Concordia University Wisconsin
Field Education Manual 2024 – 2025
Master of Social Work Program (MSW)

For I know the plans I have for you, declares the LORD, plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11

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* Contents of the Field Manual are subject to change.

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Dear Students, Instructors, Supervisors and Staff,

Welcome to Social Work Field Education, also known as the *Signature Pedagogy of the field of Social Work.* The MSW program was established at Concordia University in 1978. The program is accredited by the Council on Social Work Education (CSWE) through June 2026. This Field Education Manual has been designed as a guide for student interns, Field Instructors, task supervisors, and other field agency staff. It is your primary guide for field-related information including policies and procedures, roles and responsibilities, and standard forms used in the field.

It is the responsibility of all persons involved in field instruction to be familiar with the manual, and to keep it as a reference. Any questions should be directed to the Director of Field Education/MSW Field Coordinator or the MSW Program Director.

All MSW students are required to abide by policies set forth in the MSW Student Handbook and the MSW Field Manual. Professional conduct is expected at all times and compliance with the NASW Code of Ethics, the CUWAA Student Code of Conduct, and the Department of Social Work Code of Conduct, and the Department of Social Work's Professional Standards Policy.

The MSW program is designed to prepare students for advanced generalist social workers for work with individuals, families, groups, communities, and organizations. The MSW curriculum will provide you with knowledge, methods, and skills used in everyday social work practice. These skills are the foundation of the profession, and a knowledge base that every social worker has when graduating from a CSWE accredited program.

With this knowledge base, graduates are able to respond to a wide range of social problems and work in multiple areas of practice. As a professional social worker, the MSW graduate is prepared for graduate-level work across various settings. As a professional social worker upon graduation, we are confident that you will represent well Concordia University Wisconsin and the Christian Faith.

Sincerely,

Dr. Casali

Sara E. Casali, DSW, MSW, CSW
Director of Field Education/MSW Field Coordinator
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Mission Statements

Concordia University System Mission and Purpose: Concordia University System builds national identity, enables cooperative endeavors and enhances the strength of the colleges and universities of the Lutheran Church – Missouri Synod as they engage students of diverse ages and cultures in quality, Christ-centered, value-oriented, Lutheran higher education for lives of service to church and community.

Concordia University Wisconsin Mission Statement. Concordia University is a Lutheran higher education community committed to helping students' development in mind, body, and spirit for service to Christ in the church and the world.

The School of Health Professions' (SHP) Mission. The School of Health Professions is dedicated to serving the diverse health needs of individuals and communities by providing a rigorous, experiential, collaborative education that prepares outstanding health professionals who integrate faith, professional excellence and service.

Department of Social Work's MSW Mission. The mission of Concordia University Wisconsin's online Master of Social Work program is to provide a graduate education, using a Christian lens, by which we believe all people are born equal and in the image of God. We prepare MSW professionals to have the knowledge, values, and skills to be strength-based, and to identify and oppose racism in order to combat oppressive systems in an increasingly diverse and global society.

The MSW program aims to educate advanced generalist social workers who are able to engage in a culturally responsive, ethical, and competent practice, foster resiliency, strengthen individuals, families, groups, communities, organizations, and advocate for justice to advance human rights for all.

Advanced Generalist Practice

The CUW MSW program offers an *Advanced Generalist* specialization. The advanced generalist specialization is a practice-oriented specialization that emphasizes the importance of research and evidence-based practice in all systemic areas of social work practice. It prepares students for practice in the micro and mezzo systems, with individuals, families, groups, communities, and organizations. It prepares students for practice in the larger macro systems; preparing students for work in politics; representing the community or advocating for social and economic justice. It prepares students for direct practice, and for supervisory and administrative roles. It prepares students for non-discriminatory practice and advocacy at all systemic levels of practice. Our advanced generalist program incorporates a Christian perspective that is integrated across the curriculum and emphasized in the integration of ethical social work practices.

Our view of the advanced generalist specialization is that it is theoretically grounded for practice at all systemic levels. The advanced generalist year builds upon the foundation of generalist practice by increasing the depth and breadth of knowledge at all levels, particularly in the application of theory to practice and the importance of evaluating practice.

The advanced generalist social worker possesses a broad and multi-faceted theoretical understanding of client systems with a focus on the person – situation – environment. Social workers with an advanced generalist degree grasp the social context of practice including the psychological, socio-cultural, and political environments that impact approaches, methods, and means to enhance human well-being and to achieve social justice. They understand the importance of evidence-based practice, evaluating the effectiveness of their own practice, and conducting research that contributes to the knowledge base of the profession. Advanced generalist social workers develop a wide range of skills that enables them to work comprehensively across systems.

The advanced generalist knowledge base is particularly useful in rural settings, and for social workers who enter the field as direct service practitioners because of the flexibility provided in the depth and breadth of the curriculum. These practitioners often move into leadership positions and have advanced educational training that supports successful social work practice.

CSWE Competencies

The competencies and associated practice behaviors are at the center of social work education. The Council on Social Work Education (CSWE) requires all students graduating from social work programs demonstrate competency in the nine competencies and associated behaviors. Students must demonstrate competency at the generalist and advanced generalist levels of practice. Evaluation of the degree of integration is measured at the student level, then aggregated and reported at the program level.

Competency 1 – Demonstrate Ethical & Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social

workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social Workers:

a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
c. use technology ethically and appropriately to facilitate practice outcomes; and
d. use supervision and consultation to guide professional judgment and behavior.

Advanced Behaviors – Social Workers:

a. readily identifies as a social work professional and understands the need for life-long learning;
b. uses an anti-oppressive style to provide an organized structure for the selection and application of anti-racist theories for integration of advanced practice;
c. demonstrates their roles and responsibilities on inter-professional teams in practice that will impact the provision of services for individuals, families, communities and organizations;
d. identify professional strengths, limitations, and challenges and how these are used in supervision and consultation to address ethics in practice; and
e. analyzes the intersection between Christianity and the NASW Code of Ethics and how personal and professional values intersect.

Competency 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities

are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Advanced Behaviors – Social Workers:

a. critically analyze regional and global intersections of oppression and integrates this understanding in social work practice;
b. engages in community collaborations that foster social, economic, racial, and environmental justice and social change; and
c. identify ways to eliminate oppressive systems and barriers to social, racial, economic, and environmental justice.

Competency #3 – Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working

with clients and constituencies, acknowledging them as experts of their own lived experiences.

Advanced Behaviors – Social Workers:

a. demonstrate how dimensions of diversity impact power, privilege, and oppression; and
b. examine how the use of self, self-reflection, self-monitoring, and self-correction impacts anti-racist and anti-oppressive practice with individual, family, group, organizational, and community.

Competency #4 – Engage in Research Informed Practice and Practice Informed Research

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

a. apply research findings to inform and improve practice, policy, and programs; and
b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Advanced Behaviors – Social Workers:

a. identifies inherent bias in research and evaluative design, analysis, and interpretation while using an anti-racist and anti-oppressive perspective lens;
b. use culturally responsive, evidence-based research findings to inform and improve practice; and
c. articulates how research findings can improve social service delivery through the use of ethical and culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge.

Competency # 5 – Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice

Advanced Behaviors – Social Workers:

a. apply rights-based, social justice, anti-racist, and anti-oppressive forms of leadership with agencies, colleagues, and client systems for political action and policy changes to advance social well-being through effective service delivery; and
b. evaluate the consequences of implicit bias, historical, social, racial, cultural, economic, environmental and global influences that impact of social policies.

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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Advanced Behaviors – Social Workers:

a. use culturally responsive engagement strategies grounded in human behavior theories, inter-professional conceptual frameworks, and person-in-environment perspective;
b. engage in relationship building activities in varied client systems; including individuals, families, groups, communities, and organizations, and evaluates the clients' perception of the quality of the relationship; and
c. use self-reflective practice to identify how bias, power, privilege, personal values and experiences impact ability to engage with constituents.

Competency #7 – Assess Individuals, Families, Groups, Communities, and Organizations
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Advanced Behaviors – Social Workers:

a. use culturally responsive assessment strategies grounded in human behavior theories, inter-professional conceptual frameworks, and person-in-environment perspective;

b. identify the implications of the larger practice context in creating client-centered assessment plans; and
c. use self-reflective practice to identify how bias, power, privilege, personal values and experiences impact ability to develop mutually agreed upon plans.

Competency #8 – Intervenes with Individuals, Families, Groups, Communities, and Organizations

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Advanced Behaviors – Social Workers:

a. apply culturally responsive evidence-informed interventions to achieve client and constituency goals;
b. identify how dimensions of diversity impact clients and constituents' access to interventions; and
c. describe how interprofessional collaboration is critical to achieving client and constituency goals and how it is necessary in order to achieve effective transitions and endings.

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

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks,

and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

a. select and use culturally responsive methods for evaluation of outcomes; and
b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Advanced Behaviors – Social Workers:

a. evaluate outcomes and processes using anti-racist and anti-oppressive perspectives; and
b. use critical self-reflection to analyze the impact of implicit bias in evaluation of the effectiveness of one's own practice.

Field Placement Policies & Procedures

Signature Pedagogy

Field education is the *signature pedagogy* of social work education. It is the intersection where students in the field are able to apply and utilize knowledge and theory learned in the classroom. Field education is different from employment because it offers students a laboratory where they can practice under supervision of a social work professional, and without the risk of losing a paid position. In field placements students are expected to practice applying the knowledge base of the profession. During the advanced generalist year students are expected to demonstrate greater depth and breadth in knowledge, understanding, and the application of theory to practice. Students are expected to demonstrate behaviors that highlight the achievement of the nine competencies and practice behaviors.

The following sections outline the policies and procedures that inform and guide field placements. If you have any questions regarding these sections or anything within this manual, please contact the MSW Field Coordinator.

Ethics & Student Conduct

Before proceeding, please review the MSW Student Handbook which can be found here Student Handbook (cuw.edu) or the Blackboard Student Portal.

Code of Ethics

The faculty of the Department of Social Work adhere to the NASW Code of Ethics and expects all MSW students to conduct themselves in accordance with the Code of Ethics at all times. The Code of Ethics can be found at http://www.socialworkers.org .

- ☐ NASW Code of Ethics can be found at: Code of Ethics: English (socialworkers.org)
- ☐ CUW Student Code of Conduct: https://catalog.cuw.edu/graduate/student-conduct/
- ☐ Department of Social Work Student Code of Conduct: www.cuw.edu/socialwork

Field Instruction

MSW students complete four semesters of field education and a field seminar class taken concurrently while the students are completing their field placement. Field education and field seminar are offered fall and spring semesters. Students with *Advanced Standing* complete field education and field seminar during the advanced generalist year only. Students are placed in an approved agency selected by the student in consultation with the MSW Field Coordinator. Placements are selected based on the students' future practice interests, experience, and skills. Students must be supervised by an MSW with at least two years of practice experience at the graduate level and one year in the agency where the placement is located.

All field placements must be approved by the Director of Field Education/MSW Field Coordinator, and a University contract must be in place prior to the student beginning their field placement.

Concurrent Model for Field Education

A concurrent model for field education is being used by the program for specific reasons. The concurrent model for field education requires students to complete their field placement over a period of four semesters while they are enrolled in classes. This is a traditional academic model specifically designed to give students the opportunity to utilize and integrate into practice social work skills supported by knowledge and theory as it is being learned. We believe this contributes to more depth and breadth in knowledge and application.

The philosophy behind this model is for the optimal integration of the knowledge base of the profession. Students are not placed in agencies for the purpose of job training or to assume responsibilities as an employee for assigned work. Students are placed in a field placement for educational purposes and to allow them to learn social work practice in an educationally supportive environment without the pressure of job responsibilities.

Procedure for Field Placement

Full Time Students— The process to identify a field agency starts with the student completing the Application for Field Placement, which allows them to list agencies they may be interested for placement. An application for field placement will be sent to students after they receive their initial email informing the student that they have been accepted to the MSW program. The application should be accompanied by a current résumé. Once the application has been submitted, the student will be given an appointment to meet with the Director of Field

Education/MSW Field Coordinator to discuss field placement possibilities. The student may be asked to revise their résumé. A sample résumé and a guide are provided in the field manual appendix.

Students will meet with the Director of Field Education/MSW Field Coordinator remotely via videoconferencing to discuss population interests, skills, preferred community, and potential agencies. The student will need to complete a "profile" in the program's field placement management system, EXXAT, and answer the corresponding clinical questions related to the field. The student will create a "Wishlist" in EXXAT ranking at least three and up to 10 preferred field agencies. A second meeting may occur via Zoom between the student and MSW Field Coordinator to finalize preferred placement location.

Once an agency is identified, the Director of Field Education/MSW Field Coordinator will contact the agency to determine whether they meet the requirements to establish an agency contract and potential placement. In addition to consultation from the student, the Director of Field Education/MSW Field Coordinator will also conduct appropriate searches to identify potential field sites through web searches, consultation with colleagues, collateral sources, and any listservs as appropriate. The Director of Field Education/MSW Field Coordinator will be the point of contact with all potential agencies. The student will not be responsible for securing their placement. The Director of Field Education/MSW Field Coordinator will make the necessary contacts and notify the student when they can make an appointment for an interview.

Part Time Students—Part time students will begin working with the Director of Field Education/MSW Field Coordinator in the spring semester of their first year as an MSW student. Meetings will be held as necessary to discuss the development of a résumé and the process for completing the field education application. Students will be given a due date for the field education application and résumé. Once these documents have been submitted the Director of Field Education/MSW Field Coordinator will meet with the student to discuss potential field sites. The Director of Field Education/MSW Field Coordinator will contact the student when an agency willing to accept an MSW student has been located. The student will be given the name and phone number of a contact person to set up an interview for an appointment.

Students will meet with the Director of Field Education/MSW Field Coordinator remotely via videoconferencing to discuss population interests, skills, preferred community, and potential agencies. The student will need to complete a "profile" in the program's field placement management system, EXXAT, and answer the corresponding clinical questions related to the field. The student will create a "Wishlist" in EXXAT ranking at least three and up to 10 preferred field agencies. A second meeting may occur via Zoom between the student and MSW Field Coordinator to finalize preferred placement location.

Once an agency is identified, the Director of Field Education/MSW Field Coordinator will contact the agency to determine whether they meet the requirements to establish an agency contract and potential placement. In addition to consultation from the student, the Director of

Field Education/MSW Field Coordinator will also conduct appropriate searches to identify potential field sites through web searches, consultation with colleagues, collateral sources, and any listservs as appropriate. The Director of Field Education/MSW Field Coordinator will be the point of contact with all potential agencies. The student will not be responsible for securing their placement. The Director of Field Education/MSW Field Coordinator will make the necessary contacts and notify the student when they can make an appointment for an interview.

Part-time students begin their first field placement in the fall semester of their second year. Under no circumstances will a student be allowed to begin a field placement before they have completed and passed the necessary course work to support entering the field. The second-year placement for part-time students will begin in the fall semester of their third or fourth year of study. *Part-time Advanced Standing Students* begin their field placement in the fall of the second year of study.

All field placements must be taken concurrently with field seminar courses, and taken in the sequence outlined in the plan of study for full time, part time, and advanced standing students.

Field Placement Sites

Once a potential field agency is identified, the Director of Field Education/MSW Field Coordinator will meet with the appropriate agency personnel to determine whether the agency meets the requirements for a field site. Requirements include opportunities for the student to have learning experiences that will allow them the ability to master the CSWE's competencies and associated practice behaviors. These meetings shall be conducted via video conferencing, telephone, and/or in-person as appropriate. In addition to the direct contact, a website search will be conducted to review any information on the potential agency**.** After initial contact and placement agreement has been established, the Director of Field Education/MSW Field Coordinator will send to the agency the current Field Agency Contract for the appropriate site person to sign and approve.

After an agency has agreed to placement of a student and identified an appropriate field instructor, the Director of Field Education/MSW Field Coordinator will send the Field Instructor Credential Form to ensure that the field instructor meets the required minimum credentials. In the event that an agency is identified that is appropriate for placement of the student, but the agency is unable to fulfill the MSW supervision criteria, the Director of Field Education/MSW Field Coordinator will work to identify an appropriate external MSW field instructor. All supervision of MSW students must be conducted by persons with an MSW degree from an accredited program and with a minimum of two years of practice experience, with one year at the agency where the supervision will occur.

Selection of Field Placement Agencies

The criteria listed below are consistent with guidelines from the Council on Social Work Education (CSWE) and with the mission of CUW's MSW program. The MSW program seeks formal affiliations with public and private non-profit agencies whose policies and programs are consistent with the mission of the social work program. In addition, community agencies and organizations are selected based on their ability to provide learning opportunities in which students gain practice experience through guided instruction and supervision in activities and settings that reflect the learning needs for foundation and advanced level students.

The following criteria are used to assess an organization's capacity to provide appropriate field placements:

1. Commitment to actively participate as a community partner with CUW providing generalist learning experiences for students giving them the opportunity to practice social work activities with supervision.
2. The agency's mission, purpose and practices are compatible with the NASW Code of Ethics.
3. The agency adheres to a non-discrimination policy with respect to race, age, color, religion, national origin, gender, disability, sexual orientation, veteran status or disability.
4. Willingness to assign activities to students that meet the behaviors associated with the nine competencies at the generalist level of education.
5. The agency has a social work focus.
6. Provides an on-site MSW Field Instructor who has a minimum of two years of post MSW experience in a social work position. There may be exceptional situations when an on-site MSW Field Instructor is not available, but unique learning opportunities are available within an agency. In those situations, the Director of Field Education/MSW Field Coordinator will work with the agency to locate an off-site supervisor to provide the necessary supervision. The decisions will be made on a case-by-case basis. In situations where the supervisor does not meet the two-year practice requirement and off-site supervisor is unavailable, the Director of Field Education/MSW Field Coordinator will supplement the supervision of the student as needed through more frequent contact with the student and the supervisor. Consultation with the Social Work Advisory Board may occur in order to determine if any other supervision resources are available for the placement.
7. The agency allows time for the Field Instructor to provide the student with a minimum of one hour per week of individual supervision, to read and evaluate the student's progress, and to participate in the university's sponsored orientation and trainings.
8. The field agency completes and renews the necessary paperwork and documentation required of all field agencies.

9. The willingness and time to devote to students. Students are placed in one agency field placement for two consecutive semesters during the academic year, fall and spring semesters.
10. The ability to serve in a teaching, mentoring, and modeling role with students, organize learning tasks, and assist in the development and evaluation of the student/agency learning contract.
11. As available, provides opportunities for students to learn about and practice with persons from marginalized populations including, for example: Native Americans, persons of color, people with disabilities, LGBTQ persons, older adults, persons living in poverty, abused or neglected children, persons diagnosed with a mental illness, persons who are homeless, victims of domestic violence, survivors of human trafficking, and other underserved populations.
12. Provides the necessary structure and supports to enhance student learning such as administrative support and assistance, i.e., a desk, a phone, private space to see clients, etc.
13. Be free of any NASW sanctions and any licensing sanctions if applicable.

Process for Selection of Field Agencies

The potential field agency's capability to provide the necessary learning experiences and supervision is assessed and approved by the Director of Field Education/MSW Field Coordinator. The process is as follows:

1. Potential field placement agencies can be identified by community members, social work faculty, students, and members of the Department of Social Work Advisory Board.
2. Identified agencies are sent information about the MSW program along with criteria for selection of field placement sites.
3. Potential field placement sites meet with the Director of Field Education/MSW Field Coordinator to further discuss the placement opportunity and agency requirements.
4. An important determination is the agency's ability to provide the necessary learning experiences, time, and resources to meet the educational needs of students. A determination is made concerning the appropriateness of the learning experiences and availability of qualified Field Instructors.
5. If this determination is mutually acceptable to the agency and the Director of Field Education/MSW Field Coordinator, a University contract for field placement is provided and signed by the agency and University leadership. When all required signatures are received, the agency and the University each receive a copy of the contract.
6. Field Instructor Credential forms will be completed and provided to the Department of Social Work.

7. Students will interview with the agency. It is the agency's decision to accept a student intern. If the agency agrees to accept the student and the student accepts the placement, the Director of Field Education/MSW Field Coordinator will call the agency to confirm and a confirmation letter will be sent to the student with a copy to the agency.

Reasonable Effort for Field Placement

The Department of Social Work will make reasonable efforts to work with a student to find a suitable field placement, but does not guarantee a field placement for students. When a student is not accepted for a field placement after reasonable efforts by the school, a formal student review may be initiated by the Director of Field Education/MSW Field Coordinator. The results of the Student Review could include a request to delay starting field, which would delay graduating with a BSW degree. Reasonable efforts for a placement in an agency are considered to be:

- Offering the student three field placement referrals, all of which the student refuses;
- Three post-interview rejections of a student by potential field agencies;
- A student refuses three offers for a field placement.

Monitoring Students in Field Education Setting

All students in field settings will be monitored in a variety of ways including both directly through their Field Education class (field placement) and indirectly through their Field Seminar Class (Learning Management System). While students are enrolled in their Field Education class, the assigned field education instructor will meet via videoconferencing with the field instructor and the student at least once each semester to review their learning progress (Learning Contract and Midterm-Evaluation) and address any issues or concerns. Additional meetings will be scheduled with the student, agency, field instructor, and field education faculty instructor as needed. In addition to videoconferencing, the field education faculty instructor will connect with the agency and field instructor via email to check in at least once a month to ensure that there are no questions or concerns. Any issues will be addressed via email, telephone call, and/or videoconferencing as appropriate.

Further, the field instructor must complete and submit both a midterm and final evaluation of the student's learning. The evaluations allow for the field instructor to highlight strengths and challenges in the field setting, which provide for an additional monitoring opportunity. Finally, the field education faculty instructor will monitor the student's placement through assignments submitted in the assigned Field Education course (field placement via Learning Management System).

While the student is enrolled in the Field Education course, they are also concurrently enrolled in the Field Seminar course. Additional field monitoring by the assigned field seminar faculty instructor will occur through the university Learning Management System in the Field

Seminar course directly through assignments, written discussion boards, Voice Threads (video discussions), synchronous check-ins (voluntary) with the field seminar faculty instructor, and additional email support. Students have regular assignments in their Field Seminar course that require a status update for each unit, ensuring additional regular monitoring of their placement.

Field Education Hour Requirements

Field agencies are an integral part of the MSW student's education. Field education is considered the signature pedagogy of social work. It provides the student with supervised professional practice, making it a valuable cornerstone in social work education. Field education allows students to develop practice skills and apply social work theory to real life practice situations. Augmented by professional supervision in the field and academic mentoring through seminar classes, MSW students develop useful skills and establish professional identities. Over the course of two semesters in the first-year field placement, students complete a minimum of 400 clock hours as student interns. During the advanced generalist year (2nd year) students complete a minimum of 500 clock hours. The total number of hours required for MSW students in the regular two-year program is 900 hours. Advanced standing students are required to complete 500 clock hours of field education, during their programming, and are required to have completed 900 hours total, including hours from their BSW field placement. Field placements are completed across two semesters, fall and spring. Students are expected to make up missed field days within two weeks. Students are **REQUIRED** to remain at their field placement until the last week of their Spring Semester regardless of how many hours over the student may be. Students must be in field a minimum of eight hours a week.

Attending Conferences as Field Time

While completing the internship, students may have the opportunity to attend professional conferences, seminars, trainings, or other type of professional development activities. If these activities relate to the learning contract and competencies, and support professional growth and development, the student may include the hours spent in these activities toward the internship hours. As soon as possible prior to the activity, the student should consult with their individual Field Instructor and the Field Education Course Faculty Instructor for permission. The Department encourages and supports student growth in multiple ways, and supports participation in professional development activities.

Field Agency's Policy of Non-discrimination

In accordance with the Council on Social Work Education standards, each field agency is required to have a policy of non-discrimination that corresponds to the NASW Code of Ethics. In addition to the Concordia University Wisconsin policy, the Department of Social Work seeks affiliations with public and non-profit field agencies whose programs are consistent with the mission of CUWAA Department of Social Work.

Field Placement in a Student's Place of Employment

Field instruction is an integral and core component of the MSW program's educational curriculum. The Department of Social Work strives to maintain the academic integrity of all components of the MSW program.

The Department of Social Work recognizes the difference in roles between employee and student. A student is placed in a field agency as a part of the academic process of learning to apply theory to practice, and to learn to understand the practice of social work in the community. Students receive structured supervision and do not have decision making authority.

Under no circumstances can a student use their paid position as an employee of an agency as their field placement position. The Department of Social Work recognizes that some agencies have multiple programs that would offer employees, who are also MSW students, opportunities to complete a field placement in programs where they are not employed. The student may request placement in the agency where the student is employed when:

1. It can be documented that the student's place of employment can provide a set of learning experiences that are different from their employment activities.
2. Those learning activities support foundation or advanced generalization year learning competencies established for the advanced generalist social work practice.
3. The student would have a field supervisor different from the person who supervises his/her employment position.
4. The field site meets all of the other criteria for selection of a field agency.
5. Field education must be educationally focused to meet the learning needs of the student and not agency focused.
6. If approved, students are allowed to complete two semesters of field placement at their place of employment and two semesters of field placement are to be completed in an agency where the student is not employed. An exception can be requested if an agency is large enough to offer many programs and have the ability to offer the student an additional experience that is different from any experience the student has previously obtained.

When the above conditions can be met, the student may complete the *Application for Field Placement at Place of Employment* form. In this application the student outlines the usual salaried duties (formal job description), the new duties proposed for their field placement activities, the name of their employment supervisor, and the name of the proposed field instructor. The Director of Field Education/MSW Field Coordinator, may request that all field placement participants meet and review the proposed plan to ensure that all criteria in this section will be met by the proposed plan. Not all employment situations will be approved for field placement, and decisions will be made on a case-by-case basis by the Director of Field

Education/MSW Field Coordinator and in consultation with the MSW Program Director, according to the above criteria.

This policy applies to salaried employment and not to stipends provided through grants or contracts obtained by the Department of Social Work or provided directly by organizations accepting students for field placements.

Please note that students take a risk when they decide to complete a placement at their place of employment. If the student chooses to leave the place of employment or is terminated from their place of employment, the field placement could also be at risk of termination. In these cases, the student will work with the Director of Field Education/MSW Field Coordinator to develop another field placement. Sometimes alternate placements may be difficult to obtain, depending on when the change in placement occurs. A student may not be able to secure another placement in a timely manner, and the student's graduation date may be impacted as a result.

Stipends

Concordia University Wisconsin welcomes the ability of some agencies to offer stipends for students placed in a field education setting. A stipend is fixed/regular payment in the form of an allowance given to a student who is engaged in a non-salaried field placement agreement. It should not be confused with payment given to a salaried employee or an employee receiving compensation at an hourly rate.

Criminal Background Check

It is the Policy of the School of Health Professions that every student must complete a criminal background check by the agency identified by the University. Students complete the background check at the time of their initial application to the program. Students must use the CUW provider for the background check. Students are responsible for paying for the background check (price varies per state that you live in) and for providing access to the report to the Department of Social Work.

Students need to be aware that certain convictions may preclude a student from being accepted into a placement, or from obtaining a license after graduation. Depending on the seriousness of the conviction, the student may be prohibited from seeking certification in the State of Wisconsin and other states. Placement agencies have the right to decline a student for acceptance as a student intern. Students who are unable to obtain a placement may not successfully complete the Master of Social Work (MSW) program. In addition to CUW's background check, students may be subject to a background check and/or a drug and alcohol screening by their field agency.

If a student has concerns related to results of the background check, they should contact the Director of Field Education/MSW Field Coordinator. Students may also contact the Social Worker Licensure Board with specific questions. Once the background check is completed, should any new situations occur, that would affect the outcome of a background check, students

must notify the Director of Field Education/MSW Field Coordinator immediately. MSW students will be required to provide an updated criminal background prior to beginning each field placement.

Selection of Field Instructors and Task Supervisors

Field Instructors

The significance of the field experience as preparation for professional social work practice requires those responsible for supervising the student to have appropriate social work qualifications. To meet the challenges of educating social work students, the Field Instructor should have earned an MSW from a CSWE accredited social work program. If the Field Instructor does not have an MSW, other arrangements may be established to provide social work supervision.

The MSW Field Instructor contracts with the University and student to teach and monitor learning processes and practice in the field agency and in the community. It is essential that the supervisor have the approval of the field agency, and the Department of Social Work, to serve in this capacity. As field supervisors are selected, it is important for them to have the following qualities:

- An interest, willingness and availability to work with students
- Ability to organize learning tasks and serve in a teaching role in advanced generalist social work practice
- Holds an MSW from a CSWE accredited program
- Has a minimum of two years of post MSW social work practice experience and one year of experience in the agency
- Has experience and expertise in the type of social work practice(s) in which supervision is needed
- If possible, has at least one year of supervision, field instruction, or task supervision experience
- Supportive of the Department of Social Work MSW program
- Has the capacity to stimulate and support students in the learning process
- Free of any NASW sanctions and social work licensing standards violations

Task Supervisor

In some situations, a task supervisor may be assigned to work alongside an MSW Field Instructor to provide support and task supervision for the MSW student. This may occur when the task supervisor has expertise in a certain area related to the student's learning goals, but they may not have the degree or qualifications to provide sole field instruction. In other instances, a task supervisor may work in coordination with an off-site Field Instructor (see policy on the selection of an off-site Field Instructors). If there is an off-site Field Instructor, the task supervisor serves as the day-to-day supervisor, mentor and teacher. The Field Instructor and the

task supervisor should meet a minimum of two times each month. The student is primarily responsible to the Field Instructor for completion of the Learning Contract. It is important for the Task Supervisor and the Field Instructor to work together closely to ensure that learning objectives are being monitored and satisfactorily achieved. Criteria for selection of task supervisors include:

- An interest and willingness to work with the student and Field Instructor in developing learning activities and monitoring student progress toward these goals;
- Experience and expertise in areas of practice designated within the learning contract;
- Skill in teaching;
- Ability to conceptualize and apply concepts consistent with the theoretical framework.

Field Instructors and task supervisors must have a completed Field Instructor Information form on file with the CUWAA Department of Social Work to provide documentation of their credentials.

Off Site Supervisor

To ensure guided field instruction and supervision is aligned with social work values, ethics, skills, and knowledge, it is required that field instructors hold an MSW degree from a CSWE accredited program. In those cases, when a potential field placement agency does not have an MSW on staff to provide field instruction, it may be possible for a student to receive field supervision from an off-site individual that possesses an MSW. These decisions will be made on a case-by-case basis. For cases in which a field instructor does not hold a CSWE-accredited degree, or does not have the required two years post social work degree practice experience, the social work faculty assume responsibility for reinforcing the social work perspective by assigning an *Off-Site Supervisor*. *The Off-Site Supervisor must have a social work degree from a CSWE-accredited program and two years of post-social work degree practice experience.*

The Off-Site supervisor arranges for one-hour of weekly supervision with the student to discuss and reinforce the social work perspective. The Off-Site Supervisor meets with the agency supervisor and the student at the beginning of the first semester, to review and help in the development of the learning contract, and discuss supervision scheduling with the student.

The Off-Site supervisor meets with the student, and the agency supervisor to over-see the development of the Field Learning Contract, and the evaluation of the Learning Contract at mid-term, and the end of each semester.

The Off-Site supervisor meets with the student weekly to reinforce the social work perspective. Meetings occur in the office of the Off-Site Supervisor, the field agency, virtually, or other agreed upon method.

The Off-Site Supervisor and agency task supervisor communicate twice each month, or more frequently, if necessary, to oversee the internship activities and reinforce the social work perspective at the supervisory level. The task supervisor and Off-Site supervisor discusses the student's experiences, cognitive/affective responses to the social work situation, how the student's developing and demonstrating integration of the knowledge base, application in practice, and the impact on the student's experience in field. The learning contract is reviewed and recommendations are made to support the demonstration of behavior consistent within dimensions – knowledge, values, skills, and cognitive/affective responses. Other issues are discussed, as needed, reinforcing the social work perspective. Supervision through the lens of the dimensions (knowledge, values, skills, affective/cognitive responses), supports the reinforcement of the social work perspective.

The Off-site supervisor reports to the Director of Field Education/MSW Field Coordinator a minimum of twice each semester, or more often if needed. The Off-Site supervisor is responsible for the evaluation of the Learning Contract.

Supervision

The student must meet weekly for one hour with the field instructor to evaluate the student's progress related to the learning contract as well as their adjustment to the field setting. The student is given feedback by their field instructor and other field placement staff that may be working with the student. The student is also responsible for giving feedback about supervision and their field setting. If a Task Supervisor is also working with a student, weekly one-hour meetings with the task supervisor should also be scheduled, and the MSW field instructor would then schedule bi-monthly meetings with the student.

Orientation and Training for Field Instructors

Field Instructor Orientation:

The program provides annual orientation and training for field instructors. Training for all field instructors will be conducted virtually. At the beginning of each new academic year, the Department of Social Work will offer a virtual training opportunity for all Field Instructors. The Director of Field Education/MSW Field Coordinator will send out to all Field Instructors a recorded video/webinar and PowerPoint training highlighting important aspects of field education, field supervision, and program expectations. The training also provides field instructors with ideas and discussions on how to develop the learning contract with the student, the incorporation of experiences consistent with behaviors that demonstrate achievement in the nine competencies, and guidance on supervision. Further, the orientation describes, for field instructors, the expectations for a continuing dialog with the Director of Field Education/MSW

Field Coordinator throughout the year. All field instructors will have the opportunity to meet directly with the Director of Field Education/MSW Field Coordinator in order to review the standards and expectations for the current year. These meetings will occur remotely via video conferencing in addition to supplemental information that will be sent out to them via email/webinar. Field instructors are provided necessary information for contacting the Director of Field Education/MSW Field Coordinator if a problem should arise.

In addition, the Director of Field Education/MSW Field Coordinator will meet with all newly established field agencies via video conference to discuss the program, review expectations, and address any questions or concerns. The meeting includes a review of the MSW Field Manual, CSWE Competencies, and expectations for field instructors and students. Additional information will be provided including a review of the courses that students will be taking each semester and discussion on how the field placement contributes to the growing knowledge, skills, and application of values that support the nine competencies. Finally, a discussion on field instruction, supervision, and support will commence.

In addition to the initial field instructor training prior to the start of the academic year, the Department will host monthly field instructor check-ins via video conferencing. These "check-ins" will allow field instructors the opportunity to come together with the Director of Field Education/MSW Field Coordinator to discuss any questions or concerns throughout the semester. The sessions will be held via video conferencing, and will be recorded. The sessions will vary on days and times in order to allow for Field Instructors to attend based on their work schedule. All recorded sessions will be out to all field instructors to allow them the opportunity to view and learn from the fellow field instructors.

Field Instructor Training:

Training in addition to the orientation is available to the field instructors through several means:

- Throughout the full academic year, two scheduled (once each semester) virtual field site visits provide opportunities for ongoing dialogue and training.
- Individual training provided by the Director of Field Education via video conferencing will be scheduled as individual needs are identified.
- Group video conferencing sessions will be offered monthly to allow for field instructors to come together to collectively address any questions or concerns including, but not limited to, student learning, learning challenges, competency-based activities, tracking field hours, mid-term and final evaluation and otherwise sharing mutual resources. These monthly sessions will rotate days and times in order to offer a variety of options for Field Instructors to attend. Group video sessions will be recorded and sent out to all field instructors after each session for those field instructors that were unable to attend the session.

- Invitation to monthly First Thursday presentations which are online sessions focused on social work hot topics. First Thursday presentations will be recorded and sent via email to all field instructors afterwards to allow them the opportunity to view and learn.
- Annual workshops presented by the School of Health Professions (SHP) based on interests reported by all SHP field instructors. Any recorded video sessions will be available to field instructors to access as appropriate.
- Virtual monthly SHP speaker series allows social work field instructors to join other professions in an interprofessional learning environment. Each month the topic rotates primary discipline and focus.
- Additional workshops or conferences sponsored by the University. Workshops and conferences may be available both in-person and virtually.

Roles and Responsibilities

Ensuring Field Placement Effectiveness

Regular communication with field settings is also designed to ensure field setting effectiveness. The orientation of new field instructors prior to a student beginning their field placement plays an important proactive role in that effectiveness to verify field instructors and any other supervisors at the field setting understand the field education program requirements for the learning contract, weekly supervisory meetings, assessment of student performance, and adherence to the field education manual. While the Director of Field Education/MSW Field Coordinator or Field Faculty member will meet with field instructors and students at the half-way point of their first 16-weeks of their field placement, prior to that as needed, email communication, and any additional meetings to provide additional support and clarify expectations and requirements of the field education program certainly will be utilized. Field instructors will be invited to ongoing continuing education opportunities sponsored by the social work department. Should serious difficulties arise, the social work department reserves the right to terminate the field placement if they feel doing so is in the best interest of the student, college, department, and/or the field site.

Student Responsibilities

The student is the central person in the field placement experience and is expected to play an active role in planning and implementing his/her learning experiences in the field placement. They are expected to actively seek out the types of learning experiences that will help integrate the classroom learning and enable the development and expansion of professional skills. The student is expected to mutually engage in this process with the Field Instructor.

The following specific student responsibilities are important for creating optimal learning conditions in the field placement.

1. Familiarity with the MSW Field Manual and Student Handbook, CSWE Competencies, NASW Code of Ethics and theoretical frameworks, the CUWAA

Student Code of Conduct, and the Department of Social Work's Student Code of Conduct.

2. Follows the Department of Social Work's timelines in completion of all requirements for field instruction including, but not limited to the following:
   - *Field Placement Application*
   - A professional résumé.
   - Pre-placement interview and internship acceptance.
   - Background check and updated report as required.
   - The *Learning Contract* must be completed within the timeframe provided by the Field Education Faculty Instructor for the academic semester. A printed copy of the signed Learning Contract must be submitted to the Field Education Course Faculty Instructor. An updated Learning Contract will be submitted as required.
   - Participation in on-site or Zoom (tele-conference) midterm placement evaluations, completed in the middle of the fall and spring semesters.
   - If necessary, participation in final evaluations, completed at the end of the fall and spring semesters.
   - If a student leaves a field placement prior to completion, a final evaluation will be required.
   - A signed submission of the student's hours completed at the end of each semester. All field hours **MUST** be completed by the last day of finals week. In the event of extenuating circumstances, and field hours have not been completed by the last day of finals week, a student review may be requested at the discretion of the Director of Field Education/MSW Field Coordinator and/or MSW Program Director.
3. Actively participate in the field placement process by identifying his/her learning needs and preferences.
4. Schedules interviews with potential placement sites and obtains any additional information that will facilitate the selection process of a field agency.
5. Conducts oneself in a manner that demonstrates respect for and accountability to the field placement agency, client systems, the community, and professional student colleagues.
6. Abides by field agency policies and procedures.
7. Adheres to the *NASW Code of Ethics* surrounding confidentiality and privacy laws and guidelines related to client data and information.
8. Adherence to the attendance policies for seminars and placements as established by the program.
9. Prepares for and actively participates in weekly field supervision and self-assessment.

10. Initiates and follows through with all learning activities developed in collaboration with the agency Field Instructor.
11. Completes adequate paperwork/recordings to document the quality and effectiveness of the student's work as well as progress toward achieving the competency behaviors.
12. Seeks assistance from the agency Field Instructor and the Field Education Course Faculty Instructor if problems arise. The student is responsible for taking such action as soon as any concerns arise.
13. Takes responsibility to receive and respond to email sent to the CUW email address.
14. Takes responsibility for being present at the agency when scheduled, and for being on time.
15. Dresses appropriately according to the nature of the field setting.
16. Participate fully in planned activities including conferences, seminars, and field education assignments.
17. Calls the agency when unable to report to for field education. Plans for making up the time must be made with the agency supervisor *within two weeks of absence*.
18. Adhere to the holiday policy: university holidays and vacations will be observed; however, the student needs to discuss holidays and vacation days with the Field Instructor in advance. Based on the needs of the agency or student responsibilities, the student may choose to attend their field placement during the holidays, university breaks, or on weekends. Regardless of additional hours in accrued during breaks, the student must continue in the field placement until the last week of the spring semester. Liability insurance remains in place when CUW is not in formal session.
19. Provides or plans for transportation connected to field placements.
20. Asks questions of the Field Instructor in a timely manner when uncertain, confused, or frustrated.
21. Actively participates in indirect service activities (such as planning and organizational tasks) that are appropriate for social workers.
22. Students are subject to the authority, policies, and regulations of the University. During their field placement, they are also subject to the same applicable rules, regulations and policies as are established for agency employees in matters relating to the welfare of clients.
23. Students are expected to assume new responsibilities and to take appropriate risks that will enhance learning. A successful placement is the result of the student's demonstration of skills, behavior, knowledge, and initiatives.

24. Students are not employees of the agency. Students have the status of learners, and will not replace agency personnel, nor give service to clients apart from their field placement responsibilities.

Agency Responsibilities

A successful field placement experience is directly correlated with a strong and effective working relationship between the Department of Social Work and the field agency and staff. The success of the partnership is dependent on the commitment of the field agency to provide a quality field experience, the skills of the Field Instructor and task supervisor, and the support from the Department of Social Work. The following outlines the key responsibilities of the field agency, the Field Instructor, and task supervisor.

By agreeing to host an MSW field student, the agency agrees to the following specific responsibilities:

1. Completes the paperwork to document the suitability of the field placement, necessary contracts, and the Field Instructor's credentials.
2. Provides a qualified Field Instructor in accordance with guidelines set forth by the Department of Social Work.
3. Provides the necessary time for the Field Instructor and task supervisor to complete their responsibilities related to the field instruction.
4. Provides the student with the necessary supports to complete their field placement including work space and administrative support.
5. Relates to the student in their student learner role and not as though they were a paid employee.
6. Offers the students opportunities to integrate practice behaviors consistent with the nine competencies through learning activities, and within an organizational structure.
7. Familiarizes the student with the agency's personal safety policies and protocol.
8. Understands that students are not employees of the agency. Recognizes that students have the status of learners and will not utilize the intern to replace agency personnel or expect that they will give service to clients apart from their field placement responsibilities.

Field Instructor & Task Supervisor Responsibilities

Field Instructors are primarily responsible for educating social work students in the context of the field placement. The Department of Social Work looks to Field Instructors to provide a variety of learning experiences for their students. The process of teaching requires thought, planning, and creativity. Assignments for the student will be influenced by the service demands of the agency. Field Instructors are expected to provide opportunities to help students

move toward increasing autonomy as learners, to develop accountability as professional social workers, and to assist students in taking responsibility for their own learning.

The functions and responsibilities of the Field Instructor are as follows:

1. Introduce the student to staff members and provide an orientation to the field setting, familiarizing the student with:
    a. The functions, policies, and goals of the department, agency, and institution.
    b. The relationship of the agency to the community and other agencies.
    c. The agency's expectations of the student.
2. Develop a learning climate and environment for the student in the agency through a learning/teaching plan or structure.
3. Provide assignments and opportunities consistent with the skills of a generalist social worker and designed to promote the student's learning and professional development.
4. Provide the student the opportunity to observe other staff members at their field placement in specific situations (i.e., interviewing and other social work tasks).
5. Arrange for the student to attend staff and interdisciplinary meetings when appropriate.
6. Arrange for weekly one-hour supervisory conferences with the student to discuss the application of basic social work concepts, values, and skills in field assignments.
7. Provide the student an opportunity to engage with individuals, families, groups, organizations and in the community.
8. Serve as a professional role model.
9. Provide ongoing supervision and evaluations of the student throughout the placement.
10. Participate in two face-to-face or Zoom (teleconference) meetings with the Field Education Course Faculty Instructor, scheduled once in the fall and once in the spring.
11. Prepare mid-term and final evaluations of the student's performance.
12. Recommend a grade for the student's performance; however, the final grade will be determined by the Field Education Course Faculty Instructor.
13. Inform the Field Education Course Faculty Instructor of any problems or questions *as soon as they become evident*.
14. When possible, participate in meetings or seminars offered by Concordia University Wisconsin Department of Social Work.

Director of Field Education/MSW Field Coordinator Responsibilities

The functions and responsibilities of the Director of Field Education/MSW Field Coordinator are as follows:

1. Assure that students assigned to the agency will meet the academic standards of the University.
2. Assume responsibility for the approval of student learning experiences in accordance with the policies of the University and the agency.
3. Orient Field Instructors prior to the internship start date and review the Field Manual, focusing on various topics: Field Instructor responsibilities, student professional behavior, Learning Contract activities to meet the Competencies, Recording for Learning (RFL) process, and the EXXAT Learning Management System. If a Field Instructor is unable to attend the group orientation, an individual meeting will be scheduled for the dissemination of information.
4. Promote three-way open communication between students, Field Instructors and Director of Field/MSW Field Coordinator related to suggestions for improving aspects of the field experience and dealing with student limitations. Student limitations will be addressed through a joint plan designed to meet this limitation.
5. Intervene when requested or needed to resolve any conflicts related to the field program that may arise between and among students, Field Instructors, community members or faculty.
6. Withdraw any student from the agency for reasons of health and/or performance provided that such request is not based upon unlawful discrimination.

Field Education Course Faculty Instructor Responsibilities

The functions and responsibilities of the Field Education Course Faculty Instructor are as follows:

1. Coordinate the process of preparing students for field assignments. The Field Education Course Faculty Instructor facilitates the field experience and provides information to students and agencies in this process.
2. Assume responsibility for the approval of student learning experiences in accordance with the policies of the University and the agency.
3. Orient students during Field Seminar Class to the field placement and review the Field Manual, focusing on various topics including: student responsibilities, professional behavior, Learning Contract, Recording for Learning (RFL) process, and Verification of Hours.
4. Monitor the progress of students through virtual meetings with the student and field instructor at least once a semester. Additional telephone contact will occur as needed to meet the students' and Field Instructors' needs.

Field Seminar Course Faculty Instructor Responsibilities

The functions and responsibilities of the Field Seminar Course Faculty Instructor are as follows:

1. The seminar format will provide for the sharing of practice experiences and practice issues that occur during field placement.
2. The Field Seminar Course will provide for the integration of field experience with classroom learning through discussion and assignments.
3. The Field Seminar Course Faculty Instructor is responsible for all grading of assignments associated with the class as outlined in the Field Seminar Syllabus.
4. The Field Seminar Course Faculty Instructor will consult with the Field Education Course Faculty Instructor if the Instructor learns of any concerning situations within the field placement that require additional consultation.
5. The Field Seminar Course Faculty Instructor is ultimately responsible for issuing the final grade for the Field Seminar course.

Placement Difficulties & Changing Field Placements

Students are placed in a field agency for two semesters in the foundation year and for two semesters in the advanced generalist year. Students are expected to remain in these placements for the duration of the year. Occasionally, a field placement does not meet the needs of the student, the Department of Social Work, or the field placement agency. Reasons might include changes in agency personnel, instability in an agency due to loss of funding, unavailability of quality learning experiences, lack of required supervision or possible ethics violations on the part of the student or the field agency. Students are encouraged to attempt to resolve problems in their field placements when first identified with the assistance of the field instructor, field education course faculty instructor and/or the Director of Field Education/MSW Field Coordinator. Many times, problems can be resolved in this way. In the event that a problem in the field placement is not able to be resolved, it is possible for a student to change field agencies.

We strongly encourage every effort be made to resolve problematic issues and preserve the field placement. Optimal learning and the integration of knowledge comes from the length and depth of the field experience. Starting over with a new field placement limits the depth and breadth of learning.

If a change in placement is necessary, the Field Education Course Faculty Instructor will notify the Social Work Department's Director of Field Education/MSW Field Coordinator and provide details. If a second disruption in the field placement occurs for a student, the issue will be brought to the attention of the MSW Program Coordinator and the Director of Field Education and a student review may be initiated. A determination on whether or not the student should continue in field education will be discussed and decided upon at either level of these administrative processes. Students should also understand that if they are deemed to not be appropriate for field education, they may be dismissed from the program.

Placement Difficulties

A student experiencing a problem with the field placement agency that is interfering with the ability to achieve the competencies and associated behaviors should take the following steps:

1. Discuss the problem with your field instructor and attempt to resolve the problem.
2. If you feel that you are unable to discuss the problem with your field instructor, or there are serious and extenuating circumstances that prevent you from discussing the problem with your field instructor (e.g. you believe that you are experiencing harassment or if there is a serious ethics violation on the part of the field instructor), you should discuss the problem with the Field Education Course Faculty Instructor.
3. If the problem has the potential to be resolved, the Field Education Course Faculty Instructor will arrange a meeting with you and the Field Instructor in an effort to reach a resolution.
4. If these steps fail to resolve the problem, and if you are unable to complete the learning contract in the assigned field placement you will need to complete a *Request to Change Field Placement* form.
5. Students should not leave or resign from their field placement without first talking with the Field Education Course Faculty Instructor and the Director of Field Education/MSW Field Coordinator and attempt to work out any difficulties that may have arisen.

Request to Change Field Placement

Should the process involving a problem in the field placement result in a change in your field placement you are encouraged to work with your field instructor to make this change with the least disruption of services to clients with whom you are working. A student MAY NOT change their field placement until a Request to Change Field Placement form (Appendix F) is completed and approved. If possible, you should complete a termination process with your agency and client(s).

Early Termination of a Field Placement

A student's field placement may be terminated for the following reasons:

- Poor academic performance
- Lack of student's ability to follow work-related policies
- Lack of necessary knowledge base for entry level practice
- Failure of the student to meet the expectations for ethical practice

Before terminating a field placement, attempts will be made to resolve the problem and provide the student with the necessary supports to continue the field placement. If these attempts

fail, it may be necessary for a field placement to be terminated early. A plan to resolve these problems would need to be completed before the student could begin another field placement. It is possible that this could delay a student's completion of the MSW program with their cohort.

EVALUATION

The Learning Contract

The student learning contract is completed at the beginning of the fall semester and updated at the beginning of the spring semester. Should student goals or expectations need to be modified, an addendum may be written. The learning contract is due by the date outlined in the Field Education syllabus. The learning contract reflects the Council on Social Work Education's (CSWE) nine competencies and behaviors. The learning contract should be developed by the student in consultation with the Field Instructor and Field Education Course Faculty Instructor. The student has ultimate responsibility for the learning contract and its timely completion.

The Learning Contract needs to reflect desirable, achievable goals. Time frames should be noted next to the goals under each Competency. It is helpful to have goals that are concrete and measurable, as this can serve as a benchmark for competency in the field experience. Students are advised to consult the supervisor to incorporate any agency-specific goals. The learning contract must be submitted to the Field Education Course Faculty Instructor as outlined in the syllabus. Late submissions will result in a lower grade if the signed learning contract is not received on the designated date identified in the syllabus. This document serves as the basis for discussion at each field placement visit. The learning contract is to be signed and/or approved in EXXAT by the student, Field Instructor, and Field Education Course Faculty Instructor.

Assessment of Competency/Dimensions

The Department of Social Work assesses nine competencies. The dimensions for assessment include knowledge, values, skills, and cognitive/affective responses. Dimension definitions for the evaluation of competency in field education are provided below. A 5-point Likert Scale to complete the assessment of each competency is also provided.

Dimension Definitions

- **Knowledge**: Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.
- **Values**: Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and

implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice.

- **Skills**: Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.
- **Cognitive/affective responses**: Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning. Affective reactions are the ways in which our emotions influence our thinking and subsequently our behavior. Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.

Competency Rubric for the Evaluation of Student Performance: The field instructor's, will use the following Likert Scale to evaluate student performance.

5 POINT LIKERT SCALE

1 = *Incomplete*. The student does not demonstrate competency.

2 = *Developing*. The student demonstrates beginning levels of competency.

3 = *Accomplished*. The student demonstrates academic integration of dimensions for competency.

4 = *Practice Level*. The student demonstrates applied competency.

5 = *Exceeds Expectations*. The student has advanced knowledge/skills and exceeds entry level practice expectations.

N/A = Not Applicable. The student has not had the opportunity for completion.

Assignments and activities identified in the learning contract and evaluation are planned for the duration of the field placement. Not all assignments are addressed during every evaluation period. When an assignment/activity has not been addressed or is not complete a rating of *n/a* should be given. At the final evaluation, all assignments/activities should have been completed and rated using the 5-point Likert Scale.

Student Evaluation

Performance evaluation is an ongoing process that starts with the student's first day of field placement and culminates in a final written assessment at the conclusion of each semester. Evaluation provides students with a regular and predictable time when issues are discussed, performance is assessed, and goals are reviewed and defined. It occurs in both verbal and written formats.

Ongoing evaluation will take place during weekly one hour scheduled supervision sessions between the student and Field Instructor. The evaluation is the Field Instructor's assessment of the student's progress as well as the identification of where further improvement is needed. The student will be evaluated on the basis of personal and professional growth observed by the Field Instructor.

The required written evaluations occur twice each semester, at mid-term and at the completion of each semester. These evaluations are completed by the Field Instructor in collaboration with the student. Field Instructors and students need to respond to all sections of the evaluation, unless the section does not apply to the student's current placement activities. The section should be marked "NA." However, there should be a discussion to determine if there are ways that the student will have this experience at a future date. The student's section needs to reflect specific learning processes that support the CSWE standards. Evaluations will not be accepted which have not been fully completed. Semester evaluations must be accompanied by the Verification of Hours form with field placement hours and the Field Instructor's signature next to all entries. All field hours **MUST** be completed by the last day of the semester. In the event of extenuating circumstances, and field hours have not been completed by the last day of the semester, a student review may be requested at the discretion of the Director of Field Education/MSW Field Coordinator and/or the MSW Program Director.

The on-site or Zoom (teleconference) visits by the Field Education Course Faculty Instructor will take place two times during the course of the field placement. Recently recruited agencies may need more in-person or Zoom (teleconference) contact until they develop a routine in working with students. Prior to the site visit, the evaluation should be completed so a dialogue can take place regarding the student's field performance. The Field Education Course Faculty Instructor is responsible for setting up a date and time that is agreeable to all participants involved with the site visit.

Students and Field Instructors are required to sign and/or approve in EXXAT the evaluation to indicate the evaluation has been read and discussed. If the student is not in agreement with the evaluation, a statement indicating "non-agreement" should be made by the student on the evaluation form.

Termination from Field

Because the field placement has consequences that also affect the well-being of clients, students who receive a "B" or lower in their Field Education Course (MSW 670, MSW 675, MSW 770, or MSW 775) may be terminated from the program. The Faculty Instructor has the responsibility for determining the final grade for the field placement. Throughout the field placement process, any concerns about student functioning will be addressed. This is especially the case during the midterm face-to-face meetings with the student, Field Instructor, and Field Education Course Faculty Instructor. If a student receives a "B" or lower at the midterm or final evaluation, a student review may result. The purpose of this meeting is to assist the student in identifying methods that can result in a successful field experience. A student will need to bring a formal written statement of concrete solutions they feel will assist them in having a successful field experience.

The student review begins with a written notice by the Director of Field Education/MSW Field Coordinator outlining the concerns regarding the student's performance in field. The

student will then be required to attend a formal student review. During the review meeting, issues associated with field, concerns, and options will be addressed. The student will bring a written plan of corrective action to the meeting. The individuals invited to the student review will include the student, the Director of Field Education/MSW Field Coordinator, Director of Field Education, Field Education Course Faculty Instructor, and the MSW Program Director. Options as a result of the student review include:

1. Return to placement with a written plan of action in place. If the student does not demonstrate significant improvement, the student may be terminated from the placement and/or the social work program.
2. Dismissal from the current field placement with an opportunity to repeat the field sequence. The field sequence can be repeated only one time in a future semester. Failure to receive a "B" or higher in a second placement may result in dismissal from the social work program.
3. Immediate dismissal from the social work program.

If a student has been *terminated* from the field placement as a result of conduct, excessive tardiness, absences, unprofessional behavior or any reason beyond expected professional behavior, the student is not guaranteed another field placement.

If the student is given the opportunity for a second field placement, the Department cannot guarantee a placement can be located, and cannot guarantee the placement will be in the same academic year. A student may need to wait until the following academic year to be placed in another agency, due to the date the student review occurs, the nature of the issue that created the termination, and the availability of appropriate field agencies willing to take a student intern. Field Education courses and Field Seminar courses run concurrently and **MUST** be taken at the same time. If you are required to repeat a Field Education or Field Seminar course, you are also required to repeat the concurrent course, regardless of grade in the other course. The recommendations of the MSW Program Director, Director of Field Education, Field Education Course Faculty Instructor, and MSW Field Coordinator in attendance at the student review may be that the student must wait until the next academic year before a placement will be attempted again; or that the student be given the opportunity to seek counseling or other corrective measures before another field placement can be attempted.

Please note that agencies who accept student interns are volunteers who have agreed to provide students with a valued field experience. Students need to be mindful the generosity of the time and efforts they receive from an agency and field supervisor who agree to provide them with an internship. The agency and supervisor are not paid for the time, experience, or supervision they provide. They are not obligated to take interns and are not obligated to continue providing the internship experience for students who are disruptive to their agency, difficult to supervise, or who conduct themselves in unprofessional ways. They are not required to continue

with students they feel are not appropriate for their field setting. Agencies have the right to dismiss students or terminate the field placement for any reason they deem necessary.

ADDITIONAL RESOURCES

Overall Internship Experience

Student Evaluation of the Field Placement Experience

Student evaluation of their field placement experience is an integral part of the evaluation process. A student's perception of their field placement and their learning experiences are an important component in maintaining a high-quality internship program. Students should provide feedback to their Field Instructor and the Field Education Course Faculty Instructor throughout the internship in field supervision meetings, in the integrated field seminar class and during the scheduled on-site visits and conference calls. Additionally, students complete an evaluation of their field placement. In this questionnaire, students have the opportunity to provide feedback about their field experience according to a number of criteria. Forms will be distributed to the student by the Field Education Course Faculty Instructor. Feedback will not be shared with the agency. However, students are encouraged to provide feedback to their Field Instructor during their field placement experience. Any problems or concerns about the field placement should be shared with the Field Instructor. The student should also discuss the experience during field seminar classes.

Vaccinations

CUWAA Vaccine Policy: While CUWAA does not require vaccinations, many of the university's clinical, agency, and community partners require that students who learn in their facilities are vaccinated against specific communicable diseases. Such policies are developed and administered by the clinical partners, and those facilities may in some cases grant exemptions to their own vaccine requirements. However, on the advice of legal counsel, CUWAA does not review or grant exemptions/waivers/exceptions to policies developed by other entities. Students who choose to enroll in a CUWAA social work program must adhere to all vaccine requirements of the clinical, agency, or community partner facilities to which they are assigned. Further, CUWAA is not obligated to reassign students to a different clinical experience or facility based on vaccination status, or for any other reason.

Employer and student roles with regards to exemptions: if you are participating in a field placement for an organization you are employed by, and have received a medical or religious exemption for the COVID-19 vaccination (or any other vaccination), you must go through that process again, but this time in the student role. An employer exemption does not carry over to the CUWAA student role. Once a decision on the student exemption has been made from the organization, the approval form or email needs to be forwarded to the Director of Field Education.

Insurance

Automobile Insurance

If an automobile is needed to perform field placement responsibilities, the student's personal automobile insurance carrier is the primary coverage in the event the student has an accident. Students should consult with the insurance agency to determine if the agency covers job related accidents or injuries.

Personal Safety

Guidelines for Risk Prevention and Management Strategies for Social Work Interns

With increasing concerns about violence in American society, safety issues and the potential for violence affect both Social Workers and the clients they serve. The program informs students of the need to work with the agency in identifying policy and procedures related to field safety. The program informs students through the Field Manual of the need to become familiar with the specific agency policies. It offers suggestions for dealing with difficult or dangerous situations, and guidance for managing if a situation occurs.

Agency policies and safety factors are discussed during Field Seminar classes. The Field Instructor is to be notified immediately, or as soon as possible, if a situation arises when a student feels unsafe, at risk, or if a serious or dangerous situation has occurred. In addition, the student needs to contact either the MSW Program Director, the MSW Field Director/MSW Field Coordinator, or their Field Faculty Instructor immediately. The Department will provide intervention to assure the student's safety, and ability to deal with the situation.

Students will need to work with their agency in identifying policy and procedures related to field safety. Every agency will be somewhat different and the student needs to become familiar with the specific agency policy. Most agency policies will:

- Provide guidelines and resources to increase safety awareness among social work students.
- Help students to be better prepared to handle potentially dangerous situations.
- Stimulate discussion among students, faculty, and Field Instructors about the presence of violence in social work settings.
- Provide strategies and/or training that can be utilized to reduce the risk of violence.
- Provide general guidelines for risk reduction and dealing with potentially violent or dangerous situations.
- Suggest general risk reduction guidelines for social work students.

Agency policy and safety risk factors will be discussed in field experience seminar class. It is very difficult to predict when dangerous behavior will occur. Should a student experience a situation where the student feels at risk or unsafe, the student needs to notify the Field Instructor

as soon as possible, if not immediately. In addition, the student needs to contact either the Director of Field or the MSW Field Coordinator immediately.

The goals of risk prevention and management strategies should be to:

- Protect the student, staff, and others in the environment.
- Help the individual gain control with the least amount of pain and guilt.
- Help the individual focus on the source of anger, fear, frustration, etc.
- Assist the individual to express these feelings verbally, rather than in actions.

Each field situation is unique. Appreciate realistic limitations. Keep your work area as safe as possible. When needed, alert available staff members that assistance may be required before entering a potential crisis situation. Always let your Field Instructor know when you leave the agency to make a home visit or off-site meeting, and at what time they can expect you to return.

General Personal Risk Reduction Guidelines for Social Work Students:

Social work students find themselves in a variety of situations in various locations during their field placements. The following guidelines may help you reduce your personal risk to unwanted situations.

- **Awareness –** You must be aware of where you are and what is going on around you.
- **Body Language** – Walk confidently and be alert; keep your head up; stand straight.
- **Environment** – Be aware and think. Don't walk alone in an unfamiliar area, if possible.
- **Vehicle Safety** – Park your car in the agency lot or designated "safe" parking area. Lock your car. Do not park in alleys or side streets; use main streets. Be particularly aware of your parking situations while on field visits or in unfamiliar neighborhoods.
- **Cell Phone** – Always carry the agency issued phone and/or your personal cell phone in your front pocket, not buried in a purse or bag. Make sure it is fully charged and do not hesitate to use it in an emergency.
- **On-Line Resources –** Students are encouraged to visit the following websites, as well as search the internet for additional material that may be helpful.
    - **NASW –** Social Work Safety https://www.socialworkers.org/Advocacy/Policy-Issues/Social-Worker-Safety
    - **NASW** – Code of Ethics https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Appendices

Appendix A – Field Instructor Information Form

Appendix B – Application for Field Placement

Appendix C – Student Learning Contract/Evaluation Advanced Generalist Year

Appendix D – Student Learning Contract/Evaluation Generalist Year

Appendix E – Verification of Field Hours

Appendix F – Request to Change Field Placement

Appendix G – Application for Field Placement at Place of Employment

Appendix H – Student Acknowledgment Of Personal Liability And Waiver And Release For Use Of Personal Vehicle During Clinical Program Participation And Waiver Of Claims Against University

Appendix I – Student Evaluation of Field Placement

Appendix J – Internships, Department of Labor Regulations, and Social Work Field Education

Appendix K – Student Acknowledgement Form

Appendix A – Field Instructor Information Form

CONCORDIA UNIVERSITY DEPARTMENT OF SOCIAL WORK
FIELD INSTRUCTOR INFORMATION

The Council on Social Work Education (CSWE) requires our program keep documentation on field instructors. This form will only need to be completed once and kept on file electronically.

Name: _____

Agency/Organization: _____

Agency Address:

_____

_____

_____

Agency Phone Number: _____

Individual Phone Number (preferred contact number): _____

Email Address: _____

How long have you been in your current position? _____

How long have you been in the field of Social Work? _____

Education:

Baccalaureate Degree: ϒ BSW ϒ Other _____

Field: _____

Year of Graduation: _____

Master's Degree: (if applicable) ϒ MSW ϒ Other: _____

Field: _____

Year of Graduation: _____

Doctoral Degree: (if applicable)

Field: _____

Year of Graduation: _____

Professional Licensing:

License & Number: _____ Year Obtained: _____

State held: _____

Area(s) of Specialization (if any):

_____

_____

Supervision:

Have you supervised Concordia BSW/MSW students in the past? If so, how many?

_____

Have you supervised BSW/MSW students from other programs? If so, how many?

_____

Please attach a copy of your professional résumé.

_____ _____

Signature Date

Appendix B – Application for Field Placement

Application for Field Placement
MSW Program

First Name _____ M.I. ____ Last Name _____

Email _____ Preferred Phone _____

Home Address _____

Current Address _____

Bachelor's Degree _____ Graduation Date _____

Expected Date of MSW Graduation _____

Geographic Areas where you would like to do your field placement? _____

_____

Describe previously completed internships:

BSW_____

BA/BS_____

MS/MA_____

Please list the names of two agencies, if you know, where you are interested in completing a field placement.

1. _____
2. _____

What type of setting would you like for field experiences?

Population of Interest: (Rank 1, 2, and 3)

____ Children
____ Youth
____ Adults
____ Families
____ Older Adults
____ Persons with Disabilities
____ Other Populations (mental health, LGBTQ, ethnic, homelessness, health care, etc.)

Fields of Practice: (Rank 1, 2, and 3)

____ Advocacy/social justice ____ Social Work Administration

____ Child welfare/CPS
____ Addiction
____ Mental Health
____ Homelessness/poverty issues
____ Medical Social Work
____ Domestic Violence
____ Police Social Work
____ Community Action
____ Political Advocate
____ Disability
____ School Social Work
____ Older Adult Settings
____ Hospice
____ Adoption

____Other Interests _____

Briefly explain why you selected these areas:

What are your career goals?

Are you interested in pursuing clinical licensing (e.g. LCSW)?

Do you drive? ___ Yes ___ No Do you have access to a car? ___ Yes ___ No

If asked, can you provide proof of car insurance? ___ Yes ___ No

*Please note, during your field placement, you may be asked to transport clients in your personal car. CUW field students are NOT allowed to transport clients. It is essential that you follow this policy to protect both you and CUW from liability.

Please identify any languages that you speak fluently/sign (other than English):

Do you hold any licenses? ___ Yes ___ No
If yes, please list:

Title of License	License State	License Number

Are there any special needs or desires that you want considered in community and agency selection: ___ Yes ___ No If yes, please explain:

List the order of preference of all cities, towns and geographic areas that can be considered in selecting your placement?

1.
2.
3.

If there an agency that interests you, please provide the name, address and phone number of the agency:

Do you have any limitations regarding your field placement that would impact opportunities? For example, can only work weekends, evenings, need access to bus line, or any other special or unique circumstance.

If there is additional information you would like to provide about yourself that might impact selection of a field placement site, please do so here:

Are there any concerns that you have about your field placement that you would like the department to be aware of prior to making your placement? ___ Yes ___ No If yes, please explain:

The Department of Social Work will make reasonable efforts to work with a student to find a suitable field placement, but does not guarantee an internship for students. Should a student not be accepted for a field placement after reasonable efforts by the school, a Formal Student Review will be initiated by the Field Coordinator. Reasonable efforts for a placement in an internship are considered to be:

- Offering the student three (3) field placement referrals, all of which the student refuses
- Three (3) post-interview rejections of a student by potential field agencies.
- A student refuses three (3) offers for field placement

The faculty of the Department of Social Work adhere to the NASW Code of Ethics and expects all MSW students to conduct themselves in accordance with the Code of Ethics at all times.

I understand I am expected to demonstrate professional conduct according to the NASW Code of Ethics in my social work field placement. I understand a violation of the NASW Code of Ethics may prevent me from completing my Field Education or MSW program.

Further, I agree to abide by the policies and procedures set forth in the Field Manual and agree to represent myself, the Social Work program and Concordia University Wisconsin in a professional, ethical and respectful manner.

Signature _____ Date _____

Print Name _____

- ❖ Please submit completed and signed form to the MSW Field Coordinator
- ❖ Students should **not** contact Field Agencies until after a meeting with the MSW Field Coordinator

Appendix C – Student Learning Contract/Evaluation—Advanced Generalist Year

CONCORDIA UNIVERSITY WISCONSIN
DEPARTMENT OF SOCIAL WORK

MASTER OF SOCIAL WORK (MSW) – ADVANCED GENERALIST YEAR
STUDENT LEARNING CONTRACT AND FIELD EVALUATION

Academic Year: _____ Date: _____

Student: _____ Student ID: _____

Evaluation Period:

Fall Semester: (Initial) _____ (Mid-term) _____ (Final) _____
Spring Semester: (Initial) _____ (Mid-term) _____ (Final) _____

Placement Site: _____

Field Instructor: _____ Title/Position: _____

Faculty Instructor: _____

Cumulative Hours: _____
(Student needs to complete 250 hours total per semester)

THE LEARNING CONTRACT

The Learning Contract is an agreement between the student, field instructor, and faculty instructor. Its purpose is to establish a baseline learning agreement that will guide the student's social work field experience. The Learning Contract reflects the educational goals of Concordia University's Department of Social Work and the Competencies of CSWE, the Council on Social Work Education. The CSWE Competencies are comprised of knowledge, values and skills essential to social work practice. These Competencies are further operationalized in Practice Behaviors. Field Placement/learning activities should provide students with opportunities to master the Competencies and Practice Behaviors, and achieve the goals of the program.

Working from the nine Competencies, the student and field instructor will design practice foundation goals (learning activities) towards which the student will work. At the beginning of each semester, the student and agency Field Instructor (and Task Supervisor if applicable) use this

form to design specific student learning activities. Several learning activities are embedded in course curriculum. Students should also work with their Field Instructor to create agency specific learning activities. **Learning Contracts are due by the date indicated in the Field Education course syllabus.** Throughout the semester, the Student, Field Instructor and Task Supervisor (if applicable) should review the Learning Contract to assess student progress on the learning activities. During each evaluation period (mid-term and final), this form is used to help assess student's progress towards mastering the Competencies and their field placement learning activities.

STUDENT SCHEDULE COMMITMENT FOR FIELD PLACEMENT

Below, please indicate your planned weekly schedule for your field placement. Remember to inform your field instructor in advance of any CUW breaks or vacation dates to plan for these events, and notify as soon as possible if ill. **To complete the 250 hours a semester, a target of 16 hours per week will typically meet the requirement for the semester.**

Monday _____ Thursday _____
Tuesday _____ Friday _____
Wednesday _____ Saturday _____
Sunday _____

Total Weekly Hours _____

Field Instructors and students are expected to schedule a one hour meeting weekly to discuss the learning experience and development of competencies.

EVALUATION

The evaluation of a student's field performance is an ongoing process and occurs in both on-going verbal and written feedback. Written evaluations occur twice a semester, at mid-term and again at the completion of the semester (the final). This process helps students, field instructors, and CUW faculty to determine future goals, successful learning, levels of achievement, and areas that need additional instruction, experience, or effort.

You will find bulleted qualifiers under each of the behaviors. ***Please note that the bullets listed are only suggestions to highlight and help you identify the behaviors of your student*.** Keep in mind that the rating should reflect the student's progress *at this point* in the overall internship. If the student's internship experience does not include tasks or activities related to the competency enter a "N/A" in the section. Please complete the questions at the end of the evaluation. No further write-up is necessary. After you and the student have reviewed the evaluation, sign it and submit it to the faculty instructor. The final grade for field placement is assigned by the faculty instructor.

Assessment of Competency: The Department of Social Work assesses nine competencies, listed below. The dimensions for assessment include knowledge, values, skills, and cognitive/affective

responses. Dimension definitions for the evaluation of competency in field education are provided below. A 5-point Likert Scale to complete the assessment of each competency is also provided.

Dimension Definitions

- **Knowledge:** Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.
- **Values:** Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice
- **Skills:** Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.
- **Cognitive/affective responses:** Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning. Affective reactions are the ways in which our emotions influence our thinking and subsequently our behavior. Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.

Competency Rubric for the Evaluation of Student Performance: Field Instructor's, please use the following Likert Scale to evaluate student performance in each of the behaviors and competencies listed below.

Rating Scale Criteria—5-Point Likert Scale

1 = *Incomplete*	The student does not demonstrate competency.
2 = *Developing*	The student demonstrates beginning levels of competency.
3 = *Accomplished*	The student demonstrates academic integration of dimensions for competency.
4 = *Practice Level*	The student demonstrates applied competency.
5 = *Exceeds Expectations*	The student has advanced knowledge/skills and exceeds entry level practice expectations.
N/A = *Not Applicable*	The student has not had the opportunity for completion

Please note: Assignments and activities identified in the learning contract are planned for the duration of the field placement. Not all assignments are addressed during every evaluation period. When an assignment/activity has not been addressed or is not complete a rating of *n/a* should be given. At the final evaluation, all assignments/activities should have been completed and rated using the 5-point Likert Scale.

Please refer to the Field Manual for complete descriptions of the nine competencies.

COMPETENCY #1

Demonstrate Ethical and Professional Behavior

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract—Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	**Student Behaviors**	**Score**	**Learning Activities**	✓
A. Readily identifies as a social work professional and understands the need for life-long learning	• Randomly seeks consultation from colleagues • Shares innovative professional techniques with colleagues		Use supervision and evaluation to plan for ongoing professional learning and growth Describes own thoughts and emotions when describing responses to client Completes eco-maps and genograms for assigned cases Participate in social work professional organizations, such as NASW Attend and participate in weekly social work staff meetings	
B. Uses an anti-oppressive style to provide an organized structure for the selection and application of anti-racist theories for integration of advanced practice.	• Verbalizes reasoning for selected interventions			
C. Identify professional strengths, limitations, and challenges and how these are used in supervision and consultation to address ethics in practice.	• Presents case information to support questions during supervision			
D. Analyzes the intersection between Christianity and the NASW Code of Ethics and how personal and professional values intersect.	• Verbalizes similarities between professional ethics and Christian values			

			where social workers discuss ethical issues and get feedback from coworkers Research competing and complimentary codes of ethics in agency setting (education & social work or health & social work) Ethical Dilemma presentations	

Assessment of Dimensions	
Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:	Field Instructor's Evaluation of Dimensions (Use Likert Scale)
Knowledge – Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.	
Values – Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice	
Skills – Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	
Cognitive/Affective Responses – Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning. Affective reactions are the ways in which our emotions influence our thinking and subsequently our behavior. Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.	

EXAMPLES:

FIELD INSTRUCTOR COMMENTS:

STUDENT COMMENTS:

COMPETENCY #2

Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Students will demonstrate the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract—Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	**Student Behaviors**	**Score**	**Learning Activities**	✓
A. Critically analyze regional and global intersections of oppression and integrates this understanding in social work practice.	• Verbalizes past and current injustices toward client and constituents • Verbalizes understanding of historical forces contributing to current social injustices		Writes an article for placement agency publication describing a plan to promote social justice to client population Reflection paper Familiarize yourself with relevant advocacy agencies and develop personal contacts with professionals in those organizations Identify common economic barriers for agency population being served Familiarize yourself with current political or community events that may impact clients Demonstrate critical thinking around economic forces that may be impacting clients	
B. Engages in community collaborations that foster social, economic, racial, and environmental justice and social change.	• Engages with community leaders			
C. Identify ways to eliminate oppressive systems and barriers to social, racial, economic, and environmental justice	• Identifies client outcomes of social programs			

Assessment of Dimensions	
Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:	Field Instructor's Evaluation of Dimensions (Use Likert Scale)

Knowledge – Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.	
Values – Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice.	
Skills – Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	
Cognitive/Affective Responses – Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning. Affective reactions are the ways in which our emotions influence our thinking and subsequently our behavior. Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.	

EXAMPLES:

FIELD INSTRUCTOR COMMENTS:

STUDENT COMMENTS:

COMPETENCY #3

Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract—Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	**Student Behaviors**	**Score**	**Learning Activities**	✓
A. Demonstrate how dimensions of diversity impact power, privilege, and oppression.	• Pursues knowledge/ information about unknown culture to better understand how dimensions of diversity impact culture		Use supervision to identify and explore issues in cultural competency Assign culturally-unfamiliar cases Participates in a diverse cultural event Completes self-reflection reports	
B. Examine how the use of self, self-reflection, self-monitoring, and self-correction impacts anti-racist and anti-oppressive practice with individual, family, group, organizational, and community.	• Verbalizes self-growth and self-improvement areas • Verbalizes and demonstrates management of biases when working with a diverse population			

			Develop professional inter-agency alliances with diverse organizations Prepare a program that meets the needs of a specific cultural group	

Assessment of Dimensions	
Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:	Field Instructor's Evaluation of Dimensions (Use Likert Scale)
Knowledge—Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.	
Values—Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.	
Skills—Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	
Cognitive/Affective Responses—Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.	

EXAMPLES:

FIELD INSTRUCTOR COMMENTS:

STUDENT COMMENTS:

COMPETENCY #4

Engage in Research Informed Practice and Practice Informed Research

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract—Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	**Student Behaviors**	**Score**	**Learning Activities**	✓
A. Identifies inherent bias in research and evaluative design, analysis, and interpretation while using an	• Uses linear and circular thinking when applying research		Identifies research topic appropriate	

anti-racist and anti-oppressive perspective lens.	findings to explain client behavior		for placement agency client population Designs research instrument Implements research study Completes research study and compiles information into research paper Presents research findings to placement agency designees Critically analyze how your agency utilizes data to make practice and policy decisions Apply critical thinking to understand how your agency uses the professional literature to determine best practices and practice models used	
B. Use culturally responsive, evidence-based research findings to inform and improve practice.	• Verbalizes rational for client interventions using evidence-based research			
C. Articulates how research findings can improve social service delivery through the use of ethical and culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge	• Verbalizes impact of research on micro, mezzo, macro levels			

Assessment of Dimensions	
Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:	Field Instructor's Evaluation of Dimensions (Use Likert Scale)
Knowledge – Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.	
Values – Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the	

explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice	
Skills – Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	
Cognitive/Affective Responses – Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning. Affective reactions are the ways in which our emotions influence our thinking and subsequently our behavior. Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.	

EXAMPLES:

FIELD INSTRUCTOR COMMENTS:

STUDENT COMMENTS:

COMPETENCY #5

Engage in Policy Practice

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract—Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	**Student Behaviors**	**Score**	**Learning Activities**	✓
A. Apply rights-based, social justice, anti-racist, and anti-oppressive forms of leadership with agencies, colleagues, and client systems for political action and policy changes to advance social well-being through effective service delivery.	• Collaborates with client, colleagues, and agencies to revise an ineffective policy		Leads a group of system-delivery professionals in writing a policy-change proposal Develops a revised policy plan to create an effective service delivery between systems Presents revised system-delivery policy plan to agency designees Describe barriers and catalysts of service delivery to agency clients	
B. Evaluate the consequences of implicit bias, historical, social, racial, cultural, economic, environmental and global influences that impact of social policies.	• Identifies in Needs Assessment barriers to client well-being created by policies • Identifies in Strengths Assessment benefits to client well-being created by policies • Articulates different system's responsibility on the impact of social policies			

			Participates in a government meeting which addresses service delivery to client and constituent population Completes a system-delivery policy change proposal paper Identify currently proposed legislation at the State or Federal level and analyze the impact of this potential policy on clients	

Assessment of Dimensions	
Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:	Field Instructor's Evaluation of Dimensions (Use Likert Scale)
Knowledge – Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.	
Values – Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice	
Skills – Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	
Cognitive/Affective Responses – Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning. Affective reactions are the ways in which our emotions influence our thinking and subsequently our behavior. Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.	

EXAMPLES:

FIELD INSTRUCTOR COMMENTS:

STUDENT COMMENTS:

COMPETENCY #6

Engage with Individuals, Families, Groups, Organizations, and Communities

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract—Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	**Student Behaviors**	**Score**	**Learning Activities**	✓
A. Use culturally responsive engagement strategies grounded in human behavior theories, inter-professional conceptual frameworks, and person-in-environment perspective.	• Uses a variety of engagement skills relative to client need • Uses culturally-sensitive engagement approaches		Utilizes case consultation weekly Documents in agency chart engagement techniques for assigned client Provides an in-service on engagement approaches for micro, mezzo, macro levels to agency colleagues Completes case presentation on engagement techniques used with clients/constituents Visit places in the community that will increase understanding of clients' social systems	
B. Engage in relationship building activities in varied client systems; including individuals, families, groups, communities, and organizations, and evaluates the clients' perception of the quality of the relationship.	• Verbalizes engagement techniques that worked and those that needed to be changed based on client response			
C. Use self-reflective practice to identify how bias, power, privilege, personal values and experiences impact ability to engage with constituents.	• Identifies relevant theories to explain rational for specific engagement techniques			

Assessment of Dimensions	
Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:	Field Instructor's Evaluation of Dimensions (Use Likert Scale)
Knowledge – Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.	

Values – Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice	
Skills – Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	
Cognitive/Affective Responses – Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning. Affective reactions are the ways in which our emotions influence our thinking and subsequently our behavior. Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.	

EXAMPLES:

FIELD INSTRUCTOR COMMENTS:

STUDENT COMMENTS:

COMPETENCY #7

Assess Individuals, Families, Groups, Organizations, and Communities
Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract—Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	**Student Behaviors**	**Score**	**Learning Activities**	✓
A. Use culturally responsive assessment strategies grounded in human behavior theories, inter-professional conceptual frameworks, and person-in-environment perspective.	• Uses linear and circular thinking to explain client behavior		Completes eco-map and genogram for assigned cases Develop a written assessment of a client that includes client strengths and weaknesses Develop treatment/case plans with SMART goals, objectives,	
B. **Identify the implications of the larger practice context in creating client-centered assessment plans.**	• Student develops treatment plan with client to include support system			

C. Use self-reflective practice to identify how bias, power, privilege, personal values and experiences impact ability to develop mutually agreed upon plans	• Uses a strength-based approach, culturally grounded approach to assessment		and strategies with the client or client system Accurately and thoroughly completes agency assessment forms within required time-frame Examine the professional literature in selecting appropriate intervention methods	

Assessment of Dimensions	
Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:	Field Instructor's Evaluation of Dimensions (Use Likert Scale)
Knowledge – Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.	
Values – Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice.	
Skills – Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	
Cognitive/Affective Responses – Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning. Affective reactions are the ways in which our emotions influence our thinking and subsequently our behavior. Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.	

EXAMPLES:

FIELD INSTRUCTOR COMMENTS:

STUDENT COMMENTS:

COMPETENCY #8

Intervene with Individuals, Families, Groups, Organizations and Communities
Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract—Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	**Student Behaviors**	**Score**	**Learning Activities**	✓
A. Apply culturally responsive evidence-informed interventions to achieve client and constituency goals.	• Involves client in treatment planning • Uses motivational interviewing techniques • Builds on client strengths		Develops treatment plan or service contract which becomes part of agency chart Updates treatment plan relative to client change in needs Review client goals and objectives with client to monitor progress Facilitate referral process of client to another agency and/or services Observe, design, and facilitate individual, family, group, community and organizational interventions Create a community resource guide relevant to your client population Work with an inter-professional team to determine appropriate intervention outcomes	
B. Identify how dimensions of diversity impact clients and constituents' access to interventions.	• Integrates culturally responsive services to help meet treatment goals			
C. Describe how interprofessional collaboration is critical to achieving client and constituency goals and how it is necessary in order to achieve effective transitions and endings	• Work on interprofessional teams to gain awareness of a variety of intervention techniques			

Assessment of Dimensions	
Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:	Field Instructor's Evaluation of Dimensions (Use Likert Scale)

Knowledge – Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.	
Values – Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice.	
Skills – Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	
Cognitive/Affective Responses – Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning. Affective reactions are the ways in which our emotions influence our thinking and subsequently our behavior. Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.	

EXAMPLES:

FIELD INSTRUCTOR COMMENTS:

STUDENT COMMENTS:

COMPETENCY #9

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract—Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	**Student Behaviors**	**Score**	**Learning Activities**	✓
A. Evaluate outcomes and processes using anti-racist and anti-oppressive perspectives.	• Describes rationale behind selected micro, mezzo, and macro levels • Identifies positive and negative impact of selected interventions		Evaluates practice outcomes of cases during weekly supervision Produces relevant research studies for interventions Completes Case Review paper Recognize situations that require leadership to improve the quality and	
B. Use critical self-reflection to analyze the impact of implicit bias in evaluation of the effectiveness of one's own practice.	• Refers to research articles and own observations to justify selected interventions • Uses linear and non-linear thinking to describe rational of own practice			

			continuity of needed social services Evaluate assessment/data collection and intervention practices and discuss with your Field Instructor	

Assessment of Dimensions	
Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:	Field Instructor's Evaluation of Dimensions (Use Likert Scale)
Knowledge – Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.	
Values – Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice	
Skills – Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	
Cognitive/Affective Responses – Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning. Affective reactions are the ways in which our emotions influence our thinking and subsequently our behavior. Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.	

EXAMPLES:

FIELD INSTRUCTOR COMMENTS:

STUDENT COMMENTS:

ADDITIONAL COMMENTS
(TO BE COMPLETED AT THE TIME OF MID-TERM AND FINAL EVALUATION)

1. Identify the student's strengths.

2. Identify the area(s) where the student needs improvement.

3. What is the plan to address the area(s) needed for improvement?

4. Summarize the student's performance, overall, as it relates to these competencies.

Signatures

INITIAL LEARNING CONTRACT

Student's signature: _____ Date: _____

Field Instructor's signature: _____ Date: _____

Field Coordinator's signature: _____ Date: _____

MIDTERM

Student's signature: _____ Date: _____

Field Instructor's signature: _____ Date: _____

Field Coordinator's signature: _____ Date: _____

FINAL

Student's signature: _____ Date: _____

Field Instructor's signature: _____ Date: _____

Field Coordinator's signature: _____ Date: _____

Please make sure that the:

- Supervisor keeps a copy.
- Student keeps a copy.
- Student submits original with Verification of Hours to the Field Coordinator.
- Student should keep a copy of the Learning Contract and Evaluation signed by supervisor and the Verification of Hours.

Revised Fall 2023

Appendix D – Student Learning Contract/Evaluation—Generalist Year

CONCORDIA UNIVERSITY WISCONSIN
DEPARTMENT OF SOCIAL WORK

MASTER OF SOCIAL WORK (MSW) – GENERALIST YEAR
STUDENT LEARNING CONTRACT AND FIELD EVALUATION

Academic Year: _____ Date: _____

Student: _____ Student ID: _____

Evaluation Period:

Fall Semester: (Initial) _____ (Mid-term) _____ (Final) _____
Spring Semester: (Initial) _____ (Mid-term) _____ (Final) _____

Placement Site: _____

Field Instructor: _____ Title/Position: _____

Faculty Instructor: _____

Cumulative Hours: _____
(Student needs to complete 200 hours total per semester)

THE LEARNING CONTRACT

The Learning Contract is an agreement between the student, field instructor, and faculty instructor. Its purpose is to establish a baseline learning agreement that will guide the student's social work field experience. The Learning Contract reflects the educational goals of Concordia University's Department of Social Work and the Competencies of CSWE, the Council on Social Work Education. The CSWE Competencies are comprised of knowledge, values and skills essential to social work practice. These Competencies are further operationalized in Practice Behaviors. Field Placement/learning activities should provide students with opportunities to master the Competencies and Practice Behaviors, and achieve the goals of the program.

Working from the nine Competencies, the student and field instructor will design practice foundation goals (learning activities) towards which the student will work. At the beginning of each semester, the student and agency Field Instructor (and Task Supervisor if applicable) use this form to design specific student learning activities. Several learning activities are embedded in

course curriculum. Students should also work with their Field Instructor to create agency specific learning activities. **Learning Contracts are due by the date indicated in the Field Education course syllabus.** Throughout the semester, the Student, Field Instructor and Task Supervisor (if applicable) should review the Learning Contract to assess student progress on the learning activities. During each evaluation period (mid-term and final), this form is used to help assess student's progress towards mastering the Competencies and their field placement learning activities.

STUDENT SCHEDULE COMMITMENT FOR FIELD PLACEMENT

Below, please indicate your planned weekly schedule for your field placement. Remember to inform your field instructor in advance of any CUW breaks or vacation dates to plan for these events, and notify as soon as possible if ill. **To complete the 200 hours a semester, a target of 12-14 hours per week will typically meet the requirement for the semester.**

Monday _____ Thursday _____
Tuesday _____ Friday _____
Wednesday _____ Saturday _____
Sunday _____

Total Weekly Hours _____

Field Instructors and students are expected to schedule a one hour meeting weekly to discuss the learning experience and development of competencies.

EVALUATION

The evaluation of a student's field performance is an ongoing process and occurs in both on-going verbal and written feedback. Written evaluations occur twice a semester, at mid-term and again at the completion of the semester (the final). This process helps students, field instructors, and CUW faculty to determine future goals, successful learning, levels of achievement, and areas that need additional instruction, experience, or effort.

You will find bulleted qualifiers under each of the behaviors. ***Please note that the bullets listed are only suggestions to highlight and help you identify the behaviors of your student*.** Keep in mind that the rating should reflect the student's progress *at this point* in the overall internship. If the student's internship experience does not include tasks or activities related to the competency enter a "N/A" in the section. Please complete the questions at the end of the evaluation. No further write-up is necessary. After you and the student have reviewed the evaluation, sign it and submit it to the faculty instructor. The final grade for field placement is assigned by the faculty instructor.

Assessment of Competency: The Department of Social Work assesses nine competencies, listed below. The dimensions for assessment include knowledge, values, skills, and cognitive/affective

responses. Dimension definitions for the evaluation of competency in field education are provided below. A 5-point Likert Scale to complete the assessment of each competency is also provided.

Dimension Definitions

- **Knowledge:** Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.
- **Values:** Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice
- **Skills:** Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.
- **Cognitive/affective responses:** Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning. Affective reactions are the ways in which our emotions influence our thinking and subsequently our behavior. Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.

Competency Rubric for the Evaluation of Student Performance: Field Instructor's, please use the following Likert Scale to evaluate student performance in each of the behaviors and competencies listed below.

Rating Scale Criteria—5-Point Likert Scale

1 = *Incomplete*	The student does not demonstrate competency.
2 = *Developing*	The student demonstrates beginning levels of competency.
3 = *Accomplished*	The student demonstrates academic integration of dimensions for competency.
4 = *Practice Level*	The student demonstrates applied competency.
5 = *Exceeds Expectations*	The student has advanced knowledge/skills and exceeds entry level practice expectations.
N/A = *Not Applicable*	The student has not had the opportunity for completion

Please note: Assignments and activities identified in the learning contract are planned for the duration of the field placement. Not all assignments are addressed during every evaluation period. When an assignment/activity has not been addressed or is not complete a rating of *n/a* should be given. At the final evaluation, all assignments/activities should have been completed and rated using the 5-point Likert Scale.

Please refer to the Field Manual for complete descriptions of the nine competencies.

COMPETENCY #1

Demonstrate Ethical and Professional Behavior

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract—Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	**Student Behaviors**	**Score**	**Learning Activities**	✓
E. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.	• Uses NASW Code of Ethics when discussing decision-making • Describes own thoughts and emotions when describing responses to client		Use supervision and evaluation to plan for ongoing professional and learning growth Journal Reflection paper Completion of RFL—supervision process (Fall) Participate in social work professional organizations, such as NASW Attend and participate in weekly staff meetings where ethical issues are discussed and	
F. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.	• Student is punctual; attends during scheduled hours; communicates with supervisor about absences • Student contributes to case notes according to agency expectations • Student adheres to agency dress code			
G. Use technology ethically and appropriately to facilitate practice outcomes.	• Student follows agency guidelines for computer usage			
H. Use supervision and consultation to guide professional judgment and behavior.	• Meets weekly for one hour with supervisor or designee			

	• Student is prepared to describe cases and pose questions		receive feedback from coworkers Read and routinely reference the NASW Code of Ethics	

Assessment of Dimensions	
Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:	Field Instructor's Evaluation of Dimensions (Use Likert Scale)
Knowledge – Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.	
Values – Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice	
Skills – Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	
Cognitive/Affective Responses – Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning. Affective reactions are the ways in which our emotions influence our thinking and subsequently our behavior. Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.	

EXAMPLES:

FIELD INSTRUCTOR COMMENTS:

STUDENT COMMENTS:

COMPETENCY #2

Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Students will demonstrate the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract—Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	**Student Behaviors**	**Score**	**Learning Activities**	✓

D. Advocate for human rights at the individual, family, group, organizational, and community system levels.	• Student uses an eco-map to understand cases and verbalizes contributing factors of each level to client situation		Completes Eco-map for clients Identify common economic barriers for agency population being served Familiarize yourself with current political or community events that may impact clients Demonstrate critical thinking around economic forces that may be impacting clients	
E. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	• Student makes referrals for appropriate services to promote justice • Recommends changes in policies and service delivery to promote justice			

Assessment of Dimensions	
Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:	Field Instructor's Evaluation of Dimensions (Use Likert Scale)
Knowledge – Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.	
Values – Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice.	
Skills – Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	
Cognitive/Affective Responses – Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning. Affective reactions are the ways in which our emotions influence our thinking and subsequently our behavior. Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.	

EXAMPLES:

FIELD INSTRUCTOR COMMENTS:

STUDENT COMMENTS:

COMPETENCY #3

Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract—Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	**Student Behaviors**	**Score**	**Learning Activities**	✓
C. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	• Understand how cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.		Verbalizes own biases/discomfort Use supervision to identify and explore issues in cultural competency Work with a diverse population Develop a plan for self-regulation Journal Reflection paper Research cultures (traditions, values, religions, and family structures) of clients, groups, or communities to better understand them	
D. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	• Recognizes and verbalizes own biases • Verbalizes ignorance/discomfort with diverse populations			

Assessment of Dimensions	
Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:	Field Instructor's Evaluation of Dimensions (Use Likert Scale)
Knowledge—Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.	
Values—Student demonstrates values supporting service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, scientific inquiry, commitment to respect all people and quest for social and economic justice.	
Skills—Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	
Cognitive/Affective Responses—Student demonstrates the building of knowledge, tolerance/sensitivity for diversity. Informed by context, developing critical thinking skills, ability to apply knowledge, and self-regulation of one's own emotions.	

EXAMPLES:

FIELD INSTRUCTOR COMMENTS:

STUDENT COMMENTS:

COMPETENCY #4

Engage in Research Informed Practice and Practice Informed Research

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract—Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	**Student Behaviors**	**Score**	**Learning Activities**	✓
D. Apply research findings to inform and improve practice, policy, and programs.	• Student uses linear thinking and circular thinking to describe effect of intervention on client • Student presents research articles to inform practice with clients • Student will select interventions from research articles appropriate to client populations		Presents 3 research articles in supervision Incorporates evidence-based research in Spring intervention RFL Critically analyze how your agency utilizes data to make practice and policy decisions Read professional journal articles relevant to your agency population	
E. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	• Critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs.			

Assessment of Dimensions	
Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:	Field Instructor's Evaluation of Dimensions (Use Likert Scale)
Knowledge – Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.	
Values – Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the	

explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice	
Skills – Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	
Cognitive/Affective Responses – Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning. Affective reactions are the ways in which our emotions influence our thinking and subsequently our behavior. Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.	

EXAMPLES:

FIELD INSTRUCTOR COMMENTS:

STUDENT COMMENTS:

COMPETENCY #5

Engage in Policy Practice

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract—Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	**Student Behaviors**	**Score**	**Learning Activities**	✓
C. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	• Student describes placement agency local, state and federal mandates • Recommends changes in policies to serve client population in a culturally responsive manner		Read agency policy manual Identify agency service providers Describe barriers and catalysts of service delivery to agency clients Meet with the agency/Department director to discuss mission and functions of agency Give examples of key Federal and State policies that impact the agency	
D. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	• Student identifies culturally appropriate and responsive service providers for agency • Student describes barriers and catalysts of service delivery to agency clients • Recognize the historical, social, racial, cultural, economic,			

	organizational, environmental, and global influences that affect social policy.		Completes Agency Organizational Analysis paper (Fall)	

Assessment of Dimensions	
Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:	Field Instructor's Evaluation of Dimensions (Use Likert Scale)
Knowledge – Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.	
Values – Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice	
Skills – Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	
Cognitive/Affective Responses – Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning. Affective reactions are the ways in which our emotions influence our thinking and subsequently our behavior. Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.	

EXAMPLES:

FIELD INSTRUCTOR COMMENTS:

STUDENT COMMENTS:

COMPETENCY #6

Engage with Individuals, Families, Groups, Organizations, and Communities

Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract—Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	**Student Behaviors**	**Score**	**Learning Activities**	✓
D. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.	• Student uses specific engagement techniques with clients and support system • Student identifies culturally responsive		Describes engagement techniques during supervision	

	theories to justify use of engagement techniques • Student documents in client chart engagement approaches and activities used		Changes engagement techniques as necessary Demonstrate the use of interpersonal skills to build relationships with clients Documents in chart engagement approaches and activities used Visit places in the community that will increase understanding of clients' social systems Completes RFL—engagement process (Fall) Reviews RFL with supervisor	
E. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	• Student uses and identifies empathic responses with clients and support system			

Assessment of Dimensions	
Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:	Field Instructor's Evaluation of Dimensions (Use Likert Scale)
Knowledge – Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.	
Values – Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice	
Skills – Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	
Cognitive/Affective Responses – Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning. Affective reactions are the ways in which our emotions influence our thinking and subsequently our behavior. Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.	

EXAMPLES:

FIELD INSTRUCTOR COMMENTS:

STUDENT COMMENTS:

COMPETENCY #7

Assess Individuals, Families, Groups, Organizations, and Communities
Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract—Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	**Student Behaviors**	**Score**	**Learning Activities**	✓
D. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	• Uses biopsychosocial-spiritual approach for assessment		Completes biopsychosocial-spiritual assessment and genogram for client Develop a written assessment of a client that includes client strengths and weaknesses Completes agency assessment forms within required time-frame Examine the professional literature in selecting appropriate intervention methods Completes RFL—assessment/ intervention process (Spring) Reviews RFL with supervisor	
E. **Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.**	• Student develops treatment plan with client to include support system			
Assessment of Dimensions				
Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:				Field Instructor's

	Evaluation of Dimensions (Use Likert Scale)
Knowledge – Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.	
Values – Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice.	
Skills – Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	
Cognitive/Affective Responses – Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning. Affective reactions are the ways in which our emotions influence our thinking and subsequently our behavior. Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.	

EXAMPLES:

FIELD INSTRUCTOR COMMENTS:

STUDENT COMMENTS:

COMPETENCY #8

Intervene with Individuals, Families, Groups, Organizations and Communities
Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract—Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	**Student Behaviors**	**Score**	**Learning Activities**	✓
D. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	• Student will use client pattern of behavior and research to justify culturally responsive selected interventions		Completes treatment plan/service contract Review client goals and objectives with client to monitor progress Facilitate referral process of client to	
E. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	• Student will seek out colleagues to assist with implementation of treatment plan			

			another agency and/or services Observe and/or facilitate a group Create a community resource guide relevant to your client population Work with an inter-professional team to determine appropriate intervention outcomes Completes RFL Journal Reflection paper	

Assessment of Dimensions	
Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:	Field Instructor's Evaluation of Dimensions (Use Likert Scale)
Knowledge – Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.	
Values – Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice.	
Skills – Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	
Cognitive/Affective Responses – Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning. Affective reactions are the ways in which our emotions influence our thinking and subsequently our behavior. Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.	

EXAMPLES:

FIELD INSTRUCTOR COMMENTS:

STUDENT COMMENTS:

COMPETENCY #9

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Student demonstrates the following behaviors:

		Field Instructor's Midterm & Final Evaluation of Behaviors (Use Likert Scale).	Learning Contract—Please add additional agency specific activities.	Please check the column adjacent to the assignment/ activity when completed.
Competency Behaviors	**Student Behaviors**	**Score**	**Learning Activities**	✓
C. Select and use culturally responsive methods for evaluation of outcomes.	• Student will utilize placement agency outcome evaluation techniques • Student will describe current case status using linear and circular thinking		Evaluate assessment/data collection and intervention practices and discuss with your Field Instructor Review client files to determine progress toward agree upon goals Identify and apply human behavior theories as they apply to evaluation in the agency Presents a case(s) at agency staffing Case Final presentation & paper (Spring) Completes RFL—termination process (Spring)	
D. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	• Recognize situations that require leadership to improve the quality and continuity of needed social services			

Assessment of Dimensions	
Assessment—Please use the Likert Scale provided to assess student performance during the MIDTERM and FINAL EVALUATIONS in the following dimensions:	Field Instructor's Evaluation of Dimensions (Use Likert Scale)
Knowledge – Student demonstrates applied knowledge on: social & economic justice, issues and ways to prevent conditions that limit human rights, elimination of poverty, enhance quality of life for all persons locally or globally; promoting human and community well-being, utilizing the person-in-environment framework.	
Values – Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice	
Skills – Student demonstrates the ability to develop, create, and utilize a person-in-environment framework.	

Cognitive/Affective Responses – Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning. Affective reactions are the ways in which our emotions influence our thinking and subsequently our behavior. Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.	

EXAMPLES:

FIELD INSTRUCTOR COMMENTS:

STUDENT COMMENTS:

ADDITIONAL COMMENTS
(TO BE COMPLETED AT THE TIME OF MID-TERM AND FINAL EVALUATION)

1. Identify the student's strengths.

2. Identify the area(s) where the student needs improvement.

3. What is the plan to address the area(s) needed for improvement?

4. Summarize the student's performance, overall, as it relates to these competencies.

Signatures

INITIAL LEARNING CONTRACT

Student's signature: _____ Date: _____

Field Instructor's signature: _____ Date: _____

Field Coordinator's signature: _____ Date: _____

MIDTERM

Student's signature: _____ Date: _____

Field Instructor's signature: _____ Date: _____

Field Coordinator's signature: _____ Date: _____

FINAL

Student's signature: _____ Date: _____

Field Instructor's signature: _____ Date: _____

Field Coordinator's signature: _____ Date: _____

Please make sure that the:

- Supervisor keeps a copy.
- Student keeps a copy.
- Student submits original with Verification of Hours to the Field Coordinator.
- Student should keep a copy of the Learning Contract and Evaluation signed by supervisor and the Verification of Hours.

Revised Fall 2023

Appendix E – Verification of Field Hours

Department of Social Work | Concordia University Wisconsin
Christian Faith, Service, & Social Justice
www.cuw.edu/socialwork

VERIFICATION OF FIELD HOURS

Student: _____ **Date**: _____

Semester: ❑ Fall ❑ Spring **Year**: _____

Agency/Institution: _____

I verify that the above named student has completed the following

Hours, as assigned/requested.

Field Instructor: _____
(Signature)

Date _____ **Print Name** _____

Requirements for MSW student field placements are: *400 hours annually* for *First Year Graduate Students—200 hours per semester. 500 Hours annually for second year Graduate Students—250 hours per semester.* **A total of 900 hours over 2 years.**

Advanced Standing students must have a minimum of 500 during MSW year.

Upon Completion Return Form to:
Social Work Department
Concordia University Wisconsin
12800 N. Lake Shore Drive
Mequon, WI 53097

Week #1 Day/Date:	**Late/Sick** Time Missed:	**Time In:**	**Time Out:**	**# of Hours For Day:**	**Total Hours Accumulated:**	**Supervisor's Initials/Date:**

Week #2 Day/Date:	**Late/Sick** Time Missed:	**Time In:**	**Time Out:**	**# of Hours For Day:**	**Total Hours Accumulated:**	**Supervisor's Initials/Date:**

Week #3 Day/Date:	**Late/Sick** Time Missed:	**Time In:**	**Time Out:**	**# of Hours For Day:**	**Total Hours Accumulated:**	**Supervisor's Initials/Date:**

Week #4 **Day/Date:**	**Late/Sick** **Time Missed:**	**Time** **In:**	**Time** **Out:**	**# of Hours** **For Day:**	**Total Hours** **Accumulated:**	**Supervisor's** **Initials/Date:**

Week #5 **Day/Date:**	**Late/Sick** **Time Missed:**	**Time** **In:**	**Time** **Out:**	**# of Hours** **For Day:**	**Total Hours** **Accumulated:**	**Supervisor's** **Initials/Date:**

Week #6 **Day/Date:**	**Late/Sick** **Time Missed:**	**Time** **In:**	**Time** **Out:**	**# of Hours** **For Day:**	**Total Hours** **Accumulated:**	**Supervisor's** **Initials/Date:**

Week #7 **Day/Date:**	**Late/Sick** **Time Missed:**	**Time** **In:**	**Time** **Out:**	**# of Hours** **For Day:**	**Total Hours** **Accumulated:**	**Supervisor's** **Initials/Date:**

Week #8 **Day/Date:**	**Late/Sick** **Time Missed:**	**Time** **In:**	**Time** **Out:**	**# of Hours** **For Day:**	**Total Hours** **Accumulated:**	**Supervisor's** **Initials/Date:**

Week #9 **Day/Date:**	**Late/Sick** **Time Missed:**	**Time** **In:**	**Time** **Out:**	**# of Hours** **For Day:**	**Total Hours** **Accumulated:**	**Supervisor's** **Initials/Date:**

Week #10 **Day/Date:**	**Late/Sick** **Time Missed:**	**Time** **In:**	**Time** **Out:**	**# of Hours** **For Day:**	**Total Hours** **Accumulated:**	**Supervisor's** **Initials/Date:**

Week #11 **Day/Date:**	**Late/Sick** **Time Missed:**	**Time** **In:**	**Time** **Out:**	**# of Hours** **For Day:**	**Total Hours** **Accumulated:**	**Supervisor's** **Initials/Date:**

Week #12 **Day/Date:**	**Late/Sick** **Time Missed:**	**Time** **In:**	**Time** **Out:**	**# of Hours** **For Day:**	**Total Hours** **Accumulated:**	**Supervisor's** **Initials/Date:**

Week #13 **Day/Date:**	**Late/Sick** **Time Missed:**	**Time** **In:**	**Time** **Out:**	**# of Hours** **For Day:**	**Total Hours** **Accumulated:**	**Supervisor's** **Initials/Date:**

Week #14 **Day/Date:**	**Late/Sick** **Time Missed:**	**Time** **In:**	**Time** **Out:**	**# of Hours** **For Day:**	**Total Hours** **Accumulated:**	**Supervisor's** **Initials/Date:**

Week #15 **Day/Date:**	**Late/Sick** **Time Missed:**	**Time** **In:**	**Time** **Out:**	**# of Hours** **For Day:**	**Total Hours** **Accumulated:**	**Supervisor's** **Initials/Date:**

Week #16 **Day/Date:**	**Late/Sick** **Time Missed:**	**Time** **In:**	**Time** **Out:**	**# of Hours** **For Day:**	**Total Hours** **Accumulated:**	**Supervisor's** **Initials/Date:**

Appendix F – Request to Change Field Placement

Request to Change Field Placement
Concordia University Wisconsin
MSW Program

Name of Student: _____ Date: _____

Student Email Address: _____ F00#: _____

Agency Name: _____

Agency Address: _____

Agency Field Instructor: _____

Email Address: _____ Phone #: _____

MSW Field Coordinator: _____

Student Placement Level: _____ Generalist _____ Advanced Generalist

Reasons for requesting a change in field placement and efforts to resolve issues within agency:

_____
_____
_____
_____
_____
_____

_____ _____
Student Signature **Date**

_____ _____
Field Instructor Signature **Date**

_____ _____
MSW Field Coordinator Signature **Date**

_____ _____
Director of Field Education Signature **Date**

Appendix G – Application for Field Placement at Place of Employment

Concordia University Wisconsin
Department of Social Work

Christian Faith, Service, & Social Justice
www.cuw.edu/socialwork

Application for Field Placement at Place of Employment

Please review the *Field Placement in a Student's Place of Employment* section of the MSW Field Manual before completing this form. The criteria outlined in that section must be met before a placement within an agency where the student is employed will be considered. This form should be completed by the student in consultation with, and with the agreement of, the current supervisor for employment as well as the proposed internship field instructor.

Please describe your current employment including the following information:

Student Name: _____

Agency: _____

Agency address: _____

Student Phone: _____Student Email: _____

Work Phone: _____

Current job title: _____

Will there be a reduction of your job hours during your internship? _____ Yes _____No

Please provide as much detail as possible regarding change or lack of change in job schedule, including coverage of your current responsibilities and current clients: _____

_____

_____

_____

Name of current supervisor: _____

Supervisor's Phone: _____ Supervisor's Email: _____

Description and details of your current job responsibilities: _____

_____

_____

Name and location of current work site: _____

Name and location of proposed internship field site: _____

Name of proposed internship field instructor: _____

Phone: _____Email:_____

Will your internship be paid: ____Yes ____No Will your salary continue? ____Yes ____No

Describe (in detail) the duties you expect to perform during your internship and explain how these will be different from your current job responsibilities: _____

_____

_____

Please explain why completing an internship at your current place of employment is important or necessary to you:

_____

_____

_____

Please explain how interning at your current place of employment will support (or not) your MSW Program goals and objectives: _____

_____

_____

What new and significant learning do you expect to gain as a result of this field placement? Please be as specific as possible: _____

_____

_____

Required Signatures (By signing this form, I attest that I have been involved in the development of an internship plan within this student's current place of employment, and that I have read and am in agreement with the Field Placement in a Student's Place of Employment section of the MSW Field Manual.)

_____	_____
Student Signature	Date
_____	_____
Student's Current Supervisor	Date
_____	_____
Student's Proposed Field Instructor	Date
_____	_____
Agency/Department Director	Date
_____	_____
MSW Field Coordinator	Date
_____	_____
Director of Field Education	Date

Field Office Use Only (below this line)

This proposal is: ___ Approved ___ Not Approved by the Department of Social Work, Concordia University Wisconsin.

Appendix H – Student Evaluation of Field Placement

STUDENT ACKNOWLEDGMENT OF PERSONAL LIABILITY and WAIVER AND RELEASE FOR USE OF PERSONAL VEHICLE DURING CLINICAL PROGRAM PARTICPATION AND WAIVER OF CLAIMS AGAINST UNIVERSITY.

I, [STUDENT], THE UNDERSIGNED, HEREBY AGREE AND ACKNOWLEDGE THAT:

1. I have voluntarily agreed to use my personal vehicle during my participation in the [ADD PROGRAM NAME AND DESCRIPTION OF ACTIVITY ("Activities:') OF STUDENT AS IT PERTAINS TO DRIVING FOR CLINICAL FACILITY] ("Facility")]. Concordia University does not require me to use my personal vehicle for these Activities.
2. During the course of these Activities, the Facility requires me to use my personal vehicle for the transportation of patients, participants, or employees to or from the Facility site to [ADD IF DRIVING TO PERSONAL RESIDENT OF PATIENT OR PARTICIPANTS].
3. I acknowledge and agree that I carry and am covered by my personal car insurance during these Activities and am not operating under the University's insurance during these Activities.
4. I acknowledge and agree that I shall indemnify the University and hold harmless its agents and employees from all liability, losses, costs, claims, damages, and expenses, including attorney's fees, arising or claimed to have arisen out of personal injuries or death or property damage or loss, sustained by me or anyone else in relation to my use of my personal vehicle and these Activities. I agree to, on behalf of myself and my heirs or estate, and shall release and forever discharge the University and its agents and employees from all liability, loss, cost, claims, damages, or expenses relating to my use of my personal vehicle during the Activities.

I HAVE READ AND UNDERSTOOD THIS DOCUMENT AND AGREE TO ITS TERMS.

CONCORDIA UNIVERSITY:

_____

Name

_____

Title

_____

Date

STUDENT:

_____

Name

_____

Date

Appendix I – Student Evaluation of Field Placement

STUDENT EVALUATION OF FIELD PLACEMENT
SOCIAL WORK DEPARTMENT

Date: _____ Student: _____

Agency: _____ Field Instructor: _____

1. Did your field experience include opportunities to work with:
   - _____ individuals
   - _____ families
   - _____ groups
   - _____ organizations/larger systems (macro), advocacy
   - _____ community resources
   - _____ community groups/agencies

2. Did you receive some type of orientation at your placement?

   _____ yes _____ no

3. Did you receive consistent supervision at your placement?

   _____ yes _____ no

4. How often did you meet with your field instructor?

   _____ daily _____ weekly _____ every other week

   _____ not consistent, whenever it could fit into the supervisor's schedule

5. Please rate your field instructor using the following Likert scale:

   a. My field instructor helped orientate me to the overall agency system.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

   b. My field instructor encouraged and supported responsible decision-making concerning attendance at staff meetings, seminars, and conferences.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

   c. My field instructor encouraged an understanding and use of agency policy and procedures.

Very well	Fairly well	In some areas	Somewhat	Not at all

5	4	3	2	1

d. My field instructor encouraged critical assessment, appraisal, and evaluation of my work with clients and other staff members.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

e. My field instructor identified and encouraged professional social work values and conduct that was consistent with those values.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

f. The expectations of this placement were clear and consistent during my internship.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

g. I was given clear, understandable feedback in a consistent manner during my internship.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

h. My field instructor or another supervisor were always accessible to answer my questions or concerns.

Very well	Fairly well	In some areas	Somewhat	Not at all
5	4	3	2	1

6. List what you found <u>most</u> helpful for learning in your field internship and explain how it was helpful. Please give concrete examples.

_____

_____

_____

_____

_____

_____

7. List what you found least helpful for learning and your perception of why it was not helpful. Please try and offer concrete examples.

_____

_____

_____

_____

_____

8. What changes would you recommend related to your field placement?

_____

_____

_____

_____

_____

9. Would you recommend this agency or organization for future student field placements?

_____ yes, highly recommended

_____ yes, but with reservations

_____ no, because:

_____

_____

Any additional comments

_____

_____

10. Do you have any suggestions as to how the program can make your experience with field better?

_____

_____

_____

_____

Appendix J – Internships, Department of Labor Regulations, and Social Work Field Education

In 2010 the U.S. Department of Labor established regulations regarding internship programs in relation to the Fair Labor Standards Act https://www.dol.gov/agencies/whd/fact-sheets/71-flsa-internships

Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act
Update January 2018

This fact sheet provides general information to help determine whether interns and students working for "for-profit" employers are entitled to minimum wages and overtime pay under the Fair Labor Standards Act (FLSA). 1

Background

The FLSA requires "for-profit" employers to pay employees for their work. Interns and students, however, may not be "employees" under the FLSA—in which case the FLSA does not require compensation for their work.

The Test for Unpaid Interns and Students

Courts have used the "primary beneficiary test" to determine whether an intern or student is, in fact, an employee under the FLSA. In short, this test allows courts to examine the "economic reality" of the intern-employer relationship to determine which party is the "primary beneficiary" of the relationship. Courts have identified the following seven factors as part of the test:

1. The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.
2. The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.
3. The extent to which the internship is tied to the intern's formal education program by integrated coursework or the receipt of academic credit.
4. The extent to which the internship accommodates the intern's academic commitments by corresponding to the academic calendar.
5. The extent to which the internship's duration is limited to the period in which the internship provides the intern with beneficial learning.

6. The extent to which the intern's work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
7. The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.

Courts have described the "primary beneficiary test" as a flexible test, and no single factor is determinative. Accordingly, whether an intern or student is an employee under the FLSA necessarily depends on the unique circumstances of each case.

If analysis of these circumstances reveals that an intern or student is actually an employee, then he or she is entitled to both minimum wage and overtime pay under the FLSA. On the other hand, if the analysis confirms that the intern or student is not an employee, then he or she is not entitled to either minimum wage or overtime pay under the FLSA.

Footnotes

1 - The FLSA exempts certain people who volunteer to perform services for a state or local government agency or who volunteer for humanitarian purposes for non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation, for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships for public sector and non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible.

2 - *E.g., Benjamin v. B & H Educ., Inc.*, --- F.3d ---, 2017 WL 6460087, at *4-5 (9th Cir. Dec. 19, 2017); *Glatt v. Fox Searchlight Pictures, Inc.*, 811 F.3d 528, 536-37 (2d Cir. 2016); *Schumann v. Collier Anesthesia*, P.A., 803 F.3d 1199, 1211-12 (11th Cir. 2015); *see also Walling v. Portland Terminal Co.*, 330 U.S. 148, 152-53 (1947); *Solis v. Laurelbrook Sanitarium & Sch., Inc.*, 642 F.3d 518, 529 (6th Cir. 2011).

Where to Obtain Additional Information

For additional information, visit our Wage and Hour Division Website: http://www.dol.gov/agencies/whd and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).

This publication is for general information and is not to be considered in the same light as official statements of position contained in the regulations.

The contents of this document do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

CSWE is aware that this has raised concern among some social work programs. A number of programs have heard from field site supervisors (or agency human relations personnel) that, based on these cases, they cannot afford to allow social work interns because they would be required by law to pay them.

Field education, as articulated in the CSWE Educational Policy and Accreditation Standards, is clearly within the guidelines of the Department of Labor regulations for an educational internship and does not require payment.

Social work field education meets the following stipulations:

- Field education is associated with an academic program at an accredited institution of higher learning.
- Field education is structured around a classroom or academic experience, with articulated learning objectives/competencies.
- The college or university exercises oversight over the internship program and provides educational credit.
- The field education experience is supervised by social work program personnel; there is an agreement between the program and the field site as well as a learning contract between the student and the site.
- The Social Work Field Education program is meant to be solely educational and provide training to prepare the professional social worker. It is not meant to supplant or replace existing employees of social work within the field education program site.
- The field placement is meant to provide an educational and training opportunity to the social worker and is not meant to provide any immediate advantage to the employer or the field site.

Appendix K – Student Acknowledgement Form

Christian Faith, Service, & Social Justice
www.cuw.edu/socialwork

Department of Social Work

Acknowledgement Form

I acknowledge that I have received a copy of the:

- Social Work MSW Student Handbook
- Social Work MSW Field Manual
- Department of Social Work Code of Conduct and Professional Readiness Checklist, and
- The Code of Ethics of the National Association of Social Workers (NASW)

In addition, I understand that I am expected to read and abide by the CUWAA Code of Student Conduct found online at https://catalog.cuw.edu/graduate/student-conduct/.

I further acknowledge that I am expected to read through the above material, understand it and be familiar with what is expected of me, and that failure to adhere to these standards may lead to a Student Review and possible dismissal from the program.

I understand that this material will be updated from time to time and that I am responsible for reading and understanding the updates.

As a student in the Department of Social Work, my signature below signifies that I agree to adhere to and comply with the CUWAA Code of Student Conduct, Social Work MSW Student Handbook, Social Work MSW Field Manual, the Department of Social Work Code of Conduct and the NASW Code of Ethics.

_____
Print Name

_____
Signature

_____
Date