



SOCIAL WORK **Field Experience** **Manual** **2019-2020**

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

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Part I. GENERAL INFORMATION

I-1. INTRODUCTION

The Bachelor of Social Work (BSW) at Winona State University is an accredited program through the Council on Social Work Education (CSWE). The primary purpose of the BSW is to prepare social work students for entry-level positions in generalist social work practice. All students must complete 120-hour field internship for three credits at pass/no credit as part of the **requirement for admission** to the social work major.

I-2. THE MISSION AND VISION OF THE SOCIAL WORK DEPARTMENT

MISSION

The Bachelor of Social Work program at Winona State University 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 students to work in entry-level settings with any population. The BSW program educates students to be lifelong learners and active participants in a global society. Faculty work to develop graduates with interpersonal and communication skills, critical thinking skills, and the leadership skills necessary for meeting personal, civic, cultural, and professional challenges and who will address the need for social change.

The Social Work faculty are committed to being actively involved in the community to improve the lives of the citizens of Southeast Minnesota and to bring about the needed social change to alleviate discrimination, poverty, and oppression, thereby modeling the desired professional behavior expected of students.

The faculty are committed to the preparation of generalist social workers through the promotion of the social work values of service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence as evidenced by the NASW Code of Ethics and reinforced in the Council of Social Work Education Educational and Policy Accreditation Standards (EPAS) 2015.

I-3. OVERVIEW OF THE BACHELOR OF SOCIAL WORK PROGRAM

Winona State University's Bachelor of Social Work (BSW) Program has been accredited by the Council on Social Work Education (CSWE) since 1984. The BSW Program serves students on both the Winona and the Rochester campuses. Administrative offices are located in Maxwell Hall 255 (507-457-5420) and ST128 in Rochester at the University of Rochester Center campus (507-285-7486).

Students who declare a social work major will be assigned a faculty advisor in the BSW Program. Students are encouraged to meet with their advisor on a regular basis during the school year. After completing a series of pre-program foundation courses, declared majors can apply for admission into the BSW Program. Acceptance into the BSW Program is a prerequisite to enrolling in core social work courses. Once an application has been approved, declared social work majors then become social work majors who have been formally accepted into the program.

I-4. SOCIAL WORK EDUCATION BSW COMPETENCIES

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 & Communities

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

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

Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations & 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 & 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 & 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 & 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 & 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.

For more information, visit the Council on Social Work Education (CSWE) website at www.cswe.org

I-5. FIELD – THE SIGNATURE PEDAGOGY

The BSW Program requires 600 hours of fieldwork. This entails **120 hours of Field Experience** (pre-program) and 480 hours of Practicum in entry-level social work practice completed in the last semester prior to graduation. Field Experience and Practicum are opportunities to integrate practice with theoretical concepts and determine readiness to enter the profession of social work. The CSWE expects each social work student to have demonstrated certain social work competencies and practice behaviors upon completion of the BSW degree (See prior section on CSWE content).

Part II. FIELD EXPERIENCE PROCEDURES

II.1 FIELD EXPERIENCE AS AN ADMISSION CRITERION

Completing the three-credit Field Experience (120 hours internship) in a human service agency is required prior to the beginning of the academic core courses in the BSW degree. **SOCW350 Field Experience** is one of the admission criteria for acceptance into the BSW program.

For many students, this experience in a human service agency is often a first encounter with the array of possible tasks performed by social workers and of the different populations they serve. As such, this experience can be very helpful in assisting a student to decide whether or not to major in Social Work.

SOCW350 Field Experience is completed over a 16-week semester, with the student in placement approximately 8 hours weekly. Students enrolled in SW350 during the summer session complete the internship over the summer session at varied hours per week to achieve 120 completed hours. If special needs of a student, or of an agency, warrant considering a different schedule, an alternative scheduling of the 120 hours is possible after this has been discussed between the course instructor, the agency field instructor and the student.

Please note that the agency, e.g. institution, where students complete their field experience and its target population have to be different from the agency and its target population served where the student will later perform the SOCW475 Senior Practicum requirements (480 hours).

Note: Students interested in completing a field experience with an organization abroad should consult well in advance with the WSU BSW Program Field Director or Field Coordinator. For more information about international opportunities offered through WSU, visit the Center for Global Education <https://www.winona.edu/global/>

Field Experience as an Elective

In addition to taking SOCW350 Field Experience as a requirement for admission to the Social Work Department, a second Field Experience may be taken as an elective. This provides the student with increased exposure to the practice of social work. As students who need the course for admission to the program are given first priority, a

limited number of students can be accepted each semester for a Field Experience elective.

Equivalency Credits for Field Experience

The Social Work Department does not accept equivalency or life experience work for the SOCW350 Field Experience. Students may, however, use their current employment to meet Field Experience hours if said employment meets the criteria for the course. See the Director of Field Education, Field Coordinator or the course instructor for more information.

II-2 RESPONSIBILITIES OF THE PARTICIPANTS

A. Responsibilities of the Student

1. Complete the Field Experience Application

Students interested in entering Field Experience must review the field experience manual in its entirety and the handout outlining the steps for enrollment. The information handout can be secured from the course instructor and a copy is located at the back of this manual. Students should contact the course instructor only after they have carefully reviewed the manual and supplement materials. In other words, it is prudent that students come prepared for a meeting with the course instructor. Students should be prepared for this session by reading this manual and completing the Field Experience Application found herein. Additionally, students must have a completed resume, a DHS criminal background check and the degree audit report to be submitted with the field application.

Minnesota Department of Human Services (DHS) Background Study: As part of the process for entering SOCW350 Field Experience, all students must go online to submit your background study request and be fingerprinted. Minnesota State law requires that any person who provides direct contact services in facilities licensed by DHS, MDH, or programs servicing youth and children by the DOC and non-licensed personal care provider organizations have a background study conducted by the State. The amount charged is based on current DHS guidelines and is payable online by credit card to DHS. Please go to the BSW Program Office in Winona or Rochester for details on the application process.

Note: Criminal Background Checks 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 Field Experience and Practicum are major requirements of the social work program. Hence, a student might be unable to gain admission to the program if unable to secure a placement for Field Experience. Additionally, a student might be able to complete all the coursework in the BSW program but not complete the social work program if a Practicum placement cannot be secured. Further, even upon successful completion of the BSW, the department makes no guarantee that any state entity will grant licensure or certification to a person with a criminal background. Please note that a student may not enter Field Experience or Practicum without a clearance from the Minnesota Department of Human Services.

2. Contact Agency

Students may be placed within an array of agencies that work with the WSU Social Work Program. The student should select three areas of interest and enter this information on the first page of the field experience application. Once an application has been reviewed by the course instructor, the student is given permission to inquire about the possibility of a placement and arrange an interview appointment with the agency field instructor of the approved agency. Students should not at any time visit agencies and arrange field placements without consultation of the course instructor. When visiting an agency, the student should bring relevant information about his or her education, professional background and interests. Agencies that have not had interns with the Bachelor of Social Work program at Winona State University may be considered – after review and approval by the Director of Field Education. Approval of new agencies may take considerable time as the legal offices at WSU require the department to secure legal agreements between the university and the agency. Students should take serious consideration of the approved internships available, however, if a unique internship arises students should consult with the course instructor.

3. Interview and Obtain Signature on Field Experience Acceptance Agreement

The student should bring the Field Experience Acceptance Agreement (located in the appendix) to the interview with the agency field instructor. Focus of the interview are the student's interests related to a field experience at the agency, their thoughts about a placement plan that would be effective and beneficial for both the student and the agency, and would meet the requirements of SOCW350, the date the placement should preferably start, and any other topic the above parties would deem appropriate. If a placement is agreed upon, a start date is determined by both agency supervisor and student. This agreement must coincide with the courses available start and end dates per the university course schedule. At the closure of the interview, the student requests the agency field instructor to fill out and sign the Field Experience Acceptance Agreement.

The Field Experience Acceptance Agreement is a written agreement between agency, university, and student. Accepting a placement and signing the Field Experience Acceptance Agreement should not be taken lightly. Students who have signed a Field Experience Acceptance Agreement with an agency should not attempt to seek out or accept other internships. To do so is a serious breach of trust and professionalism.

Note: Students who have completed the application and secured a placement that decide not to enroll in the course have the responsibility to notify the instructor of the course and the agency supervisor immediately of changed plans.

4. Register for SOCW350

A completed Field Experience Application and signed Field Experience Acceptance Agreement must be turned into the office of the course instructor in order to receive permission to enroll in SOCW350. The course is available on a first come – first serve basis. Once the course section is full, students will no longer be considered and need to consult with the instructor regarding a future placement. If the Field Experience course in Winona or Rochester is not full in a given semester, the course instructor of the course may decide to allow additional students to enroll in SW350 up to the first week of a semester. Students who wish to be considered for late enrollment should: (1) contact the course instructor to ensure availability; (2) read the manual in its entirety; (3) complete the application, including a resume, criminal background check and degree audit report; (4) secure a placement and have a signed Field Experience Acceptance Agreement and; (5) bring all material in to the course instructor within the first week of the semester.

5. Orientation Form - Set Up the Field Experience Plan

Together with the agency field instructor, the student develops a plan covering the items on the Orientation Form and other learning activities, using the topics on the orientation form as a guideline. This plan needs to be in place at the end of the first 25 hours.

6. Reflection Assignments

Students enrolled in SOCW350 may complete reflection journals or a midterm reflection paper (this will depend on the requirements of the course instructor – refer to the instructor's syllabus). The journals, paper or other assignments are due by the deadlines provided by the course instructor and reflect the student's reaction toward and thoughts about their recent experience(s) at the agency. A final reflection paper may be due toward the end of the field experience at a predetermined date set by course instructor.

7. Classroom Meetings

Students may be required to attend classroom meetings for this course. The course instructor can call these classroom meetings as he/she deems necessary. The course instructor will provide meeting dates, times, and locations two weeks in advance of the meeting. Students are expected to attend any meetings for this course unless excused by advance arrangements.

8. Complete the Student Field Experience Evaluation Form

Together, the agency field instructor and the student complete two Field Experience Evaluation forms (the midterm evaluation and final evaluation). The forms must contain the signatures of the agency field supervisor and the student. Copies should be provided for: the field supervisor, course instructor and student. A completed mid-term evaluation form should be submitted to the course instructor as outlined in their syllabus and the final evaluation by the date predetermined by the instructor. Students applying to the BSW program must retain copies of these evaluation forms to include with the application. A photocopy of the field experience evaluation should be delivered as part of the BSW program application packet.

***Note:** For students applying to the BSW program in the semester they are also enrolled in SOCW350, a copy of the *midterm* evaluation should be submitted with the application packet. A copy of the *final* evaluation should be turned into the BSW program office by the end of the semester.

Note: Copies of the field evaluation are submitted to the SOCW350 course instructor for the purposes of course grade. The course instructor does NOT send copies of the evaluations to the social work program office as part of the application for BSW program as this is the sole responsibility of the student. Photocopies of the evaluation do not need the signature of the course instructor BUT must have the signature of the agency field supervisor and student.

9. Complete the Field Experience Evaluation of the Agency

The student must complete the Agency Evaluation Form of their field experience at the agency. The form must contain the signatures of the agency field instructor and the student. A copy of this form must be submitted to the agency field instructor and to the course instructor. It is recommended that the student discuss this evaluation also with the agency field instructor. A completed evaluation form should be submitted to the course instructor at the date as predetermined by the instructor's syllabus.

10. Visits to the Agency

When appropriate, the course instructor and/or the director of field education/field coordinator may contact the agency field instructor to schedule a site visit. This meeting may be used to review student progress, share information between the agency and Social Work Department, and/or discuss issues that have arisen regarding a student placement. If an agency field instructor or student wishes a site visit, please contact the course instructor and a meeting will be scheduled.

11. Incomplete or No Credit

Students must complete the required assignments for this course in order to receive credit. All materials are due when indicated in the course instructor's syllabus unless special arrangements have been made and agreed upon between instructor and student. Students who have not contacted the instructor to make special arrangements and have not submitted written work when indicated will receive no credit for this course. Only those students who have made special arrangements through a written agreement with the instructor to continue with the course beyond the semester enrolled will be given an incomplete.

B. Responsibilities of the Field Agency

1. Interview Students Applying for a Field Experience at the Agency.

The agency field supervisor interviews and screens student applicants to ensure the student is well matched to the agency.

2. Complete the Field Experience Acceptance Agreement

At the closure of the application interview, the agency field supervisor completes and signs the Field Experience Acceptance Agreement, which is to be submitted by the student to the BSW program office to be forwarded to field faculty.

3. Set up the Field Experience Plan and Use of the Orientation Form

The agency field supervisor and the student will develop a plan covering the items on the Orientation Form for appropriate learning objectives and learning activities using topics on the evaluation form as a guide. This plan needs to be completed at the end of the first 25 hours.

4. Monitor and Follow the Progress of the Student's Field Experience

The agency field supervisor monitors the quality of the field experience and identifies and discusses with the student problems as they occur. Depending on the nature and seriousness of such problems, the course instructor should be informed and, if so indicated, also be involved in the discussion.

Please note: In case of unprofessional or unethical conduct on the part of the student, the agency field supervisor should immediately inform the faculty instructor and follow this up by a letter to the social work program. (Refer to policy pertaining to unsatisfactory progress, grounds for removal, etc.)

Educational issues as well as administrative issues encountered in the supervision of students must be identified as early as possible. Whenever the agency field supervisor is uncertain about the gravity of their observations, consultation with the course instructor or the director of field education/field coordinator must be carried out promptly. Unethical or unprofessional conduct on the part of the student should be reported to the field faculty in the BSW program immediately.

5. Complete the Student Field Experience Evaluation Form

Together, the agency field supervisor and the student complete the Student Midterm Field Experience Evaluation Form due as specified in the course instructor's syllabus and the Student Final Evaluation Form due as specified in the course instructor's syllabus. The forms should be properly signed and dated.

C. Responsibilities of the Course Instructor

1. Prepare for the field experience course

The course instructor provides handout materials and meets with students to discuss preparation for entering SW350 Field Experience course. Responsibilities for reading the manual and supplemental materials for the course remains with the student. However, the course instructor is available to answer any questions students may have about the course.

2. Be Available for Student Consultation During the Course of the Field Experience

It is understood by the students and the agency field supervisors, that the director of field education, or the assigned course instructor should be contacted if any problems occur during the field experience. The director of field education and/or the assigned instructor will be advised of the problem or concern and, if indicated, at times will also be involved in the discussion. Either decision is at the discretion of the agency field supervisor, while taking into account the nature and seriousness of the situation. Communication between student, agency field supervisor and the director of field education or assigned instructor is necessary in order to ensure an optimal learning opportunity for the student. (Refer to: Policy and rules pertaining to unsatisfactory progress, grounds for removal, etc.)

3. Visits to the Agency

As necessary, the director of field education, field coordinator or assigned course instructor will contact the agency field supervisor to schedule a site visit. This meeting may be used to review student progress, share information between the agency and Social Work Department, and/or discuss issues that have arisen regarding a student placement. If an agency field supervisor or student wishes a site visit, please contact the director of field education or the assigned faculty instructor and a meeting will be scheduled.

Obtaining Agency Field Supervisors' Input into the Social Work Department

The Field Director and Field Coordinator actively work with the agencies that provide field instruction to our students. The goal is for continued improvement of the field education portion of the program and development of the field supervisors; and planning for the all-field supervisor gatherings. Besides feedback from a representative sample of the field supervisors about the practice course curricula, the site visits by director of field education and course instructors provide the best opportunities for the agency field supervisor for direct input into the BSW Program. The visits are focused around learning objectives, mid-term and final evaluations, and are naturally suited for discussion of how to best relate program learning objectives to the needs and interests of the agencies.

Finally, the Field Director and faculty instructors spend a significant amount of time in the classroom, which enables faculty to utilize field issues in the classroom instruction. The BSW program faculty meetings are the appropriate forum for discussion with and information to faculty not directly involved with the field.

Part III. FIELD EXPERIENCE POLICIES

III.1 Completion of Hours and Absence from Field Placement

All students are expected to complete the requisite number of hours in the field. If this is not going to be accomplished within the agreed upon time frame, the course instructor must be notified immediately. Failure to notify the course instructor will result in a no credit for this course. If a student is absent for a significant period of time due to unforeseen and excused reasons, there are several options: Extension of the placement so that the requirements can be completed. Reassignment to another agency setting if the first is not feasible. Withdrawal from the course and reapplication at a more appropriate time. The course instructor reserves the right to make visits to students in agency placement. Visits to agencies are at the discretion of the course instructor.

III.2 Grounds for Removal of a Student from Field Placement

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

1. Failure to maintain confidentiality in reference to a client as mandated by agency policy and/or the NASW Code of Ethics.
2. Unethical or unprofessional conduct. Students are expected to refer to and read the National Association of Social Workers Code of Ethics found at the end of this manual or online at: www.naswdc.org.
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.

Preferably the appropriate and pertinent participants will jointly make the final decision regarding removal from the field placement. The student may appeal following the guidelines for grievance procedure in the social work student handbook – Standards for Winona State University Social Work Department – Criteria for Evaluating Student Academic Performance.

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 and/or the ability of the student to work through the issue(s). The Director of Field Education and/or assigned course instructor will have the responsibility to work with the student around these issues and together they may formulate certain conditions for a return to field.

III.3 Unsatisfactory Progress in Field Placement

When a student is not progressing at a satisfactory rate:

1. The agency field supervisor should discuss this openly and directly with the student.
2. Should the difficulty continue, the field supervisor should notify the course instructor immediately and a conference will be arranged.
3. In this conference, the student, the agency field supervisor and course instructor will develop a plan for change.
4. If the agency wishes to explore whether a student should be removed or whether the

situation is remediable, the course instructor will respond promptly by scheduling a meeting with all appropriate parties.

An agency considering discontinuing with a student should:

1. Have discussed the central issue(s) with the student.
2. Immediately inform the course instructor and a meeting should be scheduled among the participants (student, agency field supervisor and course instructor.)
3. If the situation continues to be unsatisfactory, the student will leave the agency in a time frame that is preferably agreeable to all parties.
4. The agency field supervisor should follow up on the termination process with a letter to the director of field education indicating the reasons for terminating the student from placement.

Note: Field agencies are not affiliated with Winona State University nor are they compensated in any way for the services they provide to our students. Agencies have the right to terminate a student from placement at will.

III.4 Change of Field Placement Considered by the Student

The following are rules regarding the change of students from an agency or organization:

1. If at all feasible, the student should first explore the central issue(s) with the agency field supervisor.
2. If a positive resolution does not occur, the student should speak with the course instructor about the situation and proposed move. The instructor, student and agency field supervisor will then meet to discuss the issues involved. Further attempts may be made to explore solutions that can be achieved within the agency.
3. If the decision is made to move the student to another placement, the course instructor will discuss arrangements for an alternative placement site with the student. This should be a thoughtful decision and should be done relatively promptly.

Note: A request to change placements will not be considered because a student has found a “better placement or opportunity.” Further, changing a placement agency will result in additional hours needed to successfully complete field experience. The student should not assume that he or she 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 instructor, the director of field education, and the student.

III.5 Policy on Transportation of Self and Clients

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

Field Experience or 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.

III.6 Sexual Harassment Policy

Sexual violence is an intolerable intrusion into the most personal and private rights of an individual and is prohibited. 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 Bachelor of Social Work Program 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 and Universities 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 Colleges and Universities provides reporting options, an investigative and disciplinary process, and prevention training or 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. NASW Code of Ethics

Professional ethics are at the core of social work. Students, field instructors and faculty are expected to be aware of, understand, and implement through their actions the **National Association of Social Work (NASW) Code of Ethics**. The Code of Ethics for social workers embodies certain standards of behavior for the social workers in professional relationships with those served. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards.

The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work

students, regardless of their professional functions, the settings in which they work, or the populations they serve. In abiding by the Code of Ethics, the social worker views their obligation in as wide a context as the situation requires, takes all of the principles into consideration, and chooses a course of action consistent with the Code's spirit and intent.

IV.1 PURPOSE

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

IV.2 CORE VALUES

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

IV.3 ETHICAL PRINCIPLES

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service

Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with

no expectation of significant financial return (pro bono service).

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

Ethical Principle: Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

IV.4 ETHICAL STANDARDS

The following ethical standards are relevant to the professional activities of all social workers. These standards concern

- 1) Social workers' ethical responsibilities to clients;
- 2) Social workers' ethical responsibilities to colleagues;
- 3) Social workers' ethical responsibilities in practice settings;

- 4) Social workers' ethical responsibilities as professionals;
- 5) Social workers' ethical responsibilities to the social work profession, and
- 6) Social workers' ethical responsibilities to the broader society.

The National Association of Social Workers is the largest organization of professional social workers with 155,000 members. It promotes, develops, and protects the practice of social work and social workers. NASW also seeks to enhance the well-being of individuals, families, and communities through its work and its advocacy. A professional social worker has a degree in social work and meets state legal requirements. Professional social workers practice in many settings including family service agencies, child welfare, community mental health centers, private practice, schools, hospitals, employee assistance programs, and public and private agencies. Professional social workers are the nation's largest group of mental health services providers.

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 copy of the NASW Code of Ethics can also be found online at www.naswdc.org

PART III. Informational Sheet

Completion of SOCW350 is a requirement in order to enter the academic core courses in the Bachelor of Social Work Program. Field Experience is completed over a 15-week semester, with the student in placement for approximately 8 hours per week.

Students should take note that the agency and its target population where the student completes SOCW350 cannot be used for the SOCW475 Senior Practicum. Students who choose to take a second field experience as an elective should work with an agency and population different from that chosen in first required course. Students who complete a second field experience as an elective and work with a different agency and population from first will have this requirement waived.

Students who seek permission to register in SOCW350 Field Experience should follow these steps to ensure acceptance. Registering for Field Experience takes time and planning and it is in the student's best interests to initiate this process at least one month prior to registration.

STEP 1

Download the Field Experience Manual (PDF or Word) at <https://www.winona.edu/socialwork/field-experience.asp>

STEP 2

Read the manual in its entirety. Print and keep a hard copy or save an electronic copy on your laptop.

STEP 3

Complete the entire application found in the field experience manual and submit the application with a copy of your DARS, criminal background check and current resume to

course instructor. Applications may be left with departmental staff or assistants if the faculty member is not available. The course instructor will contact you via email after reviewing your application to let you know if the application is approved and which agency you may pursue a placement based on your choices for placement listed on the application.

Minnesota Department of Human Services (DHS) Background Study: As part of the process for entering SOCW350 Field Experience, all students must go online to submit your background study request and be fingerprinted. Minnesota State law requires that any person who provides direct contact services in facilities licensed by DHS, MDH, or programs servicing youth and children by the DOC and non-licensed personal care provider organizations have a background study conducted by the State. The amount charged is based on current DHS guidelines and is payable online by credit card to the DHS.

Note: Please put the following information on your application: semester you plan to take field experience; if this is your first or second field experience; if you are taking the course in Winona or Rochester campus.

STEP 4

After your application is reviewed by the instructor – you will receive an email indicating which agency you can contact. Contact the agency that you were approved for applying and inform the supervisor that you wish to complete 120 hours of work as a social work field experience intern from WSU. After an interview with the agency supervisor—and if an agreement is made between the agency and student – the student may make final steps at securing the placement.

STEP 5

Secure a signed Field Experience Acceptance Agreement located in the field experience manual from the supervisor at the agency you have selected to complete your experience.

STEP 6

Turn in the Field Experience Acceptance Agreement to the course instructor. The Field Experience Acceptance Agreement may be left with departmental staff if the instructor is not available. The student should keep copies of all submitted forms.

STEP 7

When a placement is approved, the course instructor will contact the student on the steps necessary to enroll in the course. Students may enroll during or after their regularly scheduled enrollment period with the university.

Winona State University Bachelor of Social Work
FIELD EXPERIENCE APPLICATION CHECKLIST

To ensure that credits are awarded for the 120 hours of Field Experience, students need to make sure that all completed forms and paperwork are completed by the deadlines indicated in this manual and by the assigned course instructor. Students are ultimately responsible for all paperwork to be completed. Please refer to the following checklists as a method of determining that all materials are completed by the due date.

The following materials are required **BEFORE** a student is allowed to enroll in Field Experience (**bring first four items on the checklist to your initial meeting with the course instructor**):

- Completed Application
- Completed Student Authorization for Release of Information
- Copy of Current Resume
- Student Copy of DARS to Field Instructor
- Criminal Background Check (Complete DHS Background Study online and secure fingerprints)
- Completed and Signed Field Experience Acceptance Agreement (**this final step is completed after meeting with course instructor**)

Field Experience Requirements Checklist

The following forms are required **BEFORE THE END** of the semester or the student cannot receive credit for the work completed (**Make copies of all work and save**):

- Completed and Signed Orientation Checklist
- Completed and Signed (by supervisor and student) Student Mid Term Evaluation Form
- Completed and Signed (by supervisor and student) Student Final Evaluation Form
- Completed and Signed (by supervisor and student) Agency Evaluation Form
- Course Reflection Assignments
- Timesheet indicating hours completed

STUDENT SHOULD RETAIN COPIES OF ALL FORMS FOR OWN RECORDS. The BSW Program destroys most student records shortly after graduation and destroys all records of graduated students within seven years.

Winona State University Bachelor of Social Work
FIELD EXPERIENCE APPLICATION

Semester planning
to take this course: -

(Semester)

_____ (Year)

Campus:

Winona

Rochester

Course Section:
(ID Number) -

Note: Student applications that are not completed in the semester applying for SW350 are destroyed by the last day to add a course. Students who do not enter placement in the semester to which they applied will have to resubmit an application in its entirety for reconsideration in another semester.

Part I. Personal Information

Name

Student ID# _____

Address

_____ (ADDRESS)

_____ (CITY)

_____ (STATE)

_____ (ZIPCODE)

Home Phone

Work Phone _____

Cell Phone

Email Address _____

Part II. Educational Information

Credits Completed -

Cumulative GPA

Academic Advisor -

Date _____

List the social work foundation courses completed at the time you plan to begin your field experience:

Part III. Placement Information

Circle three areas of interest. (Note: The Field Experience placement must be in a different agency and with a different population than your practicum placement.)

Administrative After School Programs Children Developmental Disabilities Diversity Education

Elderly Families GLBTA Group Homes Health Homeless Mental Health

Non-Profits Sheltered Workshops Women Immigration

Academic semester in which you anticipate completing your field experience:

_____ (Semester)

_____ (Year)

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) _____ authorize 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 Experience

_____ 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 discuss my placement for Field
Experience. This release allows said faculty/staff to provide an evaluation about any relevant aspects
of my academic performance at Winona State University to the following: (check all that apply)

_____ all prospective field experience 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: _____

Phone Number / E-mail Address: _____

**ATTACHMENT B
FIELD EXPERIENCE AGREEMENT**

Winona State University
Bachelor of Social Work Program
SOCW 350 Field Experience

Student: _____ Tech. ID: _____

Student e-mail: _____

Name of agency: _____

Name of Field Supervisor _____

Agency Address: _____

Field Supervisor phone number: _____

Field Supervisor E-mail address: _____

As a student enrolled in SOCW 350, Field Experience, I agree to:

- Act within the requirements of the agency, which includes but is not limited to, adhering to policies regarding safety, documentation, practice and procedures, confidentiality for the agency and clients, and dress code
- Complete 120 hours and adhere to field experience timeframes for completion
- Demonstrate professional behavior at all times while at the agency
- Complete assignments following the time schedule provided
- Communicate with the Field Instructor and the Course Instructor regarding the progress of field placement, especially if difficulties arise that could disrupt the field experience
- Maintain regular schedule of field experience hours

As a Field Supervisor representing the agency, I agree to:

- Provide an orientation to the agency and arrange for any required training to equip the student to take on the agreed upon responsibilities, including but not limited to, safety, documentation, social media, and confidentiality
- Help design the learning experience through identification of primarily observational activities and supervised experiences for student involvement
- Provide student feedback throughout the placement
- Notify the WSU Faculty immediately of any serious concerns or problems related to student performance
- Assess student performance by completing the mid-semester and final evaluation tools

SEE NEXT PAGE

As a WSU Course Instructor representing the university, I agree to:

- Monitor the placement through student journals and communication with student and agency as needed

- Offer consultation, mediation, and support regarding student or agency concerns or disputes via phone, email, or site visit
- Assist students with the integration of coursework and field experience

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 experience.

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

This placement would begin _____ semester on or about _____ (date).

Signature of Social Work Student

Date

Signature of Agency Field Supervisor

Date

Signature of WSU Course Instructor

Date

Winona State University, part of the Minnesota State Colleges and Universities system, is an Equal Opportunity employer and educator.

WINONA STATE UNIVERSITY BACHELOR OF SOCIAL WORK
FIELD EXPERIENCE AGENCY ORIENTATION

FIELD SUPERVISORS: Please cover the following areas with the student who is beginning a placement in your agency. Check off each area as it is completed. The completed list should be attached to the Student Field Experience Evaluation.

STUDENT NAME _____ DATE _____
 FIELD SUPERVISOR _____ AGENCY _____

1. STRUCTURE OF AGENCY
 - Flow Chart of Organization

2. TOUR OF THE WORKING ENVIRONMENT
 - Agency Offices
 - Parking
 - Restrooms
 - Break Areas
 - Office Supplies
 - Clerical Assistance

3. 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

4. CLIENT ISSUES
 - Professional boundaries with clients
 - Data Privacy
 - Personal Safety

5. 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.

 Signature of Agency Field Supervisor

 Date

 Signature of Student

 Date

WINONA STATE UNIVERSITY BACHELOR OF SOCIAL WORK
MIDTERM EVALUATION OF STUDENT FOR FIELD EXPERIENCE

STUDENT NAME _____

DATE _____

FIELD SUPERVISOR _____

AGENCY _____

Please rate the student's performance using the following legend:

1 = clearly below expected level 2 = below expected level 3 = at expected level 4 = above expected level
 U = unable to observe

1. Student's use of supervision and consultation.

Recognizes and uses role of learner. 1 2 3 4 U

Listens and responds to constructive feedback. 1 2 3 4 U

Asks pertinent questions of field instructor and implements guidelines and suggestions into own professional behavior. 1 2 3 4 U

2. Student's Attitudes

Shows genuine interest and concern for people. 1 2 3 4 U

Has a constructive, positive attitude in relation to people and situations. 1 2 3 4 U

3. Student's professional relationships at work and management of work.

Assumes responsibility for a reasonable workload. 1 2 3 4 U

Is prompt in arriving at placement and meetings. 1 2 3 4 U

Follows through on work assignments, is organized in carrying out assigned tasks. 1 2 3 4 U

Shows consistency in quality of work performance. 1 2 3 4 U

4. Other Professional Attributes.

Possesses effective verbal communication skills. 1 2 3 4 U

Demonstrates interest and initiative. 1 2 3 4 U

Maintains personal appearances appropriate to work environment. 1 2 3 4 U

5. Additional comments or suggestions related to student's potential for a career in social work:

6. **Student Progress to date is:** Satisfactory Unsatisfactory

I need to speak to a BSW Faculty Member about this student's progress as soon as possible:

Yes No

Signature of Agency Field Supervisor

Date

Signature of Student

Date

WINONA STATE UNIVERSITY BACHELOR OF SOCIAL WORK
FINAL EVALUATION OF STUDENT FOR FIELD EXPERIENCE

STUDENT NAME _____

DATE _____

FIELD SUPERVISOR _____

AGENCY _____

Please rate the student's performance using the following legend:

1 = clearly below expected level 2 = below expected level 3 = at expected level 4 = above expected level

U = unable to observe

1. Student's use of supervision and consultation.

Recognizes and uses role of learner.	1	2	3	4	U
Stays focused on the plan developed for the Field Experience.	1	2	3	4	U
Listens and responds to constructive feedback.	1	2	3	4	U
Asks pertinent questions of field instructor and implements guidelines and suggestions into own professional behavior.	1	2	3	4	U

2. Student's Attitudes

Shows genuine interest and concern for people.	1	2	3	4	U
Practices personal reflection and self-regulation to manage personal values- and maintain professionalism in practice setting	1	2	3	4	U
Recognizes and communicates understanding of the importance of difference in shaping life experiences	1	2	3	4	U
Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	1	2	3	4	U

3. Student's professional relationships at work and management of work.

Works cooperatively and coordinates own efforts with those of other professionals and non-professionals.	1	2	3	4	U
Communicates consistently and professionally about work and interactions with clients.	1	2	3	4	U
Assumes responsibility for a reasonable work load.	1	2	3	4	U
Attends to professional roles and boundaries	1	2	3	4	U
Views self as learner and engage those with whom s/he works as informants	1	2	3	4	U
Is prompt in arriving at placement and meetings.	1	2	3	4	U
Adheres to time commitments made with staff and clients.	1	2	3	4	U
Follows through on work assignments, is organized in carrying out assigned tasks.	1	2	3	4	U
Shows consistency in quality of work performance.	1	2	3	4	U

4. Other Professional Attributes.

Possesses effective written communication skills.	1	2	3	4	U
Possesses effective verbal communication skills.	1	2	3	4	U
Demonstrates initiative.	1	2	3	4	U
Demonstrates professional demeanor in behavior, appearance, and communication.	1	2	3	4	U
Follows through and is organized on assigned tasks.	1	2	3	4	U

5. Additional comments or suggestions related to student’s potential for a career in social work:

6. Recommended Grade for Field Experience:

PASS FAIL

Signature of Agency Field Supervisor

Date

Signature of Student

Date

WINONA STATE UNIVERSITY BACHELOR OF SOCIAL WORK
STUDENT EVALUATION OF THE AGENCY FOR FIELD EXPERIENCE

Student Name _____ Agency Name _____

Field Supervisor _____ Title _____

Agency _____
 Address _____ (ADDRESS)

_____ (CITY)

_____ (STATE)

_____ (ZIPCODE)

Agency Phone _____ Email Address _____

Placement Dates _____ (FROM) _____ (TO)

Faculty Instructor _____

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

1. How would you rate your field experience?

- Excellent Good Satisfactory Fair Less than Desirable

2. Please elaborate on the above rating.

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

4. Was your agency field supervisor prepared for your arrival and helpful in assisting you to set up the Field Experience plan?

5. Was the field placement in accord 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
- 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.

10. Was your agency field instructor available during the placement when necessary and responsive to any questions that you have raised? Please elaborate.

11. What were the greatest assets of this field experience?

12. What kinds of problems did you run into during your field experience?

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

14. General comments and suggestions.

Signature of Student

Date

Signature of Agency Field Supervisor

Date

**SOCW350 Field Experience
Time Sheet Log**

STUDENT NAME: _____ **WARRIOR ID:** _____
Name of Agency: _____ **Semester:** _____

WEEKS:	DATES AT AGENCY:	TIME:	TOTAL HOURS:
WEEK ONE			
WEEK TWO			
WEEK THREE			
WEEK FOUR			
WEEK FIVE			
WEEK SIX			
WEEK SEVEN			
WEEK EIGHT			
WEEK NINE			

WEEK TEN			
WEEK ELEVEN			
WEEK TWELVE			
WEEK THIRTEEN			
WEEK FOURTEEN			
WEEK FIFTEEN			
Signed: _____ Date: _____			
Student			
Signed: _____ Date: _____			
Field Supervisor			