend time in the orientation meeting reviewing several resume formats. The field coordinator will provide written comments on students' resumes.

Students are expected to turn in their resumes at the next internship preparation meeting which is the Planning Meeting.

2. PLANNING MEETING

Two weeks after the orientation meeting, prospective interns will meet with the field coordinator for a planning meeting. Students are required to bring drafts of their resumes with them to this meeting. The field coordinator will review each student's resume after the meeting and provide written feedback on layout, clarity, and content. At this meeting, the process for arranging internship will be discussed and interviewing skills will be covered.

The first step in arranging an internship will be putting together internship packets to be given to each internship site the student interviews. This packet will contain the student's resume and a letter of introduction from the field coordinator to the potential internship agency. This packet provides important information to placement agencies regarding the student's interests and prior experience.

Once the student has the information packet together, calls can be made to prospective internship sites to inquire about the possibility of an interview for internship. If the agency agrees to discuss a potential internship and an interview has been arranged, the student sends or delivers the packet to the interviewing agency 2-3 days prior to the interview.

The interview is a very important piece of the internship preparation process. It is a chance for the agency to learn more about the student and the student to learn more about the type of services the agency provides. Students should plan for the interview by preparing a list of questions they want answered. Students will be spending 32 hours a week for 15 weeks at their internship site. They will want to know what experiences the internship site can provide which will further their personal learning objectives. It is important to obtain some sense of the degree of compatibility or "fit" between student and agency.

Students are encouraged to choose field instructors who have a BSW or MSW. However, there are exceptions made for criminal justice, counseling, and treatment (addiction) centers, where non-social work degreed professionals serve as field instructors.

Students with non-BSW or MSW degreed field instructors will receive additional supervision from their field liaisons to insure that students maintain a social work perspective in their internship.

If the student has interviews set up with other agencies, he/she should indicate this to the agency interviewer. Some agencies will offer an internship to a student at the end of an initial interview, some will request a second interview or request some time to consider the internship placement. If the placement is desired by a number of students, the internship agency will make a decision

as to which student will be offered the internship. Regardless of the outcome, it is good professional courtesy to **thank the agency interviewer for their time and consideration**, and for answering your questions.

Once an internship has been offered to the student, she/he will arrange a short meeting with the field coordinator to discuss the placement. The student must bring information regarding the **agency name, address, phone number and name of the field instructor** on a Placement Finalization Form in section VII to the field coordinator. If the proposed placement is deemed appropriate by the field coordinator, the student will be asked to sign a Placement Agency Contract (Section VII). The field coordinator will then informally finalize the internship through a phone contact with the potential field instructor. Formal finalization occurs between MSUM and the internship agency and is documented via the signing of the Placement Agency Contract by the field instructor, field coordinator and the student. Once a final decision regarding placement is made, the student will notify all other agencies which he/she has interviewed of his/her intent not to intern with them.

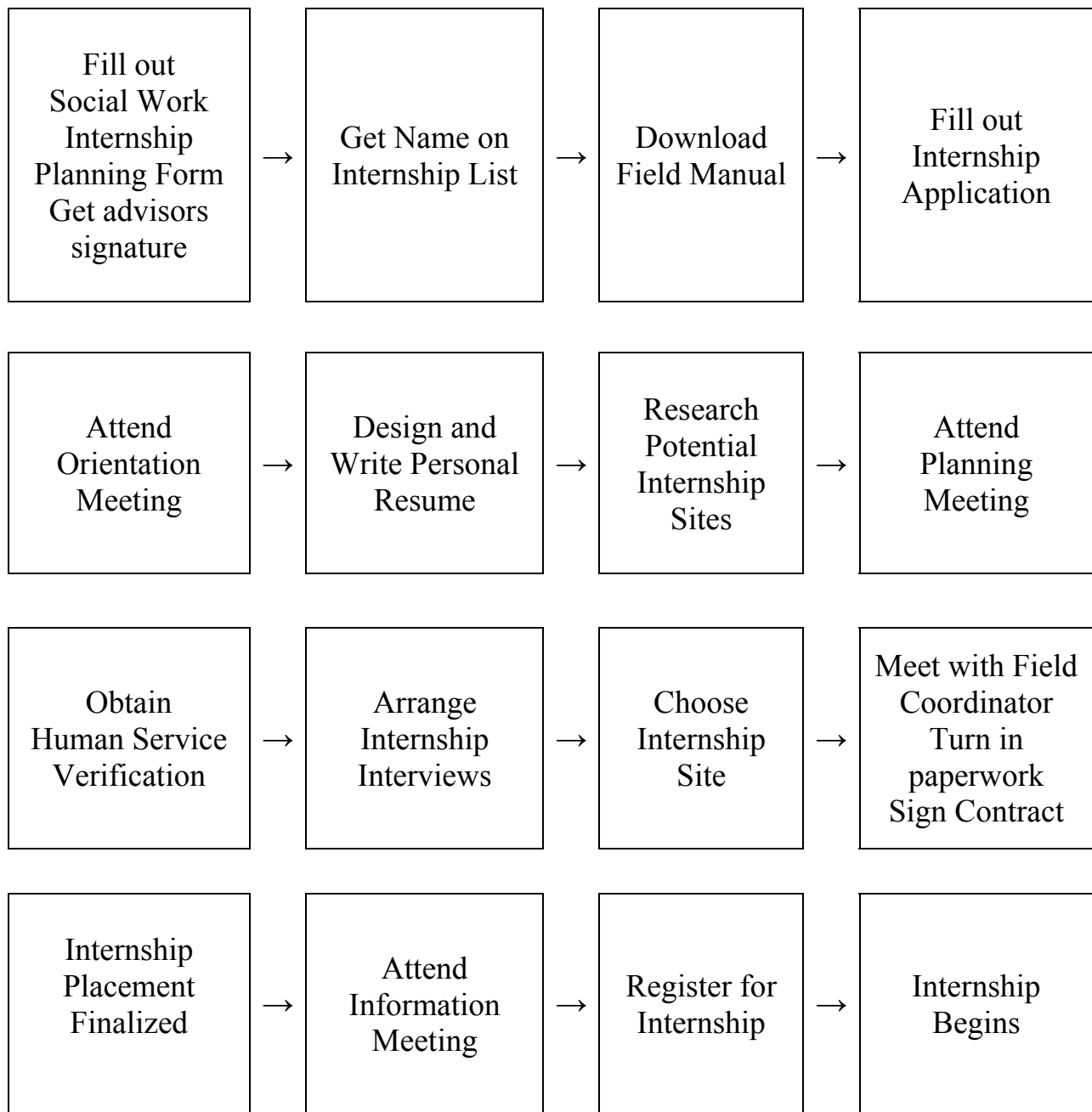
Students who arrange an internship at a Minnesota agency are required by law to complete a Minnesota Bureau of Criminal Apprehension Background Check. This Minnesota law is an effort to protect vulnerable clients from potentially abusive individuals. The student must fill out a scantron sheet and a release form to the internship agency. These two forms can be obtained from the department secretary.

3. INFORMATION MEETING

Two weeks before the end of the semester preceding internship, students will meet together with the field coordinator to discuss expectations for internship. Most of the internships should be finalized by this time, however some students may still be making internship arrangements. The internship syllabus will be reviewed in detail to ensure that the student understands the goals and expectations of internship. The assignments, the agency site visits, and the internship time line will also be discussed. Termination of internships, liability insurance, MSUM's medical insurance, and sexual harassment policy are also covered.

Any final questions that the student has about the structure, expectations, and process of internship can be addressed at this time. This is the last meeting before internship begins. Each student must, in addition to finding and finalizing their internship placement, enroll in the SW 469: Internship course. Registration codes are obtained from the student's academic advisor. Advisors will only provide registration codes to students who have submitted written verification of 90 Human Service Experience hours and can show evidence of a 2.5 GPA, with a "C-" or better in all social work courses and related requirements. Students are minimally required to be enrolled by the first day of internship.

C. Internship Preparation Flow Chart



IV. Internship

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A. Internship Syllabus

Minnesota State University Moorhead Social Work Department SW 469: Internship

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Mission Statement of the Social Work Department

The Minnesota State University Moorhead (MSUM) Social Work program prepares competent and effective professionals for entry-level generalist social work practice. The MSUM Social Work program also provides leadership in developing service delivery systems and advancing social and economic justice.

CURRICULAR CONTEXT:

The MSUM Social Work program defines generalist practice as the critical application of an eclectic knowledge base, professional values, and a wide range of culturally competent skills to a planned change process at any system level. All of the social work courses use the generalist practice intervention model as the basis for social work on all levels: individuals, families, groups, communities and organizations. SW 469 Internship occurs after all the core social work courses have been taken by students. It is a block placement where students spend 480 hours in a social work or human services setting under agency and departmental supervision. Planning for internship begin at least two semesters prior to internship.

COURSE DESCRIPTION:

Internship is a 12-credit course that is designed to provide social work students a practice experience in a social work or human services related agency with professional supervision. The academic supervision is provided by field liaisons from the social work faculty. Direct supervision in the field placement is provided by agency staff who serve as field instructors for the students. The field liaison, the field instructor and the student intern work together to design an internship experience that includes a basic introduction to social work practice and an opportunity to develop some of the student's individualized interests. This course builds on and assists in the integration of all coursework required for the social work major as well as the broader liberal arts perspective. Internship gives the students the opportunity to practice and integrate the social work knowledge, values and skills obtained in the classroom in an agency setting.

Prerequisites for internship include all the major social work course requirements to include all required prerequisites in related areas, with a "C-" or better in these courses prior to taking SW 469 Internship; completion and documentation of the 90 hours Human Service Experience requirement; a 2.5 GPA or better; and consent.

SW 469 Internship is solidly anchored in the social work program's mission, goals, and objectives. At the successful completion of internship, students are ready for entry-level

generalist social work practice. Internship reinforces identification with social work values and ethics by holding students accountable to the NASW Code of Ethics. Internship fosters integration of empirical and practice-based knowledge in a practice setting by giving students the opportunity to do direct micro or macro practice in an agency setting. Internship promotes development of professional competence through supervision and professional guidance of students by their field instructors.

The eleven goals of internship are designed to facilitate students in achieving the Foundation Program Objectives that relate to field education. Several goals of internship reflect areas of the Foundation Curriculum content that pertain specifically to this course, to include: Values and Ethics, Diversity, and Field Education.

FOUNDATION PROGRAM OBJECTIVES:

1. Apply critical thinking skills within the context of professional social work practice;
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly;
3. Practice without discrimination and with respect, knowledge, values, and skills related to clients' age, class, color, culture, disability, ethnicity, family structures, gender, marital status, national origin, race, religion, belief, sex, and sexual orientation;
4. Understand the forms and mechanisms of oppression and discrimination and apply the strategies of advocacy and social change that advance social and economic justice;
5. Understand and interpret the history of the social work profession and its contemporary structures and issues;
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes;
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities;
8. Analyze, formulate, and influence social policies;
9. Evaluate research studies, apply research finding to practice, and evaluate their own practice interventions;
10. Use communication skills differentially across client populations, colleagues, and communities;
11. Use supervision and consultation appropriate to generalist practice;
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

COURSE GOALS:

1. To become aware of the network of social services agencies in the community and how to use the network effectively to serve clients.
 Methods of Assessment
 Focused Learning Plan
 Field Instructor Evaluations
 Student Evaluations
 Site Visits

2. To develop an increased understanding of the social problems/issues addressed by the internship agency, and the environmental context (surroundings, particular connections) of these problems.
 Methods of Assessment
 Agency Description Paper
 Focused Learning Plan
 Field Instructor Evaluations
 Student Evaluations
 Site Visits

3. To continue the development of professional verbal and written communication skills to include establishing effective working relationships, demonstrating adequate listening skills, and receiving feedback constructively.
 Methods of Assessment
 Focused Learning Plan
 Field Instructor Evaluations
 Student Evaluations
 Site Visits
 Student's Journal

4. To learn how to apply the social work generalist practice (problem-solving) model in the internship setting, to include engagement, assessment, planning, implementation, evaluation, termination, and follow-up.
 Methods of Assessment
 Focused Learning Plan
 Field Instructor Evaluations
 Student Evaluations
 Site Visits

5. To examine one's values and attitudes towards diverse populations in one's professional relationships with people from diverse cultural, ethnic and economic backgrounds and with people from differing age, gender, religion, sexual orientation, and status groups at the internship setting.
 Methods of Assessment
 Focused Learning Plan
 Field Instructor Evaluations
 Student Evaluations
 Site Visits
 Student's Journal

6. To develop ethnic sensitive and multicultural practice.
 - Methods of Assessment
 - Focused Learning Plan
 - Field Instructor Evaluations
 - Student Evaluations

7. To develop teamwork skills by providing input to all team members, following through on responsibilities and commitments to the team, and forming respectful relationships with team members.
 - Methods of Assessment
 - Field Instructor Evaluations
 - Student Evaluations

8. To understand the organizational structure of the internship agency, its goals, purposes and procedures as well as it's informal structure.
 - Methods of Assessment
 - Agency Description Paper
 - Field Instructor Evaluations
 - Student Evaluations

9. To apply practice/program evaluation knowledge and skills in the internship setting by completing an evaluation project based on student's experiences within the internship.
 - Methods of Assessment
 - Practice Evaluation Paper (for SW 470, done during Internship)
 - Field Instructor Evaluations
 - Student Evaluations

10. To assess one's choice of social work as a profession by the demonstration of professional self-awareness, appropriate dress and behaviors, acceptance of basic social work values, and interest in the internship duties.
 - Methods of Assessment
 - Field Instructor Evaluations
 - Students Evaluations
 - Student's Journal

11. To be evaluated in the social work role and one's ability to use supervision effectively, to accept constructive criticism, to take responsibility for one's own learning, and to identify personal issues that may affect practice.
 - Method of Assessment
 - Field Instructor Evaluations
 - Student Evaluations
 - Student's Journal

COURSE EXPECTATIONS:

1) Internship Commitment

Each student intern will complete a minimum of 480 hours in an internship placement setting

over one semester. Most students put in 32-hour weeks in four days and take the day that Senior Seminar is offered off. This can be worked out with the agency field instructor and the student. Regardless of hours put in, the internship lasts the duration of the academic semester.

2) **Agency Policies and Procedures**

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

3) **Agency Description Paper**

The Agency Description Paper looks at the organizational structure, services and roles of the placement agency. This paper is due to the student's field liaison on the fourth Friday of the semester.

The paper should be typed, double-spaced. Unsatisfactory papers will be returned to the student to be redone. Since the paper is due only four weeks after internship begins, the student will want to start gathering data by reading policy manuals and interviewing agency staff soon after internship begins. This is not a major term paper, and 4-5 pages with attachments is a reasonable length for this assignment.

Topics to cover in this paper include:

1. **History of the agency:** a brief history of the agency' development
2. **Purpose and Services:** What is the basic purpose / mission of the agency? What are the primary social issues the agency addresses? Identify the client system(s) served by the agency, some demographics of the client system (gender, ethnicity, age, socioeconomic class, etc.) What services are provided?
3. **Structure and Funding:** What is the hierarchical structure if the agency? (is there a flow chart?) How is the organization governed? Board of directors? Federal mandates? Describe the policy setting process? How is the agency funded? Grants? Fee for service? Tax revenues?
4. **Agency Staff:** Describe the social work role in the agency. What other disciplines are represented in this agency?
5. **Planning and Evaluation:** How is program planning and development done? By whom? Are clients involved? How are programs and services evaluated? How are social workers evaluated? What kind of research is being conducted in the agency?
6. **Service Network:** With what agencies does your agency work closely? What is the purpose of these relationships?

4) **Focused Learning Plan**

Each intern will design a focused learning plan that identifies specific learning objectives for the **first five goals of internship**, listed in the syllabus, within the context of the agency setting. Title IV-E Child Welfare Scholars have additional goals, objectives and tasks. A rough draft of this plan must be written by the first agency site visit. A copy of the completed learning plan is due at midterm. Below is a sample learning plan for goal 1 and 5.

For the purpose of this plan, goals are rather general expectations whereas objectives are more specific skill areas the student wishes to develop relative to the more general goals. The tasks or actual activities will assist the student in accomplishing the objectives and ultimately the internship goals.

An example of objectives for two of the internship goals might look something like this:

Goal #1

To become aware of the network of social welfare agencies in the community

Objective #1: To learn about the agencies that my internship agency interfaces with in order to meet the needs of the client system.

Task/Activities:

- a) Visit five agencies to which my agency refers clients.
- b) Attend child protection team meetings.
- c) Read about the various referral sources in the resource files.

Objective #2: To learn about residential services for children.

Task/Activities:

- a) Visit a residential treatment center for EBD children.
- b) Get special training from the field instructor regarding children with special needs.

Goal # 5

To examine my values and attitudes towards diverse and disenfranchised populations.

Objective # 1: Examine my values and attitudes towards sexual abuse perpetrators.

Tasks/Activities

- a) Write about these issues in my journal.
- b) Discuss these issues with my field instructor.
- c) Read books on the dynamics of sexual abuse.
- d) Interview a sexual abuse perpetrator.

A rough draft of the focused learning plan must be ready for the first site visit. The student will review the learning objectives with the field liaison and the field instructor to determine their feasibility within the student's particular internship site and the 15 week time frame for their completion. The completed focused learning plan is due at midterm. One copy goes to the field instructor and one copy is turned in to the field liaison. Students will receive feedback from their field instructors regarding progress on their learning objectives at the midterm and final evaluations, as the students write in their objectives to the first five goals on the evaluation forms section VIII.

5) Agency Site Visits

Two agency site visits by the student's field liaison will occur during the semester. These meetings are arranged by the student and the field liaison, taking into consideration the field instructor's schedule and availability. These meetings allow the field liaison, the field instructor and the student intern an opportunity to review the progress in the internship, discuss mutual expectations of internship, discuss any concerns, and identify future tasks that need to be completed.

The first site visit will occur between the fourth and sixth weeks of internship. Students are expected to have prepared a draft copy of their Focused Learning Plan for this meeting. Once the learning objectives are reviewed, the student can make a final copy of the focused learning plan to be submitted to the field liaison at midterm. This first site visit is a good opportunity for any discussion of concerns and questions that either party may have regarding the internship placement. The research project can also be discussed and explored. This meeting usually lasts 45 to 60 minutes.

The second site visit will occur between the eleventh and thirteenth weeks of internship. The purpose of this meeting is to check on the progress of internship and to identify what needs to be done before the end of the semester to talk about disengagement and termination tasks for the intern as they prepare to leave the internship agency. This meeting usually takes half an hour to complete.

The field liaison will usually arrange the site visit meeting times through the student, who will coordinate with the field instructor's schedule. It is the responsibility of the student to arrange an alternate time for a site visit should the necessity of cancellation arise.

6) Keeping a Journal

Each student is expected to maintain a journal for the first half of internship with weekly entries. This journal provides the student an opportunity to reflect on significant internship experiences, and the thoughts and feelings that may result from these experiences. This journal is also a place to identify ethical dilemmas that occur during internship, and the process in which the student works through these dilemmas. The journal is turned in to the field liaison at midterm. Written feedback on the journal is provided by the field liaison.

Remember that journaling is not for listing everything that happened during the week, but rather it is the opportunity to reflect on the significant events of the week, the ethical dilemmas experienced, and attracting some meaning to these events as well as some conclusions which enhanced the student's learning.

Handwritten journals will be accepted if they are clearly written so that the field liaison will have no trouble reading them. Otherwise it would be helpful to have the journal entries in typed form.

7) Internship Meeting

There is one internship meeting with the field coordinator during the semester the students are doing their internship. This meeting is held in conjunction with Senior Seminar. Topics covered usually include social work licensing, Minnesota and ND Merit Exam, preparations for employment, and a review of the assignments for internship. Guest speakers from the Minnesota State Board of Social Work, Clay County Social Services, MSUM Career Services, and North Dakota Department of Human Services usually present more detailed information on these topics at a separate session during Senior Seminar.

8) Field Instructor Evaluation

The student intern will provide the field instructor with two formal evaluations. The midterm evaluation will occur during the eighth week of the semester and the final evaluation will

occur the last week of the semester. Students will be evaluated on the ten goals of internship. The field instructor and student intern will use the same evaluation form in section VII. They will meet and discuss the evaluations, and both parties must sign both of them. The evaluation forms can be found in section VII of the Field Manual. The student is responsible for getting this form to the field instructor on a timely basis. The student is also responsible to ensure that these written evaluations reach the field liaison at midterm and the final week of internship.

9) Student Self Evaluation

Each student will complete two self-evaluations, once at midterm and again at the end of internship. This is the student's assessment of her/his personal learning during the internship in regards to meeting the ten goals of internship. The field instructor and student intern will use the same evaluation form in section VII. They will meet and discuss the evaluations, and both parties must sign both of them. The student will turn all evaluations into the field liaison.

Students are placed in agencies under the supervision of experienced social services professionals. This allows students to obtain feedback and evaluation of their social work knowledge and skills. In addition to ongoing feedback, the student intern will be formally evaluated twice during the semester, at midterm and the end of the semester. These evaluations use a Likert scale to rate a number of specific social work skills and knowledge areas. These evaluation criteria relate directly to the ten internship goals and the student's learning objectives. Students are asked to type or print their personal learning objectives onto the evaluation form for their field instructor's use in the evaluation process. This evaluation format will provide students feedback on how they are performing in selected areas, and assist them in identifying those areas that need further development. In addition, each goal has space for any narrative comments the field instructor may have pertaining to the goal.

The field instructor, upon completing the written evaluation, will meet with the student to discuss the evaluation and answer any question the student may have. Students will also rate themselves using this form. At the evaluation meeting, the field instructor and the student can then compare their ratings and utilize the discussion for further learning. **The student should remember that the evaluations are not grades. This is an opportunity for feedback and for students to learn a great deal about themselves as potential social workers. Students are strongly encouraged to take maximal advantage of this opportunity.**

10) Site Description

Each student will describe the placement agency as an internship site. This is a one to two page typed description that is kept on file in the Social Work Department. There is a form in the back of the manual to guide the student with this required assignment.

This assignment helps the student reflect on the strengths and weaknesses of their placement and provides valuable information to future students who are considering this site for a placement. This assignment is due on the day that final evaluations are due, usually the Friday after the last day of internship. Students are to refer to the outline form provided in Section VII for this description, and are expected to turn in this assignment to the field liaison.

This feedback can be useful for the agency in evaluating its effectiveness as an internship site. However, it is optional for the student to provide the agency with a copy of the site description.

11) **Other Evaluations**

Each student is asked to fill out several evaluation forms at the end of internship, one on the field liaison, one on the field coordinator/internship course, and one on the field instructor. There is also an evaluation for the field instructor to complete on the internship program and the field liaison. These evaluations are in section VII of the Field Manual, and can be turned in with the final evaluations and site description.

GRADING

Internship is graded on a pass/fail basis. All of the requirements must be completed on time in a satisfactory manner to obtain a passing grade. Assignments that are unsatisfactory will be returned and the student will be required to redo them. Failure to comply with agency expectations may result in a failing grade. Also, failure to complete the academic expectations may result in a failing grade. Please refer to pages 11 and 12 for information on the Formative Performance Evaluation Deficiency process and the policy and procedures for termination of a student's internship experience.

Approximate **INTERNSHIP TIMELINE BY THE WEEK**

Week 1	Weeks 2-3	Week 4	Weeks 4-7	Week 8	Weeks 9-10	Weeks 11-14	Week 15
Orient to Agency Start FLP		Agency Description Paper Due	1 st Site Visit FLP Ready	Midterm Evals Weekly Journal and FLP Due		2 nd Site Visit	Final Evals & Site Description Due

FLP stands for Focused Learning Plan.

REQUIRED TEXT: Social Work Field Manual, which is available on the MSUM Social Work Department's web page or in the MSUM bookstore.

Student Expectations

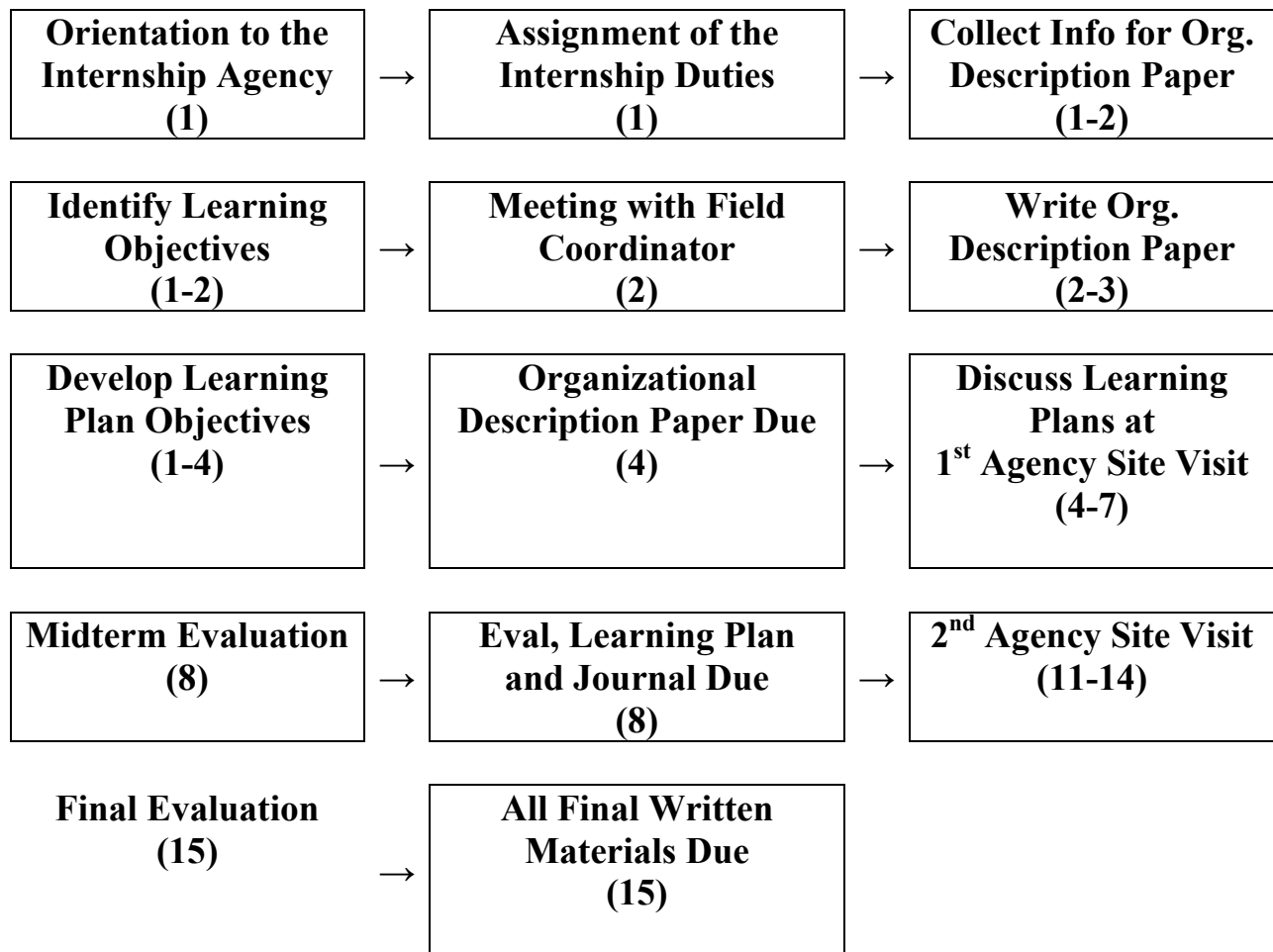
Field instruction, if it is to be successful, demands the cooperation of a number of different people. Towards this end, the following delineates the major expectations of the student intern in the field education process.

- 1) Each student is required to follow the policies and procedures of the agency in which he/she is placed. If for some reason, compliance with agency policy is not possible, the student must discuss this immediately with the field coordinator/liaison and/or the field instructor.
- 2) Students must respect the confidentiality of both the client and the agency.
- 3) Each student will be expected to understand and facilitate, along with the field

coordinator and the field instructor, the successful completion of the field practicum requirements. If the student does not understand the expectations set forth by the course structures, the field coordinator, the field liaison, and/or the field instructor, it is the student's responsibility to clarify the situation.

- 4) Students are expected to conduct themselves in a professional manner. Professionals take responsibility for understanding their duties and carrying these duties out.
- 5) Students are expected to be in attendance at the field agency on time, each day indicated by the field instructor. If the student is ill or unable to attend for another reason, he/she must notify the field instructor prior to the start of the work day. Likewise, if the student is not able to meet other course expectations, he/she must arrange an exception prior to the expectation deadline with the field coordinator or the field liaison.
- 6) The student is responsible for completing academic assignments on time and in a satisfactory manner.

B. Internship Flow Chart (by approximate week)



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INTERNSHIP ASSIGNMENTS TIMEFRAME

Meeting with Field Coordinator (and Liaisons)

Occurs on the 2nd Friday of the semester during Senior Seminar.

Fourth Friday of the semester

Agency Description Paper due to Field Liaison

First Site Visit with Field Liaison

Occurs during the 4th – 6th weeks of the semester (possibly the 7th, as well)

- Rough draft of student's Focused Learning Plan should be ready to discuss (have 3 copies ready)

Midterm

Due the 8th Friday of the semester to Field Liaison

- Weekly Journal Entries
- Completed Focused Learning Plan
- Field Instructor's Evaluation (signed by BOTH parties)
- Student's Self Evaluation (signed by BOTH parties)

Second Site Visit with Field Liaison

Occurs during the 11th – 13th weeks of internship (possibly the 14th, as well)

*note: this visit may be held as a conference call with long distance internships unless an on-site visit is deemed necessary by the Field Liaison

Final

Due date is the first exam day of finals week

- Weekly Journal entries
- Field Instructor's Evaluation (signed by BOTH parties)
- Student's Self Evaluation (signed by BOTH parties)
- Site Description
- Student's Evaluation of Field Instructor
- Student's Evaluation of Field Program/Field Coordinator
- Student's Evaluation of Field Liaison
- Field Instructor's Evaluation of the Field Program

** Please type journal entries if your handwriting is difficult to read.

C. Internship Goals in Detail

Internship is designed to allow significant flexibility in the type of experiences and social work content the student can obtain. Students will be placed in a variety of different internship sites with various opportunities for learning. Each social work student, however, will have the opportunity for professional education in each of the following eleven internship goal areas:

- 1) To become aware of the network of social welfare agencies in the community and how to use the network effectively to serve clients.
- 2) To develop an increased understanding of the social problems / issues addressed by the internship agency, and the environmental context (surroundings, particular connections) of these problems.
- 3) To continue the development of professional written, verbal, and non-verbal communication skills to include establishing effective working relationships, demonstrating adequate listening skills and receiving feedback constructively.
- 4) To learn how to apply the social work generalist practice (problem-solving) model in the internship setting, to include engagement, assessment, planning, implementation, evaluation, termination, and follow-up.
- 5) To examine one's values and attitudes towards diverse populations in one's professional relationships with people from diverse cultural, ethnic and economic backgrounds and with people from differing age, gender, religion, sexual orientation, and status groups at the internship setting.
- 6) To develop ethnic sensitive and multicultural practice.
- 7) To develop teamwork skills by providing input to all team members, following through on responsibilities and commitments to the team, and forming respectful relationships with team members.
- 8) To understand the organizational structure of the internship agency, its goals, purposes and procedures as well as its informal structure.
- 9) To apply practice/program evaluation knowledge and skills in the internship setting by completing an evaluation project based on student's experiences within the internship.
- 10) To assess one's choice of social work as a profession by the demonstration of professional self-awareness, appropriate dress and behaviors, acceptance of basic social work values, and interest in the internship duties.
- 11) To be evaluated in the social work role and one's ability to use supervision effectively, to accept constructive criticism, to take responsibility for one's own learning, and to identify personal issues that may affect practice.

The following is a detailed discussion of the social work internship goals:

1) To become aware of the network of social welfare agencies in the community and how to use the network effectively to serve clients.

The social worker must have a working understanding of the larger professional network, since no one program or agency can be all things to all clients. To best serve the client, a social worker must know what professional services are available in the community which might provide additional assistance to clients or be more appropriate than the one currently provided. Often a team approach utilizing various community professionals is needed to do the various tasks required by the case plan and to bring maximum creativity to the intervention process. Meeting other professionals in the community and learning what services and programs are available are important tasks of this goal. It is critical that social workers gain a working understanding of the

social service network.

2) To develop an increased understanding of the social problems/issues addressed by the internship agency and the environmental context (surroundings, particular connections) of these problems.

Social workers deal with a myriad of social problems and issues and most professionals spend a lifetime attempting to master an understanding of a few specific topic areas. Internship agencies are usually set up to deal with specific client problems such as abuse/neglect, chemical dependency, medical concerns, emotional problems, etc. This goal focuses the student intern on exploring those social problems/issues that the internship agency and their social service network address.

3) To continue the development of professional written, verbal and non-verbal communication skills to include establishing effective working relationships, demonstrating adequate listening skills and receiving feedback constructively.

The purpose of this goal is to encourage social work interns to practice both oral and written communication skills and effective listening skills at the internship placement. The competent social worker must be able to communicate clearly and effectively. This is critical for engaging both clients and other professionals in cooperative activities. Also, social workers are called on to present cases, give workshops, write grants, and write reports to the court. All of these activities require well developed professional communication skills.

4) To learn how to apply the social work generalist practice (problem-solving) model in the internship setting, to include engagement, assessment, planning, implementation, evaluation, termination, and follow-up.

This goal focuses the social work student on utilizing the elements of the social work generalist practice model. The elements are Engagement, Assessment, Planning, Implementation, Evaluation, Termination, and Follow-Up. This model is from the Kirst-Ashman and Hull textbook *Understanding Generalist Work Practice*, 3rd ed. All social work agencies, regardless of whether the process is formal or informal, utilize these elements in working with clients.

ENGAGEMENT is the initial period of establishing communication and a relationship with the client system. The social workers overall demeanor and the ability to convey warmth, empathy and genuineness will enhance engagement.

ASSESSMENT refers to gathering relevant information about a problem so that decisions can be made about what to do to solve it. Some steps of assessment may include identifying the client, interpreting the clients' situation from micro, mezzo, macro, and diversity perspectives, gathering information about clients' needs and identifying client strengths. The assessment results in an identification of the need for intervention and change.

PLANNING follows assessment in the problem-solving process. Assessment sets the stage for intervention; planning specifies what should be done. Planning tasks can include prioritizing problems, translate them into needs, establish goals, specify objectives and action steps to meet goals, and formalize a contract. All of these steps are mutually defined and negotiated by both the client and the social worker.

IMPLEMENTATION is the actual *doing* of the plan. The client and worker follow the plan to achieve their goals. Progress during implementation is monitored and assessed, sometimes the plan is revised and new and more effective goals are developed and implemented.

EVALUATION is critical for accountability. It is the review of the extent to which the goals were attained, the proof that the interventions were effective. Based on evaluation of attainment of the goals, the decision will be made about termination or reassessment to establish new goals.

TERMINATION involves specific skills and can occur at the end of the GIM process, or any where along the way. The most effective terminations follow a process of disengagement and stabilization. The social worker helps the client make the transition from dependence on the worker for support and guidance to making decisions and functioning independently.

FOLLOW-UP is the reexamination of a clients' situation at some point after the intervention's completion. It involves checking to find out whether clients have maintained progress.

5) To examine one's values and attitudes towards diverse populations in one's professional relationships with people from diverse cultural, ethnic and economic backgrounds and with people from differing age, gender, religion, sexual orientation, and status groups at the internship setting.

This goal is an effort to help students examine their values and attitudes, especially as they relate to culturally diverse and disenfranchised populations. Examples of these populations might include people of color, people in poverty, criminals, people with developmentally disabilities, people of varied sexual orientation, and others. Students will want to examine whether they view these people as equals, as people to be feared or possibly as people who have lesser value in society. Likewise students may have certain values and/or attitudes towards people with particular problems due to their personal history. A student who has grown up with an alcoholic parent will likely have some definite opinions regarding alcoholics.

The main purpose of this goal is to develop self-awareness. Although it would be ideal for social workers to be non-judgmental towards all populations, the reality is that social workers are human and humans are subject to prejudice. If students can learn more about their values and why they hold those values, this endeavor will be a success. The purpose here is not necessarily to change a student's value system. However, behavior that follows social work ethical principles is required of the professional social worker. Students must therefore develop an awareness of their values and attitudes and set them aside when they conflict with ethical social work practice.

6) To develop ethnic sensitive and multicultural practice.

The purpose of this goal is to facilitate the development of practice skills that will allow the student to consider the role of diverse clients' cultural framework(s) while engaging in the

generalist intervention planned change model.

In addition, Child Welfare grant recipients will address ICWA and the Multiethnic Placement Act for the purpose of understanding and applying multicultural policies that will inform and guide their practice.

7) To develop teamwork skills by providing input to all team members, following through on responsibilities and commitments to the team, and forming respectful relationships with team members.

Teamwork is an essential component of effective social work. The old adage “No man or woman is an island” is particularly true in professional social work. Interns will find that they much work with a variety of treatment providers to deliver a network of services to clients.

Effective teamwork has a number of different elements:

- a) It means actively soliciting input from other team members.
- b) It means making mutual commitments or agreements regarding team member’s duties.
- c) It means following through on these commitments.
- d) It means the social worker needs to constantly think through his/her responsibilities to other team members and proactively carry out these responsibilities.
- e) It means sharing information with other team members which is pertinent to the case.
- f) It means realizing that team members are interdependent; and the success of one team member is dependent on other team members’ help.
- g) Finally, it means that social workers have a responsibility to form respectful relationships with other team members.

The student will be serving on a variety of different teams during internship. Examples of these teams might include: treatment teams, interdisciplinary teams, interagency coordinating teams, program development teams, client system-social worker teams, management teams, etc. The professional social worker must be able to effectively work as a team member or risk being of limited help to clients or to the agency.

8) To understand the organizational structure of the internship agency, its goals, purposes and procedures as well as its informal structure.

The majority of social services in the U. S. are delivered within the context of social service organizations. These organizations are structured in such a way as to maximize effective service delivery to clients. The effective social worker must understand how the organization makes resources available to both clients and professionals, and how to best access these resources. It is important for the student intern to have some understanding of the organization history and mission, the hierarchy, the various job roles, the type of clients served, how it’s programs are funded, and how one would go about influencing the organization for change.

This goal will be addressed through the internship agency’s student orientation and the research necessary for the student to complete the organizational analysis term paper. The outline for this paper can be found on page 36.

9) To apply practice/program evaluation knowledge and skills in the internship setting by completing an evaluation project based on student's experiences within the internship.

The competent professional social worker must continually evaluate his/her activities to determine their effectiveness in serving the needs of clients. Each social work intern will have completed SW 360 which is an introduction to social work research methodology. Internship is a time when students can practice some of the research skills they have learned by evaluating an aspect of their practice during the internship experience. This goal will be addressed through the completion of a practice evaluation project for SW 470 Senior Seminar.

10) To assess one's choice of social work as a profession by the demonstration of professional self-awareness, appropriate dress and behaviors, acceptance of basic social work values, and interest in the internship duties.

A social work internship provides an excellent opportunity for students to evaluate their choice of social work as a profession. Being placed in a social work role with assigned clients gives the student a chance to try out social work skills, try on social work values, and obtain an inside view of what a social worker does. Many students will find that their interest in social work is greatly enhanced through the internship experience. Some students may conclude after an internship that social work or a particular aspect of social work is not for them. Any of these conclusions are very useful information in making career decisions.

This goal will be examined through a number of internship structures: keeping a journal; discussion of this issue with the field; supervisor, field liaison and/or coordinator, and internship buddy, as well as the internship evaluations.

11) To be evaluated in the social work role and one's ability to use supervision effectively, to accept constructive criticism, to take responsibility for one's own learning, and to identify personal issues that may affect practice.

The social work internship provides a structure for students to obtain significant feedback regarding their practice skills. Students unaccustomed to getting feedback regarding their behavior may initially feel threatened by this process. However, students intent on learning as much as they can from internship will seek out opportunities to obtain this feedback.

Feedback is a critical element in the learning process. In addition to feedback, the competent social worker must have regular supervision from an experienced supervisor. Social work supervision is important for two reasons. First, social workers, no matter how well trained, cannot have expertise in every situation they encounter. An experienced supervisor can be an invaluable source of information. Secondly, when social workers are in the midst of working with intense situations, they can lose perspective. A social work supervisor can assist in restoring the case perspective.

This feedback and supervision will be provided through three primary structures:

- 1) Students will obtain regular supervision of their work in the internship from the

field instructor.

- 2) Two formal written evaluations of the student's work will be completed by the field instructor and the student.
- 3) The field coordinator and/or field liaison will provide written feedback to the student on all written materials required for internship completion.

In addition, Child Welfare grant recipients will receive feedback on their focused learning plans from the Child Welfare Director.

V. FIELD EXPERIENCE I and II

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A. Field Experience Purpose and Goals

Every social work major is required to do a full semester of internship to meet the requirements for graduation. Some students desire and/or need further social service experience before graduation, as a result, Field Experience I & II were developed.

1) FIELD EXPERIENCE I

Field Experience I was designed for the Student who is not quite ready to step into an internship. Students who choose this course may wish to “get their feet wet” and develop some confidence before taking on greater responsibility in internship. Alternately, a student may have the intellectual ability for social work, but needs practice on his/her interactional skills. As a result, Field Experience I is less intensive than internship (9-18 hrs./week). Also, students in Field Experience I will have less responsibility than student interns (e.g. co-facilitating a group along with the field instructor rather than running the group by him/herself). The field instructor will monitor the student’s progress closely and assign more advanced tasks when the student is ready for more responsibility.

The following is a list of the Field Experience I course goals:

- 1) To enable the student to examine his/her potential for social work practice.
- 2) To expose students to beginning social work tasks.
- 3) To assist the student in developing a sense of professional identification.
- 4) To provide the student with feedback related to professional growth.
- 5) To develop confidence and basic readiness for the internship experience.

2) FIELD EXPERIENCE II

Field Experience II is designed for the student who has already completed a social work internship and wishes to obtain additional experience in a field placement agency. Sometimes students wish to continue at the internship placement to gain experience in a different agency program or to further develop skills that were assimilated in internship. Other students wish to broaden their skill and knowledge base by doing a field placement in a different agency with a different program. The intensity of Field Experience II can vary significantly (9-30 hrs./week). The field instructor usually can give the Field Experience II student greater responsibility than a student intern, since he/she has already spent a semester developing social work skills in an internship.

The following is a list of the Field Experience II course goals:

- 1) To enable the student to continue to develop professionally.
- 2) To build on skills and knowledge obtained in internship.
- 3) To expose students to new practice experiences.
- 4) To further the personal and professional development started in internship.
- 5) To develop greater confidence in one’s abilities as a social worker.

B. Field Experience Preparation

Students wishing to take Field Experience I (SW 369) will need to start preparing two semesters before they are actually placed. Field Experience I students will attend the orientation and planning meetings along with the internship students. They will need to fill out a Field Experience I application, construct a resume, arrange agency interviews, and finalize their field placements.

The Field Experience I student, in consultation with the field coordinator, will establish learning goals for the field experience before agency interviews occur. The student will identify these learning goals in the initial agency interview and request that the field experience be oriented towards the accomplishment of these goals.

Field Experience II (SW 479) students must start planning for their placement at least one semester before placement occurs. Field Experience II students do not need to attend the orientation and planning meetings, since they have already received this information through their internship. However, they need to follow the same process as Field Experience I students in arranging their field placements.

Both Field Experience I & II students must understand that internship students have priority on the field lists. That is, the field coordinator can only manage a certain number of field placements each semester and interns will be given priority over field experience students.

C. Field Experience Focused Learning Plan

Each field experience student will be required to write a focused learning plan. The focused learning plan will provide a learning blueprint for the student, the field instructor and the field coordinator. As a result, to be effective this document will require some thoughtful planning by the student. The student will need to obtain consultation from the field instructor in the development of this plan.

The field experience learning plan will utilize the same five goals identified for internship (page 22) with minimally two objectives identified under each goal. Selection of objectives for field experience depends on the student's own learning needs. The student will develop learning objectives by the first site visit. A final copy of the focused learning plan is due to the field coordinator by midterm. Further discussion of the focused learning plan can be found on page 24-25.

D. Field Experience Syllabus

Minnesota State University Moorhead
Social Work Department
SW 369 Field Experience I
SW 479 Field Experience II

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Mission Statement of the Social Work Department

The Minnesota State University Moorhead (MSUM) Social Work program prepares competent and effective professionals for entry-level generalist social work practice. The MUSM Social Work program also provides leadership in developing service delivery systems and advancing social and economic justice.

The MSUM Social Work program defines generalist practice as the critical application of an eclectic knowledge base, professional values, and a wide range of culturally competent skills to a planned change process at any system level. All of the social work courses use the generalist practice intervention model as the basis for social work on all levels: individuals, families, groups, communities and organizations. SW 369 and SW 479 Field Experiences are solidly anchored in the social work program's mission, goals, and objectives, and reinforce identification with social work values and ethics by holding students accountable to the NASW Code of Ethics. Field Experience I and II foster integration of empirical and practice-based knowledge in practice settings. They promote development of professional competence through supervision and professional guidance. The goals of field experience are designed to facilitate students' achieving the social work program objectives.

SOCIAL WORK PROGRAM OBJECTIVES:

1. Apply critical thinking skills within the context of professional social work practice;
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly;
3. Practice without discrimination and with respect, knowledge, values, and skills related to clients' age, class, color, culture, disability, ethnicity, family structures, gender, marital status, national origin, race, religion, belief, sex, and sexual orientation;
4. Understand the forms and mechanisms of oppression and discrimination and apply the strategies of advocacy and social change that advance social and economic justice;
5. Understand and interpret the history of the social work profession and its contemporary structures and issues;
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes;

7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities;
8. Analyze, formulate, and influence social policies;
9. Evaluate research studies, apply research finding to practice, and evaluate their own practice interventions;
10. Use communication skills differentially across client populations, colleagues, and communities;
11. Use supervision and consultation appropriate to generalist practice;
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

FIELD EXPERIENCE I

CURRICULAR CONTEXT

Students can take Field Experience I anytime after successfully completing SW 330. It is usually taken concurrently with generalist practice social work courses, and always prior to internship. Advanced planning is required.

COURSE DESCRIPTION:

Field Experience I is a course that helps the student gain beginning knowledge and understanding of basic social service interventions. It is designed for the student who is not yet ready for a full internship experience, but wishes to get some beginning exposure to social work practice under the tutelage of an experienced field instructor. The student, field coordinator and field instructor will agree before the start of the semester on the focus (i.e. the student's role, the skills and competencies that need development, and the expectations of the field instructor), which will maximize the student's learning.

This course may be taken for a minimum of three (3) credits, which would require 9 hours a week in a community social service agency to a maximum of six (6) credits, which would require 18 hours a week.

COURSE GOALS:

1. To enable the student to examine his/her potential for social work practice.
2. To expose students to beginning social work tasks.
3. To assist the student in developing a sense of professional identification.
4. To provide the student with feedback related to professional growth.
5. To develop the confidence and basic readiness for the internship experience.

FIELD EXPERIENCE II

CURRICULAR CONTEXT:

Field Experience II is a supplemental field learning experience that occurs after a student has successfully completed internship. Advanced planning is required.

COURSE DESCRIPTION:

Field Experience II is a supplemental field learning experience designed to augment the student's knowledge and understanding of basic social service intervention. It is designed for the student who has already completed an internship experience, but wishes to obtain additional exposure to social work practice under the tutelage of an experienced field instructor.

The student and the field coordinator will agree before the start of the semester on the focus (i.e. the skills, knowledge and competencies that are desired), which will maximize the student's learning.

This course may be taken for a minimum of three (3) credits, which would require 9 hours a week in a community social service agency to a maximum of ten (10) credits, which would require 30 hours a week. Each credit would require approximately 3 hours a week for the semester.

Note: The maximum number of credits allowed between SW 369 and SW 479 is 10.

COURSE OBJECTIVES:

1. To enable the student to continue to develop professionally.
2. To build on skills and knowledge obtained in internship.
3. To expose students to new practice experiences.
4. To further the personal and professional development started in internship.
5. To develop greater confidence in one's ability as a social worker.

FIELD EXPERIENCE I & II

COURSE EXPECTATIONS / ACTIVITIES

1. Each field experience student is required to follow the policies and procedures of the placement agency in which he/she is placed. If for some reason the student feels he/she cannot comply with an agency policy, the situation must be discussed immediately with the field coordinator and/or the field instructor.
2. Each field experience student will be designing an individualized focused learning plan that identifies specific learning objectives within the context of the agency setting. The learning objectives must be written by the first agency site visit. A copy of the completed learning plan must be submitted by midterm. See pages 24-25 for a detailed description of the focused learning plan.
3. Two agency site visits by the field coordinator or field liaison will occur during the semester. These site visits will allow the field liaison, the field instructor and the student an opportunity to review the progress in the field experience, discuss mutual expectations of the field experience, discuss any concerns, and identify future tasks that need to be

completed. The first site visit will occur between the 4th and 7th weeks of field experience. The second site visit will occur between the 11th and 14th weeks of field experience. The field liaison will arrange the meeting times through the student who will coordinate with the field instructor's schedule.

4. Each field experience student will be expected to maintain a weekly journal. This journal will provide an opportunity to reflect on significant internship experiences and thoughts and feelings that those experiences might provoke in the student. It is hopeful that journaling will assist the student to incorporate field experiences into his/her personal learning. The journal must be turned in to the field liaison at midterm and the end of the semester.
5. Two papers are required for field experience. The first assignment (due at midterm) is a paper, which describes the organizational structure and roles of the placement agency (see page 24 for an outline). The second assignment (due at the end of the semester) describes the placement agency as a field experience site. An outline for writing the site description can be found on page 27 and form H.
6. The field instructor will provide the student with a formal written evaluation sometime around the last week of the semester. The evaluation form can be found in Section VII. Students should take responsibility to ensure that the written evaluation reaches the field coordinator by the end of the semester.
7. Each student will be required to do a self-evaluation at the end of the semester. This is the student's assessment of his/her personal learning during the field experience. Students will fill out an evaluation section VII on themselves and discuss this with the field instructor at a formal evaluation session. Field Experience II students must complete both these evaluations at midterm also.
8. Each student will be expected to understand and facilitate, along with the field coordinator and the field instructor, the successful completion of the requirements. Successful completion of field experience is dependent on the student taking a proactive role in completing the requirements.
9. Students are expected to conduct themselves in a professional manner. Professionals take responsibility for understanding their duties and carrying these duties out.
10. Each student is asked to fill out three feedback forms at the end of field experience, one on the field coordinator/course, one on the field instructor, and one on the field liaison section VIII. These feedback forms provide valuable information that can be very helpful in designing field experience for future students.

Approximate TIME LINE BY THE WEEK

Week 1	Weeks 2-3	Week 4	Weeks 4-7	Week 8	Weeks 9-10	Weeks 11-14	Week 15
Orient to Agency	Start FLP		1 st Site Visit Review FLP	Midterm Journal Due		2 nd Site Visit	Final Evals & Journal Due

REQUIRED TEXT: Social Work Field Manual, which is available on the SW Dept. web page or in the MSUM bookstore.

ASSIGNMENTS TIME FRAME:

First Site Visit

- (Occurs during the 4th-7th weeks of the semester)
- Focused Learning Plan written and ready to discuss

Midterm

- (Due date is Friday of the eighth week)
- Focused Learning Plan
 - Agency Description Paper
 - Weekly Journal

Field Experience II students must also hand in:

- Field Instructor's Evaluation
- Student's Self-Evaluation

Second Site Visit

- (Occurs during the 11th-14th weeks of the semester)

Finals Week

- (Due date is first day of finals)
- Field Instructor's Evaluation
 - Student's Self- Evaluation
 - Site Description
 - Field Coordinator/Field Experience Evaluations by students
 - Field Instructor's Evaluation of the Program

Students will be provided a timetable that identified specific due dates.
Please type journal entries if your handwriting is difficult to read.

GRADING:

Field experience is graded on a satisfactory/unsatisfactory basis. All of the requirements must be completed on time in a satisfactory manner to obtain a satisfactory grade. Assignments that are unsatisfactory will be returned and the student will be required to redo them. Failure to comply with agency expectations for a social work field experience student may result in an unsatisfactory grade. Also, failure to complete the academic expectations may result in an unsatisfactory grade.

**VI. FIELD INSTRUCTION/
FIELD LIASION/FIELD COORDINATOR**

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A. Placement Agency Expectations

1. The agency must provide a sanctioned social service or criminal justice program.
2. The agency must provide qualified personnel to be assigned as “Field Instructor” for the student intern.
3. The agency is willing to follow the procedures as outlined in the field manual.
4. The agency will provide students with a description of the agency’s expectations and anticipated duties for a bachelors level social work intern.
5. The agency understands that internship and field experience are academic courses. As such, the student’s primary focus is professional education and training. Although it can be expected that students will assume numerous responsibilities which benefit the agency, they are not employees who will fill the needs of an understaffed agency.
6. A placement contract is required of each agency in order to place student interns. This contract sets out the parameters for the cooperative arrangement between the Social Work Department, the field agency and the student intern.
7. The agency agrees to follow the policy and procedures related to termination of a student from the field placement and the policies related to sexual harassment. The agency further agrees to follow the structures outlined in this field manual.

B. Field Instructor Expectations

1. The Department requires that field instructors have a college degree, preferably a Bachelor’s or Master’s degree in Social Work. If the field instructor does not possess a social work degree, he/she agrees to provide a field experience which is consistent with social work values and ethics. The NASW Code of Ethics will be provided to non-SW field instructors.
2. The field instructor is responsible for orienting the student to the agency and assigning the student role responsibilities for internship or field experience. Each field instructor will fill out the Internship Activities / Expectations form to facilitate student role clarity.
3. The agency field instructor must be available for supervision and planning with the student. A minimum of one hour of weekly individual supervision is expected.
4. Field instructors are invited to participate in seminars and workshops designed by the Social Work Department which facilitate an understanding of the social work curriculum and requirements of the internship. New field instructors are required to attend the first orientation seminar before a student is placed in the agency.
5. The agency field instructor will provide guidance for the student in their development of a focused learning plan for internship / field experience. The final learning plan is approved by the field coordinator or the field liaison.

6. Field instructors are expected to formally evaluate students twice during the semester, midterm and at the end of the semester. An explanation of the evaluation process can be found on page 38. The midterm and final evaluation form can be found in Section VII. The field instructor will be expected to meet with the student to discuss each evaluation.
7. At the end of the semester, field instructors are asked to evaluate the field coordinator's performance in facilitating the field practicum and the field liaisons performance (section VIII).
8. Field instructors are expected to follow the structures outlined in this manual for internship and field experience.

C. The Social Work Field Learning Model

Field instruction is primarily learning by doing which is much different from other university courses the students have experienced which has been learning through lecture and reading. Since a different method of learning is utilized in field instruction, a learning model that is much different from the classroom model is utilized. Because the student is developing social work knowledge, values and skills in the agency setting, field instruction is directed by social work ethics, eco-systemic theory and the generalist practice model of problem-solving. This section describes these elements of the social work field learning model.

1. SOCIAL WORK ETHICS

The NASW Code of Ethics provides guidelines for the ethical practice of social work. Students have been introduced to this code in their social work classes, and will be studying it in more depth in senior seminar class during the course of internship. The relevance of the code to professional practice oftentimes does not become apparent until the student actually experiences ethical dilemmas in practice. Internship and field experience provide the opportunity for students to wrestle with the demands of competing interests, priorities and commitments.

2. ECO-SYSTEMIC THEORY

The eco-systemic theory refers to the theoretical foundations of social work practice. Social workers are not only concerned with the individual client or client system, but are concerned how other systems (i.e. biological, psychological, and/or social) impact or influence the functioning of the identified client. Although many social work programs are designed to intervene primarily in one system, the effective social worker is constantly assessing and re-assessing the influences of other systems on the client's functioning. This attention to the whole client system is critical to the development of appropriate case plans that address client needs and the identification of the need for referral to other service providers.

3. THE SOCIAL WORK GENERALIST PRACTICE MODEL

This model is the problem-solving model taught in the MSUM social work program. It is used in the social work methods courses as a common orienting point for working with social work client systems (i.e. individuals, families, groups, communities and organizations). Each social work agency has its own format for insuring that these elements are covered when working with clients. These elements include: Assessment, Goal-setting, Planning, Implementation, and Evaluation.

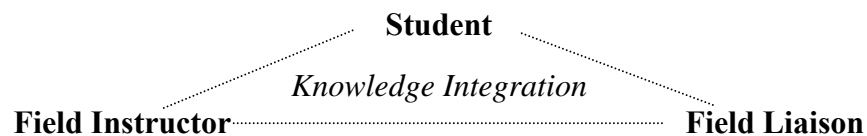
Therefore the social work field learning model has three major orienting components: the NASW Code of Ethics, the eco-systemic theory, and the generalist practice model of problem solving. Both internship and the field experience courses are structured with these three conceptual frameworks in mind. The placement agency and field instructor provide a context capable of administering these structures which results in the professional education of social work students.

In addition to these three components, there is a fourth concept that is a part of the learning model, and that is the concept of feedback. Field instruction is designed to give students significant feedback regarding their performance in a social work role. To insure sufficient feedback which will help the student experience “integrative learning”, a collaborative partnership between the student, the placement agency and the MSUM Social Work Department is formed.

Each person in this partnership has responsibilities regarding feedback:

1. The student is responsible for identifying and communicating their learning objectives, and providing feedback regarding the progress towards these objectives.
2. The social work department is responsible for identifying the goals of professional social work education and providing feedback regarding the progress towards these goals.
3. The placement agency is responsible for identifying and communicating the professional competencies necessary for a social worker in the agency, and providing feedback regarding progress towards these competencies.

The placement agency designates a field instructor (or field supervisor) who takes primary responsibility for the agency’s part in this learning process. The MSUM Social Work Department designates a field liaison who takes primary responsibility for the department’s commitment to student learning. The feedback necessary for learning is transmitted via the relationships formed by these three parties.



To be successful, this process demands the active participation of all three parties. If everyone works together, actively giving and receiving feedback, the end result is the integration of knowledge and the development of competencies necessary for the practice of professional social work.

D. Tips on Supervision

Take time to orient your student intern to the agency, introducing her/him to staff.
Be sure that your student intern has his/her own nametag, identifying him/her as a social work intern.
Set up regular times for conferences with your student intern, at least weekly for one on one meeting. If possible, avoid telephone interruptions.
Let your student intern know that you expect some thinking on his/her part before s/he comes to these conferences, and that your role is a helping one, not a directing one.
Respect boundaries: a teacher/learner relationship must be maintained so that learning will remain the primary focus of the internship experience.
One of the primary goals of supervision is to formulate a sound educational plan as quickly as possible. The student intern will formulate a Learning Plan in the first several weeks of internship based on the goals of internship. Meet with your student intern and discuss this learning plan.
Be careful not to supervise in terms of your own needs, but in terms of the intern's needs. This means being aware of the student's learning plan and helping him/her meet their objectives.
The student intern's personal problems may need to be looked at, but counseling or therapy is inappropriate. Consult with the field liaison if student's personal problems are interfering with the internship experience.
Let the student intern know that you are available to them in an emergency.
Review the student intern's caseload on a regular basis. Students should keep notes re: their caseload, their impressions, afterthoughts about things they might have handled differently, things they still need to know, etc.
Move through the supervisory process toward independent functioning for the intern.
It is always a good idea to document. Write up notes of conferences with your student intern. Keep a record of his/her performance.
Help the student intern to learn to think for him/herself.

Remember: **Respect boundaries - a teacher/learner relationship must be maintained so that learning will remain the primary focus.**

E. Evaluation Process

Field instructors are asked to evaluate their student intern(s) twice during the Internship or Field Experience. This is a formal process that entails the field instructor completing the evaluation form and then meeting with the student and discussing this evaluation. The student will have completed his/her own self-evaluation (same form) prior to this meeting. The form used at midterm and at the end of the internship is the same, and the student intern will provide the field instructor with these forms. These evaluations will be submitted to the field liaison by the student intern at midterm (the eighth week of internship) and at the end of the semester.

The evaluation is set up in a Likert Scale format, with areas for written comments as well. These written comments are very important, for it gives the student and the field liaison vital information regarding the student's progress. Therefore written comments after each goal area are expected in addition to the numerical ratings.

Field instructors who are supervising Field Experience students will go through the evaluation process once, at the end of the semester.

F. Field Liaison Expectations

The field liaison is the person who follows student interns in their field placement. This person is a member of the MSUM Social Work department faculty. The expectations of the field liaison are:

1. Responsible for two site visits to the placement agency during the semester to review the progress of internship or field experience with the student and the field instructor.
2. Responsible for providing written feedback to students on all written assignments.
3. Responsible for providing the field coordinator the assigned course grade (pass / fail) for the students followed during the semester.
4. Available to field students and field instructors to provide consultation regarding field placement and to facilitate the resolution of problems that may arise. The field liaison can consult with and include the field coordinator in these situations.
5. Responsible for keeping files on all students in field liaison's "caseload", and keeping student's internship / field experience application, contract, learning plan, and field instructor's evaluations in these files. These files will be provided to the field liaison by the field coordinator prior to internship/field experience. These files will be returned to the field coordinator at the end of the semester.

G. Field Coordinator Expectations

The field coordinator assumes responsibility for the overall direction and coordination of internship and field experience. This person is a faculty member of the MSUM Social Work Department and is available to students, field instructors, and field liaisons, to assist them in the internship and/or field experience placements. The field coordinator also follows a number of student interns in their placements, serving as their field liaison.

The expectations for the field coordinator include:

1. Responsible for the overall direction and coordination of the internship and field experience.
2. Responsible for the on-going evaluation of field practicum experiences and maintaining the Field Manual.
3. Available to field students and field instructors to provide consultation regarding field placement and to facilitate the resolution of problems that may arise.
4. Responsible for arranging and facilitating the field instructor seminars during the semester.
5. Responsible for arranging and facilitating the meeting of student interns and the field coordinator during the semester.
6. Responsible for arranging and facilitating the student internship preparation meetings for students planning their internship.
7. Responsible for assigning the course grade (Pass / Fail).
8. Responsible for removal of a student from a placement, should that become necessary.
9. When acting as field liaison, responsible for two site visits during the semester to the placement agency to review the progress of internship or field experience with the student and field instructor.
10. Responsible as field liaison to provide written feedback to students on all written assignments.

VII. FORMS

- A. Second Human Service Experience**
- B. Internship/Field Experience Application**
- C. Letter of Intent for Prospective Placements**
- D. Internship/Field Experience
Finalization Information**
- E. Internship/Field Experience
Contract with Placement Agencies**
- F. Internship Activities / Expectations**
- G. Internship Midterm and Final Evaluation**
- H. Site Description of the Internship Agency**
- I. Student's Evaluation of Field Instructor**
- J. Student's Evaluation of Field Program /
Field Coordinator**
- K. Student's Evaluation of the Field Liaison**
- L. Field Instructor's Evaluation of the
Field Program**

SECOND HUMAN SERVICE EXPERIENCE

Student Name: _____

Agency Name: _____

Dates of Experience: _____ to _____

Total hours of experience: _____

Brief description of activities and responsibilities in the completion of this experience:

How would you evaluate this student's performance of assigned duties?

Did student successfully complete the requirements of this experience? Yes ___ No ___

If you marked no, please explain.

(Supervisor's Signature)

Date

Do you have a driver's license? Yes ____ No ____

I understand that MSUM does not provide medical insurance.

I understand that I am required to do my internship/field placement within a radius of 250 miles from the Fargo-Moorhead area.

I understand that I will be required to participate in three internship/field experience planning meetings and complete all preparatory assignments on time.

Failure to honor this agreement may result in the postponement of internship/field experience.

Signature of Applicant

Date

DO NOT WRITE BELOW THIS LINE

Approved _____
Not Approved _____

Comments:

Signature of Field Coordinator

Date

MINNESOTA STATE UNIVERSITY
moorhead

Date: _____

To: _____

Re: _____
MSUM Social Work Student
Semester Of Internship _____
From _____ to _____

Minnesota State University Moorhead social work students are currently making initial inquiries regarding potential internship placements. Internship is a required course in the Social Work program. It involves one full semester (15 weeks) of full time (32 hours a week) supervised experience in a human service agency. The student receives 12 credits for the internship.

The above named student is requesting the opportunity to be interviewed by you and learn more about your agency's programs and services, and to be considered for an internship at your agency. This interview will help provide information to both the student and the agency regarding the potential "fit" of their respective interests and needs. Attached to this letter is the student's resume.

This initial inquiry begins the process for internship. Once a student completes his/her interviews and decides on an agency, he/she meets with me and completes some finalization forms. I then contact the chosen agency to finalize the internship. It will be your responsibility to contact the student following the interview with your decision.

Thank you very much for your time and interest in discussing your agency and possible internship placements with our students. If you have any questions, please contact me at (218) 477-4002 or clarkt@mnstate.edu.

Sincerely,

Tracy Clark
Field Coordinator/Assistant Professor

INTERNSHIP / FIELD EXPERIENCE FINALIZATION INFORMATION

Student Information

Name _____

Address _____

City / State / Zip _____

Phone Number _____

Email Address _____

I wish to finalize my placement for _____ **semester, 20** _____

Placement Agency Information

Field Instructors Name(s) _____

Academic Degree of Field Instructor _____

Agency Name _____

Program Name (if any) _____

Address _____

City / State / Zip _____

Phone Number _____

Background Check (MN Agency) _____ **Date Completed**

For Department Use Only

____ **Field Manual**

____ **Contract Mailed**

____ **Activities / Expectations Form**

____ **Contract Returned**

____ **Parking Permit**

INTERNSHIP or FIELD EXPERIENCE
CONTRACT WITH PLACEMENT AGENCIES

1. Social Work Department
Minnesota State University Moorhead
Moorhead, MN 56563
(218) 477-2632 Fax: (218) 477-2987

2. Agency Name _____
Address _____
Phone _____

3. Student Name _____
Address _____
Phone _____

This contract is established between the above parties and applies to the requirements of (check one):

SW 369/479 - Field Experience I / II _____
SW 469 – Field Internship _____
for _____ semester, 20_____

The internship / field experience begins on _____ and ends on _____.

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

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

3. Field Instructors will attend, whenever possible, field seminars presented by MSUM Department of Social Work designed to enhance field instruction. New Field Instructors will attend the Field Instructor Orientation meeting prior to internship / field experience placement.
4. Written evaluations will be completed and either returned directly to the social work department by the above named field instructor(s) or through the student, at midterm and the end of the semester.
5. Because the primary focus is professional education and training, field instructors will give students responsibilities and experiences that will benefit the student's learning.
6. Each agency reserves the right to terminate an internship placement as deemed

appropriate by their individual agency needs and/or policies.

7. Any major changes in assignment or termination of internship by the agency need to include consultation with the student's field liaison and field coordinator.

It is agreed that the student will:

Each student will complete a minimum of 480 hours in an internship placement setting over one semester. Most students put in 32-hour weeks in four days and take the day that Senior Seminar is offered off. This can be worked out with the agency field instructor and the student. Regardless of hours put in, the internship lasts the duration of the academic semester.

Each student will:

1. Report to the agency at the dates and times specified by the field instructor.
2. Perform the social work intern duties assigned by the field instructor.
3. Follow placement agency policies and procedures.
4. Design a Focused Learning Plan with learning goals and objectives for the semester.
5. Take responsibility for understanding the expectations set forth by the course structures, the field coordinator and liaison, and / or field instructor.
6. Conduct him/herself in a professional manner.
7. Take responsibility for completing internship/field experience assignments on time and in a satisfactory manner.
8. Keep a journal of activity in the agency to include reactions to the learning obtained from agency activities.
9. Be involved in the evaluation process with the field instructor.
10. Write an evaluation of the student's experience in the agency to be submitted to the field coordinator at the end of the semester.

It is also agreed that Minnesota State University Moorhead Department of Social Work will provide the following:

1. Advise students as to the requirements involved in the internship or field experience courses.
2. Advise students regarding the types of agencies available for placement, various client groups served and the responsibilities of the students in placement.
3. Contact the agency to arrange and / or assist in planning the internship or field experience.
4. Provide internship agencies / field instructors with updated Field Manuals.
5. Provide faculty field liaisons who will maintain periodic contacts with the field instructor and the student to discuss the progress and to offer support to both the student and field instructor.
6. Give the student feedback regarding departmental supervision and maintain appropriate records for registration and grading.
7. Initiate and receive background checks as designated by MSUM policies (section Q in this handbook) and/or agency policies.

Please check if your agency is licensed by the following:

_____ MN Department of Human Services

_____ MN Department of Health

The following signatures verify agreement to the conditions stated on pages one and two.

Student _____ **Date** _____

Agency Director _____ **Date** _____

Agency Field Instructor _____ **Date** _____

MSUM Field Coordinator _____ **Date** _____

INTERNSHIP ACTIVITIES / EXPECTATIONS

Agency / Program Name _____

Field Instructor Name (s) _____

Student Intern _____

This is not a student job description or a contract with the student, but is rather an attempt to give some direction to the student intern regarding your vision of the important elements of a social work internship at your agency/program.

What activities might the student expect to experience while at this internship site?
(i.e. client assessment, intervention activities, group work, etc.)

What meetings might the student expect to attend and/or participate in at this site?

What trainings, in-services, and supervision might the student experience at this site?

What is the dress code at your agency?

If you are not available, to whom should the social work intern turn to for help and guidance?

What are your expectations of the social work intern?

Other comments:

Please include a copy of this document with the contract and return both items to the field coordinator at MSUM. On the first day of internship, please give a copy of this document to your social work intern.

Department of Social Work
Minnesota State University Moorhead
SW 469 Internship Evaluation

Student Name: _____ Date: _____
Field Instructor Name: _____
Agency: _____

Please check one in each category:

a) Field Instructor Evaluation _____ or **Student Self Evaluation** _____
b) Midterm Evaluation _____ or **Final Evaluation** _____

Rating Key:

N/O - No opportunity to observe	3 - Average
N/A - Not applicable	4 - Above average
1 - Unacceptable	5 - Outstanding
2 - Needs Improvement	

1. Network of social welfare agencies

- a) The student has adequate knowledge of the network of services. _____
- b) The student utilizes the network effectively to serve clients. _____
- c) Student objective #1 _____
- d) Student objective #2 _____
- CW e) The student is knowledgeable of the foster care system, processes in placement, signs of institutional abuse in foster care, attachment and barriers to attachment of substitute care givers.
Tasks _____
- CW f) The student is knowledgeable of adoption policies and systems.
Tasks _____
- CW g) The student understands the role of social workers in the court system.
Tasks _____
- CW h) The student understands the policy issues and legal requirements affecting child welfare practice, including confidentiality, worker liability, reasonable effort requirements, minimum sufficient level of care, least restrictive environment, permanency planning, and concurrent planning.
Tasks _____

Comments: _____

2. Understanding of social problems / issues

a) The student understands the social problems/issues this agency addresses. _____

b) The student understands the environmental context of these problems. _____

c) Student objective #1 _____

d) Student objective #2 _____

CW e) The student understands the dynamics of separation and placement of a child. _____

Tasks _____

CW f) The student is able to recognize symptoms of drug and alcohol abuse in children and adults and assess the impact on families and children. _____

Tasks _____

CW g) The student is knowledgeable about domestic violence and its relationship to child abuse and neglect. _____

Tasks _____

Comments: _____

3. Professional Communication Skills

a) The student is able to deliver clear, direct verbal messages. _____

b) The student establishes effective working relationships (client & staff). _____

c) The student produces clear, accurate and well-organized written work. _____

d) The student displays clear and congruent verbal and nonverbal messages. _____

e) The student demonstrates adequate listening skills. _____

f) The student gives and receives feedback in a constructive manner. _____

g) Student objective #1 _____

h) Student objective #2 _____

Comments: _____

4. Utilizing the generalist practice problem-solving model

- a) The student appropriately engages clients in a professional and genuine manner. _____
- b) The student appropriately assesses needs/dynamics of the client system. _____
- c) The student formulates clear and measurable goals. _____
- d) The student develops feasible strategies for meeting needs. _____
- e) The student identifies and mobilizes resources in problem solving. _____
- f) The student evaluates the progress towards established goals. _____
- g) Student objective #1 _____
- h) Student objective #2 _____

- CW i) The student assesses the interaction of individual, family, and environmental factors which contribute to abuse, neglect, and sexual abuse, and identifies strengths which could preserve the family and protect the child.
Tasks _____
- CW j) The student understands the medical, legal, and social management needs of children with special medical needs such as HIV disease, drug dependency, and the medically fragile child.
Tasks _____
- CW k) The student develops strategies to work with biological, foster families and kinship networks to help meet the needs of the child.
Tasks _____

Comments: _____

5. Examining values and attitudes

- a) The student is able to develop and maintain professional relationships with both clients and colleagues who come from diverse cultural, ethnic and economic backgrounds other than their own. _____
- b) The student is able to develop and maintain professional relationships with both clients and colleagues who come from differing age, gender, religious and status groups. _____
- c) The student demonstrates awareness of sense of self in relation to cultures other than their own. _____
- d) The student demonstrates awareness of his/her biases/prejudices. _____
- e) Student objective #1 _____
- f) Student objective #2 _____

Comments: _____

6. Ethnic sensitive and multicultural practice

- a) The student understands and is sensitive to the cultural and ethnic differences of clients. _____
- b) The student considers cultural norms, values, language, race, ethnicity, family structure, and community dynamics in client assessments. _____
- c) The student considers the influence of culture on behavior and uses knowledge in intervening within client's cultural context. _____
- d) The student has adequate knowledge about legal, socioeconomic and psychosocial issues facing New Americans. _____
- e) The student is able to assess the relevance of intervention models applied with ethnic and diverse populations. _____
- CW f) The student will become knowledgeable of and apply the Indian Child Welfare Act.
Tasks _____
- CW g) The student will become knowledgeable of and apply the Multiethnic Placement Act and related federal and state child welfare legislation.
Tasks _____

7. Developing teamwork skills

- a) The student actively solicits and provides input to all team members. _____
- b) The student understands and dispatches his/her responsibilities as a team member. _____
- c) The student follows through on commitments to the team. _____
- d) The student forms respectful relationships with other team members. _____

Comments: _____

8. Organizational structure of the internship agency

- a) The student demonstrates an understanding of agency structure. _____
- b) The student demonstrates a grasp of agency goals and purposes. _____
- c) The student shows appropriate and effective use of formal agency procedure. _____
- d) The student shows an understanding of the informal structure. _____

Comments: _____

9. Practice Evaluating skills

- a) The student shows an understanding of the practice evaluation in his/her internship setting _____
- b) The student develops a practice evaluation in collaboration with the field instructor. _____

Comments: _____

10. Assessing one's choice of social work as a profession

- a) The student demonstrates professional self-awareness. _____
- b) The student dresses, acts and talks appropriately for the setting. _____
- c) The student demonstrates acceptance of basic social work values _____
- d) The student demonstrates interest and initiative towards his/her duties. _____

Comments: _____

11. Evaluation in the social work role

- a) The student is able to utilize supervision effectively. _____
- b) The student accepts constructive criticism. _____
- c) The student is responsible for his/her own learning. _____
- d) The student identifies and discusses personal issues which constrain his/her effectiveness in the social work role. _____

Comments: _____

12. Any additional comments regarding student performance

Signatures:

Field Instructor or Student

Date

I have reviewed this evaluation:

Student or Field Instructor

Date

**FIELD INSTRUCTOR'S EVALUATION OF
THE FIELD PROGRAM**

Name _____
Agency _____
Student Intern Name _____
Date _____

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

1. Ability to work with and assist you in accomplishing the educational objectives of internship:

2. Ability to work with the student intern:

3. Ability to establish a good working relationship between the agency and the university which enhanced the learning and advanced the goals of the student intern.

4. Other comments regarding the field liaison person:

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

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

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

3. Other comments:

Thank you for your valuable input. Your comments are important to the success of our internship program. Thank you also for serving as field instructor.