



Preparing students with the values, skills, and knowledge necessary to be generalist social work practitioners in today's world.

WINONA STATE UNIVERSITY

Bachelor of Social Work Program

Practicum Manual

2022 - 2023

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Part I. General Information

INTRODUCTION

Welcome to the Winona State University Bachelor of Social Work Program Practicum Manual! The Bachelor of Social Work (BSW) Program at Winona State University has been accredited through the Council on Social Work Education (CSWE) since 1984. The primary purpose of the social work program is to prepare social work students for entry-level positions in generalist social work practice, and the Practicum experience is the culmination of their undergraduate program.

Social work is a profession that requires the integration of knowledge, skills and values in a way that promotes individual, familial, community, and social well-being. The knowledge base of social work is complex and comes from multiple disciplines such as psychology, sociology, anthropology, economics, political science, and law, among others. The skill set required is varied and ranges from the ability to work effectively with individuals to affecting change on a global scale. Social work values are grounded in the ideas of fairness, equity, and respect for difference.

The Practicum is where the social work student begins to learn how to exercise this combination of knowledge, skills, and values in a social service environment and in highly contextualized situations. Field education is considered by CSWE to be the “signature pedagogy” of social work education (CSWE, 2012). Per requirements set forth by CSWE, field education at the baccalaureate level requires a minimum of 400 hours in field practicum. The Winona State BSW program requires 600 hours of practical work, with 120 hours of Field Experience (pre-program) and 480 hours of Practicum in entry-level social work practice prior to graduation. The Winona State BSW program uses both the Council on Social Work Education’s 2015 Educational Policy and Accreditation Standards (EPAS) and the NASW Code of Ethics to guide learning during Field. In SOCW 475 Practicum, CSWE competencies are evaluated through the Learning Agreement, and adherence to the NASW Code of Ethics is evaluated through multiple venues including, but not limited to, practicum supervision sessions and the field seminar course.

This manual serves to provide information to both students and community human services agencies who will supervise students in Practicum. In this manual, you will find overviews of the following:

- The Winona State University program mission and vision
- The Council on Social Work Education (CSWE) competencies expected of program graduates
- The Placement Process, as well as Practicum Policies and Procedures
- NASW Social Work Code of Ethics and information about licensure
- All the forms needed for SOCW 475 Practicum

THE MISSION, VISION, & GOALS OF THE BACHELOR OF SOCIAL WORK PROGRAM

Mission

The Winona State University Bachelor of Social Work program is a program within the College of Nursing and Health Sciences at Winona State University, and the Bachelor of Social Work

program aspires to prepare students with the values, skills, and knowledge necessary to be generalist social work practitioners in today's world.

Vision

The Bachelor of Social Work Program prepares generalist practitioners to work in entry-level settings with any population. The program educates students to be lifelong learners and active participants in a global society. The program prepares students with interpersonal, critical thinking, and leadership skills necessary for addressing social change. The program focuses on community engagement and commitment to needed social change to alleviate poverty, discrimination, and oppression.

The program models learning through active involvement in local and global communities and engaged learning that promotes social work values of worth and dignity of the person, importance of human relationships, social and economic justice, and integrity and competence as evidenced by the NASW Code of Ethics and the 2015 CSWE EPAS.

BSW Program Goals

1. The social work program will prepare students to be able to work as entry-level generalist practitioners with individuals, families, groups, organizations, and communities.
2. The social work program will prepare students to be able to practice in manner that is sensitive to diversity and inclusion.
3. The social work program will prepare students to advocate for people who are vulnerable, disenfranchised, oppressed, and underrepresented.
4. The social work program will prepare students to explore the interrelationships among people and systems, as related to generalist social work practice.

SOCIAL WORK EDUCATION COMPETENCIES EXPECTED OF STUDENTS

The Council on Social Work Education (CSWE) has identified a series of knowledge, values, skills, cognitive behaviors, and affective behaviors that BSW students will be able to demonstrate upon graduation from the BSW program. These Competencies are integrated into every aspect of our program and serve as measures for evaluation in Practicum as well. The nine Social Work Competencies are:

Competency 1—Demonstrate Ethical and Professional Behavior

Competency 2 –Engage Diversity and Difference in Practice

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

Competency 4 –Engage in Practice-informed Research and Research-informed Practice

Competency 5 –Engage in Policy Practice

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

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

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

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

Competency 1: Demonstrate Ethical and Professional Behavior

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

Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice.

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

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

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and

education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

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

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

Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

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

Competency 5: Engage in Policy Practice.

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

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

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

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

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

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

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

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

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families,

groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

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

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

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

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

PRACTICUM, INTEGRATIVE SEMINAR, AND CAPSTONE

Description and Purpose of the Practicum

The 12 credit Practicum (480 hours) is pre-arranged and completed in the last academic semester of the senior year, in a human service agency, under the supervision of a social worker as an Agency Field Instructor. Practicum can only be taken when all other course work necessary for graduation from Winona State University is completed, including “incompletes.” Typically, students are in placement 32 hours/week for 15 weeks in the selected agency.

The purpose of Practicum is to provide the student the learning experience of functioning at an entry level in a position of a social worker with a baccalaureate degree. Two main objectives for

the student are to: (1) broaden and deepen student practical knowledge and skills required at the practicum agency setting and; (2) to foster the integration of theory and practice.

Integrative Social Work Seminar

Students are required to attend SW480 Integrative Social Work Seminar concurrent with the Practicum and one day a week – either Friday or Monday, depending on the semester - is reserved for SW480 Integrative Seminar. The purpose of this course is to facilitate and reinforce the ongoing process of integration of theory and practice in the student's professional thinking and functioning. Attendance in Seminar is mandatory, and it is expected that students miss no class meetings.

The Capstone Project

In the course of the Practicum experience, students are expected to complete a capstone project related to an issue or topic in social work practice. The Capstone project is a linked series of assignments that integrate each stage of the helping process – engagement, assessment, intervention and evaluation – as they relate to the student's project. The emphasis should be on social work practice and the project should be of benefit to both the agency and the student. This experience lays the groundwork for incorporating evaluation of practice into the student's professional self and provides further opportunity for linking social work theoretical concepts, practice endeavors, and practice results. Prior to the start of Practicum, it is expected that students consult with their Field Instructor and their Faculty Field Liaison about the type of capstone project they would like to pursue.

2022-2023 Field Calendar

Fall 2022 Important Field Dates

Fall Field Instructor Training (via Zoom)	Wednesday, August 17, 1:00-4:00 PM
First day of the Semester	Monday, August 22
100 Hour Assessment Completed	Week of September 12-16 (approximately)
Mid-semester Learning Agreement Review Completed	Week of October 3-7 (approximately)
Thanksgiving Break	Wed-Fri, November 23-25
Final Learning Agreement Review Completed	Week of November 14-18 (approximately)
Last Day of the Semester	Friday, December 2
Capstone Symposium	Friday, December 2 11:00 AM - 1:00 PM
Spring Field Instructor Training (via Zoom)	Thursday, December 8 1:00-4:00 PM
Fall Commencement Day	Friday, December 9
Social Work Graduation Reception & Field Instructor Recognition	Friday, December 9 before Commencement

Spring 2023 Important Field Dates

First day of the Semester	Monday, January 9
100 Hour Assessment Completed	Week of Jan 30 to Feb 3 (approximately)
Mid-semester Learning Agreement Review Completed	Week of Feb 27 to Mar 3 (approximately)
Student Spring Break	March 6-10
Final Learning Agreement Review Completed	Week of April 17-21 (approximately)
Last Day of the Semester	Friday, April 28
Capstone Symposium	Friday, April 28, 11:00 AM - 1:00 PM
Spring Commencement Day	Friday, May 5
Social Work Graduation Reception & Field Instructor Recognition	Friday, May 5 before Commencement

Part II. The Placement Process

The Winona State Bachelor of Social Work program follows the practicum-related 2015 EPAS policies of the Council on Social Work Education and additional policies developed by the department. The following policies describe the structure, implementation and evaluation of the practicum component of the program.

CSWE CRITERIA FOR AGENCY SELECTION AND THE AGENCY FIELD INSTRUCTOR

Agency Requirements

According to the Council on Social Work Education, all agencies must meet the following minimal requirements:

- A primary goal of the agency must be to address human needs. This can be included in law, social policy formulation, administration, community organization, evaluation, direct service delivery, etc.
- The agency must not engage in discriminatory practices in either hiring of personnel, acceptance of students, or of clientele. This would include discrimination based on gender, sexual identity, race/ethnicity, socioeconomic status, religious beliefs, or national origin.
- The agency must be committed to the educational goals of the program.
- The agency must support the placement and allow for sufficient release time for the Agency Field Instructor to give educational supervision to the student. Two visits by the Faculty Field Liaison are routinely scheduled during field practicum. If indicated, all parties can request additional visits.
- An agency accepting an undergraduate student must provide an Agency Field Instructor who is a licensed social worker and holds a BSW or MSW from an accredited social work program. In a few educationally unique settings, the supervision can be arranged via a consultant or through the faculty at the department.
- The agency must be within 150 miles of the student's home campus. Placements outside of the 150-mile radius require advance department approval, and students should consult with the Field Director / Field Coordinator about the process for this approval. (See Special Circumstances Practicum Placement Procedure).
- The agency must be willing to participate in the contract process, as per the University policy requiring affiliation agreements with all practicum placement sites.

Field Instructor Requirements

The following criteria have been established for the selection of the agency-based Field Instructor:

- For practicum placements **in the state of Minnesota**, the primary Agency Field Instructor of record must be **licensed** through the MN Board of Social Work, unless the Field Instructor is employed by a county, is employed by the State of Minnesota and hired prior to July 1, 2016, or is employed by a tribal agency – and **have a BSW or MSW** from an accredited social work program.
- For practicum placements **outside of the state of Minnesota**, the primary Agency Field Instructor of record must be a **licensed-eligible** social worker – in other words, the Field Instructor is not *required* to be licensed, but must be *eligible* for licensure - and **have a BSW or MSW** from an accredited social work program.
- The Agency Field Instructor must agree with the learning goals of professional social work education and be willing to provide one hour per week of face to face supervision to the student.
- The Agency Field Instructor is required to work closely with the program in the assignment of case material and is responsible for providing timely feedback to the program about the individual student through the Faculty Field Liaison.
- New Agency Field Instructors are expected to attend orientation sessions or be available for individual orientation by the Field Director/Field Coordinator when attendance at the formal sessions would prove an undue hardship.
- The Agency Field Instructor will have sufficient background in social work experience (preferably at least six months at the agency and two years post BSW or MSW experience).

OVERVIEW OF RESPONSIBILITIES FOR THE PLACEMENT PROCESS

The formal practicum placement process begins in the semester before the student intends to complete the practicum.

Responsibilities of the Student – Preparing for Practicum

The following are the steps necessary that the **student** must do in order to prepare for placement:

1. Enroll in the Practicum Preparation Course

The placement process for students officially begins the semester before entering Practicum, when students enroll in SW400 Practicum Preparation. Students complete the application process while in SW400 and meet in class and individually with the Practicum Preparation Instructor in preparation for entering Practicum.

2. Complete the Criminal Background Study Process

Minnesota State law requires that any person who provides services that involve direct contact with patients and residents of a health care facility must complete and successfully pass a background study conducted by the State. Therefore, during the practicum preparation process, all students must fill out an online Minnesota Department of Human Services (DHS) Background Study form and be fingerprinted and photographed at a DHS-sanctioned fingerprinting site, **if they have not already done so for admission to the Winona State BSW program or for Field Experience**. Students will be provided with further information about how to complete this process. Students are then responsible for printing off a copy of the results from the DHS website, and submitting the results letter to the Social Work office on their campus. Students will be responsible for payment for the background check and fingerprinting process. The department will advise students on a case-by-case basis regarding their criminal background and legal obligations.

Students need to be aware that the social work faculty can educate students in the classroom, but the faculty does not have control over field agencies' willingness to accept a student for placement. The Practicum is the final program requirement of the undergraduate social work program. Hence, a student might be able to complete all the course work in the program and yet not complete the social work program if a Practicum placement cannot be secured due to conditions of background study. Additionally, even upon successful completion of the BSW program, the department makes no guarantee that a student with a criminal record will secure employment in social services and that any state entity will grant licensure or certification to a person with a criminal background. **Students who have concerns about the implications of their criminal record on licensure are encouraged to consult with their state social work licensing board.**

3. Participate in Informational Interviews with Agencies

Students will be provided with a list of approved agencies that are within 150 miles of campus, and students are responsible for scheduling visits to a minimum of 5 potential practicum sites. The purpose of these initial visits is to learn more about different agencies and the services provided. Students are encouraged to treat these visits as opportunities for professional networking and will be guided in preparing for the visits through several modules in SOCW 400 Practicum Preparation. The Field Director / Field Coordinator may consider agencies that have not had interns with the Bachelor of Social Work program at Winona State University. However, the approval and contract process for new agencies may take up to six months and therefore may not be suitable for students looking for placement for the following semester. Students are expected to give first consideration of the approved internships available. However, if a unique internship arises, consult with the Field Director or Field Coordinator.

4. Participate in the Practicum Preparation Interview with Course Instructor

Following the completion of the 5 placement site visits, students then complete the Practicum Application materials and schedule an interview with the Practicum Preparation Instructor to discuss student readiness for Practicum, as well as students' ranked placement preferences.

Once the Practicum Preparation Instructor has met with all students, the instructor will compile the preferences and will determine where students will be assigned to interview. If it happens that there are more students interested in a placement than there are spots at that placement, the instructor will consult with the students in question and will make a decision about placement interviews. **The Field Director / Field Coordinator makes the final determination on placements.**

5. Participate in the Placement Interview at the Agency

Once students have been given approval from the Practicum Preparation instructor, students are responsible for scheduling a formal interview with the agency. Students are responsible for keeping the Practicum Preparation Instructor apprised of the interview date and outcome. Depending on the agency, the decision to accept a student into placement may happen in the interview, or the decision may be made later.

6. Complete the Field Practicum Acceptance Agreement Form

Once students have interviewed and been accepted for placement at an agency, the students are responsible for securing a signed Field Practicum Acceptance Agreement, and for returning the signed Agreement to the Practicum Preparation instructor. Please note that the Acceptance Agreement is a written agreement between the agency, Winona State University, and the student. Accepting a placement and signing the Field Practicum Acceptance Agreement should not be taken lightly, and once students have signed the Acceptance Agreement with an agency, they should not attempt to seek out or accept other placements. This is a serious breach of agreement by the student and shows a lack of professionalism.

7. Prepare for Placement at the Assigned Agency

Once students have secured a placement, students are responsible for providing their Field Instructors with information about their start and end dates, any other scheduling needs, their contact information, and any additional preparation the student may need to do in advance of their Practicum. Students are also responsible for communicating with their Field Instructor about the Capstone Project and beginning the conversation about possible topics for their project that would be of benefit to the agency.

The Practicum Semester: Beginning Placement

Students should plan to begin placement on the first day of the semester, except in special circumstances already pre-arranged with the agency. Students are encouraged to bring a copy of the Orientation Checklist (Appendix) to their agency, where the student and the Agency Field Instructor together develop a plan covering the items on the Orientation Checklist. Once all items are completed, the student will turn in the completed Orientation Checklist to the Faculty Field Liaison. Students are responsible for providing their Field Instructor with the initial draft of their Learning Agreement, as well as initiating or continuing the dialog about their Capstone project with their Field Instructor.

1. Supervision Meetings with the Field Instructor

Students are required to meet a minimum of one hour per week with the Agency Field Instructor for supervision. Planning supervision meetings is a two-way process. This means that the student is expected to take an active role in the planning of these meetings and is encouraged to bring an agenda and topics for discussion to supervision. Supervision meetings are also an excellent opportunity to review the Learning Agreement.

2. Complete the Initial Assessment of Student

After the first 100 hours of placement, the Agency Field Instructor completes the Practicum Initial Assessment of Student form (found in Appendix). This early evaluation should then be reviewed with the student and should serve as an opportunity to make any adjustments to the practicum experience. Students are responsible for submitting the completed and signed form to their Faculty Field Liaison.

3. The First Meeting between the Agency Field Instructor, the Faculty Field Liaison, and the Student

At the completion of the Learning Agreement and around the first 200 hours, the student and the Field Instructor together evaluate the student's progress thus far, using the Learning Agreement as the assessment tool. Students are responsible for scheduling the first meeting between the Faculty Field Liaison, the Agency Field Instructor, and the student. The focus of this meeting is to review the learning agreement, the student's performance thus far, the Capstone project and any other issues pertaining to the Practicum that the participants deem useful. The Learning Agreement needs to be approved by all three participants and should be signed by all parties at the mid-semester review.

4. Final Site Visit and Final Evaluation

Toward the end of the 480 hours, the Agency Field Instructor and the student together review the student's Learning Agreement and evaluate the final 280 hours of Practicum experience of the student. At this point, it is incumbent on the student to schedule the final meeting between the Faculty Field Liaison, Agency Field Instructor, and student. The purpose of the final meeting is to review the final evaluation of the student's practicum and progress on the goals of the Learning Agreement, as well as any other aspects of the Practicum experience that the above-mentioned parties deem appropriate. The Final Learning Agreement must be signed by the student, the Field Instructor and the Faculty Liaison. **Students should retain a final copy of the signed Learning Agreement for their records.**

5. Evaluation of the Agency

Students are asked to complete the Evaluation of Agency form (Appendix) evaluating the agency, and ideally review their feedback with the Field Instructor. The completed and signed form should be turned in to the Faculty Field Liaison.

6. The Capstone Project

The capstone project will be completed before the student can receive a grade for the Integrative Social Work Seminar class. The final grade of the capstone project will be calculated into the overall grade for the seminar course.

Note: Students who do not pass Seminar will not be able to successfully pass their Practicum or vice versa. Practicum and Seminar are taken concurrently and hence, if a student fails one of these courses – the student would be required to retake both courses. Incompletes are not given for Practicum and Seminar unless the reason for extension of the course requirements has been pre-approved well in advance.

7. Final Program Assessment

Students will be asked to complete a final program assessment based on the social work curriculum during the Seminar/Practicum semester. The final program assessment will be completed electronically, and students will be given detailed instructions on how and when to complete the program assessment.

Responsibilities of the Agency Field Instructor

1. Interview and Screen Students Applying for a Practicum Experience at the Agency

The Agency Field Instructor and student discuss whether the agency and the student mutually meet each other's needs.

2. Participate in Field Instructor Training

The Agency Field Instructor is expected to participate in Field Instructor training, either during one of the regularly scheduled training dates, or in an individual orientation with the Field Director / Field Coordinator. This will ensure that the Field Instructor is fully oriented to the Winona State BSW program processes, forms, and timelines for field practicum.

3. Orientation and the Learning Agreement

Once a student has been confirmed for Practicum at an agency, the Agency Field Instructor is responsible for orienting the student to the agency and assuring that there is a plan for covering the items on the Orientation form. The Agency Field Instructor and the student should work together to formulate the Learning Agreement, which should be finalized at the completion of the first 65 hours (first two weeks of placement). The Learning Agreement is a working document should be consistently and actively used. This means that along the way, progress of the learning activities should be checked, and items added or deleted if not feasible. The Learning Agreement is to serve as a guide for both the Agency Field Instructor and the student, and as a means to check and evaluate the student's progress throughout the Practicum.

4. Selection of a Capstone Topic and Development of a Capstone Proposal

The Agency Field Instructor informs the student of any review protocols that are required by their organization or agency and assists the student in choosing a capstone project topic or recommends a certain topic to the student, keeping in mind that the project should be of benefit to both the agency and the student. Students must follow the protocol of the practicum agency regarding research – this includes all approvals and reviews that are necessary before collecting data, if data collection is part of their Capstone project.

5. 100 Hour / Initial Assessment of Student

After the first 100 hours of placement, the Field Instructor completes the Initial Assessment of Student. This early evaluation should then be reviewed with the student and the signed form submitted to the Faculty Field Liaison.

6. The First Site Visit and Mid-Semester Review

At the completion of the Learning Agreement and the first 200 hours, a meeting is scheduled by the student between the Faculty Field Liaison, the Agency Field Instructor, and the student. The focus of this meeting is to review the completed Learning Agreement, the student's performance thus far, discuss progress to date on the capstone project and any other issues related to Practicum. Prior to this first site visit, the Agency Field Instructor and student should complete the mid-semester review of the Learning Agreement, so that the Learning Agreement can be discussed at that meeting.

7. Monitoring Progress

The Agency Field Instructor is responsible for assessing that the student is maintaining acceptable progress during the Practicum. If the Agency Field Instructor has concerns about the student that have not been resolved through initial remediation, it is imperative that the Agency Field Instructor reach out to the Faculty Field Liaison for consultation and assistance in a proactive manner. The Agency Field Instructor should be sure to document concerns and any interventions, as they may arise.

8. Final Site Visit and Learning Agreement Evaluation

Toward the end of the 480 hours, the Agency Field Instructor and the student together review the Learning Agreement in order to evaluate the final 280 hours of the Practicum. In the final meeting with the Agency Field Instructor, the Faculty Field Liaison, and the student, the focus is on the results of the evaluation, the process of the experience, involvement of the Faculty Field Liaison, and any other aspects of the Practicum experience considered important.

9. The Capstone Project

Within reasonable parameters, the Agency Field Instructor assists and guides the student in completing the capstone project. This may involve making available resources of information, establishing contact with other professionals, suggesting attending and participating in special workshops, alerting the student to stay on track, or providing the student with ideas or suggestions for next steps in their capstone project.

Responsibilities of the Faculty Field Liaison

1. Site Visits

The Faculty Field Liaison is responsible for participating in two site visits with the student and the Field Instructor. The first meeting is held around 200 hours, and the second meeting is held toward the end of the 480 hours. At least one visit should be completed face-to-face, with the other visit either face-to-face or video conference. The focus of the first meeting is to discuss the student's Learning Agreement goals, the student's performance thus far, progress on the capstone project, and any issues pertaining to Practicum.

2. Serve as Consultant to Student and Field Instructor

If an issue or problem arises during Practicum, it is expected that the Faculty Field Liaison will be advised of the matter, and, if necessary, also be involved in the discussion. The Faculty Field Liaison is also available to provide clarification on Practicum timelines and assignments.

3. Facilitate the Final Meeting

In the final meeting among the Faculty Field Liaison, the Agency Field Instructor and the student, the Faculty Field Liaison facilitates the discussion of the relevant issues and topics related to the student's Practicum.

4. Supervise the Capstone Project

All students are required to complete a capstone project. Some students may need assistance in developing and executing their capstone project. Student should request individual appointments with their Faculty Field Liaison if they experience problems or have questions.

Responsibilities of the Field Director / Field Coordinator

1. Place Students in Practicum Placement

The Field Director/Field Coordinator is responsible for placing all students into a practicum placement that will best fit the learning style and unique needs of each student. The Field Director /

Field Coordinator makes every effort to meet the placement requests of students but does have the ultimate and final authority for determining placements.

2. Orientation/Development of Agency Field Instructors

The Field Director/Field Coordinator is responsible for developing and implementing orientation materials for agencies and ensuring that each Field Instructor is properly oriented to the role of Field Instruction.

3. Obtain Agency Field Instructors' Input into the Bachelor of Social Work Program

Each semester the field faculty meet with the program advisory group to discuss the field education program and improvements of the department; development of the Field Instructors; planning for the all-field instructor gatherings and the supervisor orientation/development seminar, the spring recognition and appreciation event. Besides feedback from a representative sample of the Field Instructors about the practice course curricula, the site visits by Faculty Field Liaisons provide the best opportunities for the Agency Field Instructor to have direct input into the Social Work Department. The visits are focused on the learning agreement and the final evaluation and are naturally suited for discussion of how to best relate program-learning objectives to the needs and interests of the agencies.

UNDERSTANDING AND USING THE LEARNING AGREEMENT

The BSW program at Winona State University has incorporated the Council on Social Work Education Competencies into the Learning Agreement. The Learning Agreement serves several functions in Practicum and can be a guide for both Agency Field Instructor and student as method for evaluating the student's progress during Practicum. The Learning Agreement is a working document where the students have identified activities they will use to demonstrate each of the Competencies identified by the Council on Social Work Education as necessary for bachelor's level social workers.

In the semester before practicum, students develop a draft plan of their Learning Agreement, making every effort to identify concrete, measurable activities to complete to meet their learning goals. During Practicum, progress toward these activities should be assessed regularly, with items added or deleted if not feasible. Below are further guidelines for making the most of the Learning Agreement:

Use the Learning Agreement. Keep a copy of the Learning Agreement handy! Print it out and refer to the student's learning goals regularly! Bring it out at supervision meetings and make others aware of the learning activities.

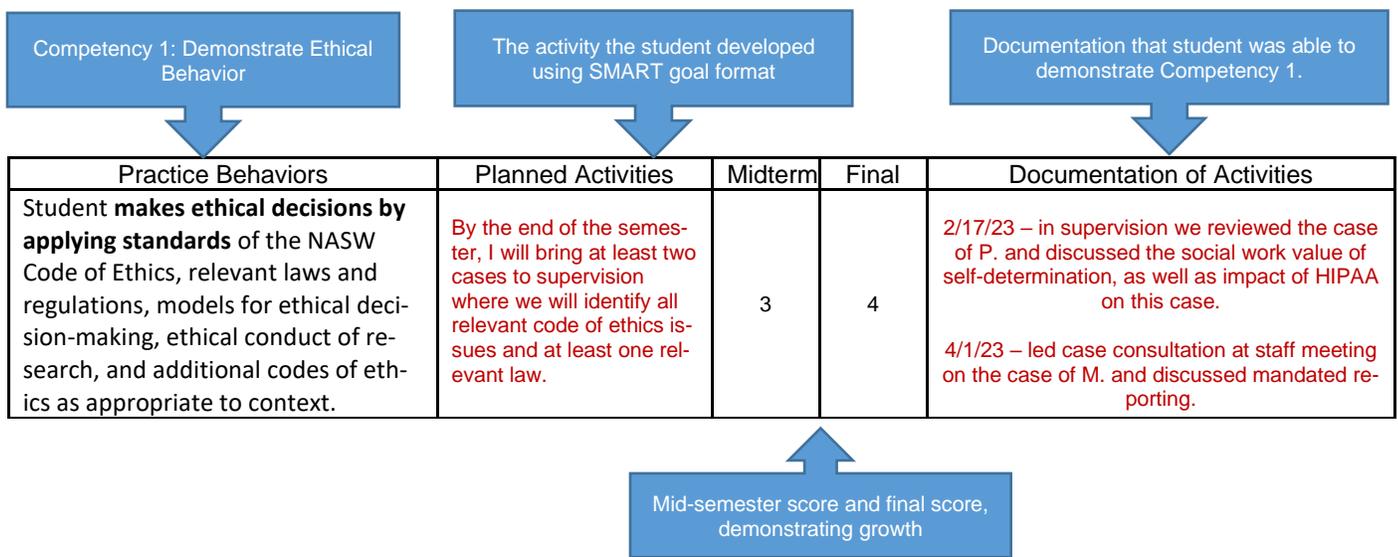
Use SMART Goals. Use SMART goals when developing or refining the Learning Agreement. SMART goals are goals that are Specific, Measurable, Attainable, Realistic, and Timely.

Make changes to the Learning Agreement – The Learning Agreement is designed to be flexible. Activities can be modified or added as needed. Just include a date for when you have decided to change the activity.

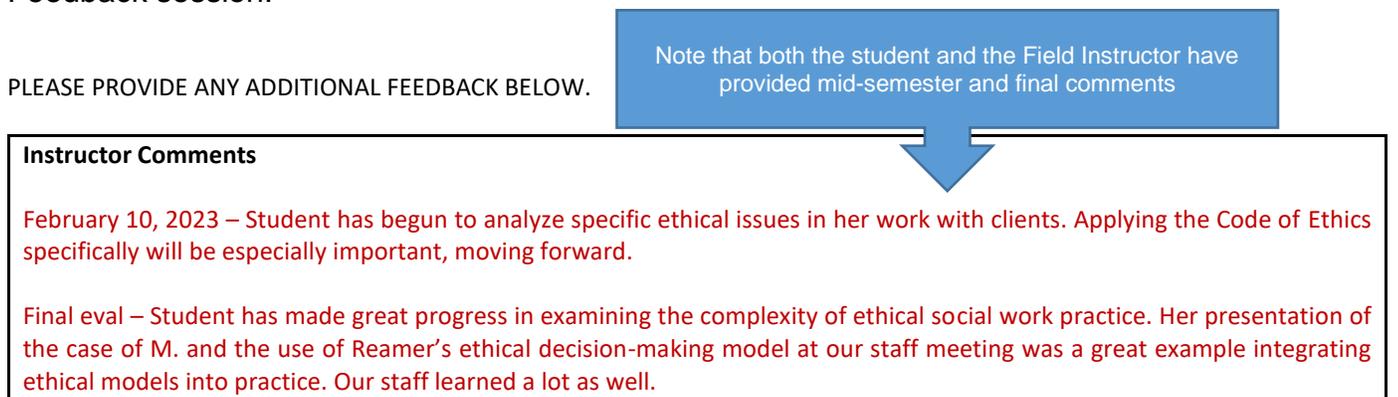
Score the Learning Agreement. Each competency area should have a learning activity, and each activity should have a score (n/a – 5) at both the mid-semester review and the final review. It is acceptable to have 2, 1, or Not Observed at the mid-semester review, but by the time of the final review of the Learning Agreement, students should be able to demonstrate at minimum Performance (3) in all Competency areas.

Use the Learning Agreement Supplement. If you are feeling stuck in trying to develop activities for the Learning Agreement, the Learning Agreement Supplement (found in the Appendix) provides lots of examples of activities students can use to demonstrate each of the competency areas.

Don't forget documentation! Each Competency section of the Learning Agreement has a box for documenting the completed learning activities. Below is a sample of a completed SMART goal in a student's Learning Agreement.



Each Competency Area of the Learning Agreement also has a section for Additional Feedback. **It is important that both students and Field Instructors take the time to document feedback** at Mid-semester and at the Final Evaluation. Below is a sample of a completed Additional Feedback session.



Student Comments

February 17, 2023 – my field instructor has been prompting me to think deeper about the code of ethics, and has asked me to present an ethical decision-making model at a staff meeting.

Final comments – I presented a case at the staff meeting using a decision-making model, which went very well. This practicum experience has been rich with opportunities to explore the complexities of practice and I have been appreciative of my Field Instructor's efforts to integrate formal ethical discussions throughout my time here.

Part III. Practicum Policies and Procedures**EMPLOYMENT-BASED PRACTICUM PLACEMENTS**

A student may use their current employment as a practicum placement when the following conditions are met:

- The student has discussed the interest to use current employment as a practicum site with the Practicum Preparation Instructor and the Field Director/Field Coordinator.
- The student will have a Field Instructor who is different from the student's employment supervisor, and that person must meet the general Field Instructor criteria (licensed BSW or MSW level social worker)
- The field placement learning experiences must be in an entirely different program or division than where the student is employed. The learning experiences assigned for the student must be as varied as possible and must differ substantially from their employee role.
- **There must also be a current University-agency contract in place, for employment-based practicum placements to be approved.**

If all of these criteria are met, the student and agency complete the Employment Based Field Agreement Form (Appendix), and prepare a plan of the proposed placement for review by the Field Director/Field Coordinator. The plan must articulate how the student will be practicing at a higher professional skill level than current position allows.

PLACEMENT AT AN AGENCY WITH NO BSW OR MSW ON STAFF

If an agency does not have a suitable social worker available for supervision at the practicum site, the student can obtain social work supervision in the following ways. A student may find another individual at the agency, who is a licensed social worker and meets the field instructor guidelines, who will agree to meet with the student weekly and supervise their work. Another option is for the student to find a licensed social worker who meets the Field Instructor guidelines and works at another agency in the area, who will agree to provide the social work supervision while the student completes their hours in the field. Finally, if the student cannot find anyone in their area to provide social work supervision the student can request a WSU social work faculty member to provide the student with their supervision, however the Social Work program cannot guarantee that there will be an eligible faculty available to provide supervision.

SPECIAL CIRCUMSTANCES PRACTICUM PLACEMENT

Typically, students complete their placement at an agency that has been pre-approved and is within 150 miles of campus. The mile limit ensures that the student is within reasonable driving distance in order to participate in Integrative Seminar on campus, and aids in keeping travel costs down for the University, since Faculty Field Liaisons conduct in-person site visits. Occasionally, however, students may have the opportunity to complete their practicum beyond the 150-mile radius and with an agency that has not been pre-approved. In these instances, the student should meet with the Field Director well in advance of the semester the student will be taking Practicum Preparation to discuss the request. The student should then complete the Special Circumstances Practicum Placement Form (Appendix) and return the document to the Field Director / Field Coordinator for consideration of the Social Work faculty at a faculty meeting. Faculty will consider the merits of the placement, potential for development of the required Affiliation Agreement, and the student's circumstances and demonstrated capacity for success.

EQUIVALENCY CREDITS FOR PRACTICUM

The Social Work Department does not accept equivalency or life experience work for the SW475 Practicum. Students may, however, use their current employment setting to meet Practicum hours if said employment meets the criteria as mentioned above. See the Field Director / Field Coordinator for more information.

COMPLETION OF HOURS

All students are expected to complete the requisite number of hours of 480 hours at their practicum site and document their hours weekly on the Practicum Time Sheet Log (Appendix). If a student is not going to complete their hours within the agreed upon time frame, the Faculty Field Liaison must be notified immediately. If a student is absent for a significant period, there are several options. The student may request an extension of the time frame of the placement so that the requirements can be completed. In extreme cases where this is not feasible, the student may be placed in an alternate setting. Students may not complete hours early, since seminar coursework and assignments are linked to their practicum placement. Students are encouraged to budget their hours to ensure that their time at their practicum coincides with the semester schedule.

TRANSPORTATION OF SELF & CLIENTS POLICY

Bachelor of Social Work students in Practicum placements are responsible for providing their own transportation to and from their field placement sites.

Practicum students are not expected to transport clients unless the Agency clearly communicates with the student and Field Director / Field Coordinator that such requirement is an essential duty of the Practicum. **Students are NOT allowed to transport clients in their own personal vehicles. It is the responsibility of the Agency to state whether Practicum students are required to drive, travel, or transport clients as part of their duties and this requirement should be outlined on the Field Practicum Acceptance Agreement.** Agencies that require students to drive for agency business should verify that the agency's liability insurance policy covers Practicum students transporting clients in an Agency approved vehicle. Students are

informed that agencies requiring driving/transporting of clients may also require the student to submit to a Motor Vehicles Records check and comply with all driving and client transportation policies of the Agency.

Winona State University shall not be responsible for managing any requirements for transportation as part Practicum; does not maintain insurance for students driving or transporting clients in association with their Practicum; and does not vouch for the student's driving record or valid driving license.

GROUND FOR DISMISSAL FROM FIELD PLACEMENT

The following are grounds to dismiss a student from the field:

1. Failure to abide by the NASW Code of Ethics.
2. Failure to maintain confidentiality in reference to a client as mandated by agency policy and/or the NASW Code of Ethics.
3. Repeated tardiness at the agency and/or tardiness without notification.
4. Repeated absences from the agency and/or absence without notification.
5. Repeated change in scheduled field hours without prior approval.
6. Unsatisfactory progress in field placement, despite intervention.
7. Failure to follow the guidelines and standards of the Bachelor of Social Work Program, or the BSW Student Code of Conduct Policy, which is outlined in the BSW Program Student Handbook.

If a student does not agree with the outcome of the Review process, the student may appeal following the guidelines for Grievance Procedure in the BSW Program Student Handbook.

PROBLEM RESOLUTION IN FIELD PLACEMENT – The Review Process

Ideally, problems in Practicum should be resolved by the student and the Agency Field Instructor with proactive intervention and open communication. It does happen occasionally, however, where situations require further attention. If the Agency Field Instructor or the student has concerns about a problem, it is expected that the **first step** would be to talk with each other about the problem. Typical issues include concerns about expectations of duties, communication styles, navigating the professional environment at the agency, or concerns about supervision or changes in task assignments. It is also expected that the student would consult with the Faculty Field Liaison as needed for guidance on resolving issues.

When a student is not progressing at a satisfactory rate, there are three levels of reviewing a student's performance in Practicum. The student, Faculty Field Liaison, Agency Field Instructor, and Field Director /Field Coordinator will share pertinent information with each other as needed for the purpose of identifying student issues and enhancing problem-solving strategies. Some situations, due to their seriousness, may move straight to a Level Two or Level Three review.

Level One Review

If the concerns cannot be resolved informally, the student or the Agency Field Instructor should notify the Faculty Field Liaison immediately to arrange a Level One review meeting. In the Level

One review, the student, the Agency Field Instructor, and Faculty Field Liaison will discuss the issue and identify an action plan to remediate the situation. A clear timeline will be established for completing the requested action plan, as well as a means for all to measure progress. The Faculty Field Liaison will notify the Field Director / Field Coordinator of this Level One Review. It is important to document all efforts, action plans, and communications. In many instances, Level One Review meetings between Agency Field Instructor, Faculty Field Liaison and student resolve the concerns and do not necessarily lead to further reviews.

Level Two Review

If issues are not resolved in the Level One Review, or if the situation warrants, a Level Two Review can be called. The Level Two Review involves the Agency Field Instructor, the Faculty Field Liaison, the Field Director / Field Coordinator, and the student. The Field Director / Field Coordinator in conjunction with the Faculty Field Liaison will determine the nature of the concern and gather the information necessary to develop a plan of action to address the concern. The student will be provided instructions in writing outlining student expectations. The Department Chair will be notified and may be invited to the review if needed. The BSW faculty will be informed of the situation, and as necessary, the Field Director / Field Coordinator will consult with the Dean of the College of Nursing and Health Sciences as needed. All parties will be asked to provide a written statement of the concerns. Following this meeting, written documentation will be placed in the student file.

Level Three Review

If issues are not resolved in the Level Two Review, or if the agency is considering discontinuing with a student, a Level Three Review can be called. When a Level Three Review is called, the Faculty Field Liaison and Field Director /Field Coordinator will ask the student and Agency Field Instructor to prepare statements in writing addressing the issue and will hold a meeting to discuss the situation. The Department Chair will be informed of the meeting and may be included in the meeting as needed.

Based upon the Level Three Review meeting, the BSW program will make a recommendation, which could be any one of the following:

- *Continue on in the Social Work program with No Conditions:* In these situations, the concern has been addressed and no further action by the student or the department is required.
- *Establish Formal Conditions for the Student's Continuance in the Field Placement and BSW Program:* In this situation, specific conditions must be met for the student to remain in the program, and the student will be asked to develop a Reconsideration Plan (a Reconsideration Plan would include goals with timeline and measurable objectives) or recommendation for removal from the program with an option to return at a later date.
- *Advise Student to Change Majors/Degrees and/or Discontinue the Student in the Program:* In some situations, it will be recommended that the student no longer remain in the BSW program. The student will be counseled to voluntarily change majors or degrees. If the student does not wish to voluntarily change majors or degrees, the student will be formally notified that the student is being dismissed from the BSW program. The student will be provided with written documentation regarding the specific reasons for dismissal.

Following this meeting and following the determination of recommendations, the Department Chair/Coordinator and/or Field Director/Field Coordinator will notify the Dean of the College of Nursing and Health Sciences of the situation and faculty determination.

Returning to Field Practicum after Dismissal

Whether the student will be allowed to return to field in the same or a different agency would depend on the seriousness of the incident, the perspective of the Field agency, and/or the ability of the student to work through the issue(s). The Field Director / Field Coordinator and/or the Faculty Field Liaison will have the responsibility to work with the student around these issues work with the student to complete a Reconsideration Plan form (Appendix). This plan should include a description of the areas of concern that led to termination from the practicum, an action plan to address the concerns, which would incorporate measurable goals and a realistic timeline. Approval for retaking Practicum and Seminar are not guaranteed to students who are completing a Reconsideration Plan. Students who are removed from an agency placement due to misconduct will not be allowed to retake Practicum and Seminar for a minimum period of up to one academic year. Students completing a Reconsideration Plan will submit the Reconsideration Plan and progress reports to the Field Director / Coordinator and other appropriate department faculty on a timeline agreed to by all parties. Students will be readmitted into a cohort if they have met the requirements of the reconsideration plan AND if there is space in that cohort for the student.

CHANGE OF FIELD PLACEMENT AT THE REQUEST OF THE STUDENT

The BSW program rarely moves students from a practicum placement and will take as many measures as possible to promote continuity of placement. Student requests to change placements will not be granted because a student has found a “better placement or opportunity.” If, however, a student is placed at another agency either due to actions by the student or because of changes at an agency, the student should not assume they will be able to count any or all of the hours completed at the departing agency. The number of hours necessary to successfully complete a change of field placement will be discussed by the Faculty Field Liaison, the Field Director/Field Coordinator, and the student.

SEXUAL HARASSMENT POLICY

Sexual harassment of students is destructive to the learning environment, demoralizing to the student, and can adversely affect the student’s performance in the agency. Sexual harassment of students may be overt or covert, verbal or physical, and may range from suggestive comments and sexist jokes to assault and rape.

The Social Work Department abides by the policy and procedure guidelines of the Minnesota State Colleges and Universities (MinnState) system for the reporting of sexual harassment in the university setting. [Minnesota State 1B.3 Sexual Violence Policy](#) states, “Sexual violence is an intolerable intrusion into the most personal and private rights of an individual and is prohibited at Minnesota State Colleges and Universities. Minnesota State Colleges is committed to eliminating sexual violence in all forms and will take appropriate remedial action against any individual found responsible for acts in violation of this policy.

Acts of sexual violence may also constitute violations of criminal or civil law, or other Board Policies that may require separate proceedings. To further its commitment against sexual violence, Minnesota State provides reporting options, an investigative and disciplinary process, prevention training, and other related services as appropriate.”

Minnesota State policy 1B.3 directs campuses to use the investigative procedure outlined in [Minnesota State Procedure 1B1.1](#) when investigating complaints of sexual violence. Procedures used in response to a complaint of sexual violence should avoid requiring complainants to follow any plan of action, to prevent the possibility of re-victimization. Further information about reporting and support services can be found at <https://www.winona.edu/sexual-violence/>.

Part IV. Professional Responsibilities

NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS

Students, Field Instructors, and Faculty Field Liaisons are expected to be aware of, understand, and implement through their actions the NASW Code of Ethics. The Code is designed to serve as a guide to everyday professional conduct for social workers. The Code has four sections. The first section, “Preamble,” describes the profession’s mission and core values. The second section, “Purpose of the NASW Code of Ethics,” describes the main functions of the Code and provides a guide to dealing with ethical dilemmas in practice. The third section, “Ethical Principles,” presents the six broad ethical principles based on social work’s core values. The fourth section, “Ethical Standards,” presents the six ethical standards to guide practice, and provides a basis on which the public can hold practitioners accountable.

The Six Core Values

1. Service
2. Social justice
3. Dignity and worth of the person
4. Importance of human relationships
5. Integrity
6. Competence

The Six Ethical Principles

1. Social worker's primary goal is to help people in need and to address social problems.
2. Social workers challenge social injustice.
3. Social workers respect the inherent dignity and worth of the person.
4. Social workers recognize the central importance of human relationships.
5. Social workers behave in a trustworthy manner.
6. Social workers practice within their areas of competence and develop and enhance their professional expertise.

The Six Ethical Standards

1. Social workers' ethical responsibilities to clients
2. Social workers' ethical responsibilities to colleagues
3. Social workers' ethical responsibilities to practice settings

4. Social workers' ethical responsibilities as professionals
5. Social Workers' ethical responsibilities to the social work profession
6. Social Workers' ethical responsibilities to broader society

The National Association of Social Workers (NASW) is located at 750 First Street, NE, Suite 700, Washington DC 20002-4241. Telephone is 202/408-8600, FAX 202/336-8311 and TTD 202/408-8396.

A full copy of the NASW Code of Ethics follows and can be found online at www.naswdc.org.

SOCIAL WORK LICENSURE IN MINNESOTA

Minnesota law requires that all persons either 1) practicing social work based on a social work degree accredited by the Council on Social Work Education (CSWE) or 2) representing themselves as a "social worker" **must be licensed, except when practicing in an exempt setting**. Persons may not begin social work practice where licensure is required until they hold a valid license or temporary license.

Minnesota Statutes Section 148E.010 subdivision 11 defines social work practice as **working to maintain, restore, or improve behavioral, cognitive, emotional, mental, or social functioning of clients, in a manner that applies accepted professional social work knowledge, skills, and values, including the person-in-environment perspective**, by providing in person or through telephone, video conferencing, or electronic means one or more of the social work services described.

Students are STRONGLY encouraged to begin the licensure process and ideally take the ASWB licensure examination prior to graduation, in order to ensure ability to obtain job once your degree is completed. Information about the licensure process can be obtained at:

Minnesota Board of Social Work
2829 University Avenue S.E. Suite 340
Minneapolis, MN 55414-3239
612-617-2100
Toll free: 888-234-1320
TTY: 800-627-3529
Fax: 612-617-2103
Email: social.work@state.mn.us

Website: www.socialwork.state.mn.us

Action Steps for Applying for Minnesota Licensure:

- 1.) Submit your application for license and pay the application fee
- 2.) Complete the fingerprint-based criminal background check
- 3.) Register for, take, and pass the ASWB Exam (\$230)
- 4.) Submit the required supporting documentation following graduation (official transcript, ASWB passing score documentation)
- 5.) Apply for a temporary license, if you are employed right away, but still waiting on final transcripts
- 6.) Pay the initial License fee (\$93.25 total)

Important!

A license may still be required, even if the job does not require direct client contact, the job title is NOT social worker, or even if the employer does not require licensure.

It is on YOU, the person with the BSW who is working in a social work practice setting, to obtain licensure. Practicing without a license is grounds for disciplinary action by the MN Board of Social Work!

SOCIAL WORK LICENSING IN WISCONSIN

Licensure in Wisconsin falls under the purview of the Marriage and Family Therapy, Professional Counseling, and Social Work Examining Board of the Department of Safety and Professional Services.

Department of Safety and Professional Services
4822 Madison Yards Way
Madison, WI 53705

608-266-2112 OR 877-617-1565

Email: dsps@wisconsin.gov

Website: <https://dsps.wi.gov/Pages/Professions/SocialWorker/Default.aspx>

Action Steps for Applying for Wisconsin Licensure:

- 1.) Submit the Certified Social Work application form found [here](#). You will also need to have WSU complete the [Certificate of Professional Education](#) form to verify your degree.
- 2.) Pass the Wisconsin statutes exam. All Wisconsin social work applicants must complete the Board's online, open book [law exam](#).
- 3.) Register for, take, and pass the ASWB Exam (\$230)
- 4.) Submit the required supporting documentation following graduation (official transcript, ASWB passing score documentation)
- 5.) Apply for a temporary license, if you are employed right away, but still waiting on final transcripts (\$10 fee)
- 6.) Pay licensing fees (\$165 total)

LICENSURE EXAMINATION INFORMATION

The Association of Social Work Boards is the national organization that administers the social work licensing examination for all states. Once you have been approved to take the examination from the state to which you are applying for licensure, you will need to contact ASWB to schedule your exam. You can also access free study materials from ASWB at their website <https://www.aswb.org/>

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STUDENT SHOULD RETAIN COPIES OF ALL FORMS FOR OWN RECORDS.

Note. The BSW Program destroys most student records shortly after graduation and destroys all records of graduated students within three years.

Practicum Application Checklist

The following materials are required **BEFORE** a student is allowed to enroll in Practicum:

- _____ Completed Practicum Application
- _____ Practicum Essay
- _____ Thank you notes/emails for completed informational interviews
- _____ Copy of Current Resume
- _____ Student Copy of DARS
- _____ Criminal Background Study Letter from the state of Minnesota
- _____ Completed and Signed Reference / Release of Information Request form

Winona State University Department of Social Work
BSW PRACTICUM APPLICATION

Practicum Sem /Yr : _____
(Semester) (Year)

Campus: Winona Rochester

Part I. Personal Information

Name _____ Warrior ID# _____
Address _____
(ADDRESS)

(CITY) (STATE) (ZIPCODE)
Home Phone _____ Work Phone _____
Cell Phone _____ Email Address _____

Part II. Educational Information

Please attach copies of the following:

- 1. Current DARS
- 2. Current resume
- 3. Copies of thank you notes to Informational Interview sites
- 4. Signed Release of Information Form
- 5. Application essay in written or video form

Expected Graduation Date _____ Credits Completed _____
Major GPA _____ Cumulative GPA _____
Academic Advisor _____

Part III. Field Experience Information

Where did you complete your Field Experience?

Agency _____
Primary Population/setting _____
Semester/Yr. _____

Part IV. Other Considerations

What city/town will you be residing in during your practicum? _____
In which city/town do you prefer to complete your practicum? _____
Do you have reliable transportation to complete your practicum? _____

Are there any personal responsibilities, disabilities, or other concerns you have that may impact your practicum? If yes, please describe.

No Yes

Is there anything in your history that may prevent you from passing a Criminal Background Investigation Check? If yes, please explain.

No Yes

Part V. Placement Information

List in order of preference 5 social service agencies you would be interested in your placement. Complete all information, including agency contact information. Failure to provide this information will delay placement.

Rank	Agency	Contact Person	Phone	Email

Academic semester in which you anticipate completing your practicum experience:

_____ _____
(Semester) **(Year)**

Part VI. Essay

Please complete an essay responding to the following questions:

1. **BRIEFLY highlight and discuss social work-related experience.** Record the dates and duration of the experience(s), including a brief description of your jobs or tasks, and describe how they have contributed to your preparation for your practicum.
2. Identify and elaborate on any **three of your personal qualities** that you believe are assets of a professional social worker.
3. In the context of professional social work, which **skills or skill areas do you feel are most in need of development/improvement?**
4. Provide a summary of **why you believe you are ready for your BSW Practicum.** Please discuss any **potential barriers or challenges** you may face while in practicum, and how you plan to manage them.

Your essay also indicates your preparation for practicum by demonstrating your professional communication skills and attention to important details. Your essay should be 1-3 pages, double-spaced, using APA conventions, proper grammar and punctuation, and should include title page, introductory and conclusion statements.

Part VII. Signature

I, _____ attest that the information contained in this application is accurate. I have read the Practicum Manual and agree to abide by all policies and procedures described in it.

Signature of Student

Date

ATTACHMENT A
FIELD PRACTICUM ACCEPTANCE AGREEMENT

This agreement establishes a relationship between the agency, student, and the Winona State University Bachelor of Social Work Program for the purpose of a student field placement under the descriptions and responsibilities outlined in the Field Practicum Manual. The student will be completing a minimum of 480 hours (average 32 hours per week) to be completed over one semester. **This form must be submitted to the Field Director before the student can begin the field practicum.**

Student: _____

Agency: _____

Agency Address: _____

Field Instructor: _____

Field Instructor Phone: _____

Field Instructor Email Address: _____

Field Instructor Educational Degree: _____ Field Instructor License: _____

Task Supervisor (if applicable): _____

Task Supervisor Email Address: _____ Task Supervisor Degree/License: _____

Task Supervisor Phone: _____

Start date: _____

Anticipated Completion date: _____

Roles and Responsibilities

Student: In exchange for the opportunity to participate in the field practicum, the Student agrees to follow all the roles and responsibilities outlined in the Field Practicum Manual including:

- Conduct themselves as social work professionals by adhering to the NASW Code of Ethics.
- Act within the requirements of their agency. This includes, but is not limited to, adhering to policies regarding safety, documentation, practice and procedures, confidentiality for both the agency and clients, and dress code.
- Develop a Learning Agreement with the Field Instructor and Faculty Field Liaison and adhere to field placement timeframes for completion.
- Actively participate in evaluations at the evaluation periods identified by Faculty Field Liaison and adhere to field practicum timeframes for completion.
- Communicate with the Field Instructor/Task Supervisor and the Faculty Field Liaison regarding progress of field placement especially if difficulties arise that could disrupt the field practicum. Student will not terminate his/her participation in the training experience without first consulting with the Faculty Field Liaison.
- Seek supervision when there is any doubt about actions they are taking on behalf of the agency or clients.
- Keep regular attendance and be on time.

Field Instructor/Task Supervisor: In exchange for the opportunity to host a field practicum student, the Field Instructor/Task Supervisor agrees to follow the roles and responsibilities outlined in the Field Practicum manual including:

Field Practicum Acceptance Agreement – Page 2

- Orient the student to the agency personnel, policies and procedures, including but not limited to, those related to safety, documentation, transporting clients, social media and confidentiality. This includes arranging for office space and facilitating any paperwork for the payment of all related expenses (i.e. mileage) as discussed and agreed upon.
- Allow students to grow progressively into more responsible roles while providing client services, to ask questions a new employee might not feel free to ask, and allow time for reflection and the active application of knowledge and skills with clients, including assignments for practicum and seminar.
- Provide opportunities for students to observe early on, with the expectation that the student will gradually take on more independent work and assignments (under supervision).
- Consult with the student to develop a Learning Agreement based on the CSWE competencies and behaviors that outlines specific opportunities, responsibilities and tasks.
- Meet with the student, a recommended average of one hour per week to monitor progress toward meeting the Learning Agreement goals and assess the student’s contribution to client care in regularly scheduled, face-to-face supervisory meetings.
- Notify the Faculty Field Liaison immediately of any serious concerns or problems related to student performance.
- Assess student performance at the evaluation periods identified by the Faculty Field Liaison.

Field Director/Faculty Field Liaison: As a representative of the Winona State University Bachelor of Social Work program, I agree to follow the roles and responsibilities outlined in the Field Practicum manual including:

- Monitor the placement through visits to the field practicum site.
- Conduct ongoing dialogue regarding the process, procedures, and progress of the field practicum with students and Field Instructors/Task Supervisors.
- Final oversight of the Learning Agreement to assure the student has the opportunity to develop and practice a range of knowledge, skills, and values.
- Offer consultation, mediation and support regarding student or agency concerns or disputes to ensure maximum field experiences for students via the telephone, email, or by a visit.
- Assist students with integration of coursework and practicum experiences.

The Student is not covered by the College/University worker’s compensation coverage. The Student is responsible for providing his or her own health insurance and for any and all medical expenses incurred by him/her related to any injury, loss, or illness sustained by him/her while participating in field practicum. The Student is not allowed to drive clients in a personal vehicle. If transportation of clients in an agency vehicle is a requirement of practicum, this must be pre-approved prior to the start of practicum.

Parties understand that participation in field practicum does not promise or guarantee any future employment at the agency.

Student’s Signature: _____

Field Instructor Signature: _____

Task Supervisor Signature (if applicable): _____

Field Director Signature: _____

WINONA STATE UNIVERSITY DEPARTMENT OF SOCIAL WORK
PRACTICUM AGENCY ORIENTATION

FIELD INSTRUCTORS: Please cover the following areas with the student who is beginning a placement in your agency within the first two weeks of the Practicum placement. Check off each area as it is completed.

STUDENT NAME _____ DATE _____
FIELD INSTRUCTOR _____ AGENCY _____

Date Completed

STRUCTURE OF AGENCY

- Flow Chart of Organization

TOUR OF THE WORKING ENVIRONMENT

- Agency Offices
- Parking
- Restrooms
- Break Areas
- Office Supplies
- Clerical Assistance

POLICIES AND PROCEDURES

- Paperwork expectations of students
- Required reading or contact with other staff to familiarize self with procedures (agency manuals, list of acronyms, interviews with the other workers, etc.
- Course of action student should take in case of sexual harassment (please refer to section on reporting sexual harassment in this manual)
- Student's work hours
- Expectations re: promptness, dress code, etc.
- Regularly scheduled internal meetings
- Use of personal car
- Use of technology / cell phones / social media policies

CLIENT ISSUES

- Confidentiality policies
- Professional boundaries with clients
- Data Privacy
- Personal Safety

PROFESSIONAL NETWORK

- Identify other agencies with which the student will interact. Assign the task of meeting with several outside contacts for consultation about their relationship with home agency.

LEGAL AND ETHICAL RESPONSIBILITIES

- Laws/Rules relevant to placement (i.e., Rule 25, Rule 185, HIPAA, FERPA, IDEA)
- Ethics
- Abuse Reporting Guidelines
- Duty to Warn

Signature of Agency Field Instructor

Date

Signature of Student

Date

WINONA STATE UNIVERSITY DEPARTMENT OF SOCIAL WORK
**PRACTICUM INITIAL ASSESSMENT OF STUDENT
(100 HOURS)**

STUDENT NAME _____ DATE _____
FIELD INSTRUCTOR _____ AGENCY _____

This form is to be completed by the Agency Field Instructor and returned to the Faculty Field Liaison **after the first 100 hours of placement**. The quality of professional social work practice depends to the greatest degree on the personal knowledge, skill, and attitudes that are embodied in the individual: social workers are themselves instruments of the profession. Each student comes with unique attributes, which s/he will identify and develop with the instruction and guidance of an experienced and qualified social worker during the course of the Practicum experience. The Field Instructor's initial assessment of the student's unique professional attributes will result in a profile which can identify particular areas for the student's focus, guide the instructor in providing learning experiences and serve as a baseline for the evaluation of the student's growth. An initial assessment can signal the need for attention and assistance from the Faculty Field Liaison.

Please rate the student's performance using the following scale of expectations:
1 = Not Applicable 2 = far below expectations 3 = meets expectations 4 = exceeds expectations 5 = far exceeds expectations

1. Agency/Student Roles (Student indicates motivation and capacity to:)

Accept responsibility and show initiative for the professional use of self.	1	2	3	4	5
Engage purposefully and appropriately with the field instructor as mentor, guide, and evaluator; use of supervision time.	1	2	3	4	5
Work within the agency mandate, organization, and processes.	1	2	3	4	5
Manage time; be accountable, efficient and dependable.	1	2	3	4	5
Relate effectively with colleagues and other professionals; engage collaboratively.	1	2	3	4	5
Manifest personal values, attitudes, behaviors that are consistent with the Social Work Code of Ethics.	1	2	3	4	5
Separate and manage personal life and issues from client situations.	1	2	3	4	5

2. Personal/Professional Communication

Verbal communication reflects critical thinking, capacity to observe, comprehend and respond appropriately.	1	2	3	4	5
Written communication is well organized, succinct, effective and completed on time.	1	2	3	4	5
Intra and inter professional communication employs appropriate professionalism.	1	2	3	4	5
Self-discloses appropriately as a basis for self-development.	1	2	3	4	5

3. Personal Attitudes and Values for Transcultural Practice

Concern for and commitment to serve high-risk and vulnerable people.	1	2	3	4	5
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Respect for differences and awareness of the sources and effects of oppression on individual development and family life.	1	2	3	4	5
Working toward freedom from bias; cultural, racial, gender, socio-economic, sexual orientation.	1	2	3	4	5
Flexibility and adaptability with respect to approaches, relationships and modalities for transcultural work with high-risk groups.	1	2	3	4	5

4. Additional comments or suggestions

I would like to discuss my early observations and supervision plans with the Faculty Field Liaison.

Yes _____
 No _____
 As soon as possible _____

Signature of Agency Field Instructor

Date

Signature of Student

Date

WINONA STATE UNIVERSITY SOCIAL WORK
LEARNING AGREEMENT AND EVALUATION FORM

Overview

This document serves as a learning agreement and an evaluation instrument. At the beginning of the semester, the student and agency Field Instructor (and Task Supervisor if applicable) use this form to design agency-based assignments. Throughout the semester, the Student, Field Instructor and Task Supervisor (if applicable) should review the Learning Agreement to assess student progress on the learning goals. At the end of the practicum, this form is used for the final evaluation of the student's progress on their internship learning goals.

The Learning Agreement reflects the educational goals of Winona State University Social Work Program and the Core Competencies of CSWE, the Council on Social Work Education. The CSWE Core Competencies are comprised of knowledge, values and skills essential to social work practice. Practicum activities should provide students with opportunities to master Core Competencies and Practice Behaviors, and achieve the goals of the program.

PART I. BASIC INFORMATION

Student Name

Date

Agency

Agency Address

Field Instructor

Field Instructor Phone

Field Instructor Email

Task Supervisor (if applicable)

Task Supervisor Phone

Task Supervisor Email

Faculty Field
Liaison

Faculty Field
Liaison Phone

Email

PART II. RATING SCALES

Scale	Performance Measure	Description
5	Far Exceeds Performance Expectations	Student shows exceptional effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior
4	Exceeds Performance Expectations	Student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior
3	Meets Performance Expectations	Student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.
2	Demonstrates Emerging Performance	Student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.
1	Inadequate Performance	Student has not demonstrated application of the knowledge, values, and skills related to the performance of the practice behavior.
N/O	Not Observed	Student has not had the opportunity to demonstrate the knowledge, values, and skills related to the performance of the practice behavior.

Note. A student who has a N/O, 2, or 1 at the final evaluation does not pass practicum.

PART III. PRACTICE BEHAVIORS AND PLANNED ACTIVITIES
COMPETENCY 1 DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

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

Practice Behaviors	Planned Activities	Midterm	Final	Documentation of Activities
Student makes ethical decisions by applying standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.				
Student uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.				
Student demonstrates professional demeanor in behavior .				
Student demonstrates professional demeanor in appearance .				
Student demonstrates professional demeanor in oral communication .				
Student demonstrates professional demeanor in written communication .				
Student demonstrates professional behavior on electronic communication .				
Student uses technology ethically and appropriately to facilitate practice outcomes.				

Student uses supervision and consultation to guide professional judgement and behavior.				
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Note. 5=Far exceeds performance expectations, 4=Exceeds performance expectations, 3=Meets performance expectations, 2=Demonstrates emerging performance, 1=Inadequate performance, N/O=Not observed. A student who has N/O, 1 or 2 at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments
Student Comments

COMPETENCY 2 ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

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

Practice Behaviors	Activities	Midterm	Final	Documentation of Activities
Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level .				
Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo level .				
Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the macro level .				
Student presents themselves as learners .				
Student engages clients and constituencies as experts of their own experiences .				

Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.				
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Note. 5=Far exceeds performance expectations, 4=Exceeds performance expectations, 3=Meets performance expectations, 2=Demonstrates emerging performance, 1=Inadequate performance, N/O=Not observed. A student who has N/O, 1 or 2 at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments
Student Comments

COMPETENCY 3

ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

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

Practice Behaviors	Activities	Midterm	Final	Documentation of Activities
Student applies their understanding of social justice to advocate for human rights at the individual and system levels.				
Student applies their understanding of economic justice to advocate for human rights at the individual and system levels.				
Student applies their understanding of environmental justice to advocate for human rights at the individual and system levels.				
Student engages in practices that advance social justice .				
Student engages in practices that advance economic justice .				

Student engages in practices that advance environmental justice .				
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Note. 5=Far exceeds performance expectations, 4=Exceeds performance expectations, 3=Meets performance expectations, 2=Demonstrates emerging performance, 1=Inadequate performance, N/O=Not observed. A student who has N/O, 1 or 2 at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments
Student Comments

COMPETENCY 4

ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Practice Behaviors	Activities	Midterm	Final	Documentation of Activities
Student uses theory to inform scientific inquiry and research.				
Student uses practice experience to inform scientific inquiry and research				
Student applies critical thinking to engage in analysis of quantitative research methods and research findings.				
Student applies critical thinking to engage in analysis of qualitative research methods and research findings.				
Student uses and translates research evidence to inform and improve practice, policy, and service delivery.				

Note. 5=Far exceeds performance expectations, 4=Exceeds performance expectations, 3=Meets performance expectations, 2=Demonstrates emerging performance, 1=Inadequate performance, N/O=Not observed. A student who has N/O, 1 or 2 at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments

Student Comments

COMPETENCY 5 ENGAGE IN POLICY PRACTICE

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

Practice Behaviors	Activities	Midterm	Final	Documentation of Activities
Student identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.				
Student assesses how social welfare and economic policies impact the delivery of and access to social services.				
Student applies critical thinking to analyze policies that advance human rights and social, economic, and environmental justice.				
Student applies critical thinking to formulate policies that advance human rights and social, economic, and environmental justice.				
Student applies critical thinking to advocate for policies that advance human rights and social, economic, and environmental justice.				

Note. 5=Far exceeds performance expectations, 4=Exceeds performance expectations, 3=Meets performance expectations, 2=Demonstrates emerging performance, 1=Inadequate performance, N/O=Not observed. A student who has N/O, 1 or 2 at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments

Student Comments

COMPETENCY 6 ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

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

Practice Behaviors	Activities	Midterm	Final	Documentation of Activities
Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.				
Student uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.				

Note. 5=Far exceeds performance expectations, 4=Exceeds performance expectations, 3=Meets performance expectations, 2=Demonstrates emerging performance, 1=Inadequate performance, N/O=Not observed. A student who has N/O, 1 or 2 at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments
Student Comments

COMPETENCY 7 ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

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

Practice Behaviors	Activities	Midterm	Final	Documentation of Activities
Student collects and organizes data , and applies critical thinking to interpret information from clients and constituencies.				
Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.				
Student develops mutually agreed-on goals and objectives based on critical assessment of strengths, needs, and challenges within clients and constituencies.				
Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.				

Note. 5=Far exceeds performance expectations, 4=Exceeds performance expectations, 3=Meets performance expectations, 2=Demonstrates emerging performance, 1=Inadequate performance, N/O=Not observed. A student who has N/O, 1 or 2 at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments

Student Comments

COMPETENCY 8

INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

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

Practice Behaviors	Activities	Midterm	Final	Documentation of Activities
Student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.				
Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.				
Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.				
Student negotiates, mediates, and advocates, with and behalf of diverse clients and constituencies.				
Student facilitates effective transitions and endings that advance mutually agreed-on goals.				

Note. 5=Far exceeds performance expectations, 4=Exceeds performance expectations, 3=Meets performance expectations, 2=Demonstrates emerging performance, 1=Inadequate performance, N/O=Not observed. A student who has N/O, 1 or 2 at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments

Student Comments

COMPETENCY 9

EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

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

Practice Behaviors	Activities	Midterm	Final	Documentation of Activities
Student selects and uses appropriate methods for evaluation of outcomes.				
Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.				
Student critically analyzes, monitors, and evaluates intervention and program processes and outcomes.				
Student applies evaluation findings to improve practice effectiveness at the micro level .				
Student applies evaluation findings to improve practice effectiveness at the mezzo level .				
Student applies evaluation findings to improve practice effectiveness at the macro level .				

Note. 5=Far exceeds performance expectations, 4=Exceeds performance expectations, 3=Meets performance expectations, 2=Demonstrates emerging performance, 1=Inadequate performance, N/O=Not observed. A student who has N/O, 1 or 2 at the final evaluation does not pass practicum.

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments

Student Comments

PART IV. PERSONAL/PROFESSIONAL GROWTH AND PLANNED ACTIVITIES

Practice Behaviors	Activities	Midterm	Final	Documentation of Activities
Area 1.				
Area 2.				
Area 3.				
Area 4.				

PLEASE PROVIDE ANY ADDITIONAL FEEDBACK BELOW.

Instructor Comments
Student Comments

PART V. SIGNATURES

Initial Learning Agreement

Student	_____	Date - - (MM-DD-YY)
Field Instructor	_____	Date - - (MM-DD-YY)
Faculty Field Liaison	_____	Date - - (MM-DD-YY)

Midterm Evaluation

Student	_____	Date - - (MM-DD-YY)
Field Instructor	_____	Date - - (MM-DD-YY)
Faculty Field Liaison	_____	Date - - (MM-DD-YY)

Final Evaluation

Student	_____	Date - - (MM-DD-YY)
Field Instructor	_____	Date - - (MM-DD-YY)
	Has the student completed the necessary 480 hours for practicum?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Does the student pass the practicum?	<input type="checkbox"/> Pass <input type="checkbox"/> Fail
Faculty Field Liaison	_____	Date - - (MM-DD-YY)

Winona State University Social Work Program Learning Agreement Supplement

Competency 1–Demonstrate Ethical and Professional Behavior

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

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

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

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

1.4 use technology ethically and appropriately to facilitate practice outcomes; and

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

Suggested learning activities:

- Review the code of ethics in supervision
- Read and routinely reference the NASW Code of Ethics and IFSW/IASSW Ethics of Social Work.
- Review in supervision ethically challenging cases you have observed or directly been involved in.
- Utilize field supervision to discuss personal biases that arise when working with clients.
- Attend and participate in weekly social work staff meetings where social workers discuss ethical issues and get feedback from coworkers.
- Research competing and complimentary codes of ethics in agency setting (ex. education & social work or health & social work).
- Complete professional writing assignments such as letters, memos, process recordings, reports, grant applications, assessments, and receive feedback on them from field instructor.
- Gain competency in using agency computer systems for managing information searching for resources, research, and communication.
- Develop professional phone skills by staffing the intake desk, completing intake calls and making referrals.
- Prepare and deliver a presentation to colleagues.

- Interview agency social workers for understanding of their career paths.
- Participate in social work professional organizations, such as NASW.
- Use supervision and evaluation to plan for ongoing professional learning and growth
- Identify technology policies at your agency and uphold them.
- Understand privacy /confidentiality policies (HIPAA, FERPA, etc.) at the agency in relation to technology and social media.
- Develop a self-care plan and use it.

Competency 2 –Engage Diversity and Difference in Practice

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

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

2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences; and

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

Suggested learning activities:

- Use supervision to identify and explore issues in cultural competency.
- Attend an agency cultural competency training.
- Research cultures (traditions, values, religions and family structures) of clients, groups, or communities to better understand them.
- Utilize journaling or other method of reflection to record personal beliefs or values regarding clients who may be different than me (age, gender, race, religion, orientation, cultural background, marital status, family structure, physical ability, etc.).
- Prepare a program that meets the needs of a specific cultural group.
- Work with at least two assigned diverse families, clients, groups, or communities served by the agency.
- Conduct a cultural competency assessment of the placement agency with reference to NASW Standards and Indicators for Cultural Competency.
- Interview colleagues/community members from diverse cultural backgrounds.
- Use supervision to discuss the effects of oppression on specific client groups.
- Use supervision to discuss the impact of social and economic issues that clients face.
- Identify client differences using a strengths perspective.

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

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

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

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

Suggested learning activities:

- Identify common economic barriers for agency population being served.
- Familiarize yourself with current political or community events that may impact clients.
- Identify common environmental barriers and discuss with field instructor
- Attend an advocacy event such as Mental Health Day at the Capitol, etc.
- Familiarize yourself with relevant advocacy agencies and develop personal contacts with professionals in those organizations.
- Demonstrate critical thinking around economic forces that may be impacting clients.
- Contact a legislator about a current client population need.
- Identify relevant environmental or public health issues that may be impacting clients.
- Identify examples of environmental racism and discuss with field instructor.
- Attend a public hearing or organizational meeting focused on increasing equity for clients.
- Identify how the built environment issues or areas may be impacting clients.

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

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

4.1 use practice experience and theory to inform scientific inquiry and research;

4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

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

Suggested learning activities:

- Examine the agency's methods for evaluating client progress (single-subject design) and discuss with your Field Instructor.
- Examine the method your agency uses to evaluate its programs and discuss with your Field Instructor.
- Identify and critically analyze how your agency utilizes data to make practice and policy decisions.
- Integrate practice experience into your Capstone research project.
- Apply critical thinking to understand how your agency uses the professional literature to determine best practices and practice models used.
- Read professional journal articles relevant to your agency population.

Competency 5: Engage in Policy Practice

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

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

Suggested learning activities:

- Describe how agencies develop and change internal policies.
- Give examples of key Federal and State policies that impact the agency.
- Identify currently proposed legislation at the State or Federal level and analyze the impact of this potential policy on clients.
- Determine who participates in the formulation of agency policies.
- Participate in an agency effort involving the development or change of a policy at any level.
- Carry out an analysis of the impact to clients of a key agency policy and share analysis with Field Instructor and discuss in field seminar.
- Describe the agency's organizational chart and mission statement.
- Meet with the agency director to discuss mission and functions of agency.
- Identify key funding streams that support the agency.
- Evaluate how key agency policies impact service provision and discuss with your Field Instructor.
- Track legislative initiatives relevant to your agency's population.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and

communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

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

Suggested learning activities:

- Identify theories (i.e. Maslow, Erickson, person-in-environment, strengths perspective, and others) and frameworks (i.e. power and control wheel, trauma infused care, Stages of Change) utilized at your agency and how are those used to develop a professional relationship with your clients.
- Demonstrate the use of empathy in developing rapport with clients.
- Demonstrate the use of your interpersonal skills to build relationships with clients.
- Utilize self-reflection through journals and supervision with your field instructor to examine your effectiveness in using empathy and interpersonal skills to engage clients.
- Visit places in the community that will increase understanding of clients' social systems.

Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision making. Social workers:

7.a collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

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

7.c develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

7.d select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Suggested learning activities:

- Observe client assessment and write/organize client data.
- Develop a written assessment of a client that includes client strengths and weaknesses.
- Do a family genogram and/or eco-map as a part of an assessment.
- Collect information from multiple sources such as client records and assessment interviews.
- Observe and conduct two client intakes.
- Develop plans with SMART goals, objectives, and strategies with the client or client system.
- Identify and apply human behavior theories as they apply to assessment in the agency.
- Explore different assessment tools and discuss with your Field Instructor.
- Examine the professional literature in selecting appropriate intervention methods.

Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

Social workers are knowledgeable about evidence informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

8.a critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

8.b apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

8.c use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

8.d negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

8.e facilitate effective transitions and endings that advance mutually agreed-on goals.

Suggested learning activities:

- Identify and apply human behavior theories as they apply to intervention in the agency.
- Facilitate referral process of client to another agency and/or services.
- Maintain communication and follow-up with client to determine outcomes.
- Observe, design, and facilitate individual, family, group, community and organizational interventions.
- Observe and facilitate a group.
- Identify and implement prevention interventions that enhance client capacities.
- Review client goals and objectives with client to monitor progress.
- Prepare clients for transitions/endings by reviewing progress.
- Create a community resource guide relevant to your client population.

- Work with an inter-professional team to determine appropriate intervention outcomes.

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

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

9.a select and use appropriate methods for evaluation of outcomes;

9.b apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

9.c critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

9.d apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Suggested learning activities:

- Identify and apply human behavior theories as they apply to evaluation in the agency.
- Review client files to determine progress toward agreed upon goals.
- Evaluate assessment/data collection and intervention practices and discuss with your Field Instructor.
- Collect and interpret data for the agency or client and discuss findings with your Field Instructor and in your Capstone research project.
- Identify measures used by agency in evaluating client progress and discuss with your Field Instructor.
- Participate in a community assessment.

WINONA STATE UNIVERSITY DEPARTMENT OF SOCIAL WORK
STUDENT EVALUATION OF PRACTICUM AGENCY

Student Name _____ Agency Name _____

Field Instructor _____ Title _____

Agency Address _____
 (ADDRESS)

 (CITY) (STATE) (ZIPCODE)

Agency Phone _____ Email Address _____

Placement Dates (FROM) _____ (TO) _____

Faculty Liaison _____

Note. It is strongly recommended that you discuss this evaluation with your Agency Field Instructor.

1. How would you rate your Practicum experience?

- Excellent Good Satisfactory Fair Less than Desirable

2. Please elaborate on the above rating.

3. What were your expectations for this experience? Were they met? Please elaborate.

4. How well prepared was your Agency Field Instructor for your arrival and how helpful was your Field Instructor in assisting you to develop your Learning Agreement and choosing a topic/subject for your research project?

5. How did your Practicum placement align with the plan that was set up? Please elaborate on your answer and illustrate with examples.

6. How would you categorize your duties? Check all that apply.

- Administrative Clerical Direct client contact Community
- Other _____ (Please specify)

7. As a student and learner, were you given an adequate level of responsibility? Please elaborate on your answer and illustrate with examples.

8. Did you feel that your duties were a vital part of the agency's function?

Yes _____ No _____ Explain your answer.

9. Describe skills learned and used, knowledge of clients or community gained, etc. Was there an opportunity to put information obtained in your courses into practice? Please elaborate.

10. How available was your Agency Field Instructor during the placement when necessary, and how responsive was your Field Instructor to any questions that you raised? Please elaborate.

11. What, in your opinion, were the greatest assets of this Practicum experience?

12. What were any challenges you encountered during your Practicum experience?

13. What improvement(s) do you suggest for this Practicum placement?

14. General comments and suggestions.

Signature of Student

Date

Signature of Agency Field Instructor

Date

WINONA STATE UNIVERSITY DEPARTMENT OF SOCIAL WORK
PRACTICUM EVALUATION OF COURSE AND FACULTY FIELD LIAISON

Student Name _____ Semester, Year _____

1. Were the course objectives listed in the syllabus adequately covered?

2. What about this experience was most helpful for you?

3. What role did your Faculty Field Liaison play in during your practicum and was (s)he available to answer your questions? (Please address research support, site visits, and support with any issues/difficulties at your placement, overall availability/accessibility, etc.)

4. How can you apply what you have learned in your future career?

5. What are the strengths of your internship experience?

6. What suggestions do you have for improvement?

7. What suggestions can you offer your Faculty Field Liaison for ensuring student success in placement?

8. Additional Comments

WINONA STATE UNIVERSITY DEPARTMENT OF SOCIAL WORK
EMPLOYMENT-BASED FIELD PLACEMENT AGREEMENT

Some students may be able to complete their field placement requirements at their place of employment under certain circumstances. This form will serve as an agreement between the Winona State Bachelor of Social Work Program and the Employing Agency regarding an employment-based field placement. It is the priority of the BSW program to protect the educational integrity of the student's field placement, and to ensure that the student can fully embrace the role of 'learner' during this placement.

Employing Agency _____

Agency Address _____
(ADDRESS)

_____ (CITY) _____ (STATE) _____ (ZIPCODE)

The below student is currently an employee at this agency and will remain on employee status during their social work field placement. The following conditions are approved by the agency and the WSU as the means necessary to protect the educational integrity of the field placement. This agreement is prepared for:

Student Name _____ Semester, Year _____

The designated field instructor must be approved by the WSU Social Work Program. He/she must be a licensed BSW or MSW with at least two years post-graduation experience. The field instructor may not be the direct work supervisor of the student.

Name of current supervisor _____ Phone/email _____

Name of proposed field instructor _____ Phone/email _____

Proposed field instructor's education & license _____

Field placement learning experiences must be in an entirely different program or division than where the student is employed. The learning experiences assigned for the student must be as varied as possible and should differ substantially from their employee role. Ideally, the student will work with different clients for each role. Using the table below, the agency and student should prepare a plan of the proposed placement delineating the elements of each role.

	Employee Role	Practicum Intern/Learner Role
Department / Program		
Supervisor Name, phone and email		
Population (ideally different clients for each)		
Scheduled Hours during the week		

Duties and Role description		
Supervision plan		

Additional Comments:

_____ This plan has been approved by the Winona State University BSW Program Field Staff.

Field Director / Field Coordinator

Date

Student Signature

Date

Authorized Signature for Agency

Date

WINONA STATE UNIVERSITY SOCIAL WORK
PRACTICUM TIME SHEET LOG

STUDENT NAME _____ WARRIOR ID _____

AGENCY NAME _____ SEMESTER _____

Week	Dates	Hours	Activities Completed	CSWE Competencies	Total Hours to Date	Additional Comments
1						
2						
3						
4						
5						
6						
7						
8						

Week	Dates	Hours	Activities Completed	CSWE Competencies	Total Hours to Date	Additional Comments
9						
10						
11						
12						
13						
14						
15						
16						

Signature of Student

Date

Signature of Agency Field Instructor

Date

REFERENCE REQUEST
AND
STUDENT AUTHORIZATION FOR RELEASE OF INFORMATION
Winona State University
Bachelor of Social Work Program
(Valid for Two Years from Date of Signature)

I, (print name) _____ request WSU Bachelor of Social

Work Faculty/Staff _____ to serve as a reference or release information for me (Name of person providing reference/releasing information)

The purpose(s) of the reference(s)/release of information is (are) for: (check all that apply)

- _____ placement in Field Practicum
- _____ application for employment
- _____ all forms of scholarship or honorary award(s)
- _____ other (please specify) _____

The information may be given in the following manner: (check all that apply)

- _____ written _____ oral _____ electronic

I authorize the above-named person to release information and provide an evaluation about any and all aspects of my academic performance at Winona State University to the following: (check all that apply)

- _____ all prospective practicum placement sites
- _____ all prospective employers OR _____ specific employers (list on back)
- (including release of my social or award(s) (list on back)

Under the Family Educational and Privacy Rights Act, 20 U.S.C. 1232(g), you may, but are not required to waive your right of access to confidential references given for any of the purposes listed above on this form. If you waive your right of access, the waiver remains valid indefinitely unless a termination date is specified as follows: (termination date)

Signature and Date: _____

Local Address: _____

City State Zip: _____

Local Phone or Cell Number E-mail Address: _____

WINONA STATE UNIVERSITY BACHELOR OF SOCIAL WORK PROGRAM

REQUEST FOR SPECIAL CIRCUMSTANCES PRACTICUM PLACEMENT

With proper prior approval, students may complete their practicum at an agency that is outside the 150-mile radius boundary of campus. To request approval, please complete this form and submit to the Field Director / Rochester Field Coordinator.

Student Name: _____ Date: _____

Campus Winona Rochester Semester/Year of Proposed Placement _____

Proposed Placement Information

Agency Name: _____

Address: _____

Field Instructor: _____

Field Instructor Contact Information (phone and email): _____

Distance from Winona State University Campus: _____

Please outline below your request for a placement outside of the 150- mile radius. Please address the following: 1.) your rationale for this request; 2.) how it will benefit you now and in the future; and 3.) how you propose to participate in Integrative Seminar.

Faculty Review Date: _____

Faculty Review Decision: _____

Reconsideration Plan for Return to Field Practicum

Student Name: _____ **Student Warrior ID:** _____

Student Contact Information (phone and email): _____

Semester Student left Practicum: _____ **Proposed Return Semester for Practicum:** _____

Circumstances Resulting in Departure from Practicum:

Outline with as much detail as is possible the circumstances/issues leading up to leaving practicum. Include dates, times, names of agency, Field Instructor, etc. as is appropriate/relevant.

Action Steps Proposed for Return to Practicum:

Outline at least three (3) actions you will take to address the concerns that led to the practicum disruption previously. Use SMART goal format.

Date	SMART Goal Action Step	Outcome / Date Completed	Comments

Student Signature: _____ **Date:** _____

Field Director / Coordinator Signature: _____ **Date:** _____

Dept. Review Date: _____ **Approved/Not Approved:** _____

Comments: