

Social Work Department

Bemidji State University

Student and Field Instructor

Internship Manual

2022-2023



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Table of Contents

Policy of Non-Discrimination.....	5
Introduction.....	6
Social Work Faculty	7
Practitioner Advisory Council	9
Social Work Department.....	10
Mission Statements	
Goals	
Social Work Department Competencies & Practice Behaviors	
Philosophy Theoretical and Framework	16
Social Work Curriculum.....	18
Social Work Major Required Courses/Prerequisites	
Course Descriptions	
Internship	20
Preparation	
Policies	
Description	
Three –Way- Collaboration	
Responsibilities of the Social Work Department	
Responsibilities of the Agency	
Responsibilities of the Intern	
Problem Solving Expectations	
Mental Health/Behavioral Policy	
Behavioral Policy.....	25

Licensure..... 26

- Minnesota Board of Social Work
- Licensure Structure and Requirements
- Applying for Licensure and the Licensure Examination
- Context for Licensure: Purpose and Benefits
- Tips for Students
- Minnesota Social Work Practice Act
- Licensure Structure and Requirements
- What is the Board of Social Work?
- Applying for Licensure and the Licensure Exam
- How Does the Board Hold Social Workers Accountable?
- Minnesota School Social Work Licensure
- Merit Examination

Background Studies 35

Professional Social Work Organizations & Publications 39

Penny Fellowship (Internship Scholarship Opportunity) 41

How Will I Repay My Loans? 41

My Internship Is Almost Over, Now What?..... 42

- Portfolio
- How to prepare for an interview
- What to ask a perspective employer
- Conducting a job search

Appendices

- A. NASW Code of Ethics 45
- B. Minnesota Board of Social Work Licensure..... 46
- C. Professional Expectations Protocol & Internship Requirement Checklist 47
- D. Social Work Internship Site Information Sheet (Attachment A)..... 49

E. Memorandum of Agreement.....	54
F. Internship Expectations.....	60
G. Evaluation Tool.....	63
H. Evaluation of Director of Field Education.....	80
I. Intern's Assessment of Placement.....	83
J. Site Supervisor Evaluation.....	84
K. Net Study 2.0	86
L. National Background Check.....	90
M. Internship at a Place of Employment Policy and Procedure	91

Policy of Non-Discrimination

Bemidji State University is a member of Minnesota State Colleges and Universities and is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law.

Harassment of an individual or group on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission has no place in a learning or work environment and is prohibited. Sexual violence has no place in a learning or work environment. Further, the Minnesota State Colleges and Universities shall work to eliminate violence in all its forms. Physical contact by designated system, college, and university staff members may be appropriate if necessary to avoid physical harm to persons or property.

Citation

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Introduction

Field Instructors/Site Supervisors

Welcome to the Bemidji State University, Social Work Department. We appreciate your commitment to work with Social Work interns. This manual was developed as a guide and reference for human service agency professionals supervising Bemidji State University social work interns. Site supervisors are referred to as “field instructors” by the Commission on Accreditation of the Council on Social Work Education (CSWE). Field instructors play a vital role in social work education’s *signature pedagogy*—the internship. It is the field instructors who oversee and provide feedback to the interns on a regular basis concerning their application of social work values & ethics, knowledge, and skills in practice.

Social Work Interns

The purpose of this manual is to provide information necessary to prepare you for and to guide you through your internship. The internship is an integrative experience bringing together course content with practical application in a human service agency. It is the culmination of the Bachelor of Science degree in Social Work (BSW). The internship provides the student with an opportunity to be supervised and mentored by a seasoned social work professional. It is required that social work interns be supervised by a professional with a social work degree, preferably licensed.

This manual includes:

- An overview of the Bemidji State University Social work program mission, goals and objectives
- Philosophy and theoretical framework of the major
- Social work curriculum
- Internship requirements and procedures
- Licensure
- Background studies
- Professional organizations
- Employment search

You can also access information about the Social Work Department, including all program manuals on our **home page**:

<https://www.bemidjistate.edu/academics/departments/social-work/>

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Social Work Department Practitioner Advisory Council

Members of the Practitioner Advisory Council (PAC) are professionals representing diverse social work practice interests and expertise. The PAC works with the Social Work program chair to assess, review, and make curriculum recommendations. The PAC also assists with continuing education planning. In this way, the Social Work Department stays connected to social work practice and can develop and maintain relevant curriculum. In addition, the PAC members provide ongoing assessment of the program through discussion and feedback at Practitioner Advisory Council meetings.

Mission Statement

To provide diverse practitioner perspectives in advising the Social Work Department chair on curriculum content and direction in relationship to the changing needs of the social work profession.

Goals

1. Ongoing assessment and review of the Social Work program and curriculum.
2. Development of continuing education opportunities for practitioners.
3. Examination of current practice issues and how and in what ways the Social Work Department is and can be responsive.

Social Work Department

The Bemidji State University mission statement creates a context for the Social Work Department, its mission, goals and objectives.

Bemidji State University Mission Statement

We create an innovative, interdisciplinary and highly accessible learning environment committed to student success and a sustainable future of our communities, state and planet. Through the transformative power of the liberal arts, education in the professions, and robust engagement of our students, we instill and promote service to others, preservation of the earth, and respect and appreciation for the diverse peoples of our region and world.

Shared Fundamental Values

Students, through the sum of their educational experience at Bemidji State, will have multiple opportunities to learn about, experience, and reflect on the University's Shared Fundamental Values:

- Civic engagement and leadership
- International and multicultural understanding
- Belief in the power of the liberal arts
- Environmental stewardship

These are core values that guide curriculum and services. Not tightly defined, they invite interpretation and discovery.

College of Individual and Community Health Mission Statement

Helping Individuals, Families and Communities Thrive

College of Individual and Community Health Goals

- Be a leader in elevating individual and community health in partnership with rural and tribal communities.
- Foster excellence in planning, implementing, and evaluating initiatives that address sustainability and both social and environmental justice.
- Provide a transformational environment for our students to develop the knowledge, skills, and social awareness to live an integrated and intentional life.
- Mentor our students to identify, achieve, and surpass their goals.

Social Work Department Mission Statement

Our mission is to prepare students for generalist social work practice that is grounded in community involvement, diversity-informed practice, social and economic justice, professional values and ethics, critical thinking, and global interconnectedness.

Social Work Department Goals

With liberal arts as its foundation, by completion of the program, students will be able to:

- Engage in models of ethical social work practice.
- Engage in diversity-informed practice at all levels; local, tribal, state, national, or international.
- Engage in models of bio-psycho-social, cultural, and spiritual human development and behavior.
- Engage in life-long learning and critical thinking.
- Engage in research inquiry in order to facilitate implementation of evidence-based and diversity-informed practice.
- Engage in policy analysis and advocacy to address social and economic justice.

Social Work Education Competencies and Practice Behaviors

According to the Council on Social Work Education (2015), “The purpose of the social work profession is to promote human and community well-being. Social work practice is guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally”.

Program competencies create a guide to shape and focus curriculum content and the knowledge, values, skills, cognitive behaviors, and affective behaviors that Social Work students will demonstrate upon completion of the Social Work major. Practice Behaviors associated with each competency area are measurable outcomes (skills) to which students graduating with a social work degree will attain.

Social Work Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

Social Work Competencies & Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

Competency 2: Engage Diversity and Difference in Practice

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

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

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

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

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

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

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

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

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively

engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

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

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

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

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

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

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

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

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

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

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

Philosophy and Theoretical Framework

Originally accredited by the Commission on Accreditation of the Council on Social Work Education in 1974 and most recently reaccredited in 2016, the undergraduate Social Work Department at Bemidji State University offers a 70-credit major. The major requires core courses in social work as well as in psychology, biology, and political science.

The social work program is committed to educating students to be culturally responsive generalist social work practitioners who understand the historical and contemporary importance of the broader context in terms of the political economy and the many faceted dimensions of a democracy on the lives of all citizens and residents.

The social work curriculum prepares graduates to be generalist social work practitioners in urban, rural, and tribal communities. Consistent with this emphasis is the development of social work values, knowledge, and skills that can be applied across populations.

Social Work Code of Ethics

The National Association of Social Workers (NASW) [Code of Ethics](#) (Appendix A) along with the Minnesota Board of Social Work [Standards of Practice](#) (Appendix B) are reviewed continually throughout the social work curriculum as the standards to which all social workers are accountable.

Generalist Practice

According to the Council on Social Work Education, “Generalist social work practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice” (2015).

Table 1.0
Theoretical Framework

Bio-Psycho-Social- Spiritual	The bio-psycho-social-spiritual framework focuses on the many facets that impact life span development. Social workers understand that biological, psychological, and social factors all play a significant role in human functioning.
Diversity-Informed Practice	Social workers engage in diversity-informed practice. Models emphasized include Terry Cross’s cultural competency continuum (1989), cultural humility, and trauma-informed care.

Ecosystems	An eco-systems approach provides the theoretical orientation to social work practice. Social workers understand that individuals, families, groups, organizations, and communities are in on-going interaction. Social workers identify and attend to the ways in which client systems are both stressed and supported by their environments.
Ethics and Values	The National Association of Social Workers (NASW) Code of Ethics along with other laws and regulations are examined continually throughout the Social Work curriculum. These Codes include the ethical standards and values within which all social workers are accountable.
Social Justice	“Social justice is the view that everyone deserves equal economic, political and social rights and opportunities. Social workers aim to open the doors of access and opportunity for everyone, particularly those in greatest need” (NASW, 2008).
Strengths and Empowerment	As a foundation to social work practice, the strengths perspective focuses on an appreciation and respect for the assets, talents, abilities, and competencies of individuals, families, groups, organizations, and communities. Saleeby’s model (2007) provides the core strengths perspective principles integrated throughout the curriculum. Social workers seek <u>first</u> to understand and acknowledge the strengths of the client system.

Social Work Curriculum

Social Work Degree Requirements

To earn a BSW degree at Bemidji State University, students must meet the following criteria:

- Must earn a C or better in courses with a social work prefix (SOWK)
- Must have an overall GPA of 2.50 or better in all required social work courses taken at BSU (including other disciplines). This does not include transfer courses taken at other schools.

Pre-Admission Social Work Courses:		
All students must enroll in the follow social work courses to be eligible to apply for the social work program:		
	Course	Cr
	SOWK 2120 Intro to Social Welfare	3
	SOWK 2140 Field Experience	3
Diversity Option: Choose One	ENVR 3600: Environmental Justice and Sustainability	
	HIST 2700: Intro to World Religions	
	INST 1107: Intro to Turtle Island	
	INST 4900 Social Justice	
	SOC 2230: Race and Ethnic Relations	
	SOC 3270: Intersectionality	
	SOC 3320: Social Class & Inequality	
GWS 3850: Sex, Gender, & Power		
	Total Credits	9

Supporting Foundation Courses:			
	Course	Cr	Prerequisite
	BIOL 1110 Human Biology	4	
	POL 1200 Introduction to American Politics	3	
	PSY 1100 Introduction to Psychology	4	
	PSY 2217 Abnormal Psychology	4	PSY 1100
	SOWK 2110 Intercultural Communication	3	
Social Statistics: Choose One	CRJS 3201: Res Methods & Stats for CJ	3	MATH 1100 or 1170 or PHIL 2230
	PSY 3401: Basic Stats for Res		
	SOC 3001 Social Statistics		
	STAT 3660 Stats for Health Sciences		
	Subtotal	21	

Core Foundation Courses:				
Must be formally admitted to the social work major prior to registering for the following courses				
	Course	Cr	Prerequisite	Notes
SOWK 2130	Interpersonal Relations	3		
SOWK 2160	Human Behavior in the Social Environment I	3	PSY 1100 BIOL 1110	Spring only
SOWK 3160	Human Behavior in the Social Environment II	3	SOWK 2160 POL 1200	Fall only
SOWK 3201	Family: Dynamics and Intervention	3	SOWK 2160 PSY	
SOWK 3260	Social Welfare Policy	3	POL 1200	Spring only
SOWK 3551	Generalist Practice 1: Working with individuals	3	PSY 1100	Can be taken at the same time
SOWK 3552	Generalist Practice 2: Working with groups	3	SOWK 2130	
SOWK 3553	Generalist Practice 3: Working with Organizations & Communities	3	SOWK 3552	
SOWK 4450	SOWK Research Seminar	3	Social statistics	
SOWK 4880	Internship Orientation	1	Taken semester before SOWK 4970	
SOWK 4970	Internship – 480 hours	12	Completion of ALL courses in the Social Work major; 2.5 GPA in the major (excluding transfer credits)	
	Subtotal	40		

TOTAL SOCIAL WORK CREDITS**70****Course Descriptions**Click here for [social work course descriptions](#).

Internship

Internship Preparation

The semester prior to the internship, the student must enroll in SOWK 4880: Internship Orientation. It is during this course that students secure an internship, pre-placement documents, and a learning goals plan. The application process consists of:

1. Group and individual discussions with the Field Director to identify internship interests, site selection, and preparation of start of internship.
2. Evidence of having completed, by the end of the term, prior to the internship, all required courses in the Social Work major.
3. DARS giving evidence of a 2.50 GPA in the Social work major.
4. Completion of the Internship Site Information electronic form, link provided in the SOWK 4880 D2L shell.

The course is designed to assist the student to:

- Assess social work knowledge, skills, and values; strengths, and challenges. Understand personal values and professional responsibilities, in order to adhere to the NASW Code of Ethics and address ethical dilemmas;
- Determine social work interests;
- Develop a resume, cover letter, and professional portfolio;
- Explore the range of and opportunities primarily in the state of Minnesota, but occasionally in other states, for a social work internship with consultation from the Field Director; if the student wants to complete their field placement out-state the final decision will be made by the Field Instructor. It should be noted that Field Instructors need to hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. Field Instructors also need to be licensed, unless the agency or organization they work is exempt from licensure. For example, currently in Minnesota, social workers working at tribal organizations and county social service agencies are exempt from licensure.
- Become familiar with the application for Minnesota social work licensure;
- Explore professional affiliations such as NASW, CDF, and CWA;
- Assist in developing an internship Memorandum of Agreement (Appendix E), however, the Field Director takes the lead on this task; and
- Facilitate placement of the student in a health and human services agency or school site.

The internship Memorandum of Agreement (Appendix E) includes a general description of the internship. It is expected that the student will formulate goals focused on knowledge, skills, and values of social work practice related to her/his/their particular internship agency or school site.

Internship Policies

Students will review, as part of the Internship Orientation course, the Professional Expectations Policy & Internship Requirements Checklist form (see Appendix C) which is included in the D2L shell and provided by the Field Director prior to the start of the internship.

- I understand that I cannot intern more than 45 hours a week in my internship.
- I have read, reviewed, and will adhere the NASW Code of Ethics and BSU's Student Code of Conduct.
- I understand my internship contract must be finalized, approved, and signed by the Social Work Department Field Director and agency before I start the internship.
- I understand should I start my internship prior to approval of the contract, none of the hours will count towards the internship.
- I understand that internship seminars are mandatory; attendance is required.
- I understand the start and completion dates of the internship must be approved by the Social Work Department Field Director and should be within two weeks of the semester start date and two weeks within the end date.
- I understand should my internship not be set up – arrangements made with the agency, contract completed, confirmed and in place, by the start of the semester in which I intend to intern, I will have to wait until the next semester.
- I understand the Social Work internship hours must total 480 hours. This includes 5-6 internship seminars, community agency visits, and attendance at professional workshops and conferences.
- I understand that internship at my place of employment must be approved before beginning my internship hours (see Appendix M).

Internship Description

SOWK 4970: Internship in Social Work is a 12 credit, 13–14-week block placement over 1 semester totaling 480 hours. Occasionally, students need to plan for a part-time internship over 2 semesters and work directly with the Field Director during the Internship Orientation or Field Seminar courses to execute this option. Of the 480 hours, approximately 32 hours include (5-6) 2-2 ½ hour synchronous, live, online, seminars, a visit to at least one community agency, and attendance at a workshop/conference or training. The seminars create a vehicle for integration of theory and practice. The intern's 13-14 week experience is guided by: weekly supervision of the intern by the field instructor (at least one hour a week); up to two online or on-site visits from the faculty liaison accompanied by phone conferences if necessary; and the intern's attendance at the 5-6 internship seminars.

It is the intern's individualized contract that establishes basic direction for the application of knowledge, skills, and values through the practicum, specifying experiences and readings reflective of the generalist model of social work practice.

Credit Life or Work Experience: Per the Council on Social Work Education, the BSU Social Work Department does not allow BSU to give academic credit for life and work experience.

Three-Way Collaboration: The social work internship reflects a three-party collaboration

– intern, internship placement agency, and the social work department. Each party has an important role with accompanying responsibilities:

Responsibilities of the Social Work Department and the Field Director

1. To facilitate placement of students in agencies for the internship experience.
2. To facilitate with the student the development of an internship contract that is also negotiated with the field instructor.
3. To provide a liaison between BSU and the placement site. Two to three virtual or on-site visits to the placement site will be made. The purpose of the first visit is to review the intern's contract and to address any questions about the Social Work Department and the internship that might arise. During the second and third visits the faculty liaison, with the intern and field instructor, will facilitate discussion of the midterm and final evaluations.
4. To provide orientation for field instructors and agency directors each term.
5. To facilitate the five to six internship seminars, providing feedback to interns on presentations and papers.
6. To provide ongoing consultation with the placement agencies as needed.
7. To maintain an on-going Practitioners Advisory Council that reviews and evaluates the overall Social Work Department, particularly the internship component.
8. To carry liability insurance for the Social Work interns.

Responsibilities of the Agency

Agencies whose social work goals, services and policies are compatible with the values of social work, who demonstrate an interest in and commitment to student education, and who have licensed social workers with degrees in the field, are selected as placement sites for social work interns. This assumes a willingness to work closely with interns and the faculty liaison to develop learning practice experiences and to provide, at a minimum, individual weekly supervision.

The overall responsibility of the agency is to provide a climate in which the intern can move from observing and shadowing to participating in the work and responsibilities of professional staff.

1. To establish a process to interview and select prospective interns.
2. To demonstrate an interest in and commitment to student education, demonstrated by a willingness to assign staff time and energy to intern supervision, attendance at workshops for field instructors and consultation with the faculty liaison.
3. To assign one specific agency worker, a licensed BSW/MSW, known as a field instructor, to supervise the intern.
4. In conjunction with the prospective intern and Field Director review and help the student enhance their learning goals guide related to the internship.
5. Review the Internship Expectations Document (Appendix F)
6. To provide the student with a detailed orientation to the agency - policies, services, goals, purposes and clientele during the early weeks of the internship that includes:

- Orientation schedule
 - "Nitty-gritty" info: parking, bathrooms, eating facilities, dress requirements, break times, holidays, telephone instructions, signing in and out, introductions to staff, how intern should identify herself/himself
 - Instructions regarding technology
 - Specific recording instructions
 - Specific confidentiality requirements
 - Access to intra-agency and community phone directories, procedure manuals, human resources within the community, any special reference books, i.e., DSM IV, federal privacy act and any other reference material that is likely used on a regular basis
 - Information on any special security precautions
 - Discuss the human elements to the work, stress, fears, anxieties, frustrations, failures and the need to process with someone. What can be processed with persons outside of the agency
 - Describe supervisory approach. What agency expects from the student
 - Provide the student with a glossary of acronyms, symbols, jargon and technical terms unique to the agency.
 - Review the student's coursework and discuss the knowledge and skills acquired in consideration of that required to perform the social work duties within the agency. Note the emphasis on systems approach
7. To provide a minimum of **one hour per week** of scheduled individual supervision that includes review of the intern's assignments with constructive feedback and creates an opportunity to integrate theory with practice experience.
 8. To allow the student to attend and participate in staff meetings as well as team meetings, etc.
 9. To provide the student with opportunities to work with various client systems; individuals, families, groups, etc. - receiving service from the agency.
 10. To provide opportunities for the intern to become familiar with community resources and services and to have the experience of coordinating these services within the scope of the student's agency-based assignments.
 11. To allow the student space in which to work.
 12. To provide reimbursement for agency-related travel.
 13. To complete with the intern, a midterm and final evaluation of the intern's performance (Appendix G).
 14. To complete a Field Director/Faculty Liaison evaluation form (Appendix H).

Responsibilities of the Intern

The overall responsibility of the student is to be devoted to the learning of helpful interaction with service users.

1. To obtain at least an 80% grade on written and oral assignments in the internship.
2. To negotiate the internship contract with the Field Instructor and the Field Director.
3. To follow agency policies regarding time schedules, regulations, and matters of dress.
4. To prepare agendas for discussions with the Field Director and Field Instructor.
5. To leave word with the agency secretary and or supervisor as to where she/he/they is and when she/he/they will return.
6. To report absences and reasons for absences immediately to the Field Instructor.
7. To participate in her/his/their midterm and final evaluations with the Field Instructor.
8. To participate in an evaluation of the Social Work Department.
9. To write a short assessment of the internship placement at the end of her/his internship (Appendix I).
10. To carry out an evaluation of the Field Instructor/Site Supervisor (Appendix J).
11. To complete assignments for the internship seminar.
12. To provide evidence of having completed the 480 hours including attendance at a minimum of one workshop or conference, a minimum of two agency visits.

Problem Solving Expectations

1. If the agency site supervisor or the student experiences a problem during the internships, the first step is to talk with each other about it. Most common type of problems relate to job duties, relationship with co-workers or misunderstandings between supervisor and the intern.
2. If the problem is not resolved in a timely manner, the Faculty Liaison should be notified as soon as possible.
3. The Faculty Liaison will work in collaboration with the Field Instructor, site supervisor, and intern to resolve the problem in a professional and expedient way.

Behavioral Policy

The Social Work Department faculty are committed to supporting and assisting students to address their behavioral issues. The goal is for students to function effectively in the classroom, community, and/or internship and to complete their Social Work degree and/or LADC certification coursework. Faculty will assist students as much as possible towards this end.

If mental health and/or behavioral issues arise during the course of completing a social work degree and/or Licensed Alcohol and Drug Counselor (LADC) certification, a student may be required to do the following:

1. Meet with their Academic Adviser, course instructor, and/or Field Director as needed.
2. Be referred to and recommend completion of a mental health/behavioral assessment with a licensed professional.
3. Create a contract and/or plan of action to address the mental health/behavioral issue in order to function effectively in classroom, community, and/or internship.

If a student chooses to not address the mental health/behavioral issue that is negatively impacting effective functioning, this may result in the student's inability to complete the social work degree and/or LADC certification. The student's continuation in the Social Work Department and/or LADC certification program may be reviewed.

While taking SOWK 4880: Internship Orientation, students will be required to sign a statement acknowledging their understanding of the Behavioral Policy.

Licensure

Minnesota Board of Social Work

Licensure of social work practitioners is state law in Minnesota with few exceptions. The social work licensure law covers practice as well as the provision of services.

Applications are available by contacting the:

Minnesota Board of Social Work Licensure
335 Randolph Ave, Suite 245
St. Paul, MN 55102-5502
Phone: 612-617-2100
Toll free: 1-888-234-1320
Email: social.work@state.mn.us
Website: <https://mn.gov/boards/social-work/>

Students strongly encouraged to take their licensure test prior to graduation to ensure the ability to practice upon graduation. Contact the Board for current fee rates.

Application for Licensure Action Steps

The MN Board of Social Work has created a [guide](#) for licensure application.

Licensure Exam Study Guide

To obtain a Bachelors Study Guide (est. \$30.00 includes S&H), contact:

Association of Social Work Boards (ASWB)
400 South Ridge Parkway, Suite B Culpeper,
VA 22701
Toll-free: 1-800-225-6880
Fax: 540-829-0142
Website: www.aswb.org

A Context for Licensure

Purpose of Licensure. The Minnesota Legislature has created many licensing boards. The sole purpose of any licensing board, from the Board of Nursing to the Board of Barber Examiners, is *to protect the public*. The Minnesota Board of Social Work is no exception. Because social work practice affects the public in life-changing ways, the social work community wants to ensure that its members provide ethical and competent services. The profession believes that an independent board, rather than an employer or a group associated with it, should hold social workers responsible for their

conduct and resolve complaints against them.

Benefits for the General Public. Licensure establishes and enforces standards for competent and ethical social work practice through professional degrees, examination, supervision, and continuing education. Social work licensure does not guarantee that a practitioner is effective.

We all know there are ineffective social workers, just as there are ineffective teachers, doctors and veterinarians. But licensure does guarantee to the public that the licensed social workers serving them have met minimum professional qualifications. Clients have a right to this assurance and to the protection it affords.

Protection for Vulnerable or “Involuntary” Clients. Elderly clients, minor clients, and clients who are hospitalized, injured, or have a mental illness, are especially vulnerable because of their life situation. Social workers are usually assigned to work with these very clients in hospitals, schools, hospices, and other work settings. These vulnerable clients do not have the ability to hire or fire their social workers and sometimes are not even able to determine if their workers are serving them competently and ethically. They especially need the protection that licensing standards and the complaint process offers.

Accountability for Social Workers Engaged in Incompetent or Unethical Practice. The Minnesota Board of Social Work has adopted [Standards of Practice](#). When it receives complaints against licensed social workers, the Board follows a complaint process set out in statute [214.10 Complaint, Investigation, and Hearing](#). This process holds social workers accountable for incompetent or unethical practice. Social workers may also be accountable to their professional organizations for practice consistent with their standards, such as the NASW Code of Ethics. *(A more detailed description of the Board’s Standards of Practice and Ethical Conduct is summarized in a following section.)*

Benefits for the Profession. Benefits of licensure for the social work profession must be viewed as incidental results of, rather than the purpose for, the licensing law. Some of these benefits include:

Title Protection, Professional Identity, Respect, and Credibility

- Licensure establishes social workers as educated professionals with a specific base of knowledge, skills, values, and ethics. This is in contrast to the characterization of social workers as “nice,” “compassionate,” “good with people,” and “able to do a little of everything.”
- Licensure offers parity with colleagues from other licensed professions, especially in host workplaces, such as hospitals and schools.
- Licensure increases the credibility of social workers in court proceedings.

Inclusion in Minnesota Statutes and Minnesota Rules

- Our government is based on the rule of law, and we live in a culture that demands to “see it in writing.” In our complex society, the public has a right to be assured that our professional status is based on completed requirements. Social workers display their licenses in their offices or workplaces. Licensing statutes establish credibility for social work and for other professions.
- Licensure has an impact on other statutes and rules affecting social work practice. The Social Work Practice Act is the basis for inclusion in other Minnesota laws.

Reimbursement and Employment

- A number of laws and rules reference the licensing statute and specifically name licensed social workers as reimbursable service providers. Licensure has helped to establish social work as a unique profession.

*** IMPORTANT REMINDER ***

The materials below are subject to statutory and rule changes.

Please check the Minnesota Board of Social Work's web site for recent updates at
<https://mn.gov/boards/social-work/>

A Summary of Licensure Requirements and Licensure Process

As a student preparing for graduation from a CSWE-accredited Social Work Department, you will be faced with many decisions, choices and challenges regarding your career and entry into the Social Work Department. You will face demands from employers, political mandates and policies, multi-faceted regulations, and ethical dilemmas.

One of the demands you will face is compliance with social work regulations in the state you choose to practice. Social workers are regulated – one way or another – in every state of the union. Put simply, licensure is a political reality and your professional responsibility. It is the mechanism by which minimum standards are established for entry into the profession, and continued competency is monitored. Licensure is the mechanism by which we protect the public served by social workers.

Preparing for licensure as a social worker upon completion of a social work degree is no different from completing a degree in education, law, medicine, or nursing, and preparing for licensure in those professions. Licensure is a professional responsibility and, in most cases, is not optional. The following sections provide information about the Minnesota Board of Social Work and the licensure process. We hope this will allow for a smoother transition from your Social Work Department to licensure and the profession.

Tips for Students

- **Begin the Application Process Early:** Apply for licensure and take the examination before graduation! If your application for licensure has been submitted and approved, you may take the licensure examination up to six-months prior to completing your degree requirements. It is important to take advantage of this window of opportunity prior to graduation because the application process (including the examination) may take four to six months to complete.
- **Avoid the Ethical Dilemma of Practicing Without a License:** Completing all licensure requirements (including the exam) prior to graduation gives you the option of accepting employment as a social worker immediately upon graduation – without the risk of practicing illegally without a license.
- **Register for the Examination Immediately:** As soon as you get written notice of approval from the Board office, contact ASWB to register and pay for the exam. Do not delay! Although you have 90 days to complete the exam, it may be difficult to obtain a convenient testing date if you wait too long to register.
- **Consider a Temporary Permit:** Research the Board's eligibility requirements for a temporary permit and plan early if you are interested in pursuing this option. Eligibility requirements are very specific. The temporary permit for "candidates for graduation" authorizes social work practice while you are waiting for your academic program to issue an official transcript to the Board office – provided you meet all other licensure requirements.

- **Plan Carefully for Licensure Supervision:** Under the licensure law, you are required to arrange for appropriate licensure supervision. So be sure to ask prospective employers about licensure supervision opportunities they may provide. This is your responsibility, not your employer's. It may be that you will have to contract and pay for your own licensure supervision.

The Minnesota Social Work Practice Act, MN Statute Chapter 148B

What is the Social Work Practice Act and how does it impact Minnesota social workers?

- The Social Work Practice Act regulates the *practice of social work* and the *use of the "social work" title* in the State of Minnesota.
- The Practice Act creates four levels of licensure: one at the baccalaureate degree level and three at the master's degree level.
- The Practice Act exempts social workers in certain practice settings from licensure requirements.
- The Practice Act instructs the Governor to appoint 15 board members (a combination of social workers and members of the public) for four-year terms.

Licensure Structure and Requirements

The [ASWB Examination Candidate Handbook](#) explains the steps required to register for and take the ASWB social work licensing examinations. The following table reflects the level of licensure for BSW students, the required academic degree and national examination, and supervised practice requirements:

<i>Level of Licensure</i>	<i>Degree</i>	<i>ASWB Exam</i>	<i>Supervised Practice Requirement</i> <i>Effective August 1, 2011</i>
Licensed Social Worker (LSW)	BSW (CSWE)	Basic	<u><i>One-time requirement:</i></u> 100 hours of supervision for 4,000 hours of practice at a rate of 4 hours of supervision for every 160 hours of practice.

Definition of “Social Work Practice” and Authorized Scope of Practice:

Minnesota Statutes, Section 148B.18, Subdivision 11, defines “social work practice” as follows:

(a) “Social work practice” is the application of social work theory, knowledge, methods, and ethics to restore or enhance social, psychosocial, or bio-psycho-social functioning of individuals, couples, families, groups, organizations, and communities, with particular attention to the person-in-environment configuration.

(b) For all levels of licensure, social work practice includes assessment, treatment planning and evaluation, case management, information and referral, counseling, advocacy, teaching, research, supervision, consultation, community organization, and the development, implementation, and administration of policies, programs, and activities.

For persons licensed at the LICSW level, and for persons licensed at either the LGSW level or the LISW level who practice social work under the supervision of an LICSW, social work practice includes the diagnosis and treatment of mental and emotional disorders in individuals, families, and groups. The treatment of mental and emotional disorders includes the provision of individual, marital, and group psychotherapy.

Exempt Practice Settings under the Social Work Practice Act:

The Social Work Practice Act exempts the following individuals from licensure requirements:

- Students engaged in practice in an internship program required for a social work degree
- Persons employed by county agencies
- Persons employed by federally recognized tribes
- Other licensed professionals
- Persons hired before July 1, 2016, employed by a city or state agency, or a private nonprofit agency with a primary service focus addressing ethnic minority populations and the individual is a member of an ethnic minority population

- Beginning July 1, 2016, licensure is required for newly employed persons in a city or state agency, or a private nonprofit agency with a primary service focus addressing ethnic minority populations and the individual is a member of an ethnic minority population.

How Does the Board Determine When Someone Must be Licensed?

The Social Work Practice Act grants the Board authority to regulate **both** the use of the **title “social worker”** and the **practice of social work** in Minnesota. The Board considers the following criteria when determining that someone must be licensed as a social worker:

- **Jurisdiction:** Is the individual practicing outside the State of Minnesota or within an exempted setting (as described above). If the practice is outside of the Board’s jurisdiction – out-of-state, or in an exempt setting – then licensure is not required.
- **Use of Title:** Is the person’s title that of “social worker” or does the person use the words “social work” in describing the practice? If so, licensure is required unless the practice is in an exempt setting.
- **Scope of Duties or Practice:** Is the position a professional level position and do the duties and responsibilities fall within the statutory definition of “social work practice” (as described in the section above)? An individual may be practicing social work even if not using the title “social worker.”
- **Academic Degree and Training:** Does the individual have a CSWE-accredited social work degree? The academic degree and training component is an important consideration because it serves to differentiate the practice of “social work” from similar duties performed by persons from other disciplines.

* IMPORTANT REMINDER *

It is very important to remember that the Board of Social Work has the authority to determine what constitutes the “practice of social work.” This means the Board may require you to be licensed even if your employer does not!

Role and Purpose of the Board:

- The Board of Social Work was created by the Minnesota Legislature in 1987 to be the licensing and regulatory agency for Minnesota social workers.
- The Board’s mission is to protect the public by enacting and enforcing licensure and practice standards for social workers in Minnesota; the Board’s role is *not* to promote the interests of social workers.
- The Board is mandated by the Minnesota Legislature to enforce the Social Work Practice Act, Minnesota Statutes, [Chapter 148E](#), and to enact and enforce rules regulating social workers.

Who and What is the Board of Social Work?

- The Social Work Practice Act establishes a “citizen board” of licensed social workers and members of the general public who are appointed by the Governor. Once appointed, board members serve four-year terms. Their duties include (a) establishing and enforcing qualifications for licensure, (b) establishing standards of ethical and competent social work practice, and (c) reviewing and resolving complaints against social workers.

- The Board of Social Work meets every other month to discuss policy issues, consider requests by applicants and licensees, and impose disciplinary action against workers who have engaged in misconduct.
- The Board has a staff whose duties include (a) reviewing applications for initial licensure and renewal; (b) providing educational services to students, social workers, and the public; (c) advising the Board on policy matters, (d) fulfilling the Board's statutory and rule requirements; and (e) performing day-to-day office functions.
- Board staff provide services in three areas:
 - The Licensure Unit (a) processes applications for initial licensure, examination, and renewal, (b) reviews compliance with continuing education and supervision requirements, and (c) makes initial determinations on practice issues.
 - The Complaint Unit (a) receives, analyzes, and investigates complaints alleging incompetent or unethical conduct, and (b) monitors licensees who are subject to corrective action or discipline.
 - The Operations Unit carries out general office functions such as communications, budgeting, personnel, and computer services.

Means: How Does the Board Accomplish its Goals?

The Board carries out its mission of public protection by establishing and enforcing licensure and ethical practice standards. In particular, the Board:

- Establishes academic requirements for licensure: Baccalaureate or master's degree from a Social Work Department accredited by the CSWE, or a doctorate in social work.
- Approves candidates for the national examination administered by the Association of Social Work Boards (ASWB).
- Performs criminal background checks on applicants
- Enforces the Board's Standards of Practice and Ethical Conduct.
- Establishes and monitors standards of supervised practice.
- Enforces licensure renewal requirements by monitoring continuing education, supervised practice, and ethical practice.

Applying for Licensure and the Licensure Examination:

- A candidate for licensure must apply with the Board of Social Work; the application process (including taking the examination) is likely to take four to six months.
- The Board approves qualified candidates to take the appropriate level of examination.
- A candidate may take the examination six months prior to graduation.
- Applying for licensure and taking the examination does *not* authorize a candidate to practice social work; a candidate must receive written notification from the Board before beginning to practice.
- ASWB provides examination accommodations for candidates who (a) qualify under the Americans with Disabilities Act (ADA) or (b) speak English as a second language (ESL).
- Once approved by the Board, a candidate has 90 days to take the examination.

- Information about the ASWB examination:
 - The exam has 170 multiple-choice questions (of which 150 are scored) and is administered on a personal computer; the passing score in Minnesota is “75.”
 - Candidates are allowed four hours to complete the exam.
 - ASWB provides a *Candidate Handbook* for exam preparation.
 - There are designated testing sites in Minnesota (both Metro Area and Greater Minnesota) and in neighboring states.

Ongoing Licensure Requirements

The Board of Social Work requires licenses to be *renewed every two years* in the licensee’s birth month. As part of the renewal process, social workers are required to verify compliance with:

- The Board’s Standards of Ethical Practice, by answering ethical and background questions.
- Continuing education requirements: 30 hours in acceptable content areas.
- Supervised practice requirements, including:
 - Two years of full-time or 4,000 hours of part-time supervised practice
 - A minimum of 75 hours of direct supervision over duration of practice
 - Supervision by a social worker licensed at the appropriate level
 - Supervision content requirements; and
 - Documentation showing compliance with approved supervision plan.

Visit the MN Board of Social Work website at <https://mn.gov/boards/social-work/> for information related to:

- National Perspective on Social Work Regulations
- How Does the Board Hold Social Workers Accountable
- Rulemaking Process and Social Work Input
- Compliance with Other Laws and Rules Relating to Field of Practice
- What Happens When a Licensed Social Worker Violates the Board’s Standards of Practice and Ethical Conduct
- Foreign-Born Applicants

Minnesota School Social Work Licensure

Minnesota recognizes the bachelor’s degree in Social Work from a Council on Social Work Education (CSWE) accredited institution (the BSU Social Work Program is accredited by CSWE), as preparation for school social work licensure by the Minnesota Professional Educator Licensing and Standards Board.

To summarize, the requirements to practice school social work licensure in Minnesota are:

- A baccalaureate degree or a master’s degree in social work from a Council on Social Work Education (CSWE) accredited program.

- Licensure from the Minnesota Board on Social Work.
- Licensure from the Minnesota Professional Educator Licensing and Standards Board.

The Social Work faculty encourages students to take additional courses in education along with SOWK 3790 Social Work in the School System to be well prepared for school social work practice.

The school social worker licensure process is outlined [here](#)

For information about School Social Work licensure, contact:

Minnesota Professional Educator Licensing & Standards Board
1021 Bandana Blvd E, Suite 222
St. Paul, Minnesota 55108
Phone: [651-539-4200](tel:651-539-4200)
Email: pelsb@state.mn.us

To apply online go to the Minnesota Professional Educator Licensing and Standards Board website <http://education.state.mn.us>, then go to Quick Links and Licensing. Select “Apply for a License” and then “Online Licensing System”. Login with a Google account. Select “Apply for a first time Minnesota license”, choose “Full Professional MN License”.

Merit Examination

Students interested in employment with a county social service department may be required to take the [Minnesota State Merit Exam](#). Information and an application may be obtained through the MN Dept. of Human Services.

Background Studies

An integral part of the Social Work Department is the internship field experience. Minnesota law requires that any person who provides services which involve direct contact with clients of a human services facility/organization have a background study conducted by the State. A facility or organization most likely will initiate a background study by asking you to complete a form so that a criminal background check can be conducted (possibly at your own expense).

If, as a result of the background study, you are disqualified from direct contact, it is highly unlikely that the facility or organization will be able to allow you to participate in providing direct services to clients. If a student refuses to cooperate in the criminal background check, the facility or organization will refuse to allow you to participate in the internship experience. The Social Work Department does not guarantee an alternative internship experience placement. If no internship placement is available, you will be unable to complete the degree requirements.

You may conduct your own local background study through the [MN Judicial Branch](#) case records site.

Why is this necessary?

- Agencies are required to initiate a Background Study on all prospective volunteers, interns, and employees who will have **direct contact** with vulnerable adults and children and youth, **BEFORE** they begin working for the agency.
- For anyone with a criminal record it is possible that the students' field experience and internship, as well as future professional employment and licensure will be in jeopardy. It is our responsibility to inform students that this is a possibility. Students may retain an attorney to obtain a legal opinion about their future in a helping profession in terms of their criminal record and requirements of state statute.

For more information visit the Minnesota Department of Human Services website at <http://mn.gov/dhs/>

Minnesota Statutes, Chapter 245 C, Department of Human Services Background Studies Act Background Studies Q and A:

Q: What information does the Department of Human Services (DHS) review when conducting a background study?

- Criminal conviction records maintained by the Bureau of Criminal Apprehension. Generally, these records include felonies, gross misdemeanors and misdemeanors.
- Records of substantiated maltreatment of vulnerable adults and minors, including:
- All substantiated perpetrators from DHS investigations.
- All substantiated perpetrators from investigations that resulted in negative licensing actions against family day care providers, family foster care providers and adult foster care providers
- All substantiated perpetrators in the same facilities who were disqualified by the county and who asked for reconsideration of their disqualification.

- All substantiated perpetrators of maltreatment reported to DHS from the counties and the Department of Health (MDH).
- When DHS has reasonable cause to believe there is additional information, the study may be expanded to include records from police departments, courts, other states and the FBI.

Q: Who needs a DHS background study?

- Employees and contractors providing direct contact services in facilities licensed by DHS, MDH, programs serving youth and children licensed by the Department of Corrections (DOC) and non-licensed Personal Care Provider Organizations (PCPO).
- All employees of MDH-licensed nursing homes and boarding care homes. If the employee is disqualified, s/he may not provide direct contact services or have access to residents or patients, or their personal belongings.
- Volunteers in licensed facilities IF they are providing direct contact services AND they will not always be within sight or hearing of a staff person.
- People who are placed in licensed facilities to provide direct contact services by educational programs, temporary personnel agencies professional service agencies and supplemental nursing services agencies.
- People applying for a license.
- Owners and managerial officials of home care agencies and PCPOs.

Q: What does "direct contact" mean?

"Direct contact" means providing face-to-face care, training, supervision, counseling, consultation or medication assistance to the people being served by the facility.

Q: When must a study be initiated?

A background study must be initiated by the facility BEFORE a person begins providing direct contact services, or for nursing homes and boarding care homes, BEFORE a person has access to clients or residents or their belongings.

Q: How often must a study be initiated?

- Employees and contractors must be studied at the time of hire. A study should not be repeated UNLESS there is a break in the person's affiliation with the facility.
EXAMPLES:
 - If a person quits and then is rehired, a new study must be done.
 - If a person is employed on an intermittent basis, such as a college student working during breaks, a new study must be done whenever that person returns to work.
- If a person is continuously affiliated with a facility as a substitute staff, NO NEW STUDY is required.
- Students from educational programs and employees of temporary personnel agencies, professional service agencies and supplemental nursing services agencies must have a study every year.

Q: If a person commits a crime after they've passed the background study, how will DHS know if they should be disqualified?

When a person is convicted of a disqualifying crime and they are working in a facility that requires a DHS background study, that person's probation officer will report the crime to DHS. DHS will then disqualify that individual by the same process used when a background study form is received on a new employee.

In addition, if an employer has information about an employee that could lead to disqualification, they must report that information to DHS for further investigation.

Q: Does a person who works in more than one facility that is owned by the same license holder need a separate study done for each facility?

Only one background study is required for individuals who provide direct contact services in multiple facilities owned by the same license holder, or for individuals who transfer from one site to another site owned by the same license holder, IF BOTH OF THE FOLLOWING CONDITIONS ARE MET:

- The license holder maintains all background study results at a central location. DHS encourages license holders to send a copy of the background study notification from DHS to the actual facility where the person is working.
- The license holder designates one person with one address and one telephone number as the background study contact person (person designated to receive sensitive information) for all their licensed facilities. If any information on that contact person changes, the license holder must submit the updated information to the Division of Licensing, Background Studies Unit, immediately.

Unless both of the above conditions are met, the license holder must initiate separate background studies for each facility where the individual is providing direct contact services.

Q: What causes a person to be disqualified?

- A person can be disqualified if s/he is substantiated as a perpetrator of serious and/or recurring maltreatment of a vulnerable adult or a minor; and/or
- A person can be disqualified if s/he is convicted of, admits to or there is a preponderance of evidence that s/he committed certain crimes. A list of disqualifying crimes or conduct can be found in Minnesota Statutes, Section 245C.15. (Retrieve an entire chapter of Minnesota Statutes.)

Q: What happens when a person is disqualified?

When a background study subject receives a notice of disqualification, s/he is also informed of how to request reconsideration of the disqualification. If the person does submit a reconsideration request, it will be reviewed to determine whether the information used to disqualify the person was correct and/or whether the person has demonstrated that s/he does not pose a risk of harm to the persons being served by the facility that submitted the background study.

If the study was submitted by a DHS-licensed facility or a PCPO, DHS will do the review and make the determination whether or not the person's disqualification should be "set aside" for working in that facility; if the study was submitted by a DOC or MDH program; those agencies

will do the review and make the determination.

If the disqualification is "set aside" the facility may allow the person to work. If the disqualification is "not set aside" or if the person does not request reconsideration of the disqualification within the required time, the person and the facility will be notified that the person has to be removed from any direct contact position (and a position allowing access if working in a nursing home or boarding care home).

Q: What is a "yellow mailer"?

A yellow mailer is sent to acknowledge that DHS received the background study form and that more time is needed to complete the study. The person may continue to provide direct contact services while the study is being completed. DHS will follow up by sending either a clearance or further correspondence to both the facility and the study subject.

Q: What is a "blue mailer"?

A blue mailer (Background Study Clearance) is sent to acknowledge that the study subject may provide direct contact services (and have access if working in a nursing home or boarding care home) for the facility that submitted the study.

Q: Where can the laws about the background studies be found?

Minnesota Statutes, Chapter 245C (Human Services Background Studies Act)

Minnesota Statutes, Section 144.057 (Department of Health)

Minnesota Statutes, Section 241.021 (Department of Corrections)

Minnesota Statutes, Section 256B.0627 (Personal Care Provider Organizations)

(Retrieve an entire chapter of Minnesota Statutes.)

Background study process and Vulnerable Adult Act review

The January 2003 Legislative Report, Background Study Process and Vulnerable Adult Act Review, is available in the portable document format (PDF).

The Background Study Process report update (August 2004) also is available online. (See the DHS PDF page for more information about the PDF format.)

NOTE: This information is subject to change. Consult with the MN Statutes and the MN Board of Social Work for the most current information.

Q: How can I conduct a state and national background study prior to the start of my internship?

The BSU Social Work Field Director can assist students with conducting a statewide and/or national background check. Please complete the form in Appendix K and schedule an appointment with the field director.

Professional Social Work Organizations

Choices and Responsibilities:

In their senior year, prospective graduates sometimes ask themselves, “Should I get my social work license or join a professional association?” By now, you know that question reflects two major misunderstandings. The first misunderstanding is that licensure is a choice. Social work licensure is required by Minnesota law and is not a choice unless you are in one of the exempted social work categories. Although the licensure law provides many indirect benefits to social workers, the Board exists to protect the public. It is the professional associations that provide direct services to its individual social work members and to the profession as a whole.

Why Should I Join Professional Associations?

Professional associations influence the systems that regulate and influence social work practice. At state and national levels they strive to improve the working climate for social workers by focusing on hiring, salaries, working conditions, and accurate information about the profession for the public. They also advocate for social justice issues in the public policy arena. On the personal level, professional associations provide various direct services to their individual members. Some groups offer malpractice insurance and reduced rates on life insurance. Most provide professional development opportunities through printed, web and onsite conferences and education.

On the professional level, all groups support networking and facilitate finding supervision that is required by the Social Work Practice Act. The specialty associations and the National Association of Social Workers (NASW) provide focused, innovative continuing education to the social workers who serve clients in hospitals, schools, nursing homes, through home care agencies, and in mental health clinics and private practices. These specialty groups do research on the unique needs of specific client populations, and they develop best practice strategies on how to serve them.

Statewide Organizations

Comparing the professional associations is a bit like comparing apples and oranges. Some groups are state chapters of national or regional associations while others are strictly Minnesota organizations. The nursing home, school, hospital, and home care associations are setting-based specialties while nephrology, clinical, and group work associations are practice-specific. African American social workers have an association that is not limited to any particular practice or setting.

Many social workers choose to join several associations. The National Association of Social Workers is by far the largest organization and offers the broadest array of services to individuals, as well as a national presence for advocacy and policy development. Social workers also value the more focused networking and practice support offered by the smaller, specialty associations. Information on a number of these organizations follows.

Minnesota Society for Social Work Leadership in Health Care

www.sswlh.org/ - To provide support and knowledge to directors or supervisors in hospital social work.

Minnesota Nursing Home Social Work Association

www.mnhswa.org - The MNHSWA is dedicated to enhancing total person care through advocacy, education, leadership, and support.

Minnesota Society for Clinical Social Work

<http://clinicalsocialworkmn.org/> - To promote and advance the practice of clinical social work by: 1) Strengthening standards for clinical practice and education; 2) Establishing and maintaining a code of professional ethics; 3) Supporting forms of legislation which ensure competent ethical service to the public; 4) Promote clinical social workers as independent practitioners of mental health services to ensure optimum health care for all citizens; 5) Contributing and disseminating knowledge about practice and innovative service through evaluation studies, professional meeting, continuing education, and collaboration with schools of social work; and 6) Promoting the public image of professional clinical social workers.

Minnesota School Social Work Association

http://www.msswa.org - MSSWA is a politically responsive, statewide organization committed to the improvement of the school social work profession and to the well-being of children and their families. This is accomplished by networking with other professional organizations, providing leadership, gathering and disseminating information and advocating for children.

Minnesota Social Service Association (MSSA)

https://www.mnssa.org - Statewide organization of human service practitioners in Minnesota. Provides education and training for practitioners, advocates in the state legislature for bills related to basic needs issues.

National Association of Social Workers, Minnesota Chapter

www.naswmn.org - To serve to interests of professionally trained social workers and their clients, to promote professional practice and social justice.

National Organizations

Association of Oncology Social Work

<http://www.aosw.org/> - For social workers practicing in oncology, AOSW promotes enhancement of psychosocial care for persons with cancer and their families.

Latino Social Work Organization

<http://www.lsw.org/> - The LSWO has worked as a progressive organization for over ten years to provide training on culture competence and responsiveness as well as to develop recruitment and retention strategies for Latino practitioners.

National Association of Black Social Workers

<http://nabsw.org/> - Established in 1968 to promote and advocate for health and welfare issues

significant to the Black community.

National Rural Social Work Caucus

<http://www.ruralsocialwork.org> - Focused on issues particular to rural areas, social workers from the United States and at times Canada gather to exchange information on research and resources and to celebrate the diverse cultures in rural communities.

Social Welfare Action Alliance (SWAA)

<http://www.socialwelfareactionalliance.org/> - The SWAA was founded in 1985 in honor of Bertha Capon Reynolds a progressive social work practitioners and educator who forged the integration of psycho-analytic approach with a progressive, politically radical vision of social change. Today the organization is focused on coalition building with progressive social movements to work towards peace and social justice.

Social Work Publications

The *New Social Worker* is a FREE online professional social work publication that offers articles about new and innovative approaches to practice, reports on research efforts, job information, and professional social work organization information.

<http://www.socialworker.com/home/index.php>

Internship Scholarship: Penny Fellowship

The Penny Fellowship was developed by the Minnesota State University Student Association (MSUSA) to provide up to \$1,000 scholarship to help cover expenses related to a public service internship. To apply contact: <https://www.studentsunited.org/scholarships>

How will I Repay My Loans?

Public Service Loan Forgiveness Program

The College Cost Reduction and Access Act of 2007 established a new public service loan forgiveness program. This program discharges any remaining debt after 10 years of full-time employment in public service. The borrower must have made 120 payments as part of the Direct Loan program in order to obtain this benefit.

- Purpose to assist those working public service with low income but high education debt.
- Need to consolidate loans with federal government if your current loan consolidation company does not offer this program.
- Most helpful payment plan income based or income contingent.
- Numbers and website:
- Federal student loan consolidation department 1-800-557-7392

My Internship Is Almost Over, Now What?

Interns sometimes experience anxiety about planning and conducting a search for professional employment. There are many questions about revising and sending out the resume, making follow up contacts, preparing for interviews, and making decisions about accepting offers of employment. Previous Social Work interns shared their experiences and ways to enhance information in this manual on securing professional employment.

Important Steps...

- Revise your resume as you complete your internship.
- During the internship make sure you organize your professional portfolio (file of certificates of accomplishment, attendance at continuing education events, references etc.)
- During the internship go over what you believe are your strengths in social work practice – knowledge, skills, values. This will be asked at the midterm and final evaluations.
- During the internship keep a log/ journal of new information, resources, contacts, etc.
- Make sure you keep copies of anything/ everything you developed during the internship such as grants, publications, brochures, flyers, research, etc.
- Think about personal qualities that emerged during the internship that enhance your practice.
- Be prepared to talk about your goals – current, near future, and overall professional vision
 - graduate school, etc.
- Consider your commitment to the social work professional and be prepared to articulate this.
- Be prepared to discuss the basic tenets of social work practice such as values and ethics, generalist practice, fields (specialties) of practice.
- Make sure you have your references in order – at least one academic reference, your internship, your field experience, a volunteer experience, summer/ part time employment. Provide an outline for your referee (the person writing the reference) of your contributions, experience, what you believe the referee can emphasize.
- Develop a chart or system of “bookkeeping” to keep track of ALL contact information of prospective employment, and when you have sent/ forwarded what documents.
- Join a professional social work organization.
- Prepare for and start the process for licensure.

Developing Your Portfolio...

Your professional portfolio is an organized file of:

- Your achievements
- Documents the extent and quality of your education, training, and experience
- Highlights your skills, talents, and abilities
- Contains samples of your work
- Copies of awards and accomplishments
- Make sure you organize the portfolio into sections and label the sections

Portfolio should include...

- Copy of your resume
- Official copy of your transcript
- Certificates of awards, honors, trainings, etc.
- References and recommendations
- Copies of all and any publications
- List of your continuing education
- Samples of your work
- Newspaper articles that spotlight your achievements
- Letters of commendation/thanks...
- Evaluations of internships...

Preparing for the interview... What will I be asked!

- Do your homework. Go online and find out as much about the agency/organization as you can.
- Make sure you understand the job description.
- Be ready to apply what you have done – internship, volunteer work, paid pre-professional work, with the job description
- Check out the sites below for questions often asked in social work interviews.

[20 Interview Questions Every Social Worker Should Know](#)[Interview Tips for Social Workers](#)

What should I ask the prospective employer? It is important to have questions ready to ask prospective employers. When your interview has concluded, you, the interviewee, will be asked for questions. Your questions should be focused on learning more about the organization, personnel, clients, etc. In addition, it is also time to ask practical questions about expectations, salary, and benefits. Examples of questions to ask:

- Describe an “average” day for a social worker
- What do you see as the exciting opportunities of this position? Of the organization?
- What do you see as the challenges of the position?
- Talk about the supervisory process.
- What are the primary needs of the clients/ participants/ patients/ ... using your agency’s services.
- What is the next step in the hiring process? When will a decision be made?

Job Search Resources

[Bemidji State University Career Services](#)

[MN Council of Nonprofits Job Board](#)

[MN County Government Jobs](#)

[MN State Government Jobs](#)

[NASW Job Link](#)

[Social Service Job Site](#)

[Social Work Jobs, Employment in Minnesota | Indeed.com](#)

[The Career Lab](#)

[The New Social Worker](#)

Appendix A:
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics>

(Ethical Standards)

- I. [Social Workers' Responsibility to Clients](#)
- II. [Social Workers' Ethical Responsibilities to Colleagues](#)
- III. [Social Workers' Ethical Responsibility in Practice Settings](#)
- IV. [Social Workers' Ethical Responsibilities as Professionals](#)
- V. [Social Workers' Ethical Responsibilities to the Profession](#)
- VI. [Social Workers' Ethical Responsibilities to the Broader Society](#)

Appendix B: Minnesota Board of Social Work Licensure

Compliance Laws (Code of Ethics/Ethical Standards)

[MN Board of Social Work Information for Students](#)

[MN Board of Social Work Standards of Practice](#)

Appendix C:
BEMIDJI STATE UNIVERSITY
SOCIAL WORK PROGRAM
PROFESSIONAL EXPECTATIONS PROTOCOL
&
INTERNSHIP REQUIREMENT CHECKLIST

The Social Work Program faculty are committed to supporting and assisting students to address their behavioral issues. The goal is for students to function effectively in the classroom, community, and/or internship and to complete their Social Work degree and/or LADC certification coursework. Faculty will assist students as much as possible towards this end.

Professional standards of conduct are to be followed in the course (classroom, in the community, and online) as well as when working in course-related small groups. Students are expected to be respectful to other students, faculty, and other community and tribal organizations and adhere to confidentiality. Students are to exhibit professional behavior and respect for diverse perspectives. This includes all forms of interpersonal communication including, but not limited to, electronic and face-to-face. Violation of this may result in earning a lower course grade or being removed from the course. For the complete Professional Expectations policy see the *SOWK Student Guide Manual*.

If behavior issue(s) arise during the course of completing a social work degree and/or Licensed Alcohol and Drug Counselor (LADC) certification, a student may be required to do the following:

1. Meet with their Academic Adviser, course instructor, and/or Field Director as needed.
2. Be referred to and recommend completion of an assessment with a licensed professional.
3. Create a contract and/or plan of action to address the behavior issue(s) in order to function effectively in classroom, community, and/or internship.

If a student chooses to not address the behavior issue(s) that is(are) negatively impacting appropriate and/or effective functioning, this may result in the student's inability to complete the social work degree and/or LADC certification. The student's continuation in a class, the Social Work Program, and/or LADC certification program may be reviewed.

Internship Requirements: Students are informed of these requirements during the Internship Orientation course and this information is posted in the D2L shell by the Field Director before the class starts.

- I understand that I cannot intern more than 45 hours a week in my internship.

- I have read, reviewed, and will adhere the NASW Code of Ethics and BSU's Student Code of Conduct.
- I understand my internship contract must be finalized, approved, and signed by both Bemidji State University and my internship agency before I start the internship.
- I understand should I start my internship prior to approval of the contract, none of the hours will count towards the internship.
- I understand that internship seminars are mandatory; attendance is required.
- I understand the start and completion dates of the internship must be approved by the Social Work Department Field Director and should be within two weeks of the semester start date and two weeks within the end date.
- I understand should my internship not be set up – arrangements made with the agency, contract completed, confirmed and in place, by the start of the semester in which I intend to intern, I will have to wait until the next semester.
- I understand the Social Work internship hours must total 480 hours. This includes 5-6 internship seminars, community agency visits and attendance at professional workshops and conferences.
- I understand that internship at my place of employment must be approved before beginning my internship hours (see Appendix M).

Appendix D: SOWK Internship Site Information Sheet (Attachment A)

Q1 Student Intern Information

- Intern's First Name (1) _____
- Intern's Last Name (15) _____
- Permanent Address (2) _____
- City (4) _____
- State (5) _____
- ZIP Code (6) _____
- Mobile Phone (7) _____
- Personal (Non-BSU) E-Mail (8) _____
- BSU E-Mail (16) _____
- Major(s) (9) _____
- Minor(s) (11) _____
- Certificate(s) (13) _____

Q22 Student Track

- On-Campus Student (1)
- SWIM Student (2)

Q23 Type of Internship

Social Work (480 Hours) (1)

Social Work/LADC (880 Hours) (2)

LADC (880 Hours) (3)

Q26 Are social workers in your organization exempt from licensure (applies to tribes and counties only)?

Yes (1)

No (2)

Q2 Social Work Field Instructor Information (Licensed Social Worker)

Social Work Field Instructor's Name (First and Last) (1)

Licensure (i.e., LSW, LGSW, LISW, LICSW) (2)

Name of Agency (3) _____

Address (4) _____

City (6) _____

State (7) _____

ZIP Code (8) _____

Telephone (9) _____

E-Mail (10) _____

Name of School from which Social Work Degree was Earned? (11)

Was it an Accredited School of Social Work? (12)

Q3

LADC Field Instructor Information (Licensed Alcohol and Drug Counselor)


- LADC Field Instructor's or Site Supervisor's Name (1) _____
- Licensure (i.e., LADC) (2) _____
- Name of Agency (3) _____
- Address (4) _____
- City (6) _____
- State (7) _____
- ZIP Code (8) _____
- Telephone (9) _____
- E-Mail (10) _____

Q25 Will additional supervision of the internship be provided by a site supervisor?

- Yes (1)
- No (2)

Q19

Site Supervisor Information (Non-Licensed Internship Supervisor)

- Site Supervisor's Name (First and Last) (1) _____
- Address (4) _____
- City (6) _____
- State (7) _____
- ZIP Code (8) _____
- Telephone (9) _____
- E-Mail (10)  _____

Q4 Internship Start Date (mm/dd/yyyy)

Q5 Internship End Date (mm/dd/yyyy)

Q6 Semester (Please check all that apply.)

Spring (1)

Summer (2)

Fall (3)

Q7 Academic Year During Which Internship Begins (Summer session is included with the academic year of the *following* fall semester.)

2020-2021 (3)

2021-2022 (4)

2022-2023 (5)

2023-2024 (6)

Q8 Internship Site Address (Please provide specific directions about where to park, which entrance to use for site visit purposes.)

Name of Location (1) _____

Street Address (2) _____

City, State, ZIP (3) _____

Other Directions: (5) _____

Q10 Is the Internship Paid or Unpaid?

Paid (1)

Unpaid (2)

Q11 How much will the intern be paid per hour?

Q12 Agency Mission Statement

Q13 Target Population with Whom the Intern Will Work

Appendix E: Memorandum of Agreement



MINNESOTA STATE



**STATE OF MINNESOTA
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

MEMORANDUM OF AGREEMENT

BETWEEN

AND

This Agreement is entered into between the State of Minnesota, acting through its Board of Trustees on behalf of the Bemidji State University located at, 1500 Birchmont Drive NE, Bemidji, MN 56601, (hereinafter “University”) and _____ located at, _____ (hereinafter “Facility”).

This Agreement and any amendments and supplements thereto, shall be interpreted pursuant to the laws of the State of Minnesota.

WITNESSETH THAT:

WHEREAS, the University has established Social Work Undergraduate and or Graduate Program (hereinafter “Program”) for qualified students preparing for and/or engaged in Social Work careers; and

WHEREAS, the Board of Trustees of the Minnesota State Colleges and Universities is authorized by Minnesota Statutes, Chapter 136F to enter into Agreements regarding academic programs and has delegated this authority to the University; and

WHEREAS, the Facility has suitable facilities for providing field experience that meets the educational needs of Social Work students enrolled in the Program of the University; and

WHEREAS, it is in the general interest of the Facility to assist in educating persons to be qualified or better qualified personnel; and

WHEREAS, the University and the Facility are desirous of cooperating to furnish an educational experience for students of the Program enrolled in the University.

NOW, THEREFORE, it is mutually agreed by and between the University and the Facility:

1. **UNIVERSITY RESPONSIBILITIES**

- a. The University, which is accredited by the Higher Learning Commission is responsible for offering the Program.
- b. The University faculty will collaborate with the Facility for a field experience at the facility that supports the student's educational goals and meet the applicable Undergraduate and/or Graduate program academic requirements as outlined and located at: <https://www.bemidjistate.edu/academics/departments/social-work/field-education/> (social work internships) <https://www.bemidjistate.edu/academics/departments/social-work/programs/alcohol-drug-counselor-certificate/> (LADC internships).
- c. The University faculty will be responsible for planning and facilitating the students' learning experiences through communication with facility. University Faculty will assist in the evaluation of the student's performance and assign grades.
- d. The University will provide the Facility, at its request, with objectives for the Program. Implementation of those objectives will be accomplished by the University in cooperation with the Facility's designated representative.
- e. The University will inform the students who are participating in the Program that they are encouraged to carry their own health insurance and are responsible for carrying their own professional liability insurance if professional liability insurance is not provided by the University.

2. **FACILITY RESPONSIBILITIES**

- a. The Facility will allow a reasonable amount of Facility staff time for orientation, supervision, and joint conferences with University faculty and students, for planning with University faculty, and for such other assistance as shall be mutually agreeable. If required by the FACILITY, the Facility will be responsible for any required or necessary background studies.
- b. The Facility will notify the University in a timely manner of any deficiency noted in an assigned student's performance. In such event, the Facility and University will devise a plan by which the student may be supported in achieving the stated educational objective of the University.
- c. The Facility is responsible for the safety and quality of care provided to its clients by the students who are participating in the Program at the Facility. In order to effectively fulfill that duty, it is agreed that Facility has ultimate control over all persons involved in the Program and may immediately terminate the participation in the Program of any of the students enrolled in the Program where an emergency exists involving health and safety; and in all other (non-emergency) instances, Facility shall consult with the University before taking any action to terminate the participation of a student. Requests for such removal of a student must be documented and provided to the University.
- d. The Facility recognizes that it is the policy of the College/University to prohibit discrimination and ensure equal opportunities in its educational programs, activities, and all aspects of employment for all individuals regardless of race, color, creed, religion, gender, national origin, sexual orientation, veteran's status, marital status, age, disability, status with regard to public assistance, or inclusion in any group or class against which discrimination is prohibited by federal, state, or local laws and regulations. The Facility agrees to adhere to this policy in implementing this Agreement.

e. **AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE**

The Facility agrees that in fulfilling the duties of this Agreement, the Facility is responsible for complying with the American with Disabilities Act, 42 U.S.C. Chapter 12101 et seq., and any regulations promulgated to the Act. The University is not responsible for issues or challenges related to compliance with the ADA beyond its own routine use of facilities, services and other areas covered by the ADA.

3. **MUTUAL RESPONSIBILITIES**

- a. The University and the Facility assume joint responsibility for the orientation of the University faculty and students to Facility policies and regulations before the University assigns its students to the Facility.
- b. **HIPAA.** Solely for the purposes of defining the students' and faculty roles in relation to the use and disclosure of the Facility's protected health information, the University and faculty engaged in activities pursuant to this Agreement are members of the Facility workforce, as that term is defined in 45 CFR 160.103. The University students and faculty are not, and shall not be construed to be, employees of Facility.

The University shall cooperate with Facility in complying with its obligations as a HIPAA covered entity, including, but not limited to, complying with its policies and procedures under the HIPAA Privacy Regulations, 45 CFR parts 160 and 164. Prior to placement at Facility, the University shall instruct its students and faculty to comply with Facility's policies and procedures governing the use and disclosure of individually identifiable health information.

c. **INSURANCE**

Each party, at its sole expense and at all times during the term of this Agreement, shall secure and maintain the following insurances (or comparable coverage under a Program of self-insurance) covering itself and its employees who perform any work, duties or obligations in connection with this Agreement.

i. **Commercial General Liability Insurance**

The University will maintain Commercial General Liability insurance in conformance with the Tort Claims limits set forth in Minn. Stat. 3.736, subd. 4, with limits not less than \$500,000 per person and \$1,500,000 per occurrence for bodily injury and property damage.

The Facility will maintain Commercial General Liability insurance with limits not less than \$2,000,000 per occurrence and \$2,000,000 annual aggregate for bodily injury and property damage.

ii. **Professional Liability Insurance**

The University will maintain Professional Liability insurance for participating students (and faculty, if applicable) or cause any student participating in the Program to maintain Professional Liability insurance, with limits not less than \$2,000,000 each claim and \$3,000,000 aggregate.

The Facility will maintain Professional Liability insurance covering itself and its employees, agents or assigns with limits not less than \$2,000,000 each claim and \$3,000,000 aggregate.

If insurance covered by claims-made policies is discontinued, then extended reporting period coverage must be obtained and evidence of such coverage shall be provided to the other party.

iii. **Additional Conditions:**

An Umbrella or Excess Liability insurance policy may be used to supplement the Facility's policy limits to satisfy the full policy limits required by the Agreement.

Each party shall provide to the other party upon request certificates of insurance or self-insurance evidencing the required coverage.

If Facility receives a cancellation notice from an insurance carrier affording coverage herein, Facility agrees to notify the State of Minnesota within five (5) business days with a copy of the cancellation notice, unless Facility's policy(ies) contain a provision that coverage afforded under the policy(ies) will not be cancelled without at least thirty (30) days advance written notice to the University.

Each party, at its sole expense, shall provide and maintain Workers' Compensation insurance as such party may be required to obtain by law. The School is self-insured for Workers' Compensation purposes, and any such insurance extends only to employees of the School, not to students.

4. STUDENT REQUIREMENTS

- a. Students participating in the Program shall be encouraged to carry their own health insurance.
- b. If required by the Facility, students participating in the Program shall be responsible for carrying their own professional liability insurance if professional liability insurance is not provided by the University.

5. MEDICAL CARE AND INFECTIOUS DISEASE EXPOSURE

- a. Any University student who is injured or becomes ill while at the Facility shall immediately report the injury or illness to the Facility and the University. Any hospital or medical costs arising from such injury or illness shall be the sole responsibility of the student who receives the treatment and not the responsibility of the Facility or the University.
- b. University students contracting an infectious disease during the period of time they are assigned to or participating in the Program must report the fact to their University and to the Facility. Before returning to the Facility, such a University faculty member or student must submit proof of recovery to the University or Facility, if requested.

6. LIABILITY

Each party agrees that it will be responsible for its own acts and the results thereof to the extent authorized by law and shall not be responsible for the acts of the other party and the results thereof. The University's liability shall be governed by the Minnesota Tort Claims Act, Minnesota Statutes § 3.736, and other applicable laws.

7. TERM OF AGREEMENT

This Agreement is effective on the later of _____ or when fully executed, and shall remain in effect until _____. This Agreement may be terminated by either party at any time upon a one (1) year written notice to the other party. Termination by the Facility shall not become effective with respect to students then participating in the Program.

8. FINANCIAL CONSIDERATION

- a. The University and the Facility shall each bear their own costs associated with this Agreement and no payment is required by either the University or the Facility to the other party.

- b. The Facility is not required to reimburse the University students for any services rendered to the Facility or its patients pursuant to this Agreement.

9. AMENDMENTS

Any amendment to this Agreement shall be in writing and signed by authorized officers of each party.

10. ASSIGNMENT

Neither the University nor the Facility shall assign or transfer any rights or obligations under this Agreement without the prior written consent of the other party.

11. STATE AUDIT

The books, records, documents, and accounting procedures and practices of the Facility relevant to this Agreement shall be subject to examination by the University and the Legislative Auditor.

12. DATA PRIVACY

The requirements of Minnesota Statutes § 13.05, subd. 11 apply to this contract. The Facility and University must comply with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13, as it applies to all data provided by the University in accordance with this contract, and as it applies to all data, created, collected, received, stored, used, maintained, or disseminated by the Facility in accordance with this contract. The civil remedies of Minnesota Statutes § 13.08 apply to the release of the data referred to in this clause by either the Facility or the University.

In the event the Facility receives a request to release the data referred to in this clause, the Facility must immediately notify the University. The University will give the Facility instructions concerning the release of the data to the requesting party before the data is released.

The parties additionally acknowledge that the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g and 34 C.F.R. 99, apply to the use and disclosure of education records that are created or maintained under this Agreement.

13. OTHER PROVISIONS.

Remainder of page intentionally left blank. Signature page to follow.

IN WITNESS WHEREOF, the parties have caused this contract to be duly executed intending to be bound thereby.

APPROVED: _____

1. FACILITY: _____

Facility certifies that the appropriate person(s) have executed the Agreement on behalf of Facility as required by applicable articles, by-laws, resolutions, or ordinances.

By:
Title:
Date:

2. UNIVERSITY: MINNESOTA STATE COLLEGES & UNIVERSITIES
BEMIDJI STATE UNIVERSITY

By:
Title: Dean, College of Individual and Community Health
Date:

Appendix F: Internship Expectations Document

BSU's Social Work Department's Internship Expectations:

Introduction: This agreement has been prepared as informational material for the student, the Field Instructor/Agency Supervisor, the internship site, and BSU Field Education Faculty and Instructors. Some information has been copied from the Social Work Internship Manual prepared for Bemidji State University social work interns and the internship site supervisor. The Manual is forwarded to an Internship Site Agency and Supervisor when a prospective intern's internship is confirmed.

Three Way Collaboration: The social work internship reflects a three-party collaboration – intern, internship placement agency, and the Social Work Program. Each party has an important role with accompanying responsibilities:

Responsibilities of the Social Work Program and the Field Director:

1. To facilitate placement of students in agencies for the internship experience.
2. To facilitate with the student, the development of a learning goals plan that is also negotiated with the field instructor.
3. To provide a liaison between school and agency. Two to three on-site visits to the agency will be made. The purpose of the first visit is to review the intern's contract and to address any questions about the Social Work Program and the internship that might arise. (This may take place as a video or phone conferences.)
4. During the second (and third) visit the field director, with the intern and field instructor, will facilitate discussion of the midterm or final evaluations.
5. To provide information and support for field instructors and agency directors each term to help students be successful during the internship experience.
6. To facilitate the internship seminars, providing feedback to interns on activities and assignments.
7. To provide ongoing consultation with the placement agencies as needed.
8. To maintain an on-going Practitioners Advisory Council that reviews and evaluates the overall Social Work program, particularly the internship component.
9. To carry liability insurance for the Social Work interns (responsibility of Bemidji State University).

Responsibilities of the Agency:

Agencies whose social work goals, services, and policies are compatible with the values of social work, who demonstrate an interest in and commitment to student education, and who have licensed social workers with degrees in the field, are selected as placement sites for social work interns. This assumes a willingness to work closely with interns and the Field Director to develop learning practice experiences and to provide, at a minimum, individual weekly supervision. The overall responsibility of the agency is to provide a climate in which the intern can move from observing and shadowing to participating in the work and responsibilities of professional staff.

1. To establish a process to interview and select prospective interns.
2. To demonstrate an interest in and commitment to student education, demonstrated by a willingness to assign staff time and energy to intern supervision, attendance at workshops for field instructors and consultation with the faculty liaison.

3. In compliance with the program's accreditation board (CSWE) requirements, an intern must have at least 1-hour per week of supervision with a BSW or MSW practitioner. When the agency does not have a BSW or MSW employee, BSU and the intern must find a suitable alternative.
4. In conjunction with the prospective intern and Field Director develop a learning goals plan, to guide students to the internship.
5. To provide the student with a detailed orientation to the agency - policies, services, goals, purposes and clientele during the early weeks of the internship that includes:
 - Orientation schedule
 - "Nitty-gritty" info: parking, bathrooms, eating facilities, dress requirements, break times, holidays, telephone instructions, signing in and out, introductions to staff, how intern should identify herself/himself
 - Instructions regarding technology
 - Specific recording instructions
 - Specific confidentiality requirements
 - Access to intra-agency and community phone directories, procedure manuals, human resources within the community, any special reference books, i.e., DSM V, federal privacy act and any other reference material that is likely used on a regular basis
 - Information on any special safety and security precautions
 - Discuss the human elements to the work, stress, fears, anxieties, frustrations, failures, and the need to process with someone. What can be processed with persons outside of the agency
 - Describe supervisory approach and agency expectations of intern.
 - Provide the student with a glossary of acronyms, symbols, jargon, and technical terms unique to the agency.
 - Review the student's coursework and discuss the knowledge and skills acquired in consideration of that required to perform the social work duties within the agency.
6. To provide a minimum of **one hour per week** of scheduled individual supervision that includes review of the intern's assignments with constructive feedback and creates an opportunity to integrate theory with practice experience.
7. To allow the student to attend and participate in staff meetings as well as team meetings, etc.
8. To provide the student with opportunities to work with various client systems; individuals, families, groups, etc. - receiving service from the agency.
9. To provide opportunities for the intern to become familiar with community resources and services and to have the experience of coordinating these services within the scope of the student's agency-based assignments.
10. To allow the student space in which to work.
11. To provide reimbursement for agency-related travel.
12. To complete with the intern, a midterm and final evaluation of the intern's performance.
13. To complete a Faculty Liaison evaluation form.

Responsibilities of the Intern:

The overall responsibility of the student is to devote himself/herself/themselves to the learning of helpful interaction with service users.

1. To conduct oneself as a social work profession and adhere to the NASW Code of Ethics.

2. To obtain at least passing grades on written and oral assignments in the internship.
3. To negotiate the learning goals plan with the Field Instructor and the Field Director.
4. To follow agency policies regarding time schedules, regulations, safety protocols, and matters of dress.
5. To prepare agendas for discussions with the Field Director and Field Instructor.
6. To leave word with the agency support staff and or supervisor as to where she/he/they is/are and when she/he/they will return.
7. To report absences and reasons for absences immediately to the Field Instructor.
8. To participate in her/his midterm and final evaluations with the Field Instructor.
9. To participate in an evaluation of the Social Work program.
10. To write a short assessment of the internship placement at the end of her/his/ their internship.
11. To carry out an evaluation of the Field Instructor.
12. To attend seminars and complete course assignments.
13. To evaluate the Field Director / Course Evaluation.
14. To provide evidence of having completed 480 hours including attendance. This is to be shared with the Field Instructor, who will record the hours completed in the mid-semester and final evaluations.

Problem Solving Expectations:

- If the Field Instructor/Supervisor or the student experiences a problem during the internships, the first step is to talk with each other about it. Most common type of problems relates to job duties, relationship with co-workers, or misunderstandings between supervisor and the intern.
- If the problem is not resolved in a timely manner, the Field Director or Faculty Liaison should be notified as soon as possible.
- The Field Director or Faculty Liaison will work in collaboration with the Field Instructor, site supervisor, and intern to resolve the problem in a professional and expedient way

Appendix G: Evaluation Tool

SOWK Internship Evaluation

Start of Block: Introduction

Q1
Bemidji State University
Social Work Department
Evaluation of Field Placement Performance

Q3 Semester

▼ Summer 2022 (11) ... Summer 2023 (8)

Q4 Evaluation Type

Midterm (1)

Final (2)

Q5 First and Last Name of Intern

Q6 Supervisor Completing Evaluation



Q7 Email of Supervisor (Field Instructor) Completing Evaluation

Q46 Phone Number of Supervisor Completing Evaluation

Q8 Additional Supervisor Completing Evaluation (if applicable)

Q9 Instructions for Rating Interns on the 9 Competencies: The standard by which an intern is to be compared is that of a new beginning-level social worker. The 9 competencies that are specified in this evaluation form are those established by our national accrediting organization, the Council on Social Work Education. Under each competency statement are several practice behaviors we ask that you rate according to the following criteria. Comments may be made under any competency section and are encouraged. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. Specific ideas for improvement in areas in which the student is rated a “1” or a “2” are required. You have up to one week to complete the evaluation and submit it to the BSU Field Director once you begin the evaluation. All responses are automatically saved and you can return at any time during that one week period through this same link.

End of Block: Introduction

Start of Block: Competency 1

Q10 Competency 1: Demonstrate Ethical and Professional Behavior

	Far exceeds expectations 5 (1)	Exceeds expectations 4 (2)	Equals expectations 3 (3)	Short of expectations 2 (4)	Far short of expectations 1 (5)
1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, and additional codes of ethics as appropriate. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4 Use technology ethically and appropriately to facilitate practice outcomes. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.5 Use supervision and consultation to guide decision-making and behavior. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 Comments on Student's Ability to Demonstrate Ethical and Professional Behavior:

End of Block: Competency 1

Start of Block: Competency 2

Q12 Competency 2: Engage Diversity and Difference in Practice

	Far exceeds expectations 5 (1)	Exceeds expectations 4 (2)	Equals expectations 3 (3)	Short of expectations 2 (4)	Far short of expectations 1 (5)
2.6 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.7 View self as a learner and recognize clients and constituents as authorities of their own experiences (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.8 Apply self-awareness and self-regulation to man. biases and values in working with diverse clients and constituencies (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 Comments on Student's Ability to Engage Diversity and Difference in Practice:

End of Block: Competency 2

Start of Block: Competency 3

Q14 Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

	Far Exceeds Expectations 5 (1)	Exceeds expectations 4 (2)	Equals expectations 3 (3)	Short of expectations 2 (4)	Far short of expectations 1 (5)
3.9 Advocate for human rights at the individual and system level of practice. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.10 Engage in practices that advance social, economic, and environmental justice. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15 Comments on Students Ability to Advance Human Rights and Social, Economic, and Environmental Justice:

End of Block: Competency 3

Start of Block: Competency 4

Q16 Competency 4: Engage In Practice-informed Research and Research-informed Practice

	Far Exceeds Expectations 5 (1)	Exceeds Expectations 4 (2)	Equals Expectations 3 (3)	Short of Expectations 2 (4)	Far Short of Expectations 1 (5)
4.11 Use practice experience to guide <i>best practice</i> inquiry and data gathering. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.12 Analyze data gathering methods and findings. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.13 Use data gathering findings to improve practice, policy, and service delivery system. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17 Comments on Student's Ability to Engage In Practice-informed Research and Research-informed Practice:

End of Block: Competency 4

Start of Block: Competency 5

Q18 Competency 5: Engage in Policy Practice

	Far Exceeds Expectations 5 (1)	Exceeds Expectations 4 (2)	Equals Expectations 3 (3)	Short of Expectations 2 (4)	Far Short of Expectations 1 (5)
5.14 Identify social policy at the local, state, and federal level that impacts well-being of clients and constituents served. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.15 Examine how social welfare and economic policies impact clients and constituents served (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.16 Advocate for policies that advance human rights and social, economic, and environmental justice. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19 Comments on Student's Ability to Engage in Policy Practice:

End of Block: Competency 5

Start of Block: Competency 6

Q20 Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

	Far Exceeds Expectations 5 (1)	Exceeds Expectations 4 (2)	Equals Expectations 3 (3)	Short of Expectations 2 (4)	Far Short of Expectations 1 (5)
6.17 Apply knowledge of human behavior and the social environment to <u>engage</u> with clients and constituencies. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.18 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21 Comments on Student's Ability to Engage with Individuals, Families, Groups, Organizations, and Communities:

End of Block: Competency 6

Start of Block: Competency 7

Q22 Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

	Far Exceeds Expectations 5 (1)	Exceeds Expectations 4 (2)	Equals expectations 3 (3)	Short of expectations 2 (4)	Far short of expectations 1 (5)
7.19 Collect and organize data to understand information from clients and constituencies. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.20 Apply knowledge of human behavior and the social environment to <u>analyze</u> assessment data from clients and constituencies; (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.21 Develop mutually agreed-on intervention goals and objectives based on the assessment of strengths, needs, and challenges of clients and constituencies. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.22 Select appropriate intervention strategies for clients and constituencies served. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q23 Comments on Student's Ability to Assess Individuals, Families, Groups, Organizations, and Communities:

End of Block: Competency 7

Start of Block: Competency 8

Q24 Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

	Far Exceeds Expectations 5 (1)	Exceeds expectations 4 (2)	Equals expectations 3 (3)	Short of expectations 2 (4)	Far short of expectations 1 (5)
8.23 Implement interventions to achieve practice goals. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.24 Apply knowledge of human behavior and the social environment in <u>interventions</u> with clients and constituencies. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.25 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.26 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.27 Facilitate effective transitions and endings that advance mutually agreed-on goals. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25 Comments on Student's Ability to Intervene with Individuals, Families, Groups, Organizations, and

Communities:

End of Block: Competency 8

Start of Block: Competency 9

Q26 Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

	Far Exceeds Expectations 5 (1)	Exceeds expectations 4 (2)	Equals expectations 3 (3)	Short of expectations 2 (4)	Far short of expectations 1 (5)
9.28 Select and use appropriate methods for evaluation of outcomes. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.29 Apply knowledge of human behavior and the social environment in the <u>evaluation</u> of outcomes. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.30 Analyze, monitor, and evaluate intervention and program processes and outcomes. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.31 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q27 Comments on Student's Ability to Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:

End of Block: Competency 9

Start of Block: Midterm Evaluation

Display This Question:

If Evaluation Type = Midterm

Q28 Midterm Evaluation

Display This Question:

If Evaluation Type = Midterm

Q29 Overall Evaluation of Student Intern's Strengths:

Display This Question:

If Evaluation Type = Midterm

Q30 Overall Evaluation of Student Intern's Areas for Development:

Display This Question:

If Evaluation Type = Midterm

Q31 Comments/Plans for Second Half of Internship:

Display This Question:

If Evaluation Type = Midterm

Q32 Date evaluation completed:

Display This Question:

If Evaluation Type = Midterm

Q33 Total number of hours completed by intern to date:

Display This Question:

If Evaluation Type = Midterm

And Evaluation Type = Final

Q34 By checking this box I verify that this evaluation was completed by the student intern's Field Instructor and is

true and accurate to the best of my knowledge.

Yes (1)

Display This Question:

If Evaluation Type = Midterm

Q35 By electronically typing my name, credentials, and providing a date of completion this serves as a signature to this student intern evaluation.

Display This Question:

If Evaluation Type = Midterm

Q36 (Optional second supervisor) By electronically typing my name, credentials, and providing a date of completion this serves as a signature to this student intern evaluation.

Q37 By checking this box I agree to review this evaluation with my student intern prior to meeting with the BSU Field Director.

Yes (1)

End of Block: Midterm Evaluation

Start of Block: Final Evaluation

Q2 Track (NOTE: Please ask your student or refer to the evaluation meeting request. Student's track is listed at

the top of this request.)

Online Student (SWIM) (1)

On-Campus Student (2)

Display This Question:

If Evaluation Type = Final

Q38 Intern's areas of strength:

Display This Question:

If Evaluation Type = Final

Q39 Intern's areas for development:

Display This Question:

If Evaluation Type = Final

Q40 Date evaluation completed (MM/DD/YYYY):

Display This Question:

If Evaluation Type = Final

Q41 By electronically typing my name, credentials, and providing a date of completion this serves as a signature to this student intern evaluation.

Display This Question:

If Evaluation Type = Final

Q42 By electronically typing my name, credentials, and providing a date of completion this serves as a signature to this student intern evaluation.

Display This Question:

If Evaluation Type = Final



Q43 Total internship hours completed (at the end of internship):

Display This Question:

If Evaluation Type = Final

Q44 By checking this box I verify that this evaluation was completed by the student intern's Field Instructor and is true and accurate to the best of my knowledge.

Yes (1)

Display This Question:

If Evaluation Type = Final

Q45 By checking this box I agree to review this evaluation with my student intern prior to meeting with the BSU Field Director.

Yes (1)

End of Block: Final Evaluation

Appendix H: Evaluation of Director of Field Education/Faculty Liaison

(To be completed by Field Instructor)

Field Director Evaluation

Q1 The Field Director (FD) provided, at the start, a clear statement of the nature and objectives of the internship and seminar

- Very Good, No Improvement Needed
- Good, Little Improvement Needed
- Adequate, Some Improvement Needed
- Poor, Major Improvement Needed

Q2 The FD demonstrated interest and enthusiasm for field practice.

- Very Good, No Improvement Needed
- Good, Little Improvement Needed
- Adequate, Some Improvement Needed
- Poor, Major Improvement Needed

Q3 The FD followed-through efficiently in achieving the internship and seminar objectives.

- Very Good, No Improvement Needed
- Good, Little Improvement Needed
- Adequate, Some Improvement Needed
- Poor, Major Improvement Needed

Q4 The FD was open to student participation and expression of different opinions and values.

- Very Good, No Improvement Needed
- Good, Little Improvement Needed
- Adequate, Some Improvement Needed
- Poor, Major Improvement Needed

Q5 The FD was available to assist students outside of scheduled onsite visits and seminar times.

- Very Good, No Improvement Needed
- Good, Little Improvement Needed
- Adequate, Some Improvement Needed
- Poor, Major Improvement Needed

Q6 The FD facilitated integration of practice and theory during seminars

- Very Good, No Improvement Needed
- Good, Little Improvement Needed
- Adequate, Some Improvement Needed
- Poor, Major Improvement Needed

Q7 Assignments were a fair and valid measure of student comprehension of and ability to integrate coursework within social work practice.

- Very Good, No Improvement Needed
- Good, Little Improvement Needed
- Adequate, Some Improvement Needed
- Poor, Major Improvement Needed

Q8 Overall rating of the effectiveness of the FD.

- Very Good, No Improvement Needed
- Good, Little Improvement Needed
- Adequate, Some Improvement Needed
- Poor, Major Improvement Needed

Q9 What were the overall strengths of the FD? How did these contribute to your successful internship experiences?

Q10 What are specific things you'd like to see the FD to differently/better as related to your internship experiences?

Appendix I: Intern’s Assessment of Placement

Instructions: Please complete this form giving feedback on your internship placement. Interns are encouraged to share this feedback with their site supervisors during the final week of placement, if you are comfortable in doing so. Submit the completed survey on D2L.

Agency: _____ Date: _____

Field instructor was available for regular weekly supervisory meetings. Yes No

Comments: _____

Field instructor was also available for more than regularly scheduled meetings. Yes No

Comments: _____

Field instructor provided useful feedback and assistance with internship duties. Yes No

Comments: _____

Agency staff was available and helpful. Yes No

Comments: _____

I was able to fulfill my internship contract goals and objectives. Yes No

Comments: _____

I would recommend this as an internship placement. Yes No

Comments: _____

Appendix J: Field Instructor (Site Supervisor) Evaluation

(To be completed by intern)

Instructions: Please complete this form giving feedback on your field instructor. Interns are encouraged to share this feedback with their field instructor(s) during the final week of placement, if you are comfortable in doing so. Submit the completed survey on D2L.

Agency/Program: _____

Student: _____ Date: _____

Instructions: Complete this form giving feedback to their Site supervisor.

- Rating Scale:**
- 5 = Very Good, No Improvement Needed
 - 4 = Good, Little Improvement Needed
 - 3 = Adequate, Some Improvement Needed
 - 2 = Poor, Major Improvement Needed
 - 1 = Very Poor, Major Improvement Needed

Student Orientation

_____ Provided information and experiences to increase student’s understanding of the clients, the agency, and the community.

Comments _____

Modeling Job Skills

_____ Served as a model of social work skills, judgment, values, and professional and work ethics.

_____ Experienced in teaching job related skills and fitting them to the student level.

Comments: _____

Consulting Supervising (1 hour per week)

_____ Available at regularly scheduled times plus some drop-in consultation.

_____ Consultation added new insights to improve practice skills.

Comments: _____

Giving Feedback, Evaluation

_____ Provided frequent and useful feedback that helped to improve practice skills.

_____ Mid-term and final evaluations were fair with constructive feedback provided.

Comments: _____

Provision of Support

_____ Communicated genuine concern with students' progress and learning.

_____ Student felt supported.

Comments: _____

What was the most beneficial skill(s) you learned from the site supervisor?

What other skill(s) would you have wanted to learn during this internship?

General Comments: _____

Appendix K: NetStudy Background Check Form



APPLICANT BACKGROUND STUDY

You received this form because you applied for a position that requires a Minnesota Department of Human Services (DHS) background study. Follow the instructions below to submit your background study request to the provider. The provider will review and *may* submit your background study request to DHS. Provider means a facility, program, or agency initiating background study requests under Minnesota Statutes, chapter 245C.

Provider Name and License Number

Provider Number

PROGRAM (900502)

Instructions

- 1. Go to NETStudy 2.0 Applicant Portal**
<https://netstudy2.dhs.state.mn.us/Applicant>
- 2. Create an Account** If you have not created an account before:
 - a. Click “Register as a new user.”
 - b. Enter your account information. Click “Register.”
 - c. Check your email for the temporary password.
- 3. Login**
 Your username is your email address. A temporary password was sent to the email account you used to register. When you login, you will be prompted to change your password and choose a security question.
- 4. Enter Application Information**
 - a. Click “Create Application” on the home screen
 - b. Enter 9MM57K in the provider number field. Click Search. If the correct provider is displayed, click “Continue Application.” If an incorrect provider is displayed, contact the provider that gave you this form.
 - c. Enter your demographic information. Click “Next” after you have completed the required fields on each screen.
 - d. On the Payment Information screen click “Pay Now.” After clicking “Complete Payment” a new tab with the DHS Electronic Payment System will open. Click “Pay without Registering” and complete the payment process.
 - e. After you have completed payment, return to NETStudy 2.0 and click “Continue.” After reviewing the registry screen, click “Finish.” Clicking “Finish” will submit your application to the provider.
 - f. Be careful to enter the information correctly. You will not be able to change it unless you contact the provider.
- 5. Check your email**
 If you are required to be fingerprinted, you will receive an email when the provider submits your background study request to DHS. The email will come from IDEMIA/IdentoGO and includes a unique tracking number (specific to you) called a Universal Enrollment Identification (UE ID). The email includes a link to IDEMIA’s pre-enrollment system for fingerprinting. You must complete the short electronic pre-enrollment process.

Frequently Asked Questions

How much does the background study cost?

The background study fee is \$42.00.

How can I pay?

The background study fee must be paid using the DHS Electronic Payment System through NETStudy 2.0. You can use a credit or debit card to make the payment. You can setup an account if you plan to use the DHS Electronic Payment System for other background studies or you can bypass the account setup by clicking, “Pay without registering.”

Will I be notified when I can be fingerprinted and photographed?

Yes. If fingerprints and photo are required for your background study, you will receive an email from IDEMIA/IdentoGO with instructions for pre-enrollment. You cannot be fingerprinted and photographed until you complete the short electronic pre-enrollment process.

What happens next?

The provider will review and verify your background study information before your background study request is submitted to DHS. If the provider chooses to submit the background study request, you and the provider will receive a notice of your background study status. The notice will be mailed to you within three days of DHS receiving a response about your criminal history check. The provider will receive the notice electronically.

Where do I find more information?

You can find information on the Background Study website at www.DHS.state.mn.us, select General Public; Office of Inspector General; Background Studies.

What if I have questions?

If you have questions about your background study status call (651) 431-6620. If you have questions about this notice or technical issues registering an account call (651) 431-6625.



BACKGROUND STUDY NOTICE OF PRIVACY PRACTICES

Because the Department of Human Services (DHS) is asking you to provide private information, you have privacy rights under the Minnesota Government Data Practices Act. This law protects your privacy, but also allows DHS to give information about you to others when the law requires it. This notice describes how your private information may be used and disclosed, and how you may access your information.

Why is DHS asking me for my private information?

A background study from the Department of Human Services (DHS) is required for your job or position. The private information is needed to conduct the background study.

How will I be notified that a background study was submitted on me?

DHS will mail you a notice within three working days after a request for a background study is submitted on you. The notice will contain the background study result or let you know that more time is needed to complete the background study. The notice will also identify the entity that submitted the background study request.

What information must I provide to complete the background study?

You are required to provide enough information to ensure an accurate and complete background study. This includes your:

- first, middle, and last name and all names you have ever been known by or used;
- current home address, city, zip code, and state of residence;
- previous home addresses, city, county, and states of residence for the last five years;
- sex and date of birth;
- driver's license or other identification number; and,
- fingerprints and a photograph, as required by law.

How will the information that I give be used? The information will be used to perform a background study that will include a check to determine whether you have any criminal records and/or have been found responsible for substantiated maltreatment of a vulnerable adult or child.

When required, there will be a search of professional boards. Background study data is classified as "private data" and cannot be shared without your consent except as explained in this notice. Your information will also be used by DHS to collect on-going criminal and maltreatment data if it becomes available.

What may happen if I provide the information? You could be disqualified from positions that require a DHS background study if you are found to have committed certain crimes, been determined responsible for maltreatment of a vulnerable adult or child, or have other records that require a disqualification. If you do not have a disqualifying record, you will be cleared for your job or position.

What if I refuse to provide the information? You will be disqualified if you refuse to provide information to complete an accurate background study. You will not be able to work in a position that requires a DHS background study.

Who will DHS give my information to?

DHS will only share information about you as needed and as allowed or required by law. The identifying information you provide will be shared with the Minnesota Bureau of Criminal Apprehension (BCA) and in some cases the Federal Bureau of Investigation (FBI). If there is reasonable cause to believe that other agencies may have information related to a disqualification, your identifying information may also be shared with:

- county attorneys, sheriffs, and agencies;
- courts and juvenile courts;
- local police;
- the Office of the Attorney General; and,
- agencies with criminal record information systems in other states.

What information will DHS share with the entity that requested my background study? The entity that requested the background study will be notified of your background study determination.

If you are disqualified, the entity will not be told the reason unless you were disqualified for refusing to cooperate with the background study or for substantiated maltreatment of a minor or vulnerable adult.

What other entities might DHS share information with?

Information about your Background study may be shared with:

- the Minnesota Department of Health;
- the Minnesota Department of Corrections;
- the Office of the Attorney General, and;
- health-related licensing boards.

What if my disqualification is set aside?

If you request reconsideration of your disqualification and your disqualification is set aside, the entity that requested the background study will be informed of the reason(s) for your disqualification unless the law states otherwise. DHS will provide information about the decision to set aside your disqualification if the entity requests it.

Unless prohibited by law, your name and the reason(s) for your disqualification will become public data if your set aside is for:

- a child care center or a family child care provider licensed under chapter 245A; or,
- an offense identified in section 245C.15, subdivision 2.

For future background studies submitted by entities that provide the same type of services as the services you were set aside for, the set aside will apply unless:

- you were disqualified for an offense in section 245C.15, subdivision 1 or 2; or,
- DHS receives additional information indicating that you pose a risk of harm; or,
- your set aside was limited to a specific person receiving services.

In addition, those entities will be informed of the reason(s) for your disqualification unless prohibited by law.

Will my fingerprints be kept?

DHS and the BCA will not keep your fingerprints. If an FBI check is required for your background study, the FBI may keep your fingerprints and may use them for other purposes in accordance with state and federal law.

What information can the fingerprint and photo site view and keep?

The fingerprint and photo site can view identifying information to verify your identity. The fingerprint and photo site will not keep your fingerprints, photo, or most other information. The fingerprint and photo site can keep your name and the date and time your fingerprints were recorded and sent, for auditing and billing purposes.

Who can see my photo?

Your photo will be kept by DHS. If you provide your social security number to allow your background study to be transferable to future entities, your photo will be available to those entities to verify your identity.

What are my rights about the information you have about me?

- You may ask if we have information about you and request in writing to get copies. You may have to pay for copies.
- You may give other people permission to see and have copies of private information about you.
- You may ask (in writing) for a report that lists the entities that submitted a background study request on you.
- You may ask in writing that the information used to complete your background study be destroyed. The information will be destroyed if you have:

- (1) not been affiliated with any entity for the previous two years; and,
- (2) no current disqualifying characteristic(s).

Please send all written requests to:

Minnesota Department of Human Services
Background Studies Division
NETStudy 2.0 Coordinator
PO Box 64242
St. Paul, MN 55164-0242

How long will DHS keep my background study information?

DHS will destroy:

- your photo when you have not been affiliated with an entity for two years.
- any background data collected on you after two years following your death or 90 years after your date of birth, except when readily available data indicates that you are still living.

What is the legal authority for DHS to conduct background studies?

Background studies are completed by DHS according to the requirements in Minnesota Statutes, chapter 245C or other authorizing state law.

What if I think my privacy rights have been violated?

You may report a complaint if you believe your privacy rights have been violated. If you think that the Minnesota Department of Human Services violated your privacy rights, you may send a written complaint to the Minnesota Department of Human Services, Privacy Official at

Appendix L: National Background Check Form



BEMIDJI
STATE UNIVERSITY



Package review

Order Instructions for **Bemidji State University - Social Work**

1. Go to <https://mycb.castlebranch.com/>
2. In the upper right hand corner, enter the Package Code that is below.

Package Code **BK81**: I need to place an order for my national background check.

About

About CastleBranch

Bemidji State University - Social Work has partnered with CastleBranch, one of the top ten background check and compliance management companies in the nation to provide you a secure account to manage your time sensitive school and clinical requirements. After you complete the order process and create your account, you can log in to your account to monitor your order status, view your results, respond to alerts, and complete your requirements.

You will return to your account by logging into castlebranch.com and entering your username (email used during order placement) and your secure password.

Order Summary

Payment Information

Your payment options include Visa, Mastercard, Discover, Debit, electronic check and money orders. Note: Use of electronic check or money order will delay order processing until payment is received.

Accessing Your Account

To access your account, log in using the email address you provided and the password you created during order placement. Your administrator will have their own secure portal to view your compliance status and results.

Contact Us

For additional assistance, please contact the Service Desk at 888-723-4263 or visit <https://mycb.castlebranch.com/help> for further information.

Appendix M: Internship at a Place of Employment Policy and Procedure:

1. The Bemidji State University Social Work Department, inclusive of social work internships offered in on-campus, online, and hybrid formats, allows students to intern at their place of employment.

2. The planning process is slightly different for a student who would like to complete the internship where they are currently employed. It is important that you let your Internship Orientation Faculty and/or the Field Director know immediately if you would like to consider this option. The student will set up a time to meet with the Internship Orientation Instructor and/or the Field Director to review the expectations and criteria for the internship.

3. After this meeting, the student meets with appropriate agency representatives and negotiates learning experiences, keeping in mind the criteria listed below:

- If the place of employment is not already an existing site, the Internship Orientation Instructor and/or the Field Director will vet the site to ensure that all CSWE requirements are met and begin the process to get a Memorandum of Agreement (contract between the agency and University) in place.
- Any student planning to intern at their employment site must complete all internship requirements.
- Consistent with a focus on education and learning, the internship site agrees to allow the intern to complete all educational requirements including seminar class, assignments, professional education opportunity, and at least one agency visit.
- The student and Field Instructor are allowed sufficient instructional time to meet the school's educational requirements.
- Supervision of the student must be provided by a BSW or MSW, with at least 2 years post-graduation practice experience. If the agency is unable to meet this requirement, they agree to allow the student to seek this supervision outside of the agency.

- This process requires a student to map their existing job duties to the CSWE competencies. The student and the student's supervisor sign the form to signify that they agree to the proposed learning experiences. After the approvals have been obtained, the form is to be submitted to the Internship Orientation Instructor and/or the Field Director for approval.
- The Internship Orientation Instructor and/or the Field Director will work with the employment site to identify any alternative learning experiences needed to meet all CSWE requirements. The internship will be considered confirmed when all parties agree on the proposed learning experience based on the school's guidelines.

4. Should employment end before the completion of the internship, the student intern will manage the process of transitioning to a new site and completion of remaining internship hours in close coordination with the field director or faculty liaison.

5. To ensure the social work internship addresses all nine social work competencies defined in Council on Social Work Education's 2022 Educational Policy and Accreditation Standards, the field director or faculty liaison, agency and field instructor, and the intern all have specific responsibilities:

The field director or faculty liaison will:

- After review of materials submitted by the intern, determine the appropriateness of the internship site.
- Articulate via email the internship expectations (e.g., educational focus) and specific requirements for internship supervision at the beginning of the semester. Review internship expectations (e.g., educational focus) and supervision requirements during the first site visit.
- Include this policy in the Student and Field Instructor Manual.

The agency and field instructor will ensure:

- An undergraduate generalist internship experience grounded in the nine social work competencies as outlined by the Council on Social Work Education (CSWE)

- An educationally focused internship experience. The intern's role as a student is prioritized along with their learning and skill development including attending internship seminar and completion of course related assignments.
- Internship supervision by a licensed social worker with at least two years of experience of at least one hour of dedicated 1:1 weekly supervision.
- Internship supervision will be distinct from employment supervision.

The intern will:

- Ground their internship in the Learning Goals Contract that addresses all nine social work competencies.
- Prior to beginning the internship, the intern will complete the Social Work Internship Competency Mapping. This map assesses the number of hours of employment per week that meet the nine social work competencies. This assessment is used to determine the number of employment hours per week that count toward the required 480 hours of internship. Note it is possible that not all employment hours will meet the requirement for internship hours.
- Complete assignments throughout the internship that are grounded in the nine social work competencies.
- Actively participate in at least one hour of dedicated 1:1 weekly supervision.
- Communicate with field director or faculty liaison any concerns related to their internship experience at their place of employment.

6. This policy will be communicated to the intern and field instructor via email from the field director or faculty liaison that is sent to the intern and field instructor about internship expectations and requirements at the beginning of the semester and will be reviewed during the first site visit.