



DEPARTMENT OF SOCIAL WORK

STUDENT FIELD EDUCATION MANUAL

2023-2024

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This publication is available in alternative formats upon request. Contact Bruce Reeves, Director of Field Education, Department of Social Work at 701-777-3259 or bruce.reeves@und.edu.

FIELD EDUCATION IS THE SIGNATURE WAY OF TEACHING SOCIAL WORK

Greetings students,

According to the Council on Social Work Education, Field Education is where you learn to be a social worker. It is an exciting opportunity to integrate the knowledge, skills, and values you have acquired in the classroom into a real-life situation. Field Education is the final course in your program and occurs in the final term(s) after completion of all required classroom courses. Field Education entails the time spent in your field internship and includes the integrated Field Seminar courses taken in conjunction with Field Education.

This Student Field Education manual was put together to guide you through the internship process. It is divided into sections to help you understand what happens prior to entering field, once you are in your internship, and the requirements for ending your field internship experience.

We are excited to help you and guide you through this process.

Bruce Reeves, MSW, LMSW
Director of Field Education

UND DEPARTMENT OF SOCIAL WORK MISSION STATEMENT

Through its teaching, scholarship and service, the University of North Dakota Social Work Department advances social, economic and environmental justice, and enhances human well-being and quality of life within the state, region, and beyond.

BSSW PROGRAM MISSION AND GOALS***BSSW Program Mission Statement:***

The University of North Dakota's Bachelor of Social Work Program provides accessible, affordable, and high-quality undergraduate education that engages students in scholarly inquiry, preparing them for more advanced studies and for generalist practice with individuals, families, groups, organizations, and communities both locally and globally. Rooted in scientific inquiry, the liberal arts, the person-in-environment framework, and the strengths perspective, UND's BSSW Program prepares students to serve ethically and competently as effective and adaptive leaders in their communities as they strive to enhance the quality of life for all persons; to promote human rights, social, economic and environmental justice; to honor human diversity; to eliminate poverty and the mechanisms of discrimination and oppression; and to uphold the dignity and worth of all persons.

BSSW Program Goals:

1. To increase access to a high-quality educational experience for BSSW-level Social Work students in our state, region and beyond.
2. To prepare BSSW-level practitioners who understand, communicate, apply and uphold the values, ethical principles, and purpose of the Social Work profession.
3. To prepare BSSW-level practitioners with the requisite knowledge, values, and skills to pursue more advanced studies and to practice competently at the generalist level across systems levels and practice settings.
4. To prepare BSSW-level practitioners who are able to critically analyze and integrate the profession's person-in-environment framework with strengths-based approaches that focus on empowerment and asset-building at all levels of practice.
5. To prepare BSSW-level practitioners who can apply research-based knowledge to practice, use research methods as tools for developing new knowledge, and evaluate and improve outcomes across levels of practice.
6. To prepare BSSW-level practitioners who understand the dynamics of difference, diversity, intersectionality and privilege in their work, and who are committed to nondiscriminatory and respectful professional practice in a diverse society.
7. To prepare BSSW-level practitioners who promote human rights, who advocate for economic, social and environmental justice, and who work to eliminate poverty, oppression and marginalization.
8. To prepare BSSW-level practitioners who can interpret the history of the social work profession and its contemporary structures and issues sufficiently to analyze, formulate, and influence social policy in contemporary society.
9. To prepare versatile BSSW-level practitioners who are able to serve as effective and adaptive leaders across a variety of practice settings and contexts, including rural and Tribal communities.
10. To instill in BSSW students a passion for lifelong learning that they will carry into practice.

MSW Program Mission Statement:

The University of North Dakota's Master of Social Work Program provides accessible, affordable, and high-quality graduate education that engages students in scholarly inquiry, preparing them for advanced generalist practice with individuals, families, groups, organizations, and communities both locally and globally. Rooted in scientific inquiry, the liberal arts, the person-in-environment framework, and the strengths perspective, UND's MSW Program prepares students to ethically and competently assume roles as effective and adaptive leaders within their agencies, their communities and the profession in order to enhance the quality of life for all persons; to promote human rights, social, economic and environmental justice; to honor human diversity; to eliminate poverty and the mechanisms of discrimination and oppression; and to uphold the dignity and worth of all persons.

MSW Program Goals:

1. To increase access to a high-quality educational experience for MSW-level Social Work students in our state, region and beyond.
2. To prepare MSW-level practitioners who uphold, model, and apply Social Work's values and ethical principles as they advance the purpose of the profession.
3. To prepare MSW-level practitioners who are able to synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills in order to practice competently as advanced practitioners across systems levels and complex practice settings.
4. To prepare MSW-level practitioners who are able to critically analyze and integrate the profession's person-in-environment framework with strengths-based approaches that promote empowerment and asset-building across systems levels and complex practice settings.
5. To prepare MSW-level practitioners who can apply research-based knowledge to practice, use research methods as tools for developing new knowledge, evaluate and improve outcomes across levels of practice, and advance social work knowledge.
6. To prepare MSW-level practitioners who engage issues of diversity and difference at multiple levels as leaders across practice levels and in varied practice settings, who understand the dynamics of difference, diversity, intersectionality and privilege in their work, and who are committed to nondiscriminatory and respectful professional practice in a diverse society.
7. To prepare MSW-level practitioners who apply knowledge and skills to advance human rights and social, economic, and environmental justice within and across practice levels and systems.
8. To prepare MSW-level practitioners who can analyze social policy and its impact on vulnerable populations, responding creatively and strategically to advocate for and implement policy changes that improve social services and advance human wellbeing.
9. To prepare MSW-level practitioners who respond to evolving organizational, community and societal contexts, serving as effective and adaptive leaders of the profession across a variety of practice settings and contexts, including rural and Tribal communities.
10. To prepare MSW-level practitioners to demonstrate and model a commitment to lifelong learning.

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FIELD EDUCATION INTRODUCTION AND RELEVANT TERMS

Field Education

Field Education is the signature way of teaching social work, according to the Council on Social Work Education (CSWE). This Manual includes five sections that include information needed before and upon entering field education; student learning, grades, and termination of field; relevant policies and procedures; and an appendix which includes examples of forms used throughout field education.

Field Education Curriculum and Course Objectives

BSSW Field Curriculum

The field internship experience occurs after completion of all prior required classroom courses and is key to student development as a generalist social worker. The field internship and seminar courses are the capstone for the Bachelor of Science in Social Work (BSSW) degree. The internship is typically a full-time block internship requiring a minimum of 450 hours in an approved field agency. Students enroll in SWK 481 and 483, Field Education I and II, for a total of 10 credits, and SWK 482 and 484, Field Education Seminar, for a total of 2 credits. Students may opt for a part-time internship across two semesters taking SWK 481 (Field Education I) and SWK 482 (Field Education Seminar I) the first semester, then SWK 483 (Field Education II) and SWK 484 (Field Education Seminar II) the second semester. The minimum number of hours required in the field internship is 450 for a block internship, or 225 per semester for part-time internship. *As these courses are co-requisites, students must pass both Field Instruction and Seminar courses in order to successfully complete Field Education. If a student does not pass any one of the field courses, the entire sequence must be repeated.* The BSSW Program does not grant social work course credit for life experience or previous work experience.

The emphasis in BSSW Field Education is to provide an opportunity to develop and integrate the knowledge, skills, and values consistent with generalist practice. The field internship will prepare students for professional entry-level social work practice or graduate social work education. The student will be placed in an agency setting, which supports and provides the necessary learning opportunities for the development of a generalist social work perspective. The structured learning activities of the placement will involve social work practice at various levels of intervention: individual, family, group, organization, and community. The amount of time the student is involved in the various levels will vary dependent upon the nature of the agency where they are placed. There is a clear expectation that meaningful learning assignments will occur at all the various levels of social work practice. These learning assignments should be compatible with and allow for the development and integration of knowledge, skills, and values of generalist social work practice with emphasis on the factors unique to the regional rural environment. At the conclusion of Field Education, students are expected to have achieved competency in the behaviors that demonstrate mastery of the core competencies reflected in the course objectives. The core competencies are the numbered items below in bold and the corresponding behaviors are the bulleted items beneath each competency.

BSSW Field Course Objectives

At the conclusion of the Field Education, students will be able to:

1. Demonstrate Ethical and Professional Behavior.

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

2. Engage Diversity and Difference in Practice.

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

3. Advance human rights and social, economic, and environmental justice.

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems level; and
- Engage in practices that advance social, economic, and environmental justice.

4. Engage in practice-informed research and research informed practice.

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

5. Engage in Policy Practice.

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

6. Engage with individuals, families, groups, organizations, and communities.

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

- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
- 7. Assess individuals, families, groups, organizations, and communities.**
- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
 - Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
 - Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
- 8. Intervene with individuals, families, groups, organizations, and communities.**
- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
 - Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
 - Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
 - Facilitate effective transitions and endings that advance mutually agreed-on goals.
- 9. Evaluate practice with individuals, families, groups, organizations, and communities.**
- Select and use appropriate methods for evaluation of outcomes;
 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
 - Critically analyze, monitor, and evaluate intervention program processes and outcomes; and
 - Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

MSW Generalist (Foundation) Field Curriculum

The field internship experience is key to student development as a generalist social worker. Students in the Master of Social Work (MSW) Generalist (Foundation) Program take generalist field courses in the third and fourth semesters of the program. SWK 515 Generalist Practice Field Education I (3 credit hours) and its co-requisite course SWK 516 Generalist Practice Field Education Seminar I (1 credit hour) are taught during semester three. SWK 517 Generalist Practice Field Education II (5 credit hours) and its co-requisite course SWK 518 Generalist Practice Field

Education Seminar II (1 credit hour) are taught during semester four. *As these courses are co-requisites, students must pass both Field Instruction and Seminar courses in order to successfully complete Field Education. If a student does not pass any one of the field courses, the entire sequence must be repeated.* The minimum number of hours required in the generalist (foundation) field internship is 450 hours, typically 200 hours in the fall and 250 hours in the spring. The MSW Program does not grant social work course credit for life experience or previous work experience.

MSW Generalist (Foundation) Field Education provides an opportunity to develop and integrate the knowledge, skills, and values consistent with generalist level social work practice. The field internship will prepare students for continuing in their graduate social work education. The student will be placed in an agency setting, which supports and provides the necessary learning opportunities for the development of a generalist level social work perspective. The structured learning activities of the internship will involve social work practice at various levels of intervention: individual, family, group, organization, and community. The amount of time the student is involved in the various levels will vary dependent upon the nature of the agency where they are placed. There is a clear expectation that meaningful learning assignments will occur at all the various levels of social work practice. These learning assignments should be compatible with and allow for the development and integration of knowledge, skills, and values of generalist social work practice. At the conclusion of Field Education, students are expected to demonstrate mastery of the core competencies. These are reflected in the course objectives.

MSW Generalist (Foundation) Field Course Objectives

At the conclusion of the Field Education, students will be able to:

1. Demonstrate Ethical and Professional Behavior.

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

2. Engage Diversity and Difference in Practice.

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

3. Advance human rights and social, economic, and environmental justice.

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems level; and

- Engage in practices that advance social, economic, and environmental justice.
- 4. Engage in practice-informed research and research informed practice.**
 - Use practice experience and theory to inform scientific inquiry and research;
 - Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
 - Use and translate research evidence to inform and improve practice, policy, and service delivery.
 - 5. Engage in Policy Practice.**
 - Identify social policy at the local, state, and federal level that impacts the well-being, service delivery, and access to social services;
 - Assess how social welfare and economic policies impact the delivery of and access to social services; and
 - Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
 - 6. Engage with individuals, families, groups, organizations, and communities.**
 - Apply knowledge of human behavior and the social environment, person-in-person environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
 - Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
 - 7. Assess individuals, families, groups, organizations, and communities.**
 - Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
 - Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
 - Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
 - 8. Intervene with individuals, families, groups, organizations, and communities.**
 - Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
 - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
 - Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
 - Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

- Facilitate effective transitions and endings that advance mutually agreed-on goals.

9. Evaluate practice with individuals, families, groups, organizations, and communities.

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

MSW Advanced Generalist (Concentration) Field Curriculum

The field internship experience is key to student development as an advanced generalist social worker. SWK 580/582 Advanced Generalist Field Education I/II (10 credit hours total) is taught in the final term(s) of the master's program, after completion of all prior required classroom courses. This course is the final course in the advanced generalist sequence. It is to be taken in conjunction with SWK 581/583 Advanced Generalist Field Education Seminar I/II (2 credit hours total). Students may opt for a part-time internship across two semesters taking SWK 580 (Advanced Generalist Field Education I) and SWK 581 (Advanced Generalist Field Education Seminar I) the first semester, then SWK 582 (Advanced Generalist Field Education II) and SWK 583 (Advanced Generalist Field Education Seminar II) the second semester. The minimum number of hours required in the field internship is 500 for a block internship, or 250 per semester for part-time internship. *As these courses are co-requisites, students must pass both Field Instruction and Seminar courses in order to successfully complete Field Education. If a student does not pass any one of the field courses, the entire sequence must be repeated.* The MSW Program does not grant social work course credit for life experience or previous work experience.

MSW Advanced Generalist (Concentration) Field Education provides an opportunity to integrate the knowledge, skills, and values consistent with an advanced generalist practice. The student will be placed in an agency setting, which supports and provides the necessary learning opportunities for social work practice at different levels. The structured learning activities of the internship will involve social work practice at various levels of intervention: individual, family, group, organization, and community. The amount of time the student is involved in the various levels will vary dependent upon the nature of the agency where they are placed. There is a clear expectation that meaningful learning assignments will occur at all the various levels of social work practice. These learning assignments should be compatible with and allow for the development and integration of knowledge, skills, and values of advanced generalist social work practice as well as the student's respective specialization interests. At the conclusion of Field Education, students are expected to have achieved competency in the following behaviors that demonstrate mastery of the core competencies. These are reflected in the following course objectives.

MSW Advanced Generalist (Concentration) Field Course Objectives

At the conclusion of the Field Education, students will be able to:

1. Demonstrate Ethical and Professional Behavior.

- Demonstrate understanding and the ability to apply the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics to complex situations across micro, mezzo and macro levels of practice;
- Model a professional identity as a reflective and adaptable advanced generalist practitioner by demonstrating a conscious use of self and self-correction in practice situations;
- Demonstrate leadership in forming professional relationships and model professional demeanor in behavior; appearance; and in oral, written and electronic communication;
- Incorporate effective and ethical use of technology in advanced generalist practice; and
- Seek supervision, consultation, and constructive feedback in an effort to grow professionally, guide professional judgment, improve practice skills, behavior, and learning experiences.

2. Engage Diversity and Difference in Practice.

- Demonstrate the understanding and appreciation for the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. This is apparent in written and oral communication as well as other relevant behaviors;
- Demonstrate an openness to growth and learning through appropriate vulnerability and an appreciation for clients and constituencies at all levels as experts of their own experiences; and
- Apply self-awareness and self-regulation to transform one's behavior in response to recognition of one's biases related to difference or diversity.

3. Advance human rights and social, economic, and environmental justice.

- Clearly articulate and apply an advanced understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Use leadership skills to engage in practices that advances social, economic, and environmental justice and use leadership skills to advance social and economic justice.

4. Engage in practice-informed research and research informed practice.

- Use interdisciplinary and multi-disciplinary practice experience and theory to inform scientific inquiry and research;
- Demonstrate critical thinking skills to analyze quantitative and qualitative research methods and dissemination of findings; and
- Evaluate the relative merits of research evidence and apply research knowledge to inform and improve practice, policy and service delivery.

5. Engage in Policy Practice.

- Demonstrate the ability to analyze changing contexts and to identify social policy strengths and deficits at all levels with regard to emerging local, regional, and societal trends, needs, and opportunities;
- Assess how social welfare and economic policies impact the delivery of and access to social services and provide leadership in promoting and/or advocating for changes in service delivery and practice that improve the quality of social services and build healthier communities; and
- Apply critical thinking and provide leadership by analyzing, formulating, and advocating for policies that advance human rights and social, economic, and environmental justice at any level.

6. Engage with individuals, families, groups, organizations, and communities.

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with diverse clients and constituencies and be able to critique the strengths, weaknesses, and assumptions of these theoretical frameworks; and
- Continuously assess and adapt one's ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies across systems.

7. Assess individuals, families, groups, organizations, and communities.

- Independently collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Systematically and purposefully apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in assessing diverse client systems and constituents;
- Develop and utilize appropriate and effective strengths-based, mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituents; and
- Select culturally responsive, appropriate empirically validated intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

8. Intervene with individuals, families, groups, organizations, and communities.

- Differentially select and implement a variety of evidence-based interventions to achieve practice goals and enhance capacities of a wide range of clients and constituencies;
- Systematically and purposefully apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with diverse clients and constituencies;
- Demonstrate leadership by seeking feedback and using inter-professional collaboration as appropriate to achieve beneficial practice resolution to complex problems;

- Demonstrate leadership by convincingly and effectively negotiating, mediating, and advocating with and on behalf of diverse clients and constituencies; and
- Facilitate effective client-centered transitions and endings that advance mutually agreed-on goals.

9. Evaluate practice with individuals, families, groups, organizations, and communities.

- Analyze, select and use appropriate methods of assessment for the evaluation of outcomes, clearly articulating the strengths and weaknesses of each method;
- Systematically and purposefully apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes with diverse client systems and constituents;
- Effectively demonstrate critical thinking skills through by analyzing, monitoring, and evaluating intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels with multiple complex and diverse client and constituent situations.

Descriptions of Educational Roles of Individuals and Committees Involved in Students' Field Education

Field Education is viewed as a shared responsibility of the Social Work Program, Director of Field Education, field faculty, faculty field liaisons, field education seminar instructors, field agencies, field instructors and students. Each of the components contributes to the process of establishing and maintaining opportunities for field learning. The field internship emphasizes the student's ability to apply theoretical concepts and knowledge to practice situations. Field Education is distinct from job training, volunteer experience, or apprenticeship because it is designed to provide a broad, integrated education, i.e., the ability to know why a specific professional response to a situation is chosen from a variety of competing responses. A brief description of the responsibilities for the various units and persons involved in Field Education follows (see also *Appendix I: Field Education Communication Chart*).

Department of Social Work

The Social Work Program agrees to support Field Education that serves as the capstone experience for social work students, and that integrates all social work required coursework into the practice experience. The Department of Social Work through the Chair provides coordination of Field Education, field education seminar instructors, assignment of a faculty field liaison, access to qualified placement agencies and field instructors. The Social Work Program commits to receive feedback for continuous program improvement.

Director of Field Education

The Director of Field Education is responsible to recruit, approve and work with agencies interested and willing to supervise students. The Director of Field Education provides agencies with an orientation to Field Education, shares information about the curriculum, and organizes workshops to enhance the supervisory knowledge and skills of field instructors. The Director of

Field Education oversees the functioning of the faculty field liaisons and field education seminar instructors. The Director of Field Education also provides assistance to students, field instructors, faculty field liaisons and field education seminar instructors whenever needed.

Field Faculty

Field faculty includes the Director of Field Education and other faculty who are assigned to work with Field Education as part of their deployment.

The Director of Field Education and/or field faculty will work with students to facilitate the application process, assess readiness and explore options for student internship sites. The Director of Field Education and/or field faculty will share information about prospective field students with the field instructors and facilitate the initial interview.

Faculty Field Liaison

The faculty field liaison is the person assigned as the university contact for the student and field instructor when a student is completing a field internship. The faculty field liaison assists the student by: (a) acting as an advisor about field experiences, including development and approval of the student Learning Plan; (b) acting as a teacher by serving as a role model and assisting the student to develop ways of integrating school and field learning; (c) acting as a mediator by assisting in the resolution of problems between field instructors and students; and (d) acting as an advocate by advocating for students as needed. The faculty field liaison is also responsible for recommending the academic grade for the Field Education course based upon consultation with the field instructor, evaluation of field assignments, and review of the mid-term and final student evaluations.

Field Education Seminar Instructor

The field education seminar instructor is responsible for conducting the scheduled field education seminars for students enrolled in Field Education. These seminars are designed to facilitate the integration of classroom instruction with practice, help the student process concerns and/or needs relative to the internship experience, and provide feedback to students regarding ideas, information and assignments shared in the field education seminar sessions. The field education seminar instructor will evaluate and share with the Director of Field Education both the students' abilities to articulate the integration of theory and practice and any special concerns students might have about their field internship experience. The field education seminar instructor assigns a grade for the seminar class.

Field Agency

The field agency is expected to allow the field instructor sufficient time for Field Education responsibilities: (a) devote one to two hours per week for supervision; (b) make available learning tasks for the student which will meet their educational needs; (c) make available suitable space and working facilities for the student, consistent with what is considered necessary for the proper functioning of any staff member; and (d) provide transportation or to reimburse for travel expenses incurred in the course of carrying out agency responsibilities.

Field Instructors

The field instructor is expected to carry primary responsibility for the instruction of the student although other staff members may participate in the educational process and carry secondary responsibility for the instruction. Specifically, the field instructor is expected to: (a) provide 1-2 hours of face-to-face supervision per week; (b) work with the student and faculty field liaison to develop a Learning Plan where they identify learning tasks for the student which will provide an opportunity for the application and integration of the social work knowledge, values and skills; (c) attend, or complete online, orientation sessions and meetings designed for field instructors by field faculty; (d) write and submit electronically to the Director of Field Education required student midterm and final evaluations; and (e) advise the faculty field liaison of any special performance problems related to educational, physical, or psychological difficulties which may arise.

BSSW Field instructors must have graduated from an accredited social work program with a bachelor's or master's degree in social work and have at least two years of professional social work practice. MSW Field instructors must have graduated from an accredited social work program with a master's degree in social work and have at least two years of professional social work practice.

Task Supervisors

A task supervisor is a professional in the field agency or community who has special expertise in an area included in the student's Learning Plan and with agreement of the field instructor, student, and faculty field liaison can serve to supervise the student's carrying out a specific learning task or tasks. The task supervisor functions in this specific role and is invited to participate in periodic supervisory sessions with the field instructor to demonstrate/convey their competencies in a specific learning area. The task supervisor does not supplant or replace the supervisory relationship with the field instructor.

It is not uncommon for field instructors to assign the student to several task supervisors during the internship. As a student moves through the field experience, the student may have a desire to learn more about other aspects of social work practice as a part of their personal and professional development. Any work with task supervisors is supervised by the field instructor.

If some field settings that are otherwise appropriate cannot meet the requirement of having a degree in social work credentialed field instructor available, the field education office will seek an external field instructor, with appropriate credentials, to assume primary responsibility for work with the student. When possible, faculty are assigned to fill that role. In these situations, the student will have an on-site task supervisor. The program and the faculty field liaison assure that task supervisors understand a social work perspective and can work with students to meet their learning objectives and the program's requirements. Task supervisors have weekly contact with the field instructor and are invited to attend field instructor orientation sessions. The task supervisor also participates in developing the Learning Plan. The student's field evaluation is conducted by the field instructor after consultation with the task supervisor.

Field Committee

The Field Committee is composed of field faculty. Faculty members are elected to this committee in accordance with the Department's Rules of Governance. The Field Committee's responsibility

is to advise the Director of Field Education, and program on policies and procedures related to Field Education. The Field Committee may review student applications for Field Education at the request of the Director of Field Education, usually pertaining to students who face challenges in successfully completing their field experience and recommends internship assignments to the Director of Field Education.

Field Internship Student

Students are expected to: (a) practice within the values and ethics of the social work profession; (b) take responsibility for learning (designation of learning needs and goals, develop a learning plan, follow through on field assignments, and participation in the supervisory process with the field instructor and faculty field liaison); (c) respond constructively to evaluations of performance; (d) notify the agency in the event of unavoidable absences; (e) arrange to make-up for any excused absences; (f) attend and participate at field education seminars; (g) adhere to the policies of the agency; (h) complete the required clock hours in accordance with the university calendar and the agency requirements; (i) initiate the scheduling of supervisory conferences with the field instructor; (j) initiate the scheduling of site visit(s) by the faculty field liaison; (k) contact the faculty field liaison in the event of internship difficulties as needed; (l) assure completion of midterm and final evaluations and other evaluations in a timely manner; and (m) complete all required documents to discontinue the internship.

FIELD EDUCATION POLICIES AND PROCEDURES

Selection of Field Agencies and Field Instructors

The selection of field agencies and field instructors is an important part of the Social Work Program's curriculum development. The Director of Field Education and/or field faculty maintain the responsibility for determining an agency's suitability for serving as an internship site and a field instructor's qualifications for providing Field Education. The criteria for selecting field agencies and field instructors are in accordance with Curriculum Standards of the CSWE and the policies of the University of North Dakota (UND) Social Work Program.

Process for Selection of Field Agencies

Potential field agencies are required to review and to complete a Clinical Affiliation Agreement with UND. The Affiliation Agreement requires prospective field agencies to endorse a set of criteria in relation to the agency and in relation to the educational nature of the internship. The field faculty are responsible to assess the agency's compatibility with program selection criteria and to recommend approval or disapproval to the Director of Field Education.

Criteria for Selection of Field Agencies

- The agency must provide human services or be a host agency providing a social work service component.
- The agency must provide an opportunity for students to gain social work practice experience. Students must be provided an opportunity to develop and demonstrate the required competencies and corresponding behaviors as outlined in the student's Learning Plan. Students should be allowed to assume responsibility for the clients they are serving.

- The agency must provide an opportunity for students to utilize the network of human services which are available in the community.
- The agency must provide an opportunity for students to gain social work practice experience with persons from diverse backgrounds.
- The agency must be willing to provide resources to students including supervision that is one to one for a minimum of one to two hours per week and available for consultation throughout the week, office space, telephone, support services and other resources necessary for students to perform as professionals. The agency must be willing to permit the field instructor to: (a) interview perspective social work interns to determine compatibility between field agency, field instructor and student; (b) participate with the student in developing a Learning Plan while in the field internship; and (c) collaborate with faculty on evaluating learning strategies that will support student learning during the field internship.
- The agency must be willing to provide field instructors who have their BSSW/BSW or MSW degree from a CSWE accredited program with the time and other resources necessary to supervise students and to attend training sponsored by UND.
- The administration of the agency must be supportive of students completing an internship experience in the agency setting, recognizing that the internship experience is an educational experience and not employment.
- The agency must adhere to social work values and ethics.
- The agency must be willing to follow the procedures outlined in the Field Instructor Manual.

Process for Selection of Field Instructors

The role of field instructor is fundamental to the socialization and training of social work students. Each individual in a field agency who serves as an agency-based field instructor is required to complete the Field Instructor Application form. Prospective field instructors who meet the selection criteria are approved by the Director of Field Education to serve as field instructors.

Criteria for Selection of Field Instructors

- The Field Education component of the Social Work Program requires that field instructors for bachelor's level students have a BSSW/BSW or MSW degree from a CSWE accredited program and have at least two years of professional experience. Field instructors for master's levels students must have a master's degree in social work from a CSWE accredited program and have at least two years professional experience.
- Field instructors must be willing to provide the necessary time to supervise students and assure an educational focus to their learning. This means weekly scheduling of one-on-one session for a minimum of one to two hours per week; and being available to consult with students during the week.
- Field instructors new to UND Social Work Field Education must participate in field orientation, either in person or online, designed by UND field faculty. Field instructors who have completed the required training are encouraged to attend other training session throughout the year.
- Field instructors must be willing to assist students in developing Learning Plans and in completing evaluations of performance. Field instructors must feel comfortable

collaborating with UND field faculty in designing learning strategies suited to student learning needs.

Field Instructor Training

Field instructors, approved by the Director of Field Education, are provided with annual training opportunities. These yearly opportunities typically occur in the spring. Field instructors are also afforded opportunities to attend other training at no or reduced fees. All trainings are live-streamed and recorded for Field Instructors at a distance.

Spring Training Sessions

Spring training sessions focus on issues specific to field instructors' work with students. These training sessions involve topics such as, orientation to UND Social Work Program, Field Education, supervision and creating Learning Plans. Available online for field instructors at a distance, generally these sessions are interactive and include departmental faculty.

Other Training Opportunities

During the year, field instructors are afforded opportunities to attend other social work training and conferences at no or reduced fees. Field instructors are notified by mail or email of these workshops and of special fee reductions.

Attendance at Orientation and Training Sessions

Field instructors who are new to UND BSSW Program Field Education are expected to attend field orientation sessions, either in person or online, or participate in individual visits with the Director or Field Education and/or field faculty. In accordance with Field Education's efforts to maintain quality field experiences, field instructors are encouraged to attend ongoing training sessions offered by the program.

BEFORE ENTERING FIELD EDUCATION

Applying for Field Education

Criteria for Admission to Field Education

BSSW Admission Criteria:

Students are eligible for admission into Field Education in advance of entry into field, for the purposes of planning the agency match. To be eligible for admission to Field Education, a student must have:

- A plan to complete all required social work courses prior to entering field.
- A 2.75 or better overall GPA.
- A 2.75 GPA or better in all social work courses.
- Passed a criminal background check.
- Agreed to abide by the National Association of Social Workers (NASW) Social Work Code of Ethics.

MSW Admission Criteria:

Students are eligible for admission into Field Education in advance of entry into field, for the purposes of planning the agency match. To be eligible for admission to Field Education, a student must have:

- A plan to complete all required social work courses prior to entering field.
- A 3.0 or better overall GPA.
- A 3.0 GPA or better in all social work courses.
- Passed a criminal background check.
- Agreed to abide by the NASW Social Work Code of Ethics.

Process of Applying for Field Education

Students interested in a field internship are required to participate in pre-field orientations and to schedule an appointment with the Director of Field Education and/or field faculty to discuss career interests, field considerations, and learning needs. Following the interview, students complete their application for Field Education using the online system (see *Appendix II: Field Education Applications*). All field applications must be approved and signed by the students' faculty advisor indicating that the student has met eligibility requirements for admission into Field Education. Field faculty will assist the Director of Field Education in evaluating the student's readiness for Field Education. Any concerns will be addressed through the Social Work Program policy relative to standards for social work education.

The field faculty will interview the student and review student applications for Field Education and recommend agency matches. Students are notified by email of their agency match. Following preliminary interviews, students and field instructors notify the Director of Field Education and/or field faculty of their mutual acceptability. In turn, the Director of Field Education and/or field faculty notifies students and field instructors of their internship agreement. Prior to beginning field, students complete an Internship Agreement form in the online system and discuss learning opportunities with field instructors. Overall, the application process encourages students to assess their readiness for Field Education, to thoroughly examine their individual learning needs, to explore their preferences of agency settings for the field internship, and to take initiative in defining learning tasks during the field internship.

Students who wish to do their placement in an agency where they are currently employed are required to complete an additional form with their application for Field Education. This form is available in the online system under 'Add New Form'. Once completed the Director of Field Education reviews the request and determines if it is in the student's best interest to allow for them to complete their internship at their place of employment (see *Appendix III: Request for Field Internship at Agency Employed*).

Careful steps are taken to assure a good match between the student and the recommended field agency. Students may not reject an internship site prior to interviewing with an agency. If unforeseen circumstances arise, the student may appeal this policy with the Director of Field Education. If the student rejects the first internship site after the interview, the student must submit a written rationale for rejecting the internship site and submit a written request for a second option.

If the student rejects the second option, the Field Education office is not required to place the student in the same semester.

Criminal Background Check

Due to the requirements of the social work profession, the state of North Dakota and many agencies, Field Education applicants must submit to and satisfactorily complete a background check. Background checks should be completed in the semester prior to the student beginning the field. Passing the background check is required for admission into Field Education.

Guidelines and Requirements:

1. Students must use the vendor designated by Field Education and must complete the background check through the approved UND site.
 - a. Background checks done outside of UND will be accepted if:
 - i. Completed the previous three months prior to starting the field internship,
AND
 - ii. As part of applying for licensure with the state of North Dakota,
OR
 - iii. Using a process that involved submitting the student's fingerprints as part of the background check.
2. Students are responsible for any background check fees.
3. Students have the right to review the background information for accuracy and completeness and to request that the vendor verify the background information is correct.
4. Before making final determination that would adversely affect the applicant or student, Field Education will inform them of their rights and how to contact the vendor to challenge the accuracy of the report.
5. Background check reports are confidential, may only be reviewed by university officials and affiliated agencies, and will be maintained in a separate file from the student's academic record.

Once completed, a copy of the report will automatically be sent to the student's university email address and to the Director of Field Education, who will review the results and notify the student of any issues of concern.

Chronology of Steps in Applying for Field Education

Before Internship

6 – 9 Months:

- Director of Field Education and/or field faculty notify prospective students of the timeline for applying for Field Education by email.
- Students attend pre-field orientation where Field Education and the application process are explained.
- Students complete the field application through the online system in accordance with the deadlines, which has been reviewed and signed by their faculty advisor. In addition to the Field Education Application, which includes an autobiographical statement,

students must upload a resume, including three references, to their student detail page. Students must complete additional forms requesting part-time placements and/or consideration of placements in agencies where currently employed.

- The Director of Field Education initiates gate-keeping procedures with faculty.

1 – 3 Months:

- Field faculty review applications for Field Education and recommends internship sites based on criteria. The Field Committee may be asked to review applications to Field Education and recommend acceptance or rejection.
- Director of Field Education and/or field faculty notify students of the recommended field agency and field instructor. The Director of Field Education notifies student of actions on additional forms.
- Director of Field Education and/or field faculty makes available students' application for Field Education and resume to prospective field agency and field instructor.
- Once approved by field instructors, the Director of Field Education and/or field faculty will inform the student, who in turn initiates an interview with the prospective field agency and field instructor.
- Students and field instructor notify the Director of Field Education and/or field faculty of mutual acceptability of the field internship.
- Students initiate the completion of the Internship Agreement with the agency (see *Appendix IV: Internship Agreements*) through the online system.
- Students complete criminal background check through Field Education's approved vendor, unless other arrangements have been made with the Director of Field Education.
- Students attend pre-field orientation during the semester prior to their field internship.

Beginning of Internship

- Students begin field in accordance with the field calendar unless alternative arrangements have been made and approved.
- Students may begin field one week early or one week later than the official start date with prior approval of the Director of Field Education and/or field faculty.

During Internship

- Students will send their journals to their faculty liaison every week if full-time, or every-other-week if part-time, beginning the first week of the placement.
- Students initiate completion of the Learning Plan in the online system with field instructor in accordance with published deadlines.
- Students attend field education seminars over the course of the semester.
- Students submit assignments to the field education seminar instructor during the internship.
- Students initiate completion of the midterm evaluations in the online system with field instructor in accordance with published deadlines.
- Students initiate completion of the final evaluations in the online system with field instructor in accordance with published deadlines.

End of Internship

- Students initiate completion of the Request to Discontinue Field Internship form in the online system. Students will also complete evaluations of field agency, faculty field liaison, and Director of Field Education and/or field faculty in the online system.

Block Internship or Part-Time Internship***Block Internship***

It is preferred that BSSW students participate in a full-time, block internship. A block internship starts at the beginning of the academic semester and finishes at the end of the academic semester. The student must complete a minimum of 450 hours in the internship. Generally, a block internship is considered full-time or at minimum 32 hours per week for 16 weeks (or a minimum of 37.5 hours per week for 12 weeks during the summer). During block internship, students participate in field education seminars at regularly scheduled intervals. Students wishing to begin or end the internship at times that do not correspond to the beginning and ending of academic terms must submit a proposal to the Director of Field Education and/or field faculty prior to beginning their field internship. No field internship will begin before one week prior to the beginning of the academic semester and no hours will be granted for time spent prior to the beginning of approved Field Education.

MSW Advanced Generalist (Concentration) students may choose to participate in a block internship. A block internship starts at the beginning of the academic semester and finishes at the end of the academic semester. The student must complete a minimum of 500 hours in the internship. Generally, a block internship is considered full-time or at minimum 32 hours per week for 16 weeks (or a minimum of 40+ hours per week for 12 weeks during the summer semester). During block internships, students participate in field education seminars at regularly scheduled intervals. Students wishing to begin or end the internship at times that do not correspond to the beginning and ending of the academic semester must submit a proposal to the Director of Field Education and/or field faculty prior to beginning field internship. No field internship will begin before one week prior to the beginning of the academic semester and no hours will be granted for time spent prior to these timelines.

Part-Time Internship

BSSW students may choose to complete their internship part-time over two semesters. This two-semester internship requires the student to be at the agency site 12-14 hours per week. Eight of those hours are expected to occur during normal business hours to develop an entry level understanding of agency roles and functions. A part-time internship starts at the beginning of an academic semester and finishes at the end of the second academic semester. Students who wish to do their internship part-time must notify the Director of Field Education and/or field faculty during the student's pre-internship interview.

MSW Generalist (Foundation) students do a part-time field internship over two semesters as part of the curriculum design, beginning the internship at the start of an academic semester and finishing at the end of the following academic semester. A part-time internship requires the student to be in the internship site approximately 12-14 hours per week, with the expectation that eight of

those hours occur during normal business hours to develop an entry level understanding of agency roles and functions.

MSW Advanced Generalist (Concentration) students choosing to do a part-time internship requires the student to be in the field internship approximately 14-16 hours per week and to begin the internship at the beginning of an academic semester and to finish at the end of the following academic semester. Eight of those hours are expected to occur during normal business hours to develop an entry level understanding of agency roles and functions. Students who wish to do their internship part-time must notify the Director of Field Education and/or field faculty during the student's pre-internship interview

Selecting Internship Sites

Students are encouraged to be actively involved in the assessment of their learning needs. A major part of this involvement is the student's self-assessment of the type of internship experience desired and the nature of supervision desired while in the internship. To facilitate this assessment, students are encouraged to express preferences for types of agencies and desired experiences and to express limitations regarding geographic location during an interview with the Director of Field Education and/or field faculty and on their Field Education Application. Although the field faculty, and under certain circumstances the Field Committee, are responsible for matching students with internship sites, student preferences are strongly considered.

Internship Sites Listed in the Directory of Approved Field Agencies

Field Education maintains current Affiliation Agreements with a large number of agencies in the region and country. Students have access to information about these agencies in the online system. Information is available on the agency's primary area of practice, methods employed, populations served, locations, and supervisor and degree.

Requests for Internship Sites Not Listed in Directory of Approved Field Agencies

Occasionally students will desire a field internship experience in an agency that does not currently have a signed Affiliation Agreement with the program. In this case students need to discuss with the Director of Field Education and/or field faculty their situations and why they wish to have a particular type of internship experience. Students who are interested in learning experiences that are unique need to express their interests to the Director of Field Education and/or field faculty early in the internship process because of the length of time needed to develop approved agency sites and approved field instructors. The decision to pursue new options will rest on a number of factors including: (a) the unique opportunities of the internship site they are requesting; (b) an assessment of educational benefits to the student; (c) additional costs necessary to plan and supervise such an experience; and (d) the availability of supervision. Before a student will be placed in any agency, an Affiliation Agreement and an approved application from a field instructor needs to be on file with the Director of Field Education.

Requests for Internship Sites in Places of Employment

As a general policy, students are not assigned a field internship at their place of employment. Students may, under extremely rare circumstances, use their place of employment for their internship site (see *Table F-1. Criteria for Student Proposals to be considered for an Internship in*

a Place of Employment). In situations where a student is interested in an internship in their place of employment, they need to complete and submit the Request for Field Internship at Agency Employed form in the online system under ‘Add New Form’, (see *Appendix III: Request for Field Internship at Agency Employed*) along with their Field Education Application. The Field Director will act upon the proposal, along with other application materials. The Field Director may determine that: (1) the student's proposal does not adequately address the necessary criteria for an internship in their place of employment; or (2) the student's proposal is conditionally approved pending further clarification, approval of agency and field instructor, and completion of a Learning Plan; or (3) the student's proposal is approved pending approval of field agency and field instructor.

Table F-1. Criteria for Student Proposals to be considered for an Internship in a Place of Employment

The student’s proposal must contain rationale that demonstrates the internship to be educationally oriented, as opposed to employment based, and must address the following criteria:

1. The nature of the tasks and assignments must be distinctly different from the tasks and assignments assigned through work.
2. The field instructor must be different from the student’s work supervisor and cannot be a current or past employee of the student or an immediate work colleague. Potential boundary concerns between the student and the prospective supervisor must be identified and adequately addressed.
3. The population of clients served in the internship must be different from the population of clients served through work.
4. The internship time must be protected through regularly scheduled hours and procedures for handling work related requests.

Application and Accompanying Information

Completed applications for Field Education are submitted to the Director of Field Education via the online system by the deadline dates published on the student’s pre-field calendar. Pre-field calendars are distributed to students during the first pre-field orientation as well as posted on the department’s Field Education bulletin board.

Contents of Application

- Application for Field Education (see *Appendix II: Field Education Applications*) which includes a personal statement in Section 2.
- Personal Statement Guidelines:
 - should be about one page in length;
 - discuss why the student decided to pursue social work as a career;
 - discuss student’s long-term goals, including plans for after graduation; and
 - discuss what the student hopes to give and get from their internship experience.
- Resume, which includes three professional references should be uploaded to the student detail page in the online system.
- If appropriate complete Request for Field Internship at Agency Employed form (see *Appendix*

III: Request for Field Internship at Agency Employed) to do an internship with their current employer.

Incomplete or late applications may result in delays in being considered for placement during this cycle. Application materials are available to academic advisors and field faculty and will be sent to prospective field instructors.

Criteria for Assessment of Student Learning Needs

- The breadth, depth and relevance of a student's prior work experiences as identified by student and interpreted by members of the field faculty.
- Characteristics of the student's preferred learning environment as identified by student and concurred with by the Director of Field Education Director and faculty.
- The student's expressed interest in a particular style of supervision.
- Personal factors as identified by the student:
 - prior personal and/or emotional experiences;
 - student perceived physical, mental, or emotional limitations;
 - transportation concerns;
 - family concerns; and
 - economic concerns.
- The student's work habits in the classroom setting as identified by faculty and the student.
- The student's verbal and written communication skills as identified by faculty and the student.
- The nature and extent of a student's assertiveness and interpersonal skills as identified by faculty and the student.
- A student's abstract/concrete thinking skills as identified by faculty.
- The extent of independence with which a student's tends to function as identified by the faculty and the student.
- Student's expressed career goals.
- Student's preferences for internship site.

Agency Factors Considered in Matching Students with Internship Sites

- Types of services and populations of individuals served through the agency.
- Years of experience, training of field instructors.
- Participation of field instructor in program sponsored training.
- Frequency and nature of supervision provided.
- Expectations of supervisor for student independence.
- Breadth and depth of field internship with regard to a full range of generalist or advanced generalist practice experiences.
- Prior student and faculty field liaison evaluations of agency and field instructor.
- Field instructor's particular interests.
- Current stability of the agency with regards to employees, administration, and programming.

Student Pre-Internship Interviews with Potential Agency

The purpose of the pre-internship interview is to establish the compatibility of the student, the student interests, the field instructor, and the field agency. Student and field instructor mutually explore interests, course objectives, learning opportunities, personal and professional interests, and limitations in order to assess the mutuality of their needs and interests.

Following the interview, the student takes the initiative to contact the Director of Field Education and/or field faculty to report on the acceptability of the site. The field instructor also contacts the Director of Field Education and/or field faculty to report on the acceptability of the student. Upon discovery of mutual acceptability, the Director of Field Education and/or field faculty notify the student and the field instructor of the mutual acceptance. The student is assigned to the internship site.

In a situation where the mutuality of the student and the field instructor/field agency is not obtained, the Director of Field Education and/or field faculty will meet with the student to discuss the reasons for the decision and to explore an alternate field instructor/field agency.

Careful steps are taken to assure a good match between the student and the recommended field agency. It is not acceptable for a student to reject an internship prior to interviewing with an agency to which they have been referred. In the event a student interviews with the agency and then finds the agency match to be problematic, the student must make a written request to the Director of Field Education to be considered for an alternative internship site. The Director of Field Education and/or field faculty will then identify a revised recommendation. A student who rejects a second agency match may not be admitted to Field Education in the term requested.

Policy on Sharing Personal Information

The student is expected to share any information that is relevant to a field internship site. Information is relevant to a field internship site if it relates to practice, relates to the knowledge, values, and skills of the profession, impacts the ability to succeed in field internship, or impacts the ability to protect clients. Examples of relevant student information to be shared include the following examples: (a) if the student desires to be placed at the Community Violence Intervention Center and the student or a member of the student's family has been a victim of physical or sexual abuse, the student should probably share this information; (b) if the student or a member of the student's family received services from child welfare and the student desires to do their internship in an agency providing child welfare services, the student should probably share this information; (c) if the student has an illness or disability that will or may affect the performance of the student's field internship responsibilities, the student should probably share this information; and (d) if the student has received psychiatric treatment, substance abuse treatment, has been convicted of a crime, has a chronic illness, has had performance problems in class, previous field internship, or previous employment, the student should probably share this information.

The sharing of information is meant for the sole purpose of serving the student best with regard to their educational, experiential, supervisory, ethical, and professional needs. Information shared in the application as well as all-relevant personal student information may be shared with faculty

field liaisons and/or field instructors. Information will be shared if it will enable an appropriate field internship, provide informed choices by field instructors, protect clients, protect students, and facilitate the learning process. Students who believe personal information may be or has been misused can present their concerns to the Director of Field Education and/or field faculty for assessment and recommendations. If the matter cannot be resolved at this level, the student may appeal the recommendations of the Director of Field Education and/or field faculty through the appropriate channels starting with the departmental chairperson and moving up to the next step if satisfactory resolution is not obtained.

Student Notification of Recommended Internship Site

The Director of Field Education and/or field faculty contact the field instructor and field agency to discuss the internship of the student in the agency. The student's Field Education Application, and resume are forwarded to the field instructor. The student gives permission for the sharing of information with potential field instructors on the Field Education Application.

The Director of Field Education and/or field faculty will notify the students of the recommended internship site by email. Students are provided with the agency name, field instructor name, address, and telephone number. The student is asked to contact the potential field instructor in order to set up a pre-internship interview. Upon completion of the interview, the student and field instructor will notify the Director of Field Education and/or field faculty of their decision. If both parties are agreeable, then the Director of Field Education and/or field faculty will notify the student of final approval of internship site.

Completion of Internship Agreement

The Internship Agreement provides the student and the field instructor the opportunity to finalize starting and ending dates of the internship, average hours to be in the internship, and handling of holidays and vacations (see *Appendix IV: Internship Agreements*). The Internship Agreement contributes to increased understanding of administrative issues during the internship. A finalized Internship Agreement requires the signatures of the student and the field instructor in the online system.

The Internship Agreement should be completed shortly after the agency match is confirmed as a result of the pre-internship interview, and the Internship Agreement must be completed no later than the first day in placement.

UPON ENTERING FIELD PLACEMENT

Completion of Learning Plan and Field Evaluation

Purpose of a Learning Plan and Field Evaluation

The use of a Learning Plan and Field Evaluation in the field internship is built around a model of learning and accountability. The Learning Plan is a tool for students to use to identify specific behaviors that demonstrate the core social work competencies, and then evaluate outcomes.

An individualized student Learning Plan and Field Evaluation provides a guideline for an intentional Field Education experience. It enables the field experience and associated learning to be even more of a joint effort. The Learning Plan: (a) defines tasks that will demonstrate behaviors a student will carry-out in the agency; (b) meets course objectives (see *Field Curriculum and Course Objectives*); (c) provides the student with the structure to make more productive use of internship time; and (d) evaluates the student's progress.

In a collaborative field experience, the field instructor and the student need to have a shared idea of where they are going to be headed (course objectives for Field Education as defined by the Social Work Program in accordance with the CSWE), how they are going to get there (behaviors as spelled out in the Learning Plan) and a means to evaluate the student's growth and development. The Learning Plan and Field Evaluation provides an overarching framework that directs the actions of the student and field instructor. Together, over the internship experience, the student and the field instructor meet in regularly scheduled sessions to evaluate the student's progress or problems in achieving competency of the outlined behaviors. As with any rational method of projecting future activities, the Learning Plan and associated tasks are subject to revision.

Content of a Learning Plan and Field Evaluation

The Learning Plan begins with the recognition that the field internship is an educational course. As an educational course, it is designed for students to achieve certain objectives (see *Appendix V: Learning Plans & Field Evaluations*). The objectives for the field internship are defined in the beginning of this manual and are repeated in the previous table. Field objectives involve a set of expectations about the types of knowledge students will demonstrate, the behaviors they will exhibit, and the nature of values they will reveal. These objectives are expected to form the foundation of the field experiences of all social work students at UND.

Because each student is unique in terms of learning styles, interests and needs, each agency provides varying opportunities for student learning, and Field Education is part art and part science, the specific tasks associated with Learning Plans need to be tailored by the student and the field instructor. Through dialogue they creatively respond to the student's needs and the agency opportunities for learning. The synergy of the student and the field instructor becomes a shared reality when they consider how the student in this agency with this supervisor can demonstrate key behaviors through a combination of activity, tasks, and discussion. **It is expected that the Learning Plan will address at least one opportunity for the student in each of the core competencies listed above under *Field Curriculum and Course Objectives*.**

Guidelines for Behaviors Associated with Learning Plans and Field Evaluations

In completing the Learning Plan, a student from UND is expected to show competence in working with individuals, families, groups, communities, and organizations. In addition, students are expected to demonstrate an ability to interpret policy and research and to apply such knowledge to their work with client systems of all sizes. Additionally, students are expected to: (a) demonstrate knowledge of the *behaviors* that demonstrate the core competencies; (b) demonstrate an ability to use this knowledge to guide interventions with clients systems; (c) develop and demonstrate an understanding of, a sensitivity to, and skill in working with *diverse client systems* representing vulnerable populations; (d) demonstrate a *critical thinking* perspective in applying theory to all phases of the problem-solving process; (e) develop and demonstrate an increasing awareness of

how to *use oneself* with client systems at all levels; (f) demonstrate the ability to *communicate clearly in written and verbal forms*; and (g) demonstrate an ability to identify and to use *ethical reasoning* in ethical dilemmas present in social work practice situations. For each of the competency areas, a student is expected to identify behaviors that will demonstrate a beginning mastery of the designated knowledge, skills, and values associated with the core competency. The field instructor, in collaboration with the faculty field liaison, evaluates the implementation of these in the field internship.

Negotiating the Learning Plan and Field Evaluation

The student is expected to initiate contact with the field instructor to begin preparing the Learning Plan and Field Evaluation. The student is responsible for completing a Learning Plan during the beginning part of the field experience. The following process is suggested as one way to develop a meaningful plan (see *Table N-1. Negotiating the Learning Plan*).

Table N-1. Negotiating the Learning Plan

1. In a conference with the field instructor, the student discusses what they want to learn during the internship and what the field instructor hopes the student will gain. This conference also includes further clarification of what the field instructor and the field agency have to offer. The student brings a copy of the Learning Plan and Field Evaluation form to clarify expectations.
2. The student writes a draft of their Learning Plan.
3. At a second supervisory conference, the student brings a draft of the Learning Plan for further discussion, clarification, additions, and revisions.
4. After the second supervisory conference, the student should be ready to complete the written plan in preparation for it to be signed off on during a three-way conference between the student, the field instructor, and the faculty field liaison. The student, field instructor and liaison will sign off on the Learning Plan by the date published in the field calendar.
5. It is the student's responsibility to take the initiative in completing the plan and setting up the meetings with all other parties involved.

Policy on Holidays, Vacations, and Breaks

Students may be excused from field practice on holidays, vacations, and breaks, contingent on approval from their field instructor. The Field Education Program understands that the continuity of service to clients sometimes requires that students carry out all or part of their assigned tasks during these times and/or make arrangements for any necessary coverage with their field instructors. It is important to discuss expectations about field hours early in the internship, especially if there is the possibility that the student's field responsibilities will require the student's participation at the field agency during Christmas break, Spring break, and other university holidays not shared by the agency.

Policy on Time in the Internship Setting

Students are expected to be in the agency setting on a full-time basis (32 to 40 hours per week) for

a block internship and 12 to 14 hours for a part-time internship. Students must meet the required number of hours of their program in their field internship setting. Students should expect to be in the field internship from the first day of the academic term to the last day of the academic term depending upon agency requirements, completion of course objectives, and required minimum hours. Students may request to start and/or end their field internship no more than one week prior to or after the end of the published field term dates. The Director of Field Education will review and approve these requests on an individual basis, considering willingness of the agency to accommodate the requested change. Seminar days are planned well in advance and students should plan on taking time away from their internship to attend these classes.

What counts as Field Internship Time

- Time spent in the field agency that is specifically related to the tasks identified in the student's Learning Plan and Field Evaluation. This includes the time necessary to complete an orientation to the agency (maximum of 40 hours).
- Field Education seminar assignments may be completed during the course of the internship time provided the seminar assignments are a part of the Learning Plan developed for the student in the agency and approved by the field instructor.
- Travel time on behalf of the agency.
- Time spent in attendance at external workshops and seminars that are specifically related to the student's Learning Plan and Field Evaluation and endorsed by the field instructor.
- Only time approved by the field instructor.

What does not count as Field Internship Time

- The Social Work Program does not grant social work course credit for life experience or previous work experience.
- Time in the library researching materials for the student's seminar assignments that are not directly related to the student's Learning Plan and approved by the student's field instructor. Typing seminar papers or working on independent research does not count as internship time unless directly related to Learning Plan and approved by field instructor.
- Travel time to and from field internship and travel time to and from field education seminars do not count towards the student's internship hours.
- Time spent in the field education seminars, which is a separate course from Field Education, does not count towards field internship hours.
- Time spent away from the field agency due to illness, holidays, vacations, and non-work-related situations.
- Time spent attending pre-field orientations.

Students in a block internship are to complete weekly timesheets and those in a part-time internship are to complete bi-weekly timesheets in the online system that detail the number of hours spent in the internship setting (see *Appendix VI: Field Education Timesheets*). These hours are recorded based on direct, indirect, administrative, development, travel, and other time. The timesheets are signed by the field instructor (or task supervisor if appropriate) and the student in the online system. It is advisable for students to keep personal backup copies of the time sheets.

Students can expect to be contacted by the Director of Field Education or faculty field liaison if they fail to submit timesheets or if the timesheets indicate the student is not present in the agency for the times agreed upon in the Internship Agreement.

Policy on Personal Use of Vehicle

Students may be required to have a valid driver's license, a vehicle, or the ability to use a personal vehicle for transportation during the field internship. Some students may be required to accept field internships that are out of town. In these situations, students will be responsible for making transportation arrangements between the internship sites and the campus to attend field education seminar meetings as required during the semester. In other situations, the nature of the internship experience may require the student to travel across counties or cities to meet with clients and other professionals. In some situations, students may be asked to transport clients in the student's personal vehicle.

Students should call their automotive insurance carrier and request verification in writing that they have or do not have liability coverage to transport clients in their vehicles during the internship experience. If students do not have coverage and choose not to purchase such coverage, they need to discuss this issue with their field instructor during the pre-internship interview and during the completion of the Internship Agreement.

Early in the application process, students should inform the Director of Field Education and/or field faculty of any limitations they have with regard to transportation.

Policy on Student Safety in Field Internship

The following safety policies and procedures regarding student interns in a field internship have been created in recognition of the fact that physical vulnerability of professional social workers and potential volatile situations in the lives of clients are current realities. Issues of safety are relevant in all communities and settings.

- The Social Work Program is responsible for providing all students and Field Liaisons with information about safety in the field internship.
- Faculty will address safety issues as they relate to the content of lectures and discussions in the classroom.
- Each agency is responsible for orienting student interns to the safety policies and procedures in that field internship. Such orientation should include but is not limited to: a) discussion of safety issues in the community, including students conducting home visits, etc.; b) discussion of safety issues within the agency building(s); and c) safety issues with particular clients exhibiting high risk behavior and/or prone to violent behavior. Security of personal belongings should also be covered. Procedures for the student to follow in the event of a safety or security problem should be reviewed in detail.
- Students should not be forced to engage in assignments in which they feel physically at risk. The agency needs to make the same accommodations to ensure students' safety as they make for staff. If a student's concerns about safety begin to interfere with the learning process, the

Field Instructor should explore these issues with the student immediately and the Field Liaison should be contacted to facilitate exploration of the concerns.

Procedures and policies should be reviewed and part of a policy manual

- As part of the field seminar class, students are assigned to complete a Safety Assessment of their agency with their Field Instructor and/or Task Supervisor. This prompts the agency to orient the students to safety protocols of the agency and informs students of various potential safety issues. Safety measures will be discussed in student field seminars and followed up in discussions with the students' Field Instructors and Field Liaison.
- If an incident occurs in which a student is personally threatened or hurt, the Field Instructor, agency contact person or agency director will contact the Field Liaison and the Director of Field Education immediately to discuss what actions the agency and the department should take to ensure the student's physical and emotional well-being. The Chair will be immediately informed of the situation.
- The Field Liaison and the Director of Field Education will: a) document the incident and the steps taken to address it; b) meet the student to assess the student's readiness to return to the field practicum; and c) address any other issues relevant to the situation.

Sexual Harassment is this current

Consistent with federal statutes prohibiting sex discrimination in educational programs and in employment, UND prohibits sexual harassment of students, faculty, and staff. The primary goals of this policy are to prevent sexual harassment and to stop the objectionable behavior whenever it occurs. The university will take preventative and corrective action to maintain a working and learning environment free from sexual harassment.

Definition-do you need this???

For the purpose of implementation of this policy, sexual harassment is defined as: "...any attempt to coerce a person into a sexual relationship or to subject a person to unwanted sexual attention or to punish a refusal to comply with sexual demands. Sexual harassment may consist of requests or demands for sexual favors, unwelcome physical advances, or conduct (verbal or physical) of a sexual nature that is intimidating, demeaning, hostile, or offensive or that creates an atmosphere that is perceived to be intimidating, demeaning, hostile or offensive." Often sexual harassment involves an authority relationship in which the person who is subjected to the harassment is vulnerable with respect to enrollment or academic status. Sexual harassment may also occur when the kinds of behaviors previously mentioned interfere with the individual's work experience or the student's educational experience or where the employee or student is denied full and equal participation and opportunities. Some behavior such as a demand for sexual favors in return for a promotion or a better grade are clearly prohibited while others, such as touching or joking, constitute sexual harassment if the behavior persists despite an indication by the recipient that it is unwelcome. If this behavior occurs in an academic setting or internship setting and the professor or supervisor is aware of the harassment, they have the responsibility to ensure that such harassment ceases (see *University of North Dakota Code of Student Life*, https://pstat-live-media.s3.amazonaws.com/pdf_cache/policy/10296404/f5a8b976-362f-43ec-956a-7a593170a4af/Code%20of%20Student%20Life.pdf).

Procedures Again should be in a policy manual

If a student feels that he or she has been sexually harassed** by staff in a field agency setting, the student should immediately notify the field instructor in that agency setting. Before any formal action is taken by the field instructor or the student, the faculty field liaison should be notified of the concern and subsequently the Director of Field Education. If sexual harassment involves the student's field instructor, the student should immediately notify the faculty field liaison of the difficulty and subsequently the Director of Field Education. If the agency has a designated individual or office to deal with sexual harassment that person or office should be notified by the student in the event a formal charge is being made. The student should examine appropriate agency policy before filing a grievance and provide appropriate parties mentioned above with a written statement regarding the nature of the violation. This statement should be as specific as possible including date(s), time(s), and individual(s) involved. If the student made any attempt to confront this situation, this should also be included in the report.

**An act constitutes sexual harassment:

1. If submission to the conduct is either an explicit or implicit term or condition of beginning or continuing the field internship; or
2. If submission to or rejection of the conduct is used as a basis for evaluating the intern's performance; or
3. If the conduct has a purpose of affecting or substantially interfering with the person's performance or creating an intimidating, hostile or offensive work-related environment.

Student Self-Care

Discussions on self-care are imbedded throughout the curriculum, but it is especially important as students begin their social work practice experience during the field internship. Because self-care is vital for social workers, self-care is emphasized during discussions in the field seminar course. Topics include, but are not limited to boundaries, breaks, exercise and nutrition, gratitude, healthy support systems, hobbies, mindfulness, etc.

Professional Liability Insurance

The University of North Dakota provides professional liability insurance coverage for all students enrolled in Field Education as well as for UND faculty. Field instructors are not covered by UND and must rely on their own agency insurance or personal liability insurance. Students should be aware that professional liability insurance is available to them through the National Association of Social Workers at very reasonable rates. Students may wish to consider purchasing this coverage even though they will be covered as participants in Field Education.

Policy on Non-Discrimination-is this correctly stated

The University of North Dakota (University/UND) is committed to the principle of equal opportunity in education and employment. UND does not discriminate on the basis of race, color, national origin, religion, sex, age, disability, sexual orientation, gender identity, genetic information, pregnancy, marital or parental status, veteran's status, political belief or affiliation, or any other status protected by law or UND/North Dakota University System/State Board of Higher Education policy. (see *University of North Dakota Code of Student Life*, <https://pstat-live->

media.s3.amazonaws.com/pdf_cache/policy/10296404/f5a8b976-362f-43ec-956a-7a593170a4af/Code%20of%20Student%20Life.pdf).

Procedures on Premature Termination from Field Education—an actual policy faculty voted on

Interruption or Premature Termination of Student Internships

At times, a student enrolled in Field Education may not be able to complete the internship experience for a number of reasons. A student internship may have to be interrupted or terminated for the following reasons: (a) The field instructor or the agency refuses to continue offering supervision to the student (see Table U-1); (b) the student decides to not continue with the field internship (see Table U-2); or (c) the faculty field liaison determines that the student should no longer continue in the field internship (see Table U-3). The purpose of the guidelines is to set forth the procedures to be followed in the event the placement must be interrupted or terminated.

Table U-1. Procedures for Handling Premature Termination of the Internship when Field Instructor or Agency Desires to Terminate Internship

- The field instructor must first give notification to and discuss the concerns with the faculty field liaison before notifying student. It is expected that a field instructor will contact the faculty field liaison early on in the internship experience if they believe there may be problems with student performance. It is expected that ongoing field supervision involve interventions with students. Attempts will be made by the faculty field liaison to mediate any concerns between the student and the field instructor.
- The faculty field liaison and field instructor will meet with the student to directly discuss concerns and seek to work with the student to resolve the difficulties and explain reasons why termination is being considered.
- The faculty field liaison will apprise the Director of Field Education of the concerns to identify potential patterns and issues related to student. Documentation of dates and content of meetings with student will be placed in the student's file.
- If the resolution of the issue is the termination of Field Education for the student, then the field instructor and the student will develop a plan to determine how termination will be handled with clients whom the student has been serving.
- If the field instructor chooses to terminate supervision without discussing the issues with the student or faculty field liaison, the field instructor must present detailed reasons for termination in writing to the student and the faculty field liaison. In this situation, the faculty field liaison will involve the Director of Field Education and the agency administrator in a discussion to evaluate the concerns about the internship site.
- In the event that the reason for termination is unrelated to the student's performance in the internship, every reasonable attempt will be made by the Director of Field Education and/or field faculty to place the student in another agency during the course of that same semester. The agency should make every effort to adhere to the Clinical Affiliation Agreement guidelines regarding termination of student from internships.

Table U-2. Procedures for Handling Premature Termination of the Internship when Student Terminates Internship

- The student should provide written notification to the field instructor and faculty field liaison containing detailed reasons for termination.
- The student and the field instructor will develop a plan to arrange for the student to terminate client services.
- The student will meet with the Director of Field Education to discuss a future course of action.
- Field Education is not obligated to seek an alternative internship site during the same semester if the internship is terminated by the student.

Table U-3. Procedures for Handling Premature Termination of the Internship when Faculty Field Liaison Terminates Internship

- The faculty field liaison will meet with the student to directly discuss concerns and seek to work to resolve difficulties.
- If this does not resolve the issue, the field instructor, faculty field liaison, and Director of Field Education will conduct a review of the student. Input will be secured from the student in this information gathering process. The Director of Field Education will determine the nature of the concern and gather sufficient information to develop a plan to address that concern, if one is needed. No further action may be required, or the student may be asked, in writing, to modify their behavior and/or seek appropriate help. This process is designed to assist students in dealing with identified concerns that have an impact on their performance. The Director of Field Education will access the nature of these concerns and maintain documentation and, in consultation with the Department Chair, if needed, determine if a more comprehensive review is required or recommended.
- A comprehensive review is indicated when concerns have not been resolved in prior reviews or when issues related to a student not meeting the criteria for academic performance (often involving professional or ethical behaviors). The level of review may also occur when problematic patterns are identified with students or when the issues are serious enough to require formal consultation with other faculty and the student is being considered for withdrawal or discontinue in the program. In most instances, this level of review is sufficient to deal with student performance and is the last decision-making step in the review process.
- At the comprehensive level of review, the Director of Field Education, the student's advisor and the Program Director will convene a meeting with the appropriate faculty and the student, to gather information, determine the nature of the problem (if one is confirmed to exist), and identify alternatives for its remediation. Appropriate faculty to be involved in this level of review will include, but are not limited to, those who have direct knowledge of, and experience with the student. The student will be notified in writing of the concerns and meeting date, with sufficient time to prepare for and attend the meeting.
- The course of action the program takes may include, but is not limited to, the following:
 - The student received a failing grade for the semester.

- The student is asked to drop all field and seminar courses and wait to re-enroll in the Field Education until the student's personal and professional issues have been resolved.
- The student may be placed in another agency setting the same semester. The faculty field liaison will also be responsible for the final grade the student will receive.
- The student will be asked to withdraw from the Social Work Program.
- In this comprehensive level of review, there must be clear, concise documentation of the problem areas as well as verification that these concerns have been discussed with the student and attempted to be ameliorated, when appropriate. Students must be notified of the decision in writing within ten calendar days of the review. It is the responsibility of the Director of Field Education or faculty advisor to communicate the decision to the student.
- The faculty field liaison must give notification to the agency.
- The field instructor and student will develop a plan to determine how the student will terminate services with clients that the student has been serving, unless there is a need for immediate termination (see *BSSW Student Handbook: Policies and Procedures, Academic Grievance Procedure within the BSSW Program, Policies and Procedures for Review of Academic Performance*).
- The student has the right to appeal the decision by following the Policy on Student Appeal Procedures, and/or the Social Work Program Grievance Procedures (see *BSSW Student Handbook: Policies and Procedures, Academic Grievance Procedure within the BSSW Program, Academic Grievances*).

Policy and Procedures on Accommodations in Field for Students with Disabilities

If a student plans to request disability accommodations, they are required to register with Disability Services for Students, McCannel Hall, Room 190, 701-777-2664 v/tty. For information about Disability Services for Students see <https://und.edu/student-life/disability-services/>. If the student has medical information to share, they are to make an appointment to discuss the needs with the Director of Field Education. Once the need for accommodation(s) has been established, the Director of Field Education and/or field faculty will work with the agencies regarding implementation of the accommodations.

Procedures for implementing the above statement

- Students who request accommodations in Field Education are to contact Disability Support Services to establish eligibility for accommodations concurrent with submitting a Field Education Application.
- Request Disability Support Services to verify in writing the student's eligibility for accommodations.
- Students who are found eligible for accommodations by Disability Support Services will discuss the nature of accommodations needed and together with Disability Support Services submit a statement of those accommodations to the Director of Field Education.
- Students who are eligible and request accommodations will schedule an appointment with the Director of Field Education to discuss specific accommodations as related to the nature

of the field experiences and the agency sites preferred for field internship. All requests for accommodations during Field Education are to be directed to the Director of Field Education.

- The Director of Field Education and/or field faculty, in arranging for field internship sites, will discuss with the appropriate agency personnel, the need for accommodations within the agency and within the internship experience.
- A written understanding regarding the nature of the accommodations to be made, the payment of expenses associated with these accommodations, and the general procedures for handling accommodation related issues during the field experience will be approved in writing by the agency, the program, and the student.
- If requests for accommodations are made after the student begins a field internship or after the student has signed the understanding regarding accommodations, the Director of Field Education and/or field faculty may need to suspend the student's field internship until such time as the student provides documentation of the need through Disability Support Services and the Director of Field Education and/or field faculty can assure that the needed accommodations can be agreed upon and provided.
- In the event that an appropriate internship site that will offer the needed accommodations and/or internship experience that meets the standards for a field cannot be developed, the Director of Field Education and/or field faculty will in writing notify the Department of Social Work Chair, Director of the BSSW or MSW Program and Disability Support Services.
- When faculty field liaisons are appointed, the Director of Field Education will inform the faculty field liaisons of the mutually agreed upon accommodations and procedures for handling accommodation issues within the field experience.
- Students will be informed that, at times, there may be problems inherent to the nature of the requested field experience and/or the preferred field agency. Furthermore, students will be informed that all reasonable efforts will be made to provide accommodations within the field internship in accordance with the curricular course objectives established for Field Education.
- Students will be informed that failure to notify the Director of Field Education and/or field faculty of needed accommodations at the time of applying for Field Education may delay entry into Field Education or may result in suspension of the current field internship.
- Students with accommodations in field internship sites will be informed by the Director of Field Education and/or field faculty that if problems arise during the field experience (specific to accommodations or the procedures for handling additional requests for accommodations), the student is to first contact the faculty field liaison after talking with the field instructor. Subsequently, faculty field liaisons will inform the Director of Field Education of these issues and as appropriate the faculty field liaison and/or Director of Field Education will meet with the agency personnel and/or student to consider action necessary to resolve the concern.

EVALUATING STUDENT LEARNING AND TERMINATION OF FIELD EDUCATION

Policy and Procedures for Evaluating Students in Internship

Evaluation Process and Content

The evaluation process is a critical part of the Field Education. In order to guide this process, the Social Work Program has identified for evaluation the major course objectives, supervisory related items, and the student responsibilities required as part of the field internship. The evaluation form is incorporated into the Learning Plan and Field Evaluation for Social Work Field Education and is available in the online system.

The course objectives for Social Work Field Education reflect the curriculum content and are consistent with the knowledge, skills, and values of generalist or advanced generalist practice, and related behaviors which are a reflection of the core competencies.

The evaluation instrument is designed so that the student must sign the evaluation to verify that the field instructor and student have had the opportunity to discuss the evaluation. The student will also be asked to self-evaluate their performance, both at midterm and final. The student also checks that he/she agrees or disagrees with the final evaluation. If the student disagrees with the final evaluation, in whole or part, the student may attach an explanation for the disagreement. The field instructor is asked to recommend a grade for the field internship and the faculty field liaison, after conferring with the field instructor, assigns the grade of either pass or fail. Students whose cumulative scores on their final evaluation are below 2.0, will not receive a passing grade for field.

The evaluation process is on-going and occurs throughout the semester. One of the primary times this occurs is during the supervisory sessions which take place between the field instructor and student or when the faculty field liaison visits the agency.

In addition to the evaluation process which occurs during supervisory sessions, Field Education requests that a formal, comprehensive evaluation occur twice during the field internship. These formal evaluations are completed in writing at approximately mid-semester and at the end of the semester.

A calendar of events and deadline dates is given to students during the second field orientation. It is the student's responsibility to schedule the midterm and final evaluations with the field instructor and to ensure that the evaluations are completed in the online system per the field schedule. The field internship evaluations will not be shared with those requesting references unless the student has provided the Social Work Program Field Education with written permission to do so.

Performance Problems

It is not uncommon for students to experience difficulties in carrying out the responsibilities and assignments related to their field internship. A certain amount of problems, anxiety and stress is normal and expected if students are sufficiently challenged and stretched in their personal and professional growth. This will happen because it is common for students to encounter a certain number of human needs and problems, which activate their own personal struggles. Other situations will demand skills and intervention responses, which make them uncomfortable or create internal conflicts. Still other situations will require knowledge and skills, which are not yet a part of the students' abilities or capacities. With support and guidance students weather these situations and become more self-aware, knowledgeable, and skilled in social work practice.

On occasion the problems and challenges for students in the field internship are significant enough that they pose a risk to the student's ability to meet obligations to clients, a risk to the agency's reputation, and/or a risk to the health of the student. Examples include: students with health problems, acute and/or chronic, too many demands on time (family, employment, school work, etc.), financial difficulties, and car problems. In these situations, the field instructor, together with the faculty field liaison, has a responsibility to intervene in order to address the particular issue. If the issue is identified early and can be dealt with by planning, flexibility, and accommodations, hopefully the student can adequately cope to the extent that they are able to meet the obligations of clients and perform at an expected level of performance. It might take an extra effort on everyone's part but the student is able to remain in placement with the appropriate changes.

Sometimes the problems are such that accommodations and flexibility will not adequately address the problem. Perhaps the student demonstrates a serious skill deficiency or is experiencing personal problems to a degree that they are not able to satisfactorily carry out their field assignments. Maybe it involves an unwillingness to comply with agency policy or an ethical violation. In these cases, the student internship may be terminated at the request of the agency, the faculty field liaison, or student. The termination policy stated earlier (see *Procedures on Premature Termination from Field Education*) should be followed in this situation. Additionally, if the "drop deadline" is not passed and the student withdraws from the course due to reasons just described, the student will need to reapply in order to enroll in a field internship. When and under what conditions the student may apply and be readmitted to field will be based upon the findings and recommendations of the Director of Field Education and possibly the Field Committee. These recommendations will have been shared in writing with the student. There are usually several concerns in these situations. Field instructors need to protect the client's rights to adequate treatment/service. The educational and sometimes personal needs of the student need to be addressed. The gate-keeping function for the profession is also a concern. These all need to be considered while keeping adequate treatment/service to the client as the highest priority.

Ending Field Education

As students come to the end of their field experience, it is a time to reflect on:

- Personal development during the internship.
- Thoughts and feelings as the internship wraps-up.
- How classroom learning transferred into the field experience.
- Saying good-bye and dealing with change, separation, and closure.

Final Paperwork Required to End Field

A student's field experience is not considered to be complete until the following forms are completed in the online system, and a final grade will not be posted until they are submitted.

- Request to Discontinue Field Internship
 - This form is completed and signed by the student's field instructor and certifies that the student has completed the required number of hours as well as all the tasks identified in the Learning Plan (see *Appendix VII: Requests to Discontinue Field Internship*). The faculty field liaison also signs off on this form. This form must be completed in the online system by the due date listed on the field calendar.

- Final Evaluation
 - This form is to be completed by the student and the field instructor through the online system, by the due date listed on the field calendar. Students whose cumulative scores on their final evaluation are below 2.0, will not receive a passing grade for field.
- Student Evaluations of Field Agency, Faculty Field Liaison, and Field Coordination (three forms completed electronically in the online system)

Evaluating Student Field Experience Forms

The Social Work Program seeks to evaluate the effectiveness of Field Education and improve the field internship process. As a result, students are asked to participate in the ongoing efforts to evaluate the field experience by completing these forms. These forms will be loaded into the student's forms in the online system. The completed evaluations are part of the student's final field paperwork.

Student Evaluations of Field Agency

The Student Evaluation of Field Agency is to be completed independently by the student (see *Appendix VIII: Student Evaluation of Field Agency*). During the final supervisory session, feedback should be shared with the field instructor. The field instructor may request a copy of the evaluation. The field internship will not be considered complete until such evaluation discussions are held.

Student Evaluations of the Faculty Field Liaison and Field Coordination

These evaluations are to be completed by the student. It is advisable that students meet with the respective faculty field liaison to provide constructive evaluation related to their field experience, if possible (see *Appendix IX: Student Evaluation of Faculty Field Liaison*). The student will also evaluate the Director of Field Education and/or field faculty involved in facilitating the student's field internship (see *Appendix X: Student Evaluation of Field Coordination*).

Student Appeal Procedures

Student Appeal Procedures

A student may encounter difficulties during the semester related to a change of internship site, final evaluation, or recommended grade in the course. The appeal procedure is as follows:

1. If a conflict arises, discuss this conflict immediately with the individual with whom the conflict exists or the field instructor.
2. If a satisfactory resolution is not obtained, take the matter to the next person in the chain of responsibility. If resolution still does not occur, the student may move up to the next step. The chain of responsibility is as follows (see *Appendix I: Field Education Communication Chart*):
 - a) Field instructor
 - b) Faculty field liaison
 - c) Director of Field Education
 - d) Department of Social Work Chair

3. In the event resolution cannot be reached through the informal process internal to the Social Work Program, a student may utilize the formal grievance process available through the *University of North Dakota Code of Student Life*, (https://pstat-live-media.s3.amazonaws.com/pdf_cache/policy/10296404/f5a8b976-362f-43ec-956a-7a593170a4af/Code%20of%20Student%20Life.pdf).

APPENDICES

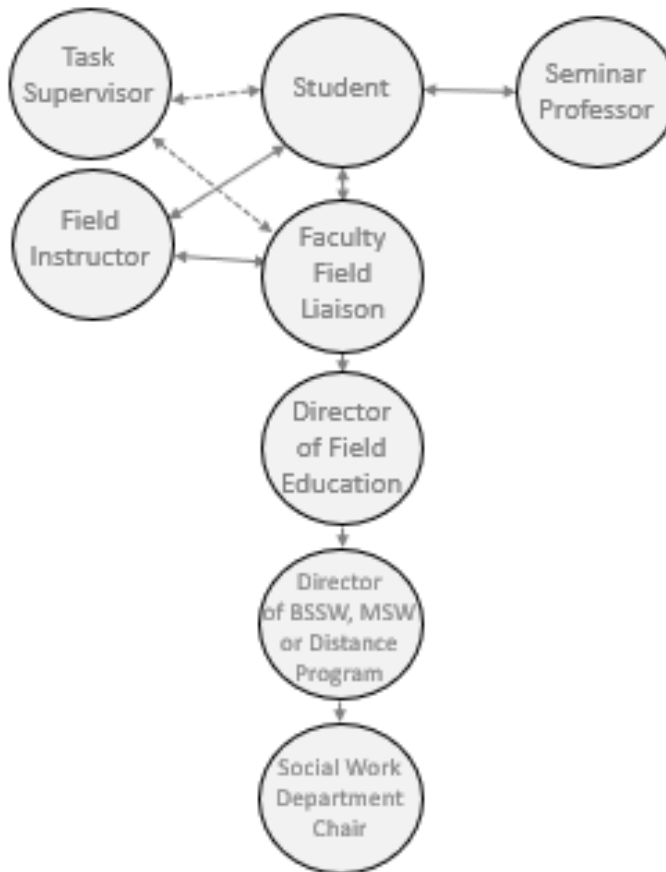
APPENDIX I: FIELD EDUCATION COMMUNICATION CHART

Field Coordinator – Assists students in obtaining Field Placement.
Field Instructor – The Social Worker that is responsible for the instruction and supervision of the student.
Task Supervisor – Other agency professional staff selected to take responsibility for a student’s learning objectives. Not all students will have a Task Supervisor.
Faculty Field Liaison – First contact for both the student and the Field Instructor/Task Supervisor. Liaisons work with students to meet their learning objectives and program’s requirements.
Seminar Professor – Teaches Field Instruction Seminar course, which is a co-requisite for Field Instruction.
Director of Field Education – Oversees all Field Education.
Director of BSSW, MSW, or Distance Program – Oversees BSSW, MSW, and Distance programs.
Department Chair – Oversees UND’s Social Work Department.

Pre-Field



Field



APPENDIX II: FIELD EDUCATION APPLICATIONS



BSSW Field Education Application

Academic Semester and Year Requesting to begin Field:	
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I. Identifying Information

Student's Name		Phone	
Street		City	State & Zip
E-mail		IV-E Child Welfare Status	
Student ID		NCWWI Grant Status	
Advisor			

II. Academic Information:

BSSW COURSES	/ or x	Course	When Taken	Grade
/ = if completed x = if taking currently		SWK 255 – Social Work in Modern Society		
		SWK 257 – HBSE I		
		SWK 331/317 – Social Work Research		
		SWK 357 – HBSE II		
		SWK 424 – GP Individuals & Families		
		SWK 431 – Qualitative Social Work Research (if required)		
		SWK 434 – GP Task & Treatment Groups		
		SWK 442 – Social Policy		
		SWK 454 – GP Communities & Organizations		
		SWK Electives – (2 credits) <i>Specify:</i>		
GPA & Credit Hours	Social Work Overall GPA			
	Year-to-Date Undergraduate Overall GPA			

Please put an “x” in the appropriate box:	Yes	No
Advisor and student have reviewed GRE/ES credits and social work courses taken and the student will be ready to enter field in the academic term indicated above.		

III. Transportation and Liability Coverage

Please put an "x" in the appropriate box:	Yes	No
Do you have a car available to you during the internship?		
Does your automotive insurance cover your transporting clients in your car?		
Do you have professional liability (in addition to that provided by UND) coverage of yourself during the internship?		

IV. Personal Profile

Your answers to the following questions are helpful in evaluating your readiness to enter Field Education and in evaluating the type of field experience that may best match your particular interests and learning needs.

1. Identify and describe the strengths you will take into the social work field internship?

2. Answer A-D if applying for a BSSW internship:

<p>A. Describe your written communication skills: <i>(How did you do on term papers and essay tests?)</i></p>
<p>B. Describe your verbal communication skills: <i>(How you did in class participation, in group meetings, and in presentations.)</i></p>
<p>C. Describe your use of supervision: <i>(Discuss your supervisory relationship with your former or your current supervisor.)</i></p>

D. Describe your work habits:

(Do you hand in assignments on time? How do you budget your time for study and personal activities?)

3. Identify and describe what you want to do with your social work degree following graduation?

4. Describe the type of Field Education and characteristics of a learning environment that would be most conducive to your learning as a social work student?

5. Describe your goals for skill and/or personal development in the field internship?

V. Student Preferences of Agencies for Field Education

1. Prioritize your field interests, from first to last in each category, beginning with the most preferred. Please be advised that the purpose of prioritizing is to assist in the determination of a field internship site that will give you a well-rounded learning experience. Field Education is responsible for the selection of the agency to which you will be assigned.

Target Populations:		Settings:	
	Children and Youth		Hospital/Hospice
	Adolescents		School/Education
	Adults		County Social Services/Child Welfare
	Elderly		Regional Human Services
	Families		Residential Facility
	Chemically Dependent		Adoption/Foster Care
	Developmentally Disabled		Nursing Home
	Mentally Ill		Mental Health/Outpatient
	Juvenile Justice		Corrections
	Abused Adults		Housing Office
	Veterans		Community/Family Services
	Minorities/Oppressed Groups		Indian Reservation

2. Describe any requirements or preferences you have regarding geographic location. For example, identify if the internship site must be in Grand Forks, if you are able to commute to a placement daily (25-40 miles), and list any other communities you would be able to go to for the duration of the internship.

3. Describe any other considerations that you think should be considered in choosing a field internship for you. (Accommodations needed, specific requests, concerns, additional information, etc.)

VI. Request for Part-Time Internship

If applicable, complete the Request for Part-Time Internship form and attach to Field Education Application.

VII. Request for Field Internship at Agency Employed

If applicable, complete the Request for Field Internship at Agency Employed form and attach to Field Education Application.

VIII. Special Section

(Please read carefully each of the following sections. Your signature below will confirm that you have read the sections.)

- A. If you have a disability and desire a disability related accommodation(s)** for a field internship experience you should contact the Director of Field Education to inform him/her of the accommodation(s) you require. You do not have to disclose the nature of your disability to the Director of Field Education when requesting the accommodation(s) you require. The Director of Field Education may refer you to a Disability Specialist at the Disability Support Services (DSS) office to establish eligibility for the requested accommodation(s). Once the need for an accommodation(s) has been established, the Director of Field Education will work with the agencies regarding implementation of the accommodations. You are always free to contact Disability Support Services (701-777-3425) for assistance in obtaining accommodations. Should a disability be reported after internship, there is the potential that the internship could be discontinued pending the necessary investigation of the agency's ability to provide an adequate accommodation.
- B. Personal Statement and Resume** - Please attach a two-page personal statement to this application. The personal statement may be the same one submitted for program admission or may be updated. Also include a resume detailing educational history, work and volunteer experience, and three professional references.
- C. Criminal Background Check** - All students must submit to a criminal background check prior to beginning your field internship. A criminal background investigation may include a North Dakota Bureau of Criminal Investigation check, a Federal Bureau of Investigation and or a check of another state.
- The cost of a background check is the responsibility of the student.
 - Individuals who refuse to submit to a background check will be dismissed from the program.
 - Falsification of any information, including omission of relevant information, will result in a dismissal from the program.
 - If the criminal background check has no findings of concern, the student will be allowed to enroll and participate in her/his internship provided all other program requirements are met.
 - If the background check report reveals information of concern which the program may deem unfavorable, the student will be given the opportunity to provide a detailed written description and explanation of the information contained in the report along with appropriate documentation. This information must be returned to the Director of Field Education within 30 calendar days of the date the communication is sent to the student.
 - A faculty committee from the program will review any criminal background checks with areas of concern for social work students. The committee may request that a candidate submit additional information such as a written explanation, court documents, and/or police reports. The committee will review all available information and determine whether a student will be allowed to advance into Field Education or be dismissed from the social work program.
 - The student has the right to request a copy and challenge the accuracy of any criminal history reports ordered. The BSSW Program Field Education will not take any action that will adversely affect the student until the student has been afforded a reasonable time to correct or complete the record or has declined to do so.
 - The student may appeal the program's action based upon information in a background check. The student must submit a letter of appeal and additional information to complete or correct the record to the Office of Student Services at the College of Nursing and Professional Disciplines within 30 days of formal receipt of the decision. A committee will be convened from within the college to consider the appeal and render a final decision.

- Criminal background check reports and other submitted information are confidential and may only be reviewed by officials and designated representatives of affiliated field partners in accordance with the Family Educational Records and Privacy Act and other applicable state and federal law.
- Criminal background check information for UND students will be kept pursuant to the University of North Dakota's records retention policy.

D. Please be advised that depending upon the agency where you do your internship, you may need to provide to the agency, documentation as to dates, places, and times of various immunizations.

If you are required to receive additional immunizations, you will be responsible for the costs of the immunizations.

E. Please be advised that some agencies may require you to purchase professional liability coverage which is over and beyond what the university provides on your behalf.

If you are required to provide additional professional liability coverage, you will be responsible for the costs of the insurance.

F. Please be advised that students who in the past have engaged in behaviors beyond the scope of the Social Work Code of Ethics and who in some cases may have been adjudicated and found in violation of certain statutes need to be aware that these behaviors and judicial findings may result in the student's inability to secure a state license to practice social work and/or may result in the student's inability to secure a social work position following graduation. Furthermore, such behaviors and judicial actions may result in the inability of Field Education to secure a social work field internship in order for the student to adequately complete the social work degree.

Currently, a number of field agencies require potential student interns to agree to and complete a criminal background check prior to commencing a field internship with the agency. This may occur even though a criminal background check has been conducted by the program. Students planning an internship with an agency that requires a criminal background check need to be aware that the cost of a background check is the responsibility of the student. Requests for background checks and reimbursements are handled between the student and the prospective agency. Criminal background checks may involve local law enforcement, the State Bureau of Criminal Investigation, and the Federal Bureau of Investigation.

IV. Release of Information

Your signature on the following line affirms --

1. That you have answered this application to the best of your knowledge,
2. That you have read and understood the notifications provided in Section VIII,
3. That you give permission to the Director of Field Education, BSSW Program, Department of Social Work, and the University of North Dakota to release the following information to field instructors in field agencies being considered for your internship supervision:
 - (a) *your written Field Education Application,*
 - (b) *your written resume, personal statement, and supporting materials,*
 - (c) *verbal information related to your learning needs and academic performance,*
 - (d) *faculty observations about your follow-through, cooperativeness, initiative, independence, reliability, verbal and written communication skills, and*
 - (e) *faculty observations about your critical thinking skills, including: the breadth, depth, and relevance of your thinking processes as reflected in written assignments, verbal participation, and interactions with faculty and students.*

4. That the permission to release information given in section IV (3) above includes a consent to release records that are considered educational records under the Family Educational Rights and Privacy Act of 1974 (FERPA). Such consent is limited to those documents listed in section IV (3) above.

This information is to be shared with prospective field instructors in order to match you with the supervisor and with the agency that can best meet your learning needs and that can best help you to achieve the learning objectives for the field internship.

You can refuse to give permission or you can withdraw your permission to release information by submitting a written statement to that effect to the Director of Field Education. Please be advised that not giving permission to release information or rescinding your permission to release information may reduce the likelihood that faculty will place you in a site that responds to your learning needs.

Student's Signature		Date	
----------------------------	--	-------------	--

**Typing my UND email address in the signature line serves as my electronic signature.*

I understand that the BSSW Program seeks to evaluate the effectiveness of Field Education and to improve the field internship process. I agree to participate in ongoing efforts to evaluate the field experience.

Student's Signature		Date	
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**Typing my UND email address in the signature line serves as my electronic signature.*

IX. Faculty Advisor Signoff

I have reviewed the student's Field Education Application and the student's curricular preparation for field. I concur with the student's academic readiness to apply for Field Education.

Faculty Advisor's Signature		Date	
------------------------------------	--	-------------	--

Please return this original signed form, along with your resume, your personal statement, and as applicable, the Request for Part-Time Internship and/or Request for Field Internship at Agency Employed form(s), to:

Bruce Reeves, Director of Field Education
 University of North Dakota, Department of Social Work
 Gillette Hall, Room 109C
 225 Centennial Drive, Stop 7135
 Grand Forks, ND 58202-7135

UND SOCIAL WORK

UNIVERSITY OF NORTH DAKOTA

MSW Generalist Field Education Application

Academic Semester and Year Requesting to begin Field:	
---	--

	YES	NO
IV-E Child Welfare Student		
NCWWI Grant		

I. Identifying Information

Student's Name		Home Phone	
Street		City	State & Zip
E-mail		Advisor	

II. Educational Information – Attach Resume

III. Paid/Unpaid Work History – Attach Resume

IV. Prior Field Internships (BSSW) – Attach Resume

V. Academic Information:

MSW COURSES	/ or x	Course	When Taken	Grade
/ = if completed x = if taking currently				
GPA & Credit Hours:	UNDERGRADUATE OVERALL GPA			
	YEAR-TO-DATE GRADUATE OVERALL GPA			

VI. Transportation and Liability Coverage

Please put an “x” in the appropriate box:	Yes	No
Do you have a car available to you during the internship?		
Does your automotive insurance cover your transporting clients in your car?		
Do you have professional liability (in addition to that provided by UND) coverage of yourself during the internship?		

VII. Personal Profile

1. Identify and describe the strengths you will take into the social work field internship.

2. Identify and describe what you want to do with your social work degree following graduation.

3. Describe the type of field internship that would be most beneficial to you as a social work student.

--

4. Describe the characteristics of a learning environment most conducive to your learning as a social work student.

--

5. As specifically as possible, describe learning objectives you wish to accomplish in the field internship.
(Identify any target populations that you would like to serve in a field internship.)

--

6. Describe any *issues*, which you think should be considered in choosing a field internship for you.

--

VIII. Student Preferences of Agencies for Field Education

1. Prioritize your field interests, from first to last in each category, beginning with the most preferred. Please be advised that the purpose of prioritizing is to assist in the determination of a field internship site that will give you a well-rounded learning experience. Field Education is responsible for the selection of the agency to which you will be assigned.

Target Populations:		Settings:	
	Children and Youth		Hospital/Hospice
	Adolescents		School/Education
	Adults		County Social Services/Child Welfare
	Elderly		Regional Human Services
	Families		Residential Facility
	Chemically Dependent		Adoption/Foster Care
	Developmentally Disabled		Nursing Home
	Mentally Ill		Mental Health/Outpatient
	Juvenile Justice		Corrections
	Abused Adults		Housing Office
	Veterans		Community/Family Services
	Minorities/Oppressed Groups		Indian Reservation

2. Describe any requirements or preferences you have regarding geographic location. For, example, identify if the internship must be in GF, if you are able to commute to the internship daily (25-40 miles), and list any other communities you would be able to go to for the duration of the internship.

3. Describe any other considerations that you think should be considered in choosing a field internship for you. (Accommodations needed, specific requests, concerns, additional information, etc.)

IX. Request for Field Internship at Agency Employed

If applicable, complete the Request for Field Internship at Agency Employed form and attach to the Field Education Application.

X. Special Section

(Please read carefully each of the following sections. Your signature below will confirm that you have read the sections.)

- A. If you have a disability and desire a disability related accommodation(s)** for a field internship experience you should contact the Director of Field Education to inform him/her of the accommodation(s) you require. You do not have to disclose the nature of your disability to the Director of Field Education when requesting the accommodation(s) you require. The Director of Field Education may refer you to a Disability Specialist at the Disability Support Services (DSS) office to establish eligibility for the requested accommodation(s). Once the need for an accommodation(s) has been established, the Director of Field Education will work with the agencies regarding implementation of the accommodations. You are always free to contact Disability Support Services (701-777-3425) for assistance in obtaining accommodations. Should a disability be reported after internship, there is the potential that internship could be discontinued pending the necessary investigation of the agency's ability to provide a adequate accommodation.
- B. Personal Statement and Resume** - Please attach a two page personal statement to this application. The personal statement may be the same one submitted for program admission, or may be updated. Also include a resume detailing educational history, work and volunteer experience, and three professional references.
- C. Criminal Background Check** - All students must submit to a criminal background check prior to beginning your field internship. A criminal background investigation may include a North Dakota Bureau of Criminal Investigation check, a Federal Bureau of Investigation and or a check of another state.
- The cost of a background check is the responsibility of the student.
 - Individuals who refuse to submit to a background check will be dismissed from the program.
 - Falsification of any information, including omission of relevant information, will result in a dismissal from the program.
 - If the criminal background check has no findings of concern, the student will be allowed to enroll and participate in her/his internship provided all other program requirements are met.
 - If the background check report reveals information of concern which the program may deem unfavorable, the student will be given the opportunity to provide a detailed written description and explanation of the information contained in the report along with appropriate documentation. This information must be returned to the Director of Field Education within 30 calendar days of the date the communication is sent to the student.
 - A faculty committee from the program will review any criminal background checks with areas of concern for social work students. The committee may request that a candidate submit additional information such as a written explanation, court documents, and/or police reports. The committee will review all available information and determine whether a student will be allowed to advance into Field Education or be dismissed from the social work program.
 - The student has the right to request a copy and challenge the accuracy of any criminal history reports ordered. Field Education will not take any action that will adversely affect the student until the student has been afforded a reasonable time to correct or complete the record, or has declined to do so.
 - The student may appeal the program's action based upon information in a background check. The student must submit a letter of appeal and additional information to complete or correct the record to the Office of Student Services at the College of Nursing and Professional Disciplines within 30 days of formal receipt of the decision. A committee will be convened from within the college to consider the appeal and render a final decision.
 - Criminal background check reports and other submitted information are confidential and may only be reviewed by officials and designated representatives of affiliated field partners in accordance with the Family Educational Records and Privacy Act and other applicable state and federal law.

- Criminal background check information for UND students will be kept pursuant to the University of North Dakota's records retention policy.

D. **Please be advised** that depending upon the agency where you do your internship, you may need to provide to the agency, documentation as to dates, places, and times of various immunizations.

If you are required to receive additional immunizations, you will be responsible for the costs of the immunizations.

E. **Please be advised** that some agencies may require you to purchase professional liability coverage which is over and beyond what the university provides on your behalf.

If you are required to provide additional professional liability coverage, you will be responsible for the costs of the insurance.

F. **Please be advised** that students who in the past have engaged in behaviors beyond the scope of the Social Work Code of Ethics and who in some cases may have been adjudicated and found in violation of certain statutes need to be aware that these behaviors and judicial findings may result in the student's inability to secure a state license to practice social work and/or may result in the student's inability to secure a social work position following graduation. Furthermore, such behaviors and judicial actions may result in the inability of Field Education to secure a social work field internship in order for the student to adequately complete the social work degree.

Currently, a number of field agencies require potential student interns to agree to and complete a criminal background check prior to commencing a field internship with the agency. This may occur even though a criminal background check has been conducted by the program. Students planning on an internship with an agency that requires a criminal background check need to be aware that the cost of a background check is the responsibility of the student. Requests for background checks and reimbursements are handled between the student and the prospective agency. Criminal background checks may involve local law enforcement, the State Bureau of Criminal Investigation, and the Federal Bureau of Investigation.

XI. Release of Information

Your signature on the following line affirms...

1. That you have answered this application to the best of your knowledge,
2. That you have read and understood the notifications provided in Section X,
3. That you give permission to the Director of Field Education, MSW Program, Department of Social Work, and the University of North Dakota to release the following information to field instructors in field agencies being considered for your internship supervision:
 - (a) *your written Field Education Application,*
 - (b) *your written resume, personal statement, and supporting materials,*
 - (c) *verbal information related to your learning needs and academic performance,*
 - (d) *faculty observations about your follow-through, cooperativeness, initiative, independence, reliability, verbal and written communication skills, and*
 - (e) *faculty observations about your critical thinking skills, including: the breadth, depth, and relevance of your thinking processes as reflected in written assignments, verbal participation, and interactions with faculty and students.*
4. That the permission to release information given in section XI (3) above includes a consent to release records that are considered educational records under the Family Educational Rights and Privacy Act of 1974 (FERPA). Such consent is limited to those documents listed in section XI (3) above.

This information is to be shared with prospective field instructors in order to match you with the supervisor and with the agency that can best meet your learning needs and that can best help you to achieve the learning objectives for the field internship.

You can refuse to give permission or you can withdraw your permission to release information by submitting a written statement to that effect to the Director of Field Education. Please be advised that not giving permission to release information or rescinding your permission to release information may reduce the likelihood that faculty place you in a site that responds to your learning needs.

Student's Signature		Date	
----------------------------	--	-------------	--

**Typing my UND email address in the signature line serves as my electronic signature.*

I understand that the MSW Program seeks to evaluate the effectiveness of Field Education and to improve the field internship process. I agree to participate in ongoing efforts to evaluate the field experience.

Student's Signature		Date	
----------------------------	--	-------------	--

**Typing my UND email address in the signature line serves as my electronic signature.*

XII. Faculty Advisor Signoff

I have reviewed the student's Field Education Application and the student's curricular preparation for field. I concur with the student's academic readiness to apply for Field Education.

Faculty Advisor's Signature		Date	
------------------------------------	--	-------------	--

Please return this original signed form, along with your resume, your personal statement, and as applicable, Request for Field Internship at Agency Employed form to:

Bruce Reeves, Director of Field Education
 University of North Dakota, Department of Social Work
 Gillette Hall, Room 109C
 225 Centennial Drive, Stop 7135
 Grand Forks, ND 58202-7135

UND SOCIAL WORK

UNIVERSITY OF NORTH DAKOTA

MSW Advanced Generalist Field Education Application

Academic Semester and Year Requesting to begin Field:	
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Applying for: (please check one)		Requesting: (please check one)	
	IV-E Child Welfare Student		Block Internship
	NCWWI Grant		Part-Time Internship

I. Identifying Information

Student's Name		Home Phone	
Street		City	State & Zip
E-mail		Advisor	

II. Educational Information – Attach Resume

III. Paid/Unpaid Work History – Attach Resume

IV. Prior Field Internships (BSSW or MSW Generalist) – Attach Resume

V. Academic Information:

MSW COURSES	/ or x	Course	When Taken	Grade
/ = if completed x = if taking currently				
GPA & Credit Hours	UNDERGRADUATE OVERALL GPA			
	YEAR-TO-DATE GRADUATE OVERALL GPA			

VI. Transportation and Liability Coverage

Please put an "x" in the appropriate box:	Yes	No
Do you have a car available to you during the internship?		
Does your automotive insurance cover your transporting clients in your car?		
Do you have professional liability (in addition to that provided by UND) coverage of yourself during the internship?		

VII. Personal Profile

1. Identify and describe the strengths you will take into the social work field internship.

2. Identify and describe what you want to do with your social work degree following graduation.

3. Describe the type of field internship that would be most beneficial to you as a social work student.

--

4. Describe the characteristics of a learning environment most conducive to your learning as a social work student.

--

5. As specifically as possible, describe learning objectives you wish to accomplish in the field internship.
(Identify any target populations that you would like to serve in a field internship.)

--

6. Describe any *issues*, which you think should be considered in choosing a field internship for you.

--

7. Describe any requirements or preferences you have regarding geographic location. For, example, identify if the internship must be in GF, if you are able to commute to the internship site daily (25-40 miles), and list any other communities you would be able to go to for the duration of the internship.

8. Describe any other considerations that you think should be considered in choosing a field internship for you. (Accommodations needed, specific requests, concerns, additional information, etc.)

IX. Request for Field Internship at Agency Employed

If applicable, complete the Request for Field Internship at Agency Employed form and attach to the Field Education Application.

X. Special Section

(Please read carefully each of the following sections. Your signature below will confirm that you have read the sections.)

A. If you have a disability and desire a disability related accommodation(s) for a field internship experience you should contact the Director of Field Education to inform him/her of the accommodation(s) you require. You do not have to disclose the nature of your disability to the Director of Field Education when requesting the accommodation(s) you require. The Director of Field Education may refer you to a Disability Specialist at the Disability Support Services (DSS) office to establish eligibility for the requested accommodation(s). Once the need for an accommodation(s) has been established, the Director of Field Education will work with the agencies regarding implementation of the accommodations. You are always free to contact Disability Support Services (701-777-3425) for assistance in obtaining accommodations. Should a disability be reported after internship, there is the potential that internship could be discontinued pending the necessary investigation of the agency's ability to provide a adequate accommodation.

B. Personal Statement and Resume - Please attach a two page personal statement to this application. The personal statement may be the same one submitted for program admission, or may be updated. Also include a resume detailing educational history, work and volunteer experience, and three professional references.

C. Criminal Background Check - All students must submit to a criminal background check prior to beginning your field internship. A criminal background investigation may include a North Dakota Bureau of Criminal Investigation check, a Federal Bureau of Investigation and or a check of another state.

- The cost of a background check is the responsibility of the student.
- Individuals who refuse to submit to a background check will be dismissed from the program.
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- If the background check report reveals information of concern which the program may deem unfavorable, the student will be given the opportunity to provide a detailed written description and explanation of the information contained in the report along with appropriate documentation. This information must be returned to the Director of Field Education within 30 calendar days of the date the communication is sent to the student.

- A faculty committee from the program will review any criminal background checks with areas of concern for social work students. The committee may request that a candidate submit additional information such as a written explanation, court documents, and/or police reports. The committee will review all available information and determine whether a student will be allowed to advance into Field Education or be dismissed from the social work program.
- The student has the right to request a copy and challenge the accuracy of any criminal history reports ordered. Field Education will not take any action that will adversely affect the student until the student has been afforded a reasonable time to correct or complete the record, or has declined to do so.
- The student may appeal the program's action based upon information in a background check. The student must submit a letter of appeal and additional information to complete or correct the record to the Office of Student Services at the College of Nursing and Professional Disciplines within 30 days of formal receipt of the decision. A committee will be convened from within the college to consider the appeal and render a final decision.
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- Criminal background check information for UND students will be kept pursuant to the University of North Dakota's records retention policy.

D. Please be advised that depending upon the agency where you do your internship, you may need to provide to the agency, documentation as to dates, places, and times of various immunizations.

If you are required to receive additional immunizations, you will be responsible for the costs of the immunizations.

E. Please be advised that some agencies may require you to purchase professional liability coverage which is over and beyond what the university provides on your behalf.

If you are required to provide additional professional liability coverage, you will be responsible for the costs of the insurance.

F. Please be advised that students who in the past have engaged in behaviors beyond the scope of the Social Work Code of Ethics and who in some cases may have been adjudicated and found in violation of certain statutes need to be aware that these behaviors and judicial findings may result in the student's inability to secure a state license to practice social work and/or may result in the student's inability to secure a social work position following graduation. Furthermore, such behaviors and judicial actions may result in the inability of Field Education to secure a social work field internship in order for the student to adequately complete the social work degree.

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XI. Release of Information

Your signature on the following line affirms --

1. That you have answered this application to the best of your knowledge,
2. That you have read and understood the notifications provided in Section X,
3. That you give permission to the Director of Field Education, MSW Program, Department of Social Work, and the University of North Dakota to release the following information to field instructors in field agencies being considered for your internship supervision:
 - (a) *your written Field Education Application,*
 - (b) *your written resume, personal statement, and supporting materials,*

- (c) *verbal information related to your learning needs and academic performance,*
- (d) *faculty observations about your follow-through, cooperativeness, initiative, independence, reliability, verbal and written communication skills, and*
- (e) *faculty observations about your critical thinking skills, including: the breadth, depth, and relevance of your thinking processes as reflected in written assignments, verbal participation, and interactions with faculty and students.*

4. That the permission to release information given in section XI (3) above includes a consent to release records that are considered educational records under the Family Educational Rights and Privacy Act of 1974 (FERPA). Such consent is limited to those documents listed in section XI (3) above.

This information is to be shared with prospective field instructors in order to match you with the supervisor and with the agency that can best meet your learning needs and that can best help you to achieve the learning objectives for the field internship.

You can refuse to give permission or you can withdraw your permission to release information by submitting a written statement to that effect to the Director of Field Education. Please be advised that not giving permission to release information or rescinding your permission to release information may reduce the likelihood that faculty place you in a site that responds to your learning needs.

Student's Signature		Date	
----------------------------	--	-------------	--

**Typing my UND email address in the signature line serves as my electronic signature.*

I understand that the MSW Program seeks to evaluate the effectiveness of Field Education and to improve the field internship process. I agree to participate in ongoing efforts to evaluate the field experience.

Student's Signature		Date	
----------------------------	--	-------------	--

**Typing my UND email address in the signature line serves as my electronic signature.*

XII. Faculty Advisor Signoff

I have reviewed the student's Field Education Application and the student's curricular preparation for field. I concur with the student's academic readiness to apply for Field Education.

Faculty Advisor's Signature		Date	
------------------------------------	--	-------------	--

Please return this original signed form, along with your resume, your personal statement, and as applicable, Request for Field Internship at Agency Employed form to:

Bruce Reeves, Director of Field Education
 University of North Dakota, Department of Social Work
 Gillette Hall, Room 109C
 225 Centennial Drive, Stop 7135
 Grand Forks, ND 58202-7135

APPENDIX III: REQUEST FOR FIELD INTERNSHIP AT AGENCY EMPLOYED



Request for Field Internship at Agency Employed

For students requesting a field internship in an agency where employed. Please submit this request form along with Field Education Application packet for approval by the Director of Field Education.

Student		Student ID #		
Address		City		State & Zip
Phone		Email		
Agency Name		Agency Address		
Advisor		Permanent Non-UND Email Address		

Your internship experience must be <i>significantly</i> different than that of your paid work. Please explain how your internship will differ from paid work done by you in the agency?
Supervision must be provided by a social worker who is not currently in a supervisory role with you in your agency, nor can they be an immediate colleague. Identify the person and title that might supervise the internship and the person who now supervises your work:
Identify the population to be served during your internship and how these differ from the populations served during work hours:
Describe how internship time will be protected from your work time:
Identify hours of scheduled work and hours for scheduled internship:

<i>For Department Use Only</i>				
Approved		Date		Comments
Not Approved		Signature		

APPENDIX IV: INTERNSHIP AGREEMENTS



BSSW Internship Agreement

This document is to be completed and signed by the student and the approved field instructor after being officially notified of the match between the student and the agency. The student is expected to begin field internship on the first day of the academic semester and to be in the internship until the end of the academic semester. Students may begin and/or end the internship one week early. Under no situations will a student report less than 450 hours. The hours in the internship do not include field education seminars, travel to seminars, travel to internship site, absences, or other non-agency related activities.

Student Full Name		Home Phone Number	
Address		Work Phone Number	
City, State, Zip			
Student's Email Address			
Agency		Phone Number	
Address			
City, State, Zip			
Field Instructor		Phone Number	
Address, if different than Agency address:			
Field Instructor's Email			
Student's beginning date of Field Education?			
Student's anticipated ending date of Field Education?			
Approximate number of hours student will work per week?			
Expectations for work during holidays and breaks are:			
As per Affiliation Agreement:			
Student will have office space?	YES	NO	
Student will have phone?			
Student will have access to support services?			
Student will meet with the field instructor, one on one at regularly scheduled times for no less than one hour per week?			
Field instructor has attended UND orientation and training sessions or received individual orientation?			
Student has discussed a plan for orientation with the field instructor for the first week of internship?			
Field instructor has access to the BSSW Field Instructor Manual (http://nursing.und.edu/social-work/)?			
Agency has completed an Affiliation Agreement with UND?			
Field instructor has completed application to be an approved field instructor with UND Social Work?			
Student has a plan with field instructor to complete a Learning Plan during the first week after entering Field Education?			

Student: _____

Date: _____

Field Instructor: _____

Date: _____

UND SOCIAL WORK

UNIVERSITY OF NORTH DAKOTA

MSW Generalist Internship Agreement

This document is to be completed and signed by the student and the approved field instructor after being officially notified of the match between the student and the agency. The student is expected to begin field internship on the first day of the academic semester and to be in the internship until the end of the academic semester. Students may begin and/or end the internship one week early. Under no situations will a student report less than 450 hours. The hours in the internship do not include field education seminars, travel to seminars, travel to internship site, absences, or other non-agency related activities.

Student Full Name		Home Phone Number	
Address		Work Phone Number	
City, State, Zip			
Student's Email Address			
Agency		Phone Number	
Address			
City, State, Zip			
Field Instructor		Phone Number	
Address, if different than Agency address:			
Field Instructor's Email			
Student's beginning date of Field Education?			
Student's anticipated ending date of Field Education?			
Approximate number of hours student will work per week?			
Expectations for work during holidays and breaks are:			
As per Affiliation Agreement:			YES
Student will have office space?			NO
Student will have phone?			
Student will have access to support services?			
Student will meet with the field instructor, one on one at regularly scheduled times for no less than one hour per week?			
Field instructor has attended UND orientation and training sessions or received individual orientation?			
Student has discussed a plan for orientation with the field instructor for the first week of internship?			
Field instructor has access to the BSSW Field Instructor Manual (http://nursing.und.edu/social-work/)?			
Agency has completed an Affiliation Agreement with UND?			
Field instructor has completed application to be an approved field instructor with UND Social Work?			
Student has a plan with field instructor to complete a Learning Plan during the first week after entering Field Education?			

Student: _____

Date: _____

Field Instructor: _____

Date: _____

UND SOCIAL WORK

UNIVERSITY OF NORTH DAKOTA

MSW Advanced Generalist Internship Agreement

This document is to be completed and signed by the student and the approved field instructor after being officially notified of the match between the student and the agency. The student is expected to begin field internship on the first day of the academic semester and to be in the internship until the end of the academic semester. Students may begin and/or end the internship one week early. Under no situation will a student report less than 500 hours. The hours in the internship do not include field education seminars, travel to seminars, travel to internship site, absences, or other non-agency related activities.

Student Full Name		Home Phone Number		
Address		Work Phone Number		
City, State, Zip				
Student's Email Address				
Agency		Phone Number		
Address				
City, State, Zip				
Field Instructor		Phone Number		
Address, if different than Agency address:				
Field Instructor's Email				
Student's beginning date of Field Education?				
Student's anticipated ending date of Field Education?				
Approximate number of hours student will work per week?				
Expectations for work during holidays and breaks are:				
As per Affiliation Agreement:			YES	NO
Student will have office space?				
Student will have phone?				
Student will have access to support services?				
Student will meet with the field instructor, one on one at regularly scheduled times for no less than one hour per week?				
Field instructor has attended UND orientation and training sessions or received individual orientation?				
Student has discussed a plan for orientation with the field instructor for the first week of internship?				
Field instructor has access to the MSW Field Instructor Manual (http://nursing.und.edu/social-work/)?				
Agency has completed an Affiliation Agreement with UND?				
Field instructor has completed application to be an approved field instructor with UND Social Work?				
Student has a plan with field instructor to complete a Learning Plan during the first week after entering Field Education?				

Student: _____ Date: _____

Field Instructor: _____ Date: _____

APPENDIX V: LEARNING PLANS AND FIELD EVALUATIONS



BSSW Learning Plan & Field Evaluation

Student:		Student ID #:	
Semester/Year:		Permanent Non-UND Email Address:	
Field Instructor:		Field Instructor's Phone/Email:	
Agency:		Faculty Field Liaison:	

This Learning Plan is based on the nine competencies students are expected to demonstrate upon finishing their internship. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that represent observable components of the competencies. The field instructor will help the student identify practice opportunities, including timelines, related to the competency which will be identified and assessed during the semester. The behaviors are closely related to each other and may be addressed with the same internship activities. You should refer to the Learning Plan each week in supervision and update it as field activities change. Any substantive changes must be approved by the faculty field liaison.

This evaluation presents an opportunity for the student and field instructor to evaluate the student's growth and development of the nine competency areas developed by the Council on Social Work Education. By the end of the internship, the student will have demonstrated competency in each of the following arenas of performance as a generalist social worker. For students who do not demonstrate the designated benchmark in any behavior, please indicate, in the instructor's comments, specific plans to support student need for development in these areas. If there is a need for a remedial plan to assist the student in achieving a competency, the faculty field liaison will meet with the student and field instructor to develop the plan. Students may exceed a benchmark if they meet the criteria defined in the behaviors. The Final Field Evaluation will ask you to evaluate skill development in each of these areas.

For each evaluation item, please rate the student accordingly to the following scale:

0	No Knowledge: Student has no knowledge at all.
1	Knows: Student knows what is required to carry out professional functions.
2	Knows How: Student knows how to use the knowledge that has been accumulated and is able to verbally describe the process.
3	Shows How: Student demonstrates the "know how" with <i>support and/or supervision</i> .
4	Does: Student can demonstrate the behavior <i>independently</i> .
N/A	No Opportunity: Student has not yet had the opportunity to demonstrate competence in this area.

2.0 - Desired benchmark for first half of internship.

3.5 - Desired benchmark for second half of internship.

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. This evaluation is intended to give the student feedback about her or his performance. Final scores will contribute to the determination of final grade (Pass/Fail).

Competency 1.0 – Demonstrate Ethical and Professional Behavior.

LEARNING PLAN		
Behaviors	Internship Activities with Timeline	How will the behaviors be evaluated?

<ul style="list-style-type: none"> • Make ethical decisions by applying the standards of the NASW Code of ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. • Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. • Use technology ethically and appropriately to facilitate practice outcomes. • Use supervision and consultation to guide professional judgement and behavior. 		
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EVALUATION		Mid-Term Evaluation		Final Evaluation	
0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity		Student	Field Instructor	Student	Field Instructor
1	Student makes ethical decisions by applying the standards of the NASW Code of ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.				
2	Student uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.				
3	Student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.				
4	Student uses technology ethically and appropriately to facilitate practice outcomes.				
5	Student uses supervision and consultation to guide professional judgement and behavior.				
Instructor's Mid-Term Comments:					
Instructor's Final Comments:					

Competency 2.0 – Engage Diversity and Difference in Practice.

LEARNING PLAN		
Behaviors	Internship Activities with Timeline	How will the behaviors be evaluated?
<ul style="list-style-type: none"> • Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. • Present themselves as learners and engage clients and constituencies as experts of their own experience. 		

<ul style="list-style-type: none"> Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 		
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EVALUATION		Mid-Term Evaluation		Final Evaluation	
0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity		Student	Field Instructor	Student	Field Instructor
6	Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.				
7	Student presents themselves as learners and engages clients and constituencies as experts of their own experience.				
8	Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.				
Instructor's Mid-Term Comments:					
Instructor's Final Comments:					

Competency 3.0 – Advance human rights and social, economic, and environmental justice.

LEARNING PLAN		
Behaviors	Internship Activities with Timeline	How will the behaviors be evaluated?
<ul style="list-style-type: none"> Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems level. Engage in practices that advance social, economic, and environmental justice. 		

EVALUATION		Mid-Term Evaluation		Final Evaluation	
0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity		Student	Field Instructor	Student	Field Instructor
9	Student applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems level.				
10	Student engages in practices that advance social, economic, and environmental justice.				
Instructor's Mid-Term Comments:					
Instructor's Final Comments:					

Competency 4.0 – Engage in practice-informed research and research informed practice.

LEARNING PLAN		
Behaviors	Internship Activities with Timeline	How will the behaviors be evaluated?
<ul style="list-style-type: none"> Use practice experience and theory to inform scientific inquiry and research. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. Use and translate research evidence to inform and improve practice, policy, and service delivery. 		

EVALUATION		Mid-Term Evaluation		Final Evaluation	
0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity		Student	Field Instructor	Student	Field Instructor
11	Student uses practice experience and theory to inform scientific inquiry and research.				
12	Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.				
13	Student uses and translates research evidence to inform and improve practice, policy, and service delivery.				
Instructor's Mid-Term Comments:					
Instructor's Final Comments:					

Competency 5.0 – Engage in Policy Practice.

LEARNING PLAN		
Behaviors	Internship Activities with Timeline	How will the behaviors be evaluated?
<ul style="list-style-type: none"> Identify social policy at the local, state, and federal level that impacts the well-being, service delivery, and access to social services. Asses how social welfare and economic policies impact the delivery of and access to social services. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. 		

EVALUATION		Mid-Term Evaluation		Final Evaluation	
0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity		Student	Field Instructor	Student	Field Instructor

14	Student identifies social policy at the local, state, and federal level that impacts the well-being, service delivery, and access to social services.				
15	Student assesses how social welfare and economic policies impact the delivery of and access to social services.				
16	Student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.				
Instructor's Mid-Term Comments:					
Instructor's Final Comments:					

Competency 6.0 – Engage with individuals, families, groups, organizations, and communities.

LEARNING PLAN		
Behaviors	Internship Activities with Timeline	How will the behaviors be evaluated?
<ul style="list-style-type: none"> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 		

EVALUATION		Mid-Term Evaluation		Final Evaluation	
0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity		Student	Field Instructor	Student	Field Instructor
17	Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.				
18	Student uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.				
Instructor's Mid-Term Comments:					
Instructor's Final Comments:					

Competency 7.0 – Assess individuals, families, groups, organizations, and communities.

LEARNING PLAN		
Behaviors	Internship Activities with Timeline	How will the behaviors be evaluated?
<ul style="list-style-type: none"> Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. 		

<ul style="list-style-type: none"> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 		
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EVALUATION		Mid-Term Evaluation		Final Evaluation	
0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity		Student	Field Instructor	Student	Field Instructor
19	Student collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.				
20	Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.				
21	Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.				
22	Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.				
Instructor's Mid-Term Comments:					
Instructor's Final Comments:					

Competency 8.0 – Intervene with individuals, families, groups, organizations, and communities.

LEARNING PLAN		
Behaviors	Internship Activities with Timeline	How will the behaviors be evaluated?
<ul style="list-style-type: none"> Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. Use interprofessional collaboration as appropriate to achieve beneficial practice outcomes. 		

<ul style="list-style-type: none"> Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. Facilitate effective transitions and endings that advance mutually agreed-on goals. 		
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EVALUATION		Mid-Term Evaluation		Final Evaluation	
0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity		Student	Field Instructor	Student	Field Instructor
23	Student critically choose and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.				
24	Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.				
25	Student uses interprofessional collaboration as appropriate to achieve beneficial practice outcomes.				
26	Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.				
27	Student facilitates effective transitions and endings that advance mutually agreed-on goals.				
Instructor's Mid-Term Comments:					
Instructor's Final Comments:					

Competency 9.0 – Evaluate practice with individuals, families, groups, organizations, and communities.

LEARNING PLAN		
Behaviors	Internship Activities with Timeline	How will the behaviors be evaluated?
<ul style="list-style-type: none"> Select and use appropriate methods for evaluation of outcomes. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. Critically analyze, monitor, and evaluate intervention program processes and outcomes. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. 		

EVALUATION		Mid-Term Evaluation		Final Evaluation	
0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity		Student	Field Instructor	Student	Field Instructor
28	Student selects and uses appropriate methods for evaluation of outcomes.				

29	Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.				
30	Student critically analyzes, monitors, and evaluates intervention program processes and outcomes.				
31	Student applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.				
Instructor's Mid-Term Comments:					
Instructor's Final Comments:					

LEARNING PLAN

Signatures	
Student: _____	Date: _____
Field Instructor: _____	Date: _____
Faculty Field Liaison: _____	Date: _____
Task Supervisor: _____	Date: _____

MID-TERM EVALUATION

Mid-Term Comments
Student's strengths:
Student's areas for improvement:

Signatures	
Student: _____	Date: _____
Field Instructor: _____	Date: _____
Task Supervisor: _____	Date: _____

FINAL EVALUATION

Final Comments		
Student's strengths:		
Student's areas for improvement:		
Signatures		
<p style="text-align: center;">My field instructor has discussed this final evaluation with me and I have received a copy. My agreement or disagreement is as follows:</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td style="width: 40%; text-align: center; padding: 5px;"><input type="checkbox"/> I agree with the final evaluation.</td> <td style="width: 40%; text-align: center; padding: 5px;"><input type="checkbox"/> I do not agree with the final evaluation.*</td> </tr> </table> <p style="text-align: center; font-size: small; margin-top: 10px;"><i>*If the student disagrees with this evaluation, they should attach an explanation of their disagreement.</i></p>	<input type="checkbox"/> I agree with the final evaluation.	<input type="checkbox"/> I do not agree with the final evaluation.*
<input type="checkbox"/> I agree with the final evaluation.	<input type="checkbox"/> I do not agree with the final evaluation.*	
Student: _____ Date: _____		
Field Instructor: _____ Date: _____		
Task Supervisor: _____ Date: _____		

All signatories should retain a copy of this Learning Plan & Field Evaluation.



MSW Generalist Learning Plan & Field Evaluation

Student:		Student ID #:	
Semester/Year:		Permanent Non-UND Email Address:	
Field Instructor:		Field Instructor's Phone/Email:	
Agency:		Faculty Field Liaison:	

This Learning Plan is based on the nine competencies students are expected to demonstrate upon finishing their internship. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that represent observable components of the competencies. The field instructor will help the student identify practice opportunities, including timelines, related to the competency which will be identified and assessed during the semester. The behaviors are closely related to each other and may be addressed with the same internship activities. You should refer to the Learning Plan each week in supervision and update it as field activities change. Any substantive changes must be approved by the faculty field liaison.

This evaluation presents an opportunity for the student and field instructor to evaluate the student's growth and development of the nine competency areas developed by the Council on Social Work Education. By the end of the internship, the student will have demonstrated competency in each of the following arenas of performance as a generalist social worker. For students who do not demonstrate the designated benchmark in any behavior, please indicate, in the instructor's comments, specific plans to support student need for development in these areas. If there is a need for a remedial plan to assist the student in achieving a competency, the faculty field liaison will meet with the student and field instructor to develop the plan. Students may exceed a benchmark if they meet the criteria defined in the behaviors. The Final Field Evaluation will ask you to evaluate skill development in each of these areas.

For each evaluation item, please rate the student accordingly to the following scale:

0	No Knowledge: Student has no knowledge at all.
1	Knows: Student knows what is required to carry out professional functions.
2	Knows How: Student knows how to use the knowledge that has been accumulated and is able to verbally describe the process.
3	Shows How: Student demonstrates the "know how" with support and/or supervision.
4	Does: Student can demonstrate the behavior <i>independently</i> .
N/A	No Opportunity: Student has not yet had the opportunity to demonstrate competence in this area.

2.0 - Desired benchmark for first half of internship.

3.5 - Desired benchmark for second half of internship.

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. This evaluation is intended to give the student feedback about her or his performance. Final scores will contribute to the determination of final grade (Pass/Fail).

Competency 1.0 – Demonstrate Ethical and Professional Behavior.

LEARNING PLAN		
Behaviors	Internship Activities with Timeline	How will the behaviors be evaluated?

<ul style="list-style-type: none"> • Make ethical decisions by applying the standards of the NASW Code of ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. • Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. • Use technology ethically and appropriately to facilitate practice outcomes. • Use supervision and consultation to guide professional judgement and behavior. 		
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EVALUATION		Mid-Term Evaluation		Final Evaluation	
0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity		Student	Field Instructor	Student	Field Instructor
1	Student makes ethical decisions by applying the standards of the NASW Code of ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.				
2	Student uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.				
3	Student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.				
4	Student uses technology ethically and appropriately to facilitate practice outcomes.				
5	Student uses supervision and consultation to guide professional judgement and behavior.				
Instructor's Mid-Term Comments:					
Instructor's Final Comments:					

Competency 2.0 – Engage Diversity and Difference in Practice.

LEARNING PLAN		
Behaviors	Internship Activities with Timeline	How will the behaviors be evaluated?
<ul style="list-style-type: none"> • Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. • Present themselves as learners and engage clients and constituencies as experts of their own experience. 		

<ul style="list-style-type: none"> Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 		
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EVALUATION		Mid-Term Evaluation		Final Evaluation	
0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity		Student	Field Instructor	Student	Field Instructor
6	Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.				
7	Student presents themselves as learners and engages clients and constituencies as experts of their own experience.				
8	Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.				
Instructor's Mid-Term Comments:					
Instructor's Final Comments:					

Competency 3.0 – Advance human rights and social, economic, and environmental justice.

LEARNING PLAN		
Behaviors	Internship Activities with Timeline	How will the behaviors be evaluated?
<ul style="list-style-type: none"> Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems level. Engage in practices that advance social, economic, and environmental justice. 		

EVALUATION		Mid-Term Evaluation		Final Evaluation	
0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity		Student	Field Instructor	Student	Field Instructor
9	Student applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems level.				
10	Student engages in practices that advance social, economic, and environmental justice.				
Instructor's Mid-Term Comments:					
Instructor's Final Comments:					

Competency 4.0 – Engage in practice-informed research and research informed practice.

LEARNING PLAN		
Behaviors	Internship Activities with Timeline	How will the behaviors be evaluated?
<ul style="list-style-type: none"> Use practice experience and theory to inform scientific inquiry and research. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. Use and translate research evidence to inform and improve practice, policy, and service delivery. 		

EVALUATION		Mid-Term Evaluation		Final Evaluation	
0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity		Student	Field Instructor	Student	Field Instructor
11	Student uses practice experience and theory to inform scientific inquiry and research.				
12	Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.				
13	Student uses and translates research evidence to inform and improve practice, policy, and service delivery.				
Instructor’s Mid-Term Comments:					
Instructor’s Final Comments:					

Competency 5.0 – Engage in Policy Practice.

LEARNING PLAN		
Behaviors	Internship Activities with Timeline	How will the behaviors be evaluated?
<ul style="list-style-type: none"> Identify social policy at the local, state, and federal level that impacts the well-being, service delivery, and access to social services. Asses how social welfare and economic policies impact the delivery of and access to social services. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. 		

EVALUATION		Mid-Term Evaluation		Final Evaluation	
0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity		Student	Field Instructor	Student	Field Instructor

14	Student identifies social policy at the local, state, and federal level that impacts the well-being, service delivery, and access to social services.				
15	Student assesses how social welfare and economic policies impact the delivery of and access to social services.				
16	Student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.				
Instructor's Mid-Term Comments:					
Instructor's Final Comments:					

Competency 6.0 – Engage with individuals, families, groups, organizations, and communities.

LEARNING PLAN		
Behaviors	Internship Activities with Timeline	How will the behaviors be evaluated?
<ul style="list-style-type: none"> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 		

EVALUATION		Mid-Term Evaluation		Final Evaluation	
0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity		Student	Field Instructor	Student	Field Instructor
17	Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.				
18	Student uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.				
Instructor's Mid-Term Comments:					
Instructor's Final Comments:					

Competency 7.0 – Assess individuals, families, groups, organizations, and communities.

LEARNING PLAN		
Behaviors	Internship Activities with Timeline	How will the behaviors be evaluated?
<ul style="list-style-type: none"> Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. 		

<ul style="list-style-type: none"> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 		
--	--	--

EVALUATION		Mid-Term Evaluation		Final Evaluation	
0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity		Student	Field Instructor	Student	Field Instructor
19	Student collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.				
20	Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.				
21	Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.				
22	Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.				
Instructor's Mid-Term Comments:					
Instructor's Final Comments:					

Competency 8.0 – Intervene with individuals, families, groups, organizations, and communities.

LEARNING PLAN		
Behaviors	Internship Activities with Timeline	How will the behaviors be evaluated?
<ul style="list-style-type: none"> Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. Use interprofessional collaboration as appropriate to achieve beneficial practice outcomes. 		

<ul style="list-style-type: none"> Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. Facilitate effective transitions and endings that advance mutually agreed-on goals. 		
---	--	--

EVALUATION		Mid-Term Evaluation		Final Evaluation	
0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity		Student	Field Instructor	Student	Field Instructor
23	Student critically choose and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.				
24	Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.				
25	Student uses interprofessional collaboration as appropriate to achieve beneficial practice outcomes.				
26	Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.				
27	Student facilitates effective transitions and endings that advance mutually agreed-on goals.				
Instructor's Mid-Term Comments:					
Instructor's Final Comments:					

Competency 9.0 – Evaluate practice with individuals, families, groups, organizations, and communities.

LEARNING PLAN		
Behaviors	Internship Activities with Timeline	How will the behaviors be evaluated?
<ul style="list-style-type: none"> Select and use appropriate methods for evaluation of outcomes. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. Critically analyze, monitor, and evaluate intervention program processes and outcomes. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. 		

EVALUATION		Mid-Term Evaluation		Final Evaluation	
0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity		Student	Field Instructor	Student	Field Instructor
28	Student selects and uses appropriate methods for evaluation of outcomes.				

29	Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.				
30	Student critically analyzes, monitors, and evaluates intervention program processes and outcomes.				
31	Student applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.				
Instructor's Mid-Term Comments:					
Instructor's Final Comments:					

LEARNING PLAN

Signatures	
Student: _____	Date: _____
Field Instructor: _____	Date: _____
Faculty Field Liaison: _____	Date: _____
Task Supervisor: _____	Date: _____

MID-TERM EVALUATION

Mid-Term Comments
Student's strengths:
Student's areas for improvement:

Signatures	
Student: _____	Date: _____
Field Instructor: _____	Date: _____
Task Supervisor: _____	Date: _____

FINAL EVALUATION

Final Comments						
Student's strengths:						
Student's areas for improvement:						
Signatures						
<p style="text-align: center;">My field instructor has discussed this final evaluation with me and I have received a copy. My agreement or disagreement is as follows:</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td style="width: 40%; text-align: center; padding: 5px;"> <input type="checkbox"/> I agree with the final evaluation. </td> <td style="width: 40%; text-align: center; padding: 5px;"> <input type="checkbox"/> I do not agree with the final evaluation.* </td> </tr> </table> <p style="text-align: center; font-size: small; margin-top: 10px;"><i>*If the student disagrees with this evaluation, they should attach an explanation of their disagreement.</i></p>	<input type="checkbox"/> I agree with the final evaluation.	<input type="checkbox"/> I do not agree with the final evaluation.*				
<input type="checkbox"/> I agree with the final evaluation.	<input type="checkbox"/> I do not agree with the final evaluation.*					
<table style="width: 100%;"> <tr> <td style="width: 60%;">Student: _____</td> <td style="width: 40%;">Date: _____</td> </tr> <tr> <td>Field Instructor: _____</td> <td>Date: _____</td> </tr> <tr> <td>Task Supervisor: _____</td> <td>Date: _____</td> </tr> </table>	Student: _____	Date: _____	Field Instructor: _____	Date: _____	Task Supervisor: _____	Date: _____
Student: _____	Date: _____					
Field Instructor: _____	Date: _____					
Task Supervisor: _____	Date: _____					

All signatories should retain a copy of this Learning Plan & Field Evaluation.



MSW Advanced Generalist Learning Plan & Field Evaluation

Student:		Student ID #:	
Semester/Year:		Permanent Non-UND Email Address:	
Field Instructor:		Field Instructor's Phone/Email:	
Agency:		Faculty Field Liaison:	

This Learning Plan is based on the nine competencies students are expected to demonstrate upon finishing their internship. Each competency has identified behaviors specific to the competency. The field instructor will help the student identify practice opportunities, including timelines, related to the competency which will be identified and assessed during the semester. The behaviors are closely related to each other and may be addressed with the same internship activities. You should refer to the Learning Plan each week in supervision and update it as field activities change. Any substantive changes must be approved by the faculty field liaison.

This evaluation presents an opportunity for the student and field instructor to evaluate the student's growth and development of the ten competency areas developed by the Council on Social Work Education. By the end of the internship, the student will have demonstrated competency in each of the following arenas of performance as an advanced generalist social worker. For students who do not demonstrate the designated benchmark in any behavior, please indicate, in the instructor's comments, specific plans to support student need for development in these areas. If there is a need for a remedial plan to assist the student in achieving a competency, the faculty field liaison will meet with the student and field instructor to develop the plan. Students may exceed a benchmark if they meet the criteria defined in behaviors. The Final Field Evaluation will ask you to evaluate skill development in each of these areas.

For each evaluation item, please rate the student accordingly to the following scale:

0	Not Skilled: Student does not demonstrate this skill at all.
1	Beginning Skill: Student has to consciously work at this skill.
2	Moderate Skill: This skill is becoming more integrated in the student's practice.
3	Skilled: Student demonstrates this skill with confidence.
4	Advanced Skill: The student demonstrates this skill with confidence and has made it an integral part of their practice.
N/A	No Opportunity: Student has not yet had the opportunity to demonstrate this skill.

- 2.0 - Desired benchmark for first half of internship.
- 3.0 - Desired benchmark for second half of internship.

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. This evaluation is intended to give the student feedback about her or his performance. Final scores will contribute to the determination of final grade (Pass/Fail).

Please sign and return the Learning Plan to faculty field liaison when completed.

Competency 1.0 – Demonstrate Ethical and Professional Behavior.

LEARNING PLAN		
Behaviors	Internship Activities with Timeline	How will the behaviors be evaluated?

<ul style="list-style-type: none"> • Demonstrate understanding and the ability to apply the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics to complex situations across micro, mezzo and macro levels of practice. • Model a professional identity as a reflective and adaptable advanced generalist practitioner by demonstrating a conscious use of self and self-correction in practice situations. • Demonstrate leadership in forming professional relationships and model professional demeanor in behavior; appearance; and in oral, written and electronic communication. • Incorporate effective and ethical use of technology in advanced generalist practice. • Seek supervision, consultation, and constructive feedback in an effort to grow professionally, guide professional judgment, improve practice skills, behavior, and learning experiences. 		
--	--	--

EVALUATION		Mid-Term Evaluation		Final Evaluation	
0=Not Skilled 1=Beginning 2=Moderate 3=Skilled 4=Advanced N/A=No Opportunity		Student	Field Instructor	Student	Field Instructor
1	Student demonstrates understanding and the ability to apply the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics to complex situations across micro, mezzo and macro levels of practice.				
2	Student models a professional identity as a reflective and adaptable advanced generalist practitioner by demonstrating a conscious use of self and self-correction in practice situations.				
3	Student demonstrates leadership in forming professional relationships and model professional demeanor in behavior; appearance; and in oral, written and electronic communication.				
4	Student incorporates effective and ethical use of technology in advanced generalist practice.				
5	Student seeks supervision, consultation, and constructive feedback in an effort to grow professionally, guide professional judgment, improve practice skills, behavior, and learning experiences.				
Instructor's Mid-Term Comments:					
Instructor's Final Comments:					

Competency 2.0 – Engage Diversity and Difference in Practice.

LEARNING PLAN		
Behaviors	Internship Activities with Timeline	How will the behaviors be evaluated?

<ul style="list-style-type: none"> • Demonstrate the understanding and appreciation for the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. This is apparent in written and oral communication as well as other relevant behaviors. • Demonstrate an openness to growth and learning through appropriate vulnerability and an appreciation for clients and constituencies at all levels as experts of their own experiences. • Apply self-awareness and self-regulation to transform one's behavior in response to recognition of one's biases related to difference or diversity. 		
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EVALUATION		Mid-Term Evaluation		Final Evaluation	
0=Not Skilled 1=Beginning 2=Moderate 3=Skilled 4=Advanced N/A=No Opportunity		Student	Field Instructor	Student	Field Instructor
6	Student demonstrates the understanding and appreciation for the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. This is apparent in written and oral communication as well as other relevant behaviors.				
7	Student demonstrates an openness to growth and learning through appropriate vulnerability and an appreciation for clients and constituencies at all levels as experts of their own experiences.				
8	Student applies self-awareness and self-regulation to transform one's behavior in response to recognition of one's biases related to difference or diversity.				
Instructor's Mid-Term Comments:					
Instructor's Final Comments:					

Competency 3.0 – Advance Human Rights and Social, Economic, and Environmental Justice.

LEARNING PLAN		
Behaviors	Internship Activities with Timeline	How will the behaviors be evaluated?
<ul style="list-style-type: none"> • Clearly articulate and apply an advanced understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. • Use leadership skills to engage in practices that advances social, economic, and environmental justice and use leadership skills to advance social and economic justice. 		

EVALUATION		Mid-Term Evaluation		Final Evaluation	
0=Not Skilled 1=Beginning 2=Moderate 3=Skilled 4=Advanced N/A=No Opportunity		Student	Field Instructor	Student	Field Instructor

9	Student clearly articulates and applies an advanced understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.				
10	Student uses leadership skills to engage in practices that advances social, economic, and environmental justice and use leadership skills to advance social and economic justice.				
Instructor's Mid-Term Comments:					
Instructor's Final Comments:					

Competency 4.0 – Engage in Practice-informed Research and Research-informed Practice.

LEARNING PLAN		
Behaviors	Internship Activities with Timeline	How will the behaviors be evaluated?
<ul style="list-style-type: none"> Use interdisciplinary and multi-disciplinary practice experience and theory to inform scientific inquiry and research. Demonstrate critical thinking skills to analyze quantitative and qualitative research methods and dissemination of findings. Evaluate the relative merits of research evidence and apply research knowledge to inform and improve practice, <u>policy</u> and service delivery. 		

EVALUATION		Mid-Term Evaluation		Final Evaluation	
0=Not Skilled 1=Beginning 2=Moderate 3=Skilled 4=Advanced N/A=No Opportunity		Student	Field Instructor	Student	Field Instructor
11	Student uses interdisciplinary and multi-disciplinary practice experience and theory to inform scientific inquiry and research.				
12	Student demonstrates critical thinking skills to analyze quantitative and qualitative research methods and dissemination of findings.				
13	Student evaluates the relative merits of research evidence and apply research knowledge to inform and improve practice, <u>policy</u> and service delivery.				
Instructor's Mid-Term Comments:					
Instructor's Final Comments:					

Competency 5.0 – Engage in Policy Practice.

LEARNING PLAN		
Behaviors	Internship Activities with Timeline	How will the behaviors be evaluated?

<ul style="list-style-type: none"> • Demonstrate the ability to analyze changing contexts and to identify social policy strengths and deficits at all levels with regard to emerging local, regional, and societal trends, needs, and opportunities. • Assess how social welfare and economic policies impact the delivery of and access to social services and provide leadership in promoting and/or advocating for changes in service delivery and practice that improve the quality of social services and build healthier communities. • Apply critical thinking and provide leadership by analyzing, formulating, and advocating for policies that advance human rights and social, economic, and environmental justice at any level. 		
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EVALUATION		Mid-Term Evaluation		Final Evaluation	
0=Not Skilled 1=Beginning 2=Moderate 3=Skilled 4=Advanced N/A=No Opportunity		Student	Field Instructor	Student	Field Instructor
14	Student demonstrates the ability to analyze changing contexts and to identify social policy strengths and deficits at all levels with regard to emerging local, regional, and societal trends, needs, and opportunities.				
15	Student assesses how social welfare and economic policies impact the delivery of and access to social services and provide leadership in promoting and/or advocating for changes in service delivery and practice that improve the quality of social services and build healthier communities.				
16	Student applies critical thinking and provide leadership by analyzing, formulating, and advocating for policies that advance human rights and social, economic, and environmental justice at any level.				
Instructor's Mid-Term Comments:					
Instructor's Final Comments:					

Competency 6.0 – Engage with Individuals, Families, Groups, Organizations, and Communities.

LEARNING PLAN		
Behaviors	Internship Activities with Timeline	How will the behaviors be evaluated?
<ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with diverse clients and constituencies and be able to critique the strengths, weaknesses, and assumptions of these theoretical frameworks. 		

<ul style="list-style-type: none"> Continuously assess and adapt one's ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies across systems. 		
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EVALUATION		Mid-Term Evaluation		Final Evaluation	
0=Not Skilled 1=Beginning 2=Moderate 3=Skilled 4=Advanced N/A=No Opportunity		Student	Field Instructor	Student	Field Instructor
17	Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with diverse clients and constituencies and be able to critique the strengths, weaknesses, and assumptions of these theoretical frameworks.				
18	Student continuously assesses and adapts one's ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies across systems.				
Instructor's Mid-Term Comments:					
Instructor's Final Comments:					

Competency 7.0 – Assess Individuals, Families, Groups, Organizations, and Communities.

LEARNING PLAN		
Behaviors	Internship Activities with Timeline	How will the behaviors be evaluated?
<ul style="list-style-type: none"> Independently collect and organize data, and apply critical thinking to interpret information from clients and constituencies. Systematically and purposefully apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in assessing diverse client systems and constituents. Develop and utilize appropriate and effective strengths-based, mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituents. Select culturally responsive, appropriate empirically validated intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 		

EVALUATION		Mid-Term Evaluation		Final Evaluation	
0=Not Skilled 1=Beginning 2=Moderate 3=Skilled 4=Advanced N/A=No Opportunity		Student	Field Instructor	Student	Field Instructor
19	Student independently collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.				

20	Student systematically and purposefully applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in assessing diverse client systems and constituents.				
21	Student develops and utilizes appropriate and effective strengths-based, mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituents.				
22	Student selects culturally responsive, appropriate empirically validated intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.				
Instructor's Mid-Term Comments:					
Instructor's Final Comments:					

Competency 8.0 – Intervene with Individuals, Families, Groups, Organizations, and Communities.

LEARNING PLAN		
Behaviors	Internship Activities with Timeline	How will the behaviors be evaluated?
<ul style="list-style-type: none"> Differentially select and implement a variety of evidence-based interventions to achieve practice goals and enhance capacities of a wide range of clients and constituencies. Systematically and purposefully apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with diverse clients and constituencies. Demonstrate leadership by seeking feedback and using inter-professional collaboration as appropriate to achieve beneficial practice resolution to complex problems. Demonstrate leadership by convincingly and effectively negotiating, mediating, and advocating with and on behalf of diverse clients and constituencies. Facilitate effective client-centered transitions and endings that advance mutually agreed-on goals. 		

EVALUATION		Mid-Term Evaluation		Final Evaluation	
0=Not Skilled 1=Beginning 2=Moderate 3=Skilled 4=Advanced N/A=No Opportunity		Student	Field Instructor	Student	Field Instructor
23	Student differentially selects and implements a variety of evidence-based interventions to achieve practice goals and enhance capacities of a wide range of clients and constituencies.				
24	Student systematically and purposefully applies knowledge of human behavior and the social environment, person-in-				

	environment, and other multidisciplinary theoretical frameworks in interventions with diverse clients and constituencies.				
25	Student demonstrates leadership by seeking feedback and using inter-professional collaboration as appropriate to achieve beneficial practice resolution to complex problems.				
26	Student demonstrates leadership by convincingly and effectively negotiating, mediating, and advocating with and on behalf of diverse clients and constituencies.				
27	Student facilitates effective client-centered transitions and endings that advance mutually agreed-on goals.				
Instructor's Mid-Term Comments:					
Instructor's Final Comments:					

Competency 9.0 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

LEARNING PLAN		
Behaviors	Internship Activities with Timeline	How will the behaviors be evaluated?
<ul style="list-style-type: none"> Analyze, <u>select</u> and use appropriate methods of assessment for the evaluation of outcomes, clearly articulating the strengths and weaknesses of each method. Systematically and purposefully apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes with diverse client systems and constituents. Effectively demonstrate critical thinking skills through analyzing, monitoring, and evaluating intervention and program processes and outcomes. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels with multiple complex and diverse client and constituent situations. 		

EVALUATION		Mid-Term Evaluation		Final Evaluation	
0=Not Skilled 1=Beginning 2=Moderate 3=Skilled 4=Advanced N/A=No Opportunity		Student	Field Instructor	Student	Field Instructor
28	Student analyzes, <u>selects</u> and uses appropriate methods of assessment for the evaluation of outcomes, clearly articulating the strengths and weaknesses of each method.				
29	Student systematically and purposefully applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes with diverse client systems and constituents.				

30	Student effectively demonstrates critical thinking skills through analyzing, monitoring, and evaluating intervention and program processes and outcomes.				
31	Student applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels with multiple complex and diverse client and constituent situations.				
Instructor's Mid-Term Comments:					
Instructor's Final Comments:					

LEARNING PLAN

Signatures	
Student: _____	Date: _____
Field Instructor: _____	Date: _____
Faculty Field Liaison: _____	Date: _____

MID-TERM EVALUATION

Mid-Term Comments
Student's strengths:
Student's areas for improvement:
Signatures
Student: _____
Date: _____
Field Instructor: _____
Date: _____

FINAL EVALUATION

Final Comments			
Student's strengths:			
Student's areas for improvement:			
Signatures			
<p style="text-align: center;">My field instructor has discussed this final evaluation with me and I have received a copy. My agreement or disagreement is as follows:</p> <table border="1" style="margin: 10px auto; width: 60%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; padding: 5px;"> <input type="checkbox"/> I agree with the final evaluation. </td> <td style="width: 50%; text-align: center; padding: 5px;"> <input type="checkbox"/> I do not agree with the final evaluation.* </td> </tr> </table> <p style="text-align: center; font-size: small; margin-top: 10px;"><i>*If the student disagrees with this evaluation, they should attach an explanation of their disagreement.</i></p> <p>Student: _____ Date: _____</p> <p>Field Instructor: _____ Date: _____</p>		<input type="checkbox"/> I agree with the final evaluation.	<input type="checkbox"/> I do not agree with the final evaluation.*
<input type="checkbox"/> I agree with the final evaluation.	<input type="checkbox"/> I do not agree with the final evaluation.*		

All signatories should retain a copy of this Learning Plan & Field Evaluation.

APPENDIX VI: FIELD EDUCATION TIMESHEETS



Full-Time Field Education Timesheet

Student's Name		Internship Agency	
Faculty Field Liaison		Field Instructor	
Dates Covered <u>By</u> This Timesheet			
<i>Beginning Month/Day</i>	<i>Ending Month/Day</i>	<i>Week in Placement (1, 2, etc.)</i>	<i>YTD Hours b/4 this Week</i>
		M	T
		W	T
		F	S/SU
		TOTAL HRS/WEEK	
Direct Service provided by student with individuals, families, groups, organizations, and communities.			
Indirect Service involving case recordings, phone calls, meetings, and conferences about clients.			
Supervision by task supervisors.			
Supervision by UND Approved Field Instructor.			
Professional Development including Training, In-services, and Workshops.			
Paperwork involving miscellaneous tasks, assignments, class work relevant to learning tasks.			
Travel on behalf of agency or clients.			
Other (Specify) Research:			
Orientation (not to exceed 40 hours)			
TOTALS			

Field Instructor _____ *Signature* **Date** _____

Student _____ *Signature* **Date** _____



Part-Time Field Education Timesheet

Student's Name		Internship Agency							
Faculty Field Liaison		Field Instructor							
Dates Covered By This Timesheet									
<i>Beginning Month/Day</i>	<i>Ending Month/Day</i>	<i>Week in Internship (1, 2, etc.)</i>					<i>YTD Hours b/4 this Week</i>		
		M	T	W	TH	F	S/SU	TOTAL HOURS/WEEK	
Direct service provided by student with individuals, families, groups, organizations, and communities.	Week 1								
	Week 2								
Indirect service involving case recordings, phone calls, meetings, and conferences about clients.	Week 1								
	Week 2								
Supervision by task supervisors.	Week 1								
	Week 2								
Supervision by UND approved field instructor.	Week 1								
	Week 2								
Professional development including training, in-services, and workshops.	Week 1								
	Week 2								
Paperwork involving miscellaneous tasks, assignments, class work relevant to learning tasks.	Week 1								
	Week 2								
Travel on behalf of agency or clients.	Week 1								
	Week 2								
Other (Specify) Research:	Week 1								
	Week 2								
Orientation (not to exceed 40 hours)	Week 1								
	Week 2								
TOTALS	Week 1								
	Week 2								

Field Instructor _____ Date _____

Signature

Student _____ Date _____

Signature

APPENDIX VII: REQUESTS TO DISCONTINUE FIELD INTERNSHIP



BSSW Request to Discontinue Field Internship

All actions and information on this form are to be completed and approved before you can receive a final grade for your field internship. A minimum of 450 hours in Field Education is required for successful completion.

Student		Student ID #	
Semester/Year		Permanent Non-UND Email Address	
Field Instructor		Agency	
The number of hours I have completed in field to the date of this request, excluding time in field education seminars is.....		As of this date	Number of Hours
The total number of hours, I will complete in field, excluding time in field education seminars is.....		As of this date	Number of Hours
I will have completed all learning tasks and required hours in field and therefore am requesting that my last day in Field Education be.....			Date
My field instructor has approved my plans for completing and terminating my field internship. <i>Field Instructor's Signature:</i> _____ <i>Date:</i> _____			
I have met with my field instructor and reviewed the Student Evaluation of Field Agency via Qualtrics. <i>Student Initials:</i> _____ <i>Date:</i> _____			
I have completed the Student Evaluation of Field Agency via Qualtrics.			Yes <input type="checkbox"/> No <input type="checkbox"/>
My field instructor concurs that I have completed all of the tasks necessary to demonstrate the practice behaviors associated with each core competency, as identified in my Learning Plan and has reviewed my Final Student Evaluation with me. <i>Field Instructor's Signature:</i> _____ <i>Date:</i> _____			
I have attached the completed Final Field Evaluation.			Yes <input type="checkbox"/> No <input type="checkbox"/>
My faculty field liaison has reviewed this form with accompanying materials and concurs that I have: (1) demonstrated the practice behaviors associated with each core competency identified as activities in my Learning Plan, (2) the required time in Field Education, and (3) Student Evaluations of Field Agency, Faculty Field Liaison, and Field Coordination via Qualtrics. <i>Faculty Field Liaison's Signature:</i> _____ <i>Date:</i> _____			
This row is for use by the faculty field liaison – only		Student's grade for Field Education is _____	

UND SOCIAL WORK

UNIVERSITY OF NORTH DAKOTA

MSW Generalist Request to Discontinue Field Internship

All actions and information on this form are to be completed and approved before you can receive a final grade for your field internship. A minimum of 450 hours in Field Education is required for successful completion.

Student		Student ID #	
Semester/Year		Permanent Non-UND Email Address	
Field Instructor		Agency	
The number of hours I have completed in field to the date of this request, excluding time in field education seminars is.....		As of this date	Number of Hours
The total number of hours, I will complete in field, excluding time in field education seminars is.....		As of this date	Number of Hours
I will have completed all learning tasks and required hours in field and therefore am requesting that my last day in Field Education be.....			Date
My field instructor has approved my plans for completing and terminating my field internship. <i>Field Instructor's Signature:</i> _____ <i>Date:</i> _____			
I have met with my field instructor and reviewed the Student Evaluation of Field Agency via Qualtrics. <i>Student Initials:</i> _____ <i>Date:</i> _____			
I have completed the Student Evaluation of Field Agency via Qualtrics.			Yes <input type="checkbox"/> No <input type="checkbox"/>
My field instructor concurs that I have completed all of the tasks necessary to demonstrate the practice behaviors associated with each core competency, as identified in my Learning Plan and has reviewed my Final Student Evaluation with me. <i>Field Instructor's Signature:</i> _____ <i>Date:</i> _____			
I have attached the completed Final Field Evaluation.			Yes <input type="checkbox"/> No <input type="checkbox"/>
My faculty field liaison has reviewed this form with accompanying materials and concurs that I have: (1) demonstrated the practice behaviors associated with each core competency identified as activities in my Learning Plan, (2) the required time in Field Education, and (3) Student Evaluations of Field Agency, Faculty Field Liaison, and Field Coordination via Qualtrics. <i>Faculty Field Liaison's Signature:</i> _____ <i>Date:</i> _____			
This row is for use by the faculty field liaison – only		Student's grade for Field Education is.....	



MSW Advanced Generalist Request to Discontinue Field Internship

All actions and information on this form are to be completed and approved before you can receive a final grade for your field internship. A minimum of 500 hours in Field Education is required for successful completion.

Student		Student ID #	
Semester/Year		Permanent Non-UND Email Address	
Field Instructor		Agency	
The number of hours I have completed in field to the date of this request, excluding time in field education seminars is.....		As of this date	Number of Hours
The total number of hours, I will complete in field, excluding time in field education seminars is.....		As of this date	Number of Hours
I will have completed all learning tasks and required hours in field and therefore am requesting that my last day in Field Education be.....			Date
My field instructor has approved my plans for completing and terminating my field internship. <i>Field Instructor's Signature:</i> _____ <i>Date:</i> _____			
I have met with my field instructor and reviewed the Student Evaluation of Field Agency via Qualtrics. <i>Student Initials:</i> _____ <i>Date:</i> _____			
I have completed the Student Evaluation of Field Agency via Qualtrics.			Yes <input type="checkbox"/> No <input type="checkbox"/>
My field instructor concurs that I have completed <u>all</u> of the tasks necessary to demonstrate the practice behaviors associated with each core competency, as identified in my Learning Plan and has reviewed my Final Student Evaluation with me. <i>Field Instructor's Signature:</i> _____ <i>Date:</i> _____			
I have attached the completed Final Field Evaluation.			Yes <input type="checkbox"/> No <input type="checkbox"/>
My faculty field liaison has reviewed this form with accompanying materials and concurs that I have: (1) demonstrated the practice behaviors associated with each core competency identified as activities in my Learning Plan, (2) the required time in Field Education, and (3) Student Evaluations of Field Agency, Faculty Field Liaison, and Field Coordination via Qualtrics. <i>Faculty Field Liaison's Signature:</i> _____ <i>Date:</i> _____			
This row is for use by the faculty field liaison – only		Student's grade for Field Education is.....	

APPENDIX VIII: STUDENT EVALUATION OF FIELD AGENCY



Student Evaluation of Field Agency

Student		Semester		Year	
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Agency	Field Instructor
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Your honest feedback regarding the adequacy of your agency and the performance of your field instructor is appreciated and will be helpful in making improvements.

The overall rating utilizes the following five-point scale:	
5	Excellent: Far exceeds standards.
4	Very Good: Highly effective performance exceeds standards.
3	Good: Competent performance, common level attained.
2	Fair: Needs slight improvement to meet standards.
1	Poor: Needs substantial improvement to meet standards.
0	No basis for answering.

	5	4	3	2	1	0
The agency provided a well-planned orientation.						
The physical arrangements (desk, phone, etc.) at my placement were adequate.						
I had opportunities to participate in workshops, seminars, and/or other training activities.						
Staff seemed to accept students positively in the agency.						
The amount of agency activity was sufficient for a challenging learning environment.						
The agency assignments available to the students were appropriate and challenging.						

	5	4	3	2	1	0
My field instructor was accessible when I needed them.						
My field instructor provided timely supervision during my field practicum.						
My field instructor demonstrated interest in my professional progress.						
My field instructor was able to be supportive when necessary.						
My field instructor was able to offer constructive criticism.						
My field instructor was prompt in completing my field evaluations.						
The evaluations were helpful to me in understanding my specific abilities and limitations.						

COMMENTS

APPENDIX IX: STUDENT EVALUATION OF FACULTY FIELD LIAISON



Student Evaluation of Faculty Field Liaison

Faculty Field Liaison		BSSW	
Term & Year		MSW	

Please mark an "x" in the box that best describes your response to each question.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis for Judging
1.	I found my liaison accessible.						
2.	My liaison promptly returned phone calls.						
3.	My liaison promptly returned my journals.						
4.	My liaison provided constructive comments on my journals.						
5.	My liaison visited with me and my field instructor at my placement site at least twice during the semester.						
6.	My liaison evaluated my written work fairly.						
7.	My liaison was helpful in evaluating my progress on my learning objectives during visits.						
8.	My liaison was helpful in problem-solving issues that occurred during my field placement.						
9.	My liaison was honest, supportive, and professional when needed.						
10.	My liaison seemed interested in my professional progress.						
11.	My liaison seemed to relate well with the field instructor.						
		Excellent	Very Good	Good	Fair	Poor	No Basis for Answering
12.	Overall, I would rate the performance of the faculty field liaison as:						
Comments:							

APPENDIX X: STUDENT EVALUATION OF FIELD COORDINATION



Student Evaluation of Field Coordination

Agency		Field Instructor	
Year		Semester	

Your honest feedback regarding the adequacy of your pre-field orientation and field coordination is appreciated and will be helpful in making improvements.

The overall rating utilizes the following five-point scale:	
5	Excellent: Far exceeds standards.
4	Very Good: Highly effective performance exceeds standards.
3	Good: Competent performance, common level attained.
2	Fair: Needs slight improvement to meet standards.
1	Poor: Needs substantial improvement to meet standards.
0	No basis for answering.

Please mark the name of faculty member who oriented you:					
	Bruce Reeves		Carol Schneewis		Other:

	5	4	3	2	1	0
The first pre-field orientation was helpful in understanding the expectations and requirements for the application process.						
The directory of agencies was accessible for my use.						
A calendar of pre-field activities was available to me.						
I was adequately informed about the application deadlines for acceptance to a field internship.						
The Field Education Manual is clear and well organized.						
The field faculty member presented the material at the pre-field orientation in a manner which was easy to understand.						
The field faculty member encouraged questions and relevant discussions at the pre-field orientation.						
The pre-field orientation met my immediate needs and expectations with respect to planning for a field internship.						

	5	4	3	2	1	0
The field faculty member described the role of the faculty field liaison.						
The field faculty member described the role of the field instructor.						
The field faculty member described the role of the Director of Field Education and Field Coordinator.						
The second pre-field orientation was helpful in understanding the expectations for the field internship experience.						
The field faculty member provided and discussed the learning plan and competencies for field internship.						
The field faculty member provided and discussed the evaluation tool the field instructor would be using for midterm and final evaluations.						
The field faculty member discussed the importance of taking responsibility for meeting my competencies in placement.						
The field faculty member offered himself/herself as a resource for information and assistance throughout the field experience.						

COMMENTS	

Please mark the name of faculty member who placed you:						
	Bruce Reeves		Carol Schneweis		Stephanie H	Other:
	Barb Kitko		Jackie Hoffarth		Barb Kramer	

	5	4	3	2	1	0
The Field Coordinator was accessible for appointments.						
The Field Coordinator returned phone calls and emails promptly.						
The Field Coordinator was helpful in exploring my readiness for completing a field internship.						
The Field Coordinator was helpful in exploring an appropriate agency match with regard to current interest and future goals.						
I was informed about the various variables involved in making an appropriate match between a student, field instructor and agency.						

COMMENTS	