

ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH & SOCIAL WORK



**Robert Stempel College
of Public Health
& Social Work**

SCHOOL OF SOCIAL WORK MSW FIELD EDUCATION MANUAL

Revised August 2022

TABLE OF CONTENTS

SCHOOL OF SOCIAL WORK FIELD ADMINISTRATION	
SCHOOL OF SOCIAL WORK FACULTY	
ACKNOWLEDGEMENTS	
PREFACE	
I. FLORIDA INTERNATIONAL UNIVERSITY	12
II. ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH & SOCIAL WORK	12
III. MSW PROGRAM MISSION STATEMENT	12
GOALS	13
IV. SOCIAL WORK AS A PROFESSION	13
V. THE MSW PROGRAM	13
A. Overview	13
B. Generalist Practice: Competencies and Corresponding Behaviors and Dimensions	14
C. Specialization: Clinical Practice Competencies and Corresponding Behaviors and Dimensions	17
VI. FIELD EDUCATION	19
A. Field Forms	20
1. MSW Field Practicum I (Not Advanced Standing) (SOW 5532)	20
2. MSW Field Practicum II (SOW 6533)	21
3. MSW Field Practicum III (SOW 6534)	21
B. MSW Field Practicum Requirements	22
Two Year MSW Program	22
1. Prerequisite Requirements	22
2. Pre or Co-Requisite Requirements	23
3. Co-Requisite Requirements	23
Advanced Standing Status	24
1. Prerequisite Requirements	24
2. Pre or Co-Requisites for Field Practicum II	24
3. Co-Requisites for Field Practicum II and III	24
C. Educational Objectives for Field Practicum I (SOW 5532)	25
D. Educational Objectives for Field Practicum II (SOW 6533) and Field Practicum III (SOW 6534)	25
E. Capstone Presentation	26
1. Overview of Capstone Presentation Assignment	27
2. Assessment Rubric for MSW Capstone Presentation	28
VII. RESPONSIBILITIES AND REQUIREMENTS IN THE FIELD	31
A. The Field Agency and the University	31
1. Affiliation Agreements	31
2. Responsibilities of the Agency	31
a. Agency Liaison	31

b. Physical Facilities and Resources	31
c. Plan for Agency Field Instructors	32
d. Orientation, safety, and assignments of students	32
3. Responsibilities of the University	32
B. Office of Field Education	32
1. The Office of Field Education Responsibilities	33
2. Responsibilities of the Field Education Faculty and Staff	33
a. BSSW Field Education Coordinator	33
b. MSW Field Education Coordinator	34
c. Field Liaison	35
d. Seminar Instructor	36
C. The Field Instructor	36
1. Requirements	36
2. Field Instructor Orientation, Training and Dialog	37
3. Criteria to Select Field Instructors	37
4. Field Instructor Responsibilities	37
D. The Task Supervisor	38
1. Requirements	38
2. Task Supervisor Responsibilities	39
E. Responsibilities of the Student	39
1. Students' Responsibilities	39
2. Liability Insurance for Students in Field Placement	41
3. Background Checks, Fingerprinting, Drug Screening, and Immunizations	41
4. Home Visits	42
5. Safety Policy	42
6. Disabilities	43
7. Pre-placement Hours	43
8. Conference Attendance	43
9. Religious Holidays/Holy Days	43
10. Jury Duty	44
11. Tropical Storm/Hurricane	44
12. Field Practicum Coverage during Semester Breaks	44
13. Compensatory Time and Emergency Leave for Students	44
VIII. THE PLACEMENT PROCESS	45
Steps for Field Practicum Placement	45
Definition of Readiness for Field	46
Application Deadlines	47
Policy Statement for the Employment Setting Practicum	50
IX. FIELD SEMINARS	58
X. PROBLEM-SOLVING IN THE FIELD PRACTICUM	58
XI. EVALUATIONS	62
A. Mid-Semester Evaluation of Student Performance	63
B. Final Evaluation of Student Performance	63
C. Student Evaluation of the Field Practicum	63
D. Grade Options	63
E. Applying to the Field after a Withdrawal or Incomplete	64

F. Performance Improvement Plan	64
G. Criteria for Evaluation of Academic and Professional Performance	66
Ethical Community Membership	66
1. Academic Performance & Misconduct	66
2. Professional Performance	67
Criteria for Professional Misconduct Review	67
XII. STUDENT PROFESSIONAL AND ACADEMIC MISCONDUCT PROCEDURES	69
A. Professional Misconduct Procedures	69
1. Process	69
B. Academic Performance & Misconduct Procedures	70
C. Student Review and Termination Committee Membership	72
D. Reinstatement after Termination	72
XIII. ACADEMIC AND PROFESSIONAL PERFORMANCE GRIEVANCE PROCEDURES	73
A. Academic Grievances	73
B. Professional Performance Grievances	74
XIV. SEXUAL OR GENDER-BASED HARASSMENT POLICY	76
XV. TECHNOLOGY GUIDELINES FOR STUDENT INTERNS	78

APPENDICES

APPENDIX A- FIELD FORMS

1. AGENCY AFFILIATION DATA SHEET
2. APPLICATION FOR SOW 5532- MSW FIELD PRACTIUM I
3. APPLICATION FOR SOW 6533- MSW FIELD PRACTICUM II
4. APPLICATION FOR MSW FIELD PRACTICUM III- SAME AGENCY PLACEMENT
5. APPLICATION FOR MSW FIELD PRACTICUM III- NOT REMAINING AT THE SAME AGENCY
6. CONFIRMATION OF PLACEMENT
7. FIELD INSTRUCTOR'S CHECKLIST
8. FIELD INTERNSHIP CONTRACT
9. FINAL EVALUATION OF STUDENT PERFORMANCE FOR MSW I
10. FINAL EVALUATION OF STUDENT PERFORMANCE FOR MSW II
- FINAL EVALUATION OF STUDENT PERFORMANCE FOR MSW III
11. LOG OF STUDENT'S FIELD PRACTICUM HOURS
12. MID-SEMESTER EVALUATION OF STUDENT PERFORMANCE FOR MSW I
- 124
13. MID-SEMESTER EVALUATION FOR MSW II
14. MID-SEMESTER EVALUATION FOR MSW III
15. MSW I LEARNING CONTRACT
16. MSW II LEARNING CONTRACT
17. MSW III LEARNING CONTRACT

- 18. SAFETY IN PRACTICUM CHECKLIST
 - 19. SITE VISIT REPORT
 - 20. STUDENT EVALUATION OF FIELD PRACTICUM EXPERIENCE
 - 21. LOG OF SUPERVISION HOURS FOR FIELD PRACTICUM
 - 22. TASK SUPERVISOR'S CHECKLIST
- APPENDIX B- AFFILIATED AGENCIES
- APPENDIX D- REFERENCES

FLORIDA INTERNATIONAL UNIVERSITY
Robert Stempel College of Public Health & Social Work

School of Social Work

Academic Health Center 5, Fifth floor
Modesto A. Maidique Campus
11200 SW 8th St.
Miami, FL 33199

(305) 348-5880 (Phone) - (305) 348-5312 (Fax)

<https://stempel.fiu.edu/academics/school-social-work/>

Office of Field Education

AHC-5, 590
Tel: (305) 348-3881 – Fax: (305) 348-1046

Office of Field Education E-mail

sowpracticum@fiu.edu

Associate Director

Jennifer Abeloff, MSW, MS
(305) 348-1627
abeloffj@fiu.edu

BSSW Field Education Coordinator

Nicole Neufeld, MSW
(305) 348-4708

MSW Field Education Coordinator

Elise Linder, LCSW
(305) 348-4708
eslinder@fiu.edu

**Senior Program
Coordinator for
Community Engagement**

Jessica Arguello
jmarguel@fiu.edu
Tel: (305) 348-3881

SOCIAL WORK FACULTY

Jennifer Abeloff, MSW, MS

Clinical Assistant Professor
Associate Director and BSSW Coordinator
Washington University in St. Louis

Richard Beaulaurier, MSW, Ph.D.

Associate Professor
PhD Program Coordinator
University of Southern California

Shedrick Boren, Ph.D., LCSW

Clinical Assistant Professor
University of Miami

Shanna Burke, MSW, MPH, Ph.D.

Associate Professor
Simmons College

Altheresa Clark, LCSW

Clinical Assistant Teaching Professor
Florida International University

Mario De La Rosa, MSW, Ph.D.

Professor
Director CRUSADA
Ohio State University

Beatrice Farnsworth, LCSW

Clinical Assistant Professor
Green Family Foundation NeighborhoodHELP™
Social Work Assistant Supervisor
New York University

Nicole Fava, MSW, Ph.D.

Associate Professor
University at Buffalo

Sofia Fernandez, MSW, Ph.D.

Assistant Professor
Florida International
University

Andres G. Gil, MSW, Ph.D. Professor
Vice President for Research
University of Miami

Natalia Giordano, LCSW
Assistant Teaching Professor
Fordham University

Victoria Gray, LCSW
Clinical Assistant Professor
Florida International University

Mary Helen Hayden, Ed.D., LCSW, DCSW
Assistant Professor
Director and MSW Coordinator
Florida International University

Twala Kelly, LCSW
Visiting Assistant Teaching Professor
Florida International University

Elise Linder, LCSW
Clinical Assistant Professor
MSW Field Education Coordinator
University of Georgia

Mark Macgowan, Ph.D., LCSW
Professor
Associate Dean, Academic Affairs
Barry University

Lourdes Martin, LCSW
Clinical Assistant Professor
Green Family Foundation NeighborhoodHELP™
Social Work Supervisor
Florida International University

Nicole Neufeld, MSW
Visiting Clinical Assistant Teaching Professor
and BSSW Field Coordinator
Florida International University

Miriam Potocky, MSW, Ph.D.

Associate Professor
The University of Kansas

Bridget Schneiderman Tuttle, MSW, DSW

Clinical Assistant Teaching Professor
Florida Atlantic University

Eric Wagner, Ph.D.

Professor Director, FIU-BRIDGE
The University of Pittsburgh

Courtney Wilson, MSW, Ph.D.

Assistant Professor
University of Central Florida

ACKNOWLEDGEMENTS

The Office of Field Education would like to gratefully acknowledge the contributions of a large group of colleagues and friends in the social work field without whose assistance portions of this manual would not have been possible. We would specifically like to thank the members of the Florida Field Consortium, East Tennessee State University, University of Texas at Austin, University of Central Florida, North Carolina State University, and West Virginia University for sharing their field manuals and forms and permitting Florida International University to draw from the content of their manuals and forms. The collaboration with other educational institutions has strengthened our program, and our ability to accurately articulate our policies and procedures.

PREFACE

The faculty of the School of Social Work at Florida International University's Robert Stempel College of Public Health & Social Work would like to express their appreciation to affiliated agencies and Field Instructors for the vital role they play in educating our social work students. The experiences and opportunities provided in field practicum add a dimension that cannot be duplicated in the classroom.

The field practicum offers students educationally directed opportunities to learn by participating in the delivery of social services. The practicum enhances students' ability to translate theory into effective social work practice and strengthens students' awareness of the attitudes, motivation, and judgments identified with the profession of social work. The School of Social Work is fully accredited by the Council on Social Work Education, and its curriculum is planned in accordance with the standards set by the Council.

This Field Education Manual has been developed to inform Field Instructors and students of the policies, procedures, and overall expectations of field education and the relationship of the field education component to the total curriculum. It is to be used in the planning and implementation of the field learning experiences. Details about courses, admission, degree requirements, etc. will be found in the Student Handbooks and covered in the Field Instructors' Training Course.

NOTE: Florida International University and the School of Social Work policies, procedures, requirements, and regulations are continually subject to review in order to serve the needs of the University/School's publics and to respond to the mandates of the Florida Board of Education, Board of Trustees, Board of Governors, and the Legislature. Changes in programs, policies, requirements, and regulations may be made without advance notice.

I. FLORIDA INTERNATIONAL UNIVERSITY

Florida International University is a vibrant, student-centered public research university, ideally located in Miami, that is worlds ahead in its commitment to learning, research, entrepreneurship, innovation, and creativity so that our graduates are prepared to succeed in the global market.

FIU has two major campuses: FIU has two major campuses: Modesto A. Maidique Campus in West Miami-Dade County, and Biscayne Bay Campus in North Miami Beach. FIU also has various other locations which include the Engineering Center, near MMC, the FIU at I-75 in Pembroke Pines, the business center in Downtown Brickell, the Miami Beach Urban Studios (MBUS), the Wolfsonian FIU, and the Jewish Museum of Florida—FIU on South Beach.

II. ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH & SOCIAL WORK

The School of Social Work is housed within the Robert Stempel College of Public Health & Social Work (Stempel College), accredited by the Council on Education for Public Health (CEPH). The Robert Stempel College of Public Health & Social Work is unique among the nation's accredited schools of public health in its interdisciplinary structure which combines the five major disciplines of public health in partnership with the disciplines of nutrition, dietetics, social work as well as the Academy for International Disaster Preparedness. This special blend of disciplines and programs afford students with the opportunity to better explore and understand the interrelatedness of social, biological, environmental and cultural determinates of health and well-being. The RSCPHSW strongly strives to reflect the diversity of the greater community so as to maximize its understanding and effectiveness in providing cross-cultural health and mental health services in today's heterogeneous mix of cultures and languages. All students in the College are required to be grounded in basic public health knowledge.

III. MSW PROGRAM MISSION STATEMENT

The MSW program educates students in clinical social work practice based on innovative research, collaborative engagement, and culturally responsive frameworks. Grounded in social work values and ethics, the program prepares students to promote human and community well-being, social, racial, economic, environmental justice, and equity for diverse communities.

GOALS

The goals of the MSW are to:

- A.** Provide curricula for advance clinical practice that builds on the generalist foundation offered in the first year (or BSW program).
- B.** Educate students to identify as professional social workers including the incorporation of its values and ethics and contribute to refining and advancing social work practice through research-based practice and collaborative engagement.
- C.** Educate students to synthesize and apply a broad range of interdisciplinary evidence- based knowledge and skills.
- D.** Educate advanced clinical practice students to engage, assess, intervene, and evaluate individuals within group, family and ecological contexts in order to promote human and social well-being.
- E.** Prepare students to use critical thinking to engage in self-reflection and discriminate and differentially apply advanced clinical social work skills and knowledge in their practice.
- F.** Prepare students to apply knowledge and skills of human behavior and the social environment to work with diverse and multi-cultural populations in urban settings with an emphasis on South Florida.

IV. SOCIAL WORK AS A PROFESSION

Social work is a profession that challenges people who are sensitive to the complex problems facing individuals and communities in modern society. The social work profession requires a high degree of knowledge, skill, and dedication. The social work student seeks to acquire knowledge and understanding of people and society, and skills in helping people use their own individual, familial, and community resources in meeting their needs.

Social workers are employed in a wide variety of public and voluntary community agencies such as group-serving agencies, hospitals, courts, community development programs, housing authorities, and a wide range of other health and human service organizations. The holder of the MSW is eligible for many entry-level positions in such agencies while MSW holders often go on to more advanced level clinical social work practice positions.

V. THE MSW PROGRAM

A. OVERVIEW

The School of Social Work offers an integrated program that leads to the Master of Social Work (MSW) degree. The program is designed to give the student professional education for the advanced practice of social work. The curriculum applies a bio-psychosocial model within the context of a social systems framework to understand client systems, address problems and develop interventions.

The Master of Social Work Program at Florida International University is accredited by the Council on Social Work Education (CSWE). The program is grounded in the core competencies set forth by CSWE. Students are expected to meet all core competencies, including generalist and specialization behaviors and the dimensions of which the competencies and behaviors are comprised, by the end of their studies. Students are also provided grounding in basic public health knowledge.

All students will be required to acquire or to possess the core competencies in the areas of professional study considered essential in social work education: ethics and professional behavior; diversity and difference in practice; human rights and social, economic, and environmental justice; practice-informed research and research-informed practice; policy practice; engagement, assessment, intervention, and evaluation with individuals, families, groups, organizations, and communities. The knowledge acquired in the professional courses will be applied in supervised field experiences in social agencies. The program offers a specialization in clinical practice and students complete two field practicum that supports practice in that specialization. With the help of faculty, students will develop individualized programs in the specialization to meet their educational needs, engage in required behaviors and dimensions, and contribute to their professional objectives. The program provides a curriculum which meets the current educational requirements for clinical licensure in Florida.

B. GENERALIST PRACTICE: COMPETENCIES AND CORRESPONDING BEHAVIORS

The core practice competencies are designated in the 2022 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE). These competencies “describe the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of competency.” CSWE has broken down the competencies into 20 generalist behaviors, which “are observable components of the competencies”.

Competency 1—Demonstrate Ethical and Professional Behavior

Behaviors:

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
2. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
3. Use technology ethically and appropriately to facilitate practice outcomes; and
4. Use supervision and consultation to guide professional judgment and behavior.

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

Behaviors:

5. Advocate for human rights at the individual, family, group, organization, and community system levels; and
6. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

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

Behaviors:

7. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
8. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies acknowledging them as experts of their own lived experiences.

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

Behaviors:

9. Apply research findings to inform and improve practice, policy, and programs; and
10. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance purposes of social work.

Competency 5—Engage in Policy Practice

Behaviors:

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

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

Behaviors:

13. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
14. Use empathy, reflection, and interpersonal skills to effectively engage in culturally responsive practice with clients and constituencies.

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

Behaviors:

15. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
16. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competencies 8—Intervene with Individuals, Families, Groups, Organizations, and Communities

Behaviors:

17. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
18. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Behaviors:

19. Select and use culturally responsive methods for evaluation of outcomes; and
20. Critically analyze and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

C. CLINICAL PRACTICE SPECIALIZATION COMPETENCIES AND CORRESPONDING BEHAVIORS

The core competencies are designated in the 2022 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE). FIU's School of Social Work has chosen to operationalize these competencies for the clinical practice specialization with 29 practice behaviors.

Competency 1—Demonstrate Ethical and Professional Behavior

Behaviors:

21. Identify and understand professional strengths, limitations, and challenges.
22. Apply ethical decision-making skills to issues specific to clinical social work.
23. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being.
24. Engage in reflective practice and demonstrate professional use of self with clients.
25. Communicate professional clinical judgments in oral, written, and electronic format.

Competency 2—Advance Human Rights and Social, Racial, Economic, and Environmental Justice**Behaviors:**

26. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide clinical practice and advocacy.
27. Apply advocacy strategies that identify and eliminate oppressive structural barriers and promote equitable access to services and resources across systems

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

Behaviors:

- 28. Identify and understand the impact of bias, power, privilege, and values on the assessment of psychopathology, risk factors and resilience.
- 29. Explore historical contexts and intersectionality of client's identity by practicing cultural humility and engaging through anti-racist and anti-oppressive frameworks.
- 30. Apply skills in clinical practice utilizing an anti-racist, anti-oppressive framework that promotes diversity and equity.

Competency 4— Engage in Practice-Informed Research and Research-Informed Practice

Behaviors:

- 31. Use the evidence-based practice process in clinical assessment and intervention with clients.
- 32. Use research methodology to evaluate clinical practice effectiveness and/or outcomes.

Competency 5— Engage in Policy Practice

Behaviors:

33. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services and clinical practice.
34. Advocate for policies to advance human rights and social, racial, economic, and environmental justice.
35. Communicate to stakeholders the implication of policies and policy change in the lives of clients.

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

Behaviors:

36. Develop a culturally responsive therapeutic alliance.
37. Establish therapeutic alliance that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.
38. Attend to the interpersonal dynamics and contextual factors that potentially impact the therapeutic alliance.

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

Behaviors:

39. Use theoretical frameworks to guide multidimensional bio-psycho-social-spiritual assessment and diagnostic classification systems in the formulation of comprehensive assessments.
40. Identify and articulate clients' strengths and vulnerabilities while examining the role of historical contexts and intersectionality of clients' identities.
41. Assess clients' capacity, readiness, and motivation for change.
42. Assess clients' coping strategies to manage life situations, circumstances, and events.

- 43. Select and modify appropriate intervention strategies based on continuous clinical assessment.
- 44. Utilize knowledge of psychotropic medications in client assessments.

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

Behaviors:

- 45. Critically evaluate, select, and apply best practices and evidence-based interventions that are culturally responsive to clients' identities and situations.
- 46. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment.
- 47. Use interprofessional collaboration and actively participate in coordination of treatment interventions.

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

Behaviors:

- 48. Conduct ongoing evaluation to improve clinical practice.
- 49. Use clinical evaluation to analyze and report treatment outcomes.

VI. FIELD EDUCATION

Field Education is considered the signature pedagogy of Social Work Education according to the Council on Social Work Education (CSWE, 2022). The field practicum provides an opportunity for supervised practice in the delivery of social services. During the internship, students are able to engage in all the practice behaviors set forth by CSWE and the School of Social Work as well as the meet the 9 core competencies set forth by CSWE. Through this experience most students confirm their choice of social work as a career. A few students, however, may reconsider their career choices and decide to transfer to other fields. Such an outcome can be constructive and should not be considered a failure for either the student or the Field Instructor.

The field practicum requires a commitment by the student to ensure the integration of the skills necessary to practice in the social work profession. This may certainly require students to make considerable adjustments in their current employment and personal schedules. The intense intellectual and emotional challenges inherent in the initial field practicum experience allow the student to test and validate career choice and direction.

Important Field Education Roles:

BSSW Field Education Coordinator: Person responsible for administering the BSSW field education program and matching students to appropriate agencies. Generally, facilitates some field seminars.

MSW Field Education Coordinator: Person responsible for administering the MSW field education program and matching students to appropriate agencies. Generally, facilitates some field seminars.

Program Coordinator: Person responsible for the administering the Office of Field Education, including mass communications to students and Field Instructors, organizing trainings, and coordinating background/health screenings as needed.

Field Liaison: Person responsible for visiting student at agency at least once during semester; contact person for student and agency to discuss any issues/concerns during field placement

Field Instructor: MSW with at least 2 years of post-masters' experience responsible for educational supervision of student in the field practicum

setting

Task Supervisor:	If Field Instructor is not on-site at agency or in the assigned program, person responsible for day-to day supervision
Field Seminar Instructor:	Plans and teaches the field seminar courses, reviews forms, communicates with Field Liaisons regarding student concerns, assigns student grades and reviews student's evaluation of the agency

A. FIELD FORMS

All Field Forms are available on the Intern Placement Tracking (IPT) system (www.runipt.com) or provided to the student upon acceptance to the field practicum. Contact the Program Assistant for the Office of Field Education for further information.

1. MSW FIELD PRACTICUM I (not Advanced Standing) (SOW 5532)

Field Practicum I
 Application Practicum in
 Employment Setting
 Confirmation of Placement
 Form Supervision Log of
 Hours Student Log of
 Hours
 Learning Contract
 Field Internship Contract
 Criminal Background/After Hours Form
 Mid-Semester Evaluation of Student Performance for Advanced
 Clinical Field Practicum
 MSW I Student Evaluation of Field Practicum
 MSW I Final Evaluation of Student Performance for Advanced
 Clinical Field Practicum
 Safety in the Field Practicum Checklist

2. MSW FIELD PRACTICUM II (SOW 6533)

Information Regarding Application for Advanced Standing
 Students Field Practicum II Application

Confirmation of Placement
 Form Supervision Log of
 Hours Student Log of Hours
 Learning Contract
 Field Internship Contract
 Criminal Background/After Hours Form

Mid-Semester Evaluation of Student Performance for Advanced Clinical Field Practicum
MSW II Student Evaluation of Field Practicum
MSW II Final Evaluation of Student Performance for Advanced Clinical Field Practicum
Safety in the Field Practicum Checklist

3. MSW FIELD PRACTICUM III (SOW 6534)

Field Practicum III Application (remaining at the same agency)
Field Practicum III Application (not remaining at the same agency)
Confirmation of Placement Form (if not remaining at the same agency) Supervision Log of Hours
Student Log of Hours Learning
Contract
Mid-Semester Evaluation of Student Performance for Advanced Clinical Field Practicum
MSW III Student Evaluation of Field Practicum
MSW III Final Evaluation of Student Performance for Advanced Clinical Field Practicum
Safety in the Field Practicum Checklist (if not remaining at the same agency)

B. MSW FIELD PRACTICUM REQUIREMENTS

The MSW curriculum has been developed to prepare students for advanced clinical practice with diverse populations. The field component of the two-year graduate program is organized in three (3) required practica (Field Practicum I, II, and III). One required field practicum experience is completed during the foundation year of coursework and the remainder is completed during the advanced year. Field Practicum II and III take place at the same agency in two consecutive semesters.

No Field Education credit is given for life experience or previous work experience.

TWO YEAR MSW PROGRAM

1. Prerequisite Requirements

Field Practicum I*

A student is eligible for Field Practicum I once fully admitted to the program, upon maintenance of a cumulative GPA of 3.0 by the date of application to the field, and successful completion (a grade of “B” or better) of the following required coursework:

SOW 5105	Human Behavior and the Social Environment
SOW 5235	Social Welfare Policy and Services I
SOW 5342	Social Work Practice with Individuals and Families

SOW 5404 Social Work Research Methodology
SOW 5379L Interviewing Skills Lab (*must take along with SOW 5342*)

**A \$100 clinical fee is charged for SOW 5532, Field Practicum I.*

Field Practicum II*

A student is eligible for Field Practicum II upon attainment of: a passing grade in Field Practicum I, maintenance of a cumulative GPA of 3.0 by the date of application to the field, and successful completion (a grade of “B” or better) of the following required coursework:

SOW 5324 Theory and Practice with Groups
SOW 5629 Social Work Practice with Diverse Populations
SOW 5344 Theory and Practice with Communities and Organizations

**A \$100 clinical fee is charged for SOW 6533, Field Practicum II.*

Field Practicum III*

A student is eligible for Field Practicum III upon attainment of a passing grade in Field Practicum II, maintenance of a cumulative GPA of 3.0, and successful completion (a grade of “B” or better) of the following required coursework:

SOW 6125 Human Behavior and the Social Environment – Psychopathology
SOW 6236 Social Welfare Policy and Services II
SOW 6435 Evaluating Empirically Based Practice
SOW 6425 Clinical Assessment and Intervention Planning

** A \$200 clinical fee is charged for SOW 6534, Field Practicum II.*

2. Pre or Co-Requisites Requirements

Field Practicum I

SOW 5629 Social Work Practice with Diverse Populations
SOW 5344 Theory and Practice with Communities and Organizations

Field Practicum II

SOW 6125 Human Behavior and the Social Environment II – Psychopathology
SOW 6236 Social Welfare Policy and Services II
SOW 6435 Evaluating Empirically Based Social Work Practice

3. Co-Requisites Requirements

Field Practicum I concurrently take:

SOW 5324 Theory and Practice with Groups
SOW ____ Elective (Optional)

Field Practicum II concurrently take:

SOW 6425 Clinical Assessment and Intervention Planning

Field Practicum III concurrently take:

SOW 6351 Clinical Intervention in Couple and Family Social Work Practice

ADVANCED STANDING STATUS

1. Prerequisite Requirements

Field Practicum II*

A student is eligible for Field Practicum II upon attainment of: a BSW/BSSW degree, admission with Advanced Standing status, maintenance of a cumulative GPA of 3.0 in graduate courses *by the date of application to the field*, and successful completion (a grade of “B” or better) of any graduate foundation courses needed as a result of a grade less than a “B” in the corresponding course(s) at the bachelor’s level.

*A \$100 clinical fee is charged for SOW 6533, Field Practicum II.

Field Practicum III*

A student is eligible for Field Practicum III upon attainment of a passing grade in Field Practicum II, maintenance of a cumulative GPA of 3.0, and successful completion (a grade of “B” or better) of the following required coursework:

SOW 6125 Human Behavior and the Social Environment – Psychopathology

SOW 6236 Social Welfare Policy and Services II

SOW 6435 Evaluating Empirically Based Practice

SOW 6425 Clinical Assessment and Intervention Planning

*A \$200 clinical fee is charged for SOW 5532, Field Practicum III.

2. Pre or Co-Requisite Requirements for Field Practicum II

SOW 6125 Human Behavior and the Social Environment II –

Psychopathology

SOW 6236 Social Welfare Policy and Services II

SOW 6435 Evaluating Empirically Based Social Work Practice

3. Co-Requisite Requirements for Field Practicum II and III

Field Practicum II concurrently take:

SOW 6425 Clinical Assessment and Intervention Planning

Field Practicum III concurrently take:

SOW 6351 Clinical Intervention in Couple and Family Social Work Practice

Course Requirements

Students in Field Practicum I are required to complete a total of 344 hours in the semester which is 22 hours per week in fall/spring

Summer field placement is not available for Field Practicum I
Students in Field Practicum II are required to complete a total of 576 hours which consists of two consecutive semesters of 288 hours each semester (18 hours per week in fall/spring and 24 hours per week in summer) at the same agency.
Specific scheduling of the weekly requirement of hours is coordinated between the

student and the Field Instructor.

C. EDUCATIONAL OBJECTIVES FOR FIELD PRACTICUM I (SOW 5532) MSW

Generalist Educational Objectives

At completion of the first-year field practicum, students are expected to achieve the following core social work competencies by successfully demonstrating the corresponding practice behaviors:

1. Demonstrate Ethical and Professional Behavior. (Bs 1, 2, 3, 4, 5)
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice. (Bs 6, 7)
3. Engage Anti-Racism, Diversity, Equity, and Inclusion in practice. (Bs 8, 9)
4. Engage Practice-Informed Research and Research-Informed Practice. (Bs 10, 11)
5. Engage in Policy Practice. (Bs 12, 13)
6. Engage with Individuals, Families, Groups, Organizations, and Communities. (Bs 14, 15)
7. Assess Individuals, Families, Groups, Organizations, and Communities. (Bs 16, 17)
8. Intervene with Individuals, Families, Groups, Organizations, and Communities. (Bs 18, 19)
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. (Bs 20)

D. EDUCATIONAL OBJECTIVES FOR FIELD PRACTICUM II (SOW 6533) and FIELD PRACTICUM III (SOW 6534)

Clinical Specialization Educational Objectives

At completion of the second part of the advanced field practicum, students are expected to achieve the following core social work competencies by successfully demonstrating the corresponding behaviors:

10. Demonstrate ethical and professional behavior. **(Behaviors 21-25)**
11. Advance human rights and social, economic, and environmental justice. **(Behaviors 26 and 27)**
12. Engage anti-racism, diversity, equity, and inclusion in practice **(Behaviors 28-30)**
13. Engage in practice-informed research and research-informed practice and. **(Behaviors 31 and 32)**
14. Engage in policy practice. **(Behaviors 33-35)**
15. Engage with individuals, families, and groups. **(Behaviors 36-38)**

16. Assess individuals, families, and groups. **(Behaviors 39-44)**
17. Intervene with individuals, families, and groups. **(Behaviors 45-49)**
18. Evaluate practice with individuals, families, and groups. **(Behaviors 28 and 29)**

E. CAPSTONE PRESENTATION

During their second-year integrative field seminars, students become familiar with the guidelines for the Capstone Presentation they will be making at the end of their last field practicum. These presentations are primarily clinical in nature and students work with their Field Instructors in selecting an appropriate client for the task. We strongly recommend that students present their Capstone Presentation to their Field Instructor and/or agency staff as well. **Students must receive a passing score on the Capstone in order to pass SOW 6534 and graduate.**

The Capstone Presentation is a field practicum related learning experience designed to assist the student to critically analyze, synthesize, and apply the knowledge and skills of advanced clinical social work to a case situation. The students are asked to present a clinical case situation from their current clinical placement to a three-person panel of two faculty members and one field instructor. Using a PowerPoint presentation, students have twenty (20) minutes to provide panel members with an overview of an in-depth psychosocial assessment and treatment plan of a case from their placement. This includes areas of strengths and support for the client, risk factors, coping skills and the effects of oppression, discrimination, or historical trauma on the client(s). The assignment also includes a discussion of the guiding theoretical framework for the assessment, an intervention plan, an analysis of evidence-based methodologies informing their choice of intervention strategies, and a discussion of the evaluation process for the intervention strategy and the intervention's overall effectiveness with the case. In addition, students discuss a social welfare policy that negatively impacts service delivery at their agency and share recommendations for policy change.

In terms of personal and professional growth, students analyze the challenges they encountered in their work with this client system, including those related to values and ethics, and they discuss how they have demonstrated attainment of at least one competency in their practicum. In addition, students provide the panel with copies of the assessment, treatment plan, and a copy of the actual presentation. Panel members utilize an assessment rubric to score the students materials and presentations. These scores are later sent to the students along with comments from the panel members. The presentation is scheduled during the students' final field semester.

The assessment rubric evaluates the presentation on the nine (9) core competencies. The rubric contains a five-point scale for each of the competencies. A score of one indicates unacceptable performance, a score of two indicates not yet competent performance, a score of three indicates competent performance, a score of four indicates above expectations performance, and a score of five indicates exceptional performance. The scores for each of the nine items are totaled and the final total score provides the faculty with a reflection of the students' readiness for clinical social work practice. Passing score is an average score of 27 or above and only one score below 3 on one

competency.

Students must receive a passing score on the Capstone in order to pass SOW 6534 and graduate. If a student does not pass the Capstone, the student must revise and present the Capstone again towards the end of the semester. If the student does not pass the second Capstone, the student will not be able to graduate in that semester. The student will receive an “IN” (incomplete) for SOW 6534 and will need to register for SOW 5905, a 1-credit independent study course, for the following semester.

Values and ethics are at the forefront of this presentation in that students are expected to uphold confidentiality in their presentation. They are also expected to demonstrate professional values and ethics in their assessment, intervention and evaluation of their case. Through this final Capstone Presentation, students integrate classroom knowledge and skills with those of the field.

Please see [Capstone Guidelines](#) for more information and the assessment rubric.

VII. RESPONSIBILITIES AND REQUIREMENTS IN THE FIELD

A. THE FIELD AGENCY AND THE UNIVERSITY

The School of Social Work recognizes the important contributions field agencies make to the total educational program. The School is currently affiliated with more than 200 field sites in the Dade, Broward, Monroe, and Palm Beach areas that serve a cross-cultural, multiethnic population. The affiliation reflects a professional climate conducive to learning and professional development and supportive of the educational goals of the School. Agencies are selected on the basis of their recognized interest in professional standards of practice, nondiscriminatory practices, and ability to provide the student with opportunities to engage in the generalist and advanced clinical practice behaviors and meet the ten core competencies.

1. Affiliation Agreements

Before a student is placed in an agency, the Field Education faculty explores with agency personnel the types of learning experiences that can be provided, the availability of qualified Field Instructors, and the time available for students. The assessment of the agency's ability to provide learning opportunities is made through the agency's completion of the agency data form and their review of the learning contracts, and handouts with generalist practice competencies and corresponding practice behaviors. An on-site assessment of the agency is also completed by the appropriate school personnel. If the Office of Field Education approves the site, a formal written affiliation agreement is prepared and signed by university officials and appropriate administrators of the agency or institution. No students can be placed at the agency until the site is approved by the Office of Field Education and the affiliation agreement is fully executed. The Office of Field Education has the final decision-making responsibility in approving the agency internship site.

2. Responsibilities of the Agency

The field agency assumes the following responsibilities:

a. Agency Liaison

The agency designates a liaison person who is primarily responsible for communication between the agency and the Office of Field Education regarding the program for student placement. This may or may not be the person responsible for the instruction of a particular student.

b. Physical Facilities and Resources

The agency provides adequate working space for students, with provision for privacy and for use of telephones in providing agency service. In some instances, students may share offices with other agency personnel, provided that other space is available for interviews, group meetings, and other responsibilities. The agency is expected to have clear policies regarding the student's use of agency resources - clerical assistance, use of agency library, etc.

c. **Plan for Agency Field Instructors**

The agency designates those persons who may be asked to assume responsibility for supervision of individual students. The Field Education Coordinators review the qualifications of the potential Field Instructor in light of the requirements of the school. The agency regulates the workload and assignment of Field Instructors to be sure that they have time and resources to fulfill the role of Field Instructor. The agency must consider not only the time spent in planning and supervision of the individual student, but also time for seminars and other learning experiences that the school provides for its Field Instructors.

d. **Orientation, safety, and assignments of students**

Orientation: Although the individual Field Instructor bears responsibility for the orientation of the student, the agency may provide general orientation sessions, especially in settings in which several students are in placement. The agency makes clear to the School and the student just what the role of the student can be in the particular setting.

Safety: The agency provides reasonable measures to protect the student's safety. The Safety Checklist assignment is completed by all students with their Field Instructor within the first two weeks of field placement.

Assignments: The agency makes cases, groups, and agency or community projects available to Field Instructors for selection and assignment of students. Changes in supervision are communicated to the Office of Field Education as soon as possible in order to make necessary arrangements for changes in assignment, if indicated.

3. **Responsibilities of the University**

Although Field Instructors are not appointed as members of the faculty, the University provides educational direction, and gives training and recognition to Field Instructors through:

- a. Two-day Field Instructor trainings that earns each participant a total of 16 CEU's.
- b. Other CEU trainings as scheduled.
- c. Assignment of Field Liaison from the University.
- d. Tuition fee waivers which are available to Field Instructors who complete 300 clock hours of supervision. This entitles the Field Instructor to register at any state university for up to 6 hours in one term of instruction, including courses offered through continuing education programs of the state university. Certificates of Participation or Tuition fee waivers must be used within three (3) years of date of issuance.
- e. The availability of the University Library and Media resources

B. OFFICE OF FIELD EDUCATION

1. **The Office of Field Education Responsibilities**

The Office of Field Education is responsible to:

- a. Develop affiliations with agencies in the community.
- b. Offer training to Field Instructors.
- c. Orient students to field education and make available all performance objectives,

- policies, procedures, evaluations, the NASW Code of Ethics, and other pertinent information.
- d. Arrange field practicum experiences for students
- e. Monitor field practicum experiences and offer support and counsel to agency Field Instructor and student.
- f. Teach seminars.
- g. Serve as a conduit for the flow of information between the School and community agencies.
- h. Maintain records concerning cooperating agencies and Field Instructors
- i. Assign grades to individual students for their field practicum experience as well as for the seminars.
- j. Keep all faculty members informed about the development of the field program and participate actively in curriculum work that contributes to the integration of classroom and field learning.
- k. Engage in continuous evaluation of the field program as a whole and conducting special studies, as appropriate, in order to strengthen the program.

2. Responsibilities of the Field Education Faculty and Staff

The Field Education faculty and staff are, the BSSW Field Education Coordinator, the MSW Field Education Coordinator, the Field Liaisons, and a Program Assistant who work as a team to assure a high-quality educational experience for students. Additionally, part of the responsibilities of the Associate Director of the School of Social Work is to oversee the field component of the School.

a. BSSW Field Education Coordinator

The BSSW Field Education Coordinator oversees the BSSW Field Program and works in collaboration with the MSW Field Education Coordinator to handle the general administration of the Field Education Program.

Specific responsibilities are:

- 1) Plan and implement the BSSW field orientation for students
- 2) Assure that the School's philosophy, policy, learning objectives, and core competencies are reflected in the implementation of the BSSW field education program.
- 3) Work with BSSW Field Liaisons to resolve concerns and problems related to field education.
- 4) Participate in the resolution of problems and concerns which cannot be reconciled by the faculty liaison and/or Field Instructors and students.
- 5) Select Field Agencies appropriate for BSSW students, negotiate Affiliation Agreements, and monitor each agency as an educational resource.
- 6) Prepare, publish and distribute documents for the BSSW Field Education program, including the BSSW Field Education Manual, Field Orientation, and others.
- 7) Plan and implement with Field Faculty BSSW Seminars for students in field courses.
- 8) Assist in planning and implementing workshops and ongoing seminars for Field Instructors new in the role for the School of Social Work.

- 9) Participate in planning for ongoing field education activities at the School for experienced Field Instructors.
- 10) Plan and implement innovations to enhance the BSSW field education program.
- 11) Negotiate changes in BSSW field internship assignments of students after thorough evaluation and discussions with all involved, when the need arises.
- 12) Review BSSW student field applications for readiness to enter field.
- 13) Match BSSW students with agencies.
- 14) Recommend and implement standards for field agencies and Field Instructors.
- 15) Provide educational opportunities for Field Instructors.
- 16) Ensure that Field Instructors and agencies meet the standards set by CSWE.
- 17) Function as the central contact for information requests concerning BSSW Field Education.
- 18) Assist in the coordination of activities of the Field Education Advisory Committee.
- 19) Serve on the Student Review Committee in matters pertaining to BSSW Field Education.
- 20) Monitor educational outcomes of BSSW field courses to assure consistency with Program curriculum and maintenance of standards set by the Program, School and CSWE.
- 21) Represent the School at the Florida Field Consortium and other Field Education related meetings internal to or external to the School.

b. MSW Field Education Coordinator

The MSW Field Education Coordinator oversees the MSW Field Program and works in collaboration with the BSSW Field Education Coordinator to handle the general administration of the Field Education Program.

Specific responsibilities are:

- 1) Plan and implement the MSW field orientation for students
- 2) Assure that the School's philosophy, policy, learning objectives, and core competencies are reflected in the implementation of the MSW Field Education program.
- 3) Work with MSW Field Liaisons to resolve concerns and problems related to field education.
- 4) Participate in the resolution of problems and concerns which cannot be reconciled by the faculty liaison and/or Field Instructors and students.
- 5) Select Field Agencies appropriate for MSW students, negotiate Affiliation Agreements, and monitor each agency as an educational resource.
- 6) Prepare, publish and distribute documents for the MSW Field Education program, including the MSW Field Education Manual, Field Orientation, and others.
- 7) Plan and implement with Field Faculty MSW Seminars for students in field courses.
- 8) Assist in planning and implementing workshops and ongoing seminars for Field Instructors new in the role for the School of Social Work.
- 9) Participate in planning for ongoing field education activities at the School for experienced Field Instructors.

- 10) Plan and implement innovations to enhance the MSW field education program.
- 11) Negotiate changes in MSW field internship assignments of students after thorough evaluation and discussions with all involved, when the need arises.
- 12) Review MSW student field applications for readiness to enter field.
- 13) Match MSW students with agencies.
- 14) Recommend and implement standards for field agencies and Field Instructors.
- 15) Provide educational opportunities for Field Instructors.
- 16) Ensure that Field Instructors and agencies meet the standards set by CSWE.
- 17) Function as the central contact for information requests concerning MSW Field Education
- 18) Assist in the coordination of activities of the Field Education Advisory Committee.
- 19) Serve on the Student Review Committee in matters pertaining to MSW Field Education.
- 20) Monitor educational outcomes of MSW field courses to assure consistency with Program curriculum and maintenance of standards set by the Program, School and CSWE.
- 21) Represent the School at the Florida Field Consortium and other Field Education related meetings internal to or external to the School.

c. Field Liaison

The Field Liaison provides the necessary link between the Agency and the School, serves as both consultant to the Field Instructor and advisor to the student. The Field Liaison is in a position to share with the Field Instructor information on the curriculum and other issues of the School that may influence the student's experiences in the Agency. Field Instructors can share with the Field Liaison changes at the Agency which may impact the student's learning experience.

Each student and Field Instructor is assigned a Faculty Field Liaison by the field coordinator who is either a member of the Field Education Staff, designated visiting faculty or adjunct faculty. The student is notified by their faculty field liaison and seminar instructor and must share this information with the Field Instructor. The field liaison notifies each student, the Field Instructor and the agency via email or telephone during the first week of classes. The Faculty Field Liaison assists the student's Field Instructor and Agency to meet the practice behaviors of the field practicum and works to ensure that there are opportunities to integrate theory and practice. Faculty Field Liaisons monitor assignments given to students during the placement and are available to work with the Field Instructor to ensure that assignments are adequate in number, diversity, and intensity to meet the student's educational needs.

Specific Field Liaison responsibilities include:

- 1) Visit the agency at least once a semester and more often when indicated.
- 2) Consult with the Field Instructor and agency to facilitate implementation of

learning contract competencies and practice behaviors.

- 3) Assist the Field Instructor in developing a Performance Improvement Plan to address identified areas of concern, if the student is experiencing difficulties.
- 4) Provide a written site visit report concerning each student visit, as well as additional documentation regarding the student's progress (e.g., Performance Improvement Plan) as needed.
- 5) Assure the students' conduct is in keeping with the School's standards as well as the NASW Code of Ethics.
- 6) Inform the agency of the program's expectations regarding the content and structure of the field internship.
- 7) Inform and confer with the MSW Field Education Coordinator about any significant changes in the agency, the field experience, or student individual performance.
- 8) Confer with the student and the Field Instructor about the student's experience and performance in accordance with the program's educational expectations.
- 9) Review of the student's evaluation of the agency, identification of opportunities to improve the internship experience and improve student matching.
- 10) Review of the mid-semester evaluation, final field evaluation, log of hours and log of supervision hours as well as the safety checklist; alert Field Coordinator of any resulting identified issues.

d. Seminar Instructor

The Seminar Instructor's responsibilities include:

- 1) Review of the mid-semester evaluation, final field evaluation, log of hours and log of supervision hours and safety checklist; alert Field Liaison(s) and Field Coordinator(s) of any resulting identified issues.
- 2) Plan Field Seminars in consultation with the Office of Field Education Faculty.
- 3) Communicate with Field Liaison(s) regarding student concerns discussed in seminar.
- 4) Assignment of the student's grade.
- 5) Review of the student's evaluation of the agency, identification of opportunities to improve the internship experience and improve student matching.

C. THE FIELD INSTRUCTOR

1. Requirements

Field Instructors are required to have a master's degree in social work from a CSWE-accredited program and two years of post-master's professional experience in social work. All new Field Instructors are required to attend a sixteen-hour course on supervision, specifically geared towards Field Instruction. The Office of Field Education tracks field instructor's attendance at the supervisory course in the intern placement tracking system and informs instructors of the need to attend a training after

a 5-year lapse since the last attendance.

2. Field Instructor Orientation, Training and Dialogue

New Field Instructors are recruited through the exploration of new sites by the field coordinators as well as through relationships with current affiliated field practicum sites. All new agencies and Field Instructors are provided with a packet containing information about the School and the MSW program as well as an on-line introductory training to FIU's field program. Additional training is offered periodically by faculty to Field Instructors in the form of continuing education. Continuing education units (CEUs) are offered to Field Instructors for licensure purposes.

3. Criteria to select Field Instructors

Field Instructors are chosen based upon the following criteria:

- a. Demonstration of skill in practice
- b. Conviction about and identification with social work as a profession
- c. Independence, creativity, and flexibility in the use of professional self.
- d. Knowledge and capacity to deal with the following elements:
 - 1) Students with a wide range of backgrounds and interests
 - 2) Institutional structures of a society
 - 3) Structure and functions of a particular social agency.
 - 4) Organization of resources for educational purposes.
 - 5) Authority inherent in the role of educator.
 - 6) Divergent philosophies of life
- e. Interest in and the potential for teaching that includes the following:
 - 1) Ability to conceptualize theory and practice
 - 2) Interest in designing and organizing assignments and other learning activities in field instruction to meet competencies, practice behaviors and tasks outlined in learning contracts.
 - 3) Commitment to increasing knowledge of learning theory and skill in teaching.
- f. Attendance to various meetings that may be scheduled to enhance field internship.

4. Field Instructor Responsibilities

The Field Instructor is expected to:

- a. Have a willingness and ability to teach social work concepts and practice on a one-to-one basis
- b. Maintain an interest in and keep abreast of new developments in the profession and in social work education.
- c. Attend and participate in the Field Instructors' course, field seminars and other special activities offered by the school to enhance the Field Instructor's professional development.
- d. Negotiate field education expectations with other departments and personnel with the field education agency including background screenings, specialized training, orientation, and administrative concerns.
- e. Advocate for the student to gain access to learning experiences within the agency and the professional community.
- f. Provide an educational climate that challenges the student to expand professional skills, knowledge, and values.

- g. Plan for each student a series of educational assignments that will provide learning experiences appropriate to his/her level of professional development and the student's learning contract. In some instances, the Field Instructor may need to develop special assignments different from those of regular staff members.
- h. Provide weekly supervisory conferences (at least one hour weekly) with the student as protected time for teaching, educational support, and administrative supervision. The Field Instructor who has more than one student may use group conferences at the BSSW level and MSW foundation level (MSW I), but individual conferences are required at the advanced clinical MSW level (MSW II/III).
- i. Be available to the student in emergency situations or arrange emergency coverage if the agency-based field education will not be available to the student to assist with emergencies.
- j. Make arrangements for coverage with another qualified agency-based Field Instructor during vacation or other extended absence. If the absence is two weeks or less and another qualified Field Instructor is not available within the agency, the interim supervision may be provided by a Task Supervisor. If the absence is to last more than two weeks and another qualified educator is not available within the agency, the agency Field Instructor should notify the Office of Field Education as soon as possible of the need for qualified supervision coverage until they can return to the agency. The Office of Field Education and the agency will endeavor to arrange interim coverage but may have to make other agency-based field education arrangements for the student if this is not possible.
- k. Be available (or make plans for a Task Supervisor to be available) if student needs consultation between regularly scheduled conferences.
- l. Read and be familiar with the School of Social Work's Field Education Manual.
- m. Help the student to integrate theoretical knowledge and knowledge from previous experience with the student's present practice.
- n. Require students to prepare an agenda for weekly supervision.
- o. Provide students continuous feedback on their performance.
- p. Utilize, review, and comment on process recordings as required by the student's learning contract.
- q. Maintain supervisory records of the student's experience with the agency.
- r. Maintain contact with the Office of Field Education for discussion of questions arising about the requirements of the school or about the learning needs of an individual student.
- s. Prepare the mid-term and final evaluations of the student's performance and return them to the School of Social Work by the deadline dates

D. THE TASK SUPERVISOR

1. Requirements

Task Supervisors are agency personnel who assume responsibility for the day-to-day direction and supervision of students only when there is no MSW Field Instructor in an agency position available to perform that day-to-day supervision. Therefore, not every student will have a Task Supervisor. Task Supervisors have the same basic responsibilities as Field Instructors except for the professional social work instruction of the student. Typically, the Task Supervisor is not an MSW with two years of post MSW experience.

2. Task Supervisor Responsibilities

- a. Participate in planning the field education experience.
- b. Provide some supervision of the student's daily activities.
- c. Review with the Field Instructor the assignment of cases and projects congruent with the student's educational goals.
- d. Orient students to the agency and their assignments.
- e. Provide on-the-spot positive and constructive feedback to students regarding their performance.
- f. Focus on the students' skill development.
- g. Maintain records of student activities for the Field Instructor.
- h. Consult with the Field Instructor about the student's skill development and coordinate planning for promoting optimal student development.
- i. Assist in the preparation of the mid-semester evaluation and final student evaluations.
- j. Provide ongoing feedback to the Field Instructor about the students' progress in meeting learning goals, identifying any performance issues requiring follow-up.
- k. Be available to students in emergency situations or arrange coverage for the students for emergencies that may arise in their absence.

E. RESPONSIBILITIES OF THE STUDENT

Students enrolled in the School of Social Work must adhere to standards of conduct that reflect upon the University, School, the social work profession, and themselves. They are expected to behave appropriately, respect others' rights and privileges, and to abide by the rules and regulations of the University, School, and community. Any breach of conduct as delineated in the [NASW Code of Ethics](#) and/or the [FIU Student Conduct and Honor Code](#) subject a student to disciplinary action, including, in appropriate cases, dismissal from the school.

1. Students' Responsibilities

Students must:

- a. Complete and submit the application for field placement by the School's announced deadline.
- b. Attend all mandatory Field Orientation meetings.
- c. Enter field practicum with a readiness to learn and to become involved in all appropriate aspects of the field practicum.
- d. Comply with all agency policies and procedures, including but not limited to physicals, drug screens, HIV testing, liability insurance, dress codes, immunizations, fingerprinting, criminal background checks, body adornment policies, and oaths of allegiance. (Every effort will be made by the Office of Field Education to notify students of agency screening have difficulties with any of these requirements).
- e. Sign and fulfill a Learning Contract for the field placement.

- f. Sign and fulfill the Field Internship Contract.
- g. Be sensitive to the norms and climate of the agency and conduct themselves in a manner appropriate to the setting.
- h. Prepare for and participate in weekly supervision with Field Instructors.
- i. Prepare for and participate in meetings with Field Instructor and/or Task Supervisors and faculty liaisons and communicate openly about any aspect of the field practicum. Communication is paramount to a successful placement and problems cannot be rectified if the Office of Field Education is not made aware of them.
- j. Take precautions regarding personal safety and share related concerns with Field Instructor.
- k. Observe principles of confidentiality not only in dealing with matters relating to clients but also in discussing the program of the agency with other persons and in the Field Seminars.
- l. Maintain time requirements as specified by school and Field Instructor and discuss with the Field Instructor and the Office of Field Education in writing and in advance any planned deviations from the time schedule. Students are to notify the Field Instructor of all times when they are late or absent from the agency and plan to make up the time in accordance with university policy.
- m. Attend all field seminars that correspond to the field practicum course section for which they are registered.
- n. Complete a "Student Evaluation of Field Practicum" at the end of each semester. Failure to do so will result in an "F" for the course.
- o. Keep track of all hours accumulated during placement.
- p. Adhere to the [Student Conduct and Honor Code](#) and the [NASW Code of Ethics](#).
- q. Not accept employment at the same agency where they are interning. Exceptions may be made if the student is nearing the end of the internship and would miss an employment opportunity; a student requesting an exception must submit documentation from the prospective employer supporting the employment exception to the Office of Field Education. A decision will be rendered in one week by the Field Education Coordinator
- r. Notify the Office of Field Education within 48 hours, if at any time during the field placement process or internship, they are convicted of or charged with a criminal offense or have become the subject of any criminal proceedings.

If a student feels that a field placement is not meeting his/her needs, they must follow the procedures outlined in the "Student Dissatisfaction with Field Practicum Setting" of the manual. The student must be actively involved in the educational process necessary to attain required social work skills. Therefore, students must continually assess their learning

needs, strengths, and problems as reflected in the Learning Contract. This continuous assessment provides a foundation for both the student and the Field Instructor for the

development of supervisory conferences and a successful field practicum. Students need to be pro-active and openly discuss with the Field Instructor and the Office of Field Education their learning needs or any problems they encounter at their placement.

2. Liability Insurance for Students in Field Placement

The University maintains professional liability insurance which provides some coverage for the activities of student interns. Students might be interested in securing additional liability insurance for further protection against personal suits. Information regarding relatively low-cost insurance for students is available through the Office of Field Education. Agencies designate on the data sheet they submit to the school whether malpractice insurance is required by the student. In such instances, it will be the student's responsibility to obtain the necessary insurance coverage and show proof of such to the designated agency.

3. Background Checks, Fingerprinting, Drug Screening, and Immunizations

Almost all agencies require a criminal background check prior to approval for field placement (see Chapter 435 of the Florida Statutes at: <http://www.leg.state.fl.us/statutes/>). Students with certain convictions may be ineligible for field placements due to state law and agency restrictions. Students must submit to state and federal background checks. Agencies may also require current screening for drug use, health screenings, immunizations, and other additional requirements. Students are required to submit to all agency screening requirements prior to the initiation of the practicum. While some agencies may cover the cost of the background checks, drug screenings and health screening requirements, others make this the responsibility of the student.

When required by an agency, a student's failure to provide documentation of health screenings or complete the background screening and/or drug screening tests prior to the beginning of practicum may delay the start of the internship or result in the student's inability to participate in field practicum at that time. Background checks and immunizations often take several weeks; therefore, students are strongly advised to complete the paperwork as early as possible.

Findings in the background checks and/or drug screening tests may affect a student's ability to participate in field internship and, thus, complete the social work program. Applicants are advised that Florida and most other states may restrict or deny social work licensure for persons with a felony conviction. For more information, applicants are advised to review Chapter 456.013 (3) of the Florida Statutes at: <http://www.leg.state.fl.us/statutes/>

If a student's drug screening comes back positive or diluted, the student will be asked to take another drug screening within 5 days of the original drug screening. If the second test comes back positive or diluted, the student will be referred to the Student Review and

Termination Committee for possible termination from the MSW Program.

Students with a criminal background are required to consult with the Associate Director, Jennifer Abeloff, upon entering the program. Failure to do so may result in an inability to continue in the program.

Any student who has a disqualifying offense per the *FDLE Level II Disqualifying Offenses* **must** have an exemption by the due date for the field application. If the exemption is not received by that time, the student will be unable to move forward in the program. The Office of Field Education is unable to assist students with their exemption applications and will not place a student with a disqualifying offense in a placement that does not require a background check.

4. Home Visits

Home visits and visits to collaborative agencies are frequently an agency expectation. Home visits offer students an opportunity to learn firsthand about the client's home environment and community. They present opportunities to be perceived as less of a stranger, to show interest, and to enter the life of clients as a participant observer. Home visits also provide an effective outreach strategy to engage reluctant, fearful clients, and are invaluable assessment and treatment tools by many agencies. Students are usually expected to use their own car or public transportation to make home visits. Whenever possible, agencies arrange to pay students the same mileage allowance offered to their staff. If it is not possible to reimburse students for mileage, the distance traveled is often restricted.

5. Safety Policy

Social work student interns need to be aware of safety risks associated with their field internship. The location of an agency, although accessible to clients being served, might present safety risks. Home visits, street interviews, and community group work are some assignments associated with additional risks. Clients experiencing severe distress, the prevalence of drug and alcohol use, and frustrations about obtaining needed services constitute further risk factors. Due to students' frequent interactions with clients and staff, infectious diseases are another potential hazard. Such risks are not exclusively student risks but risks that social workers must cope with throughout their careers. Students are recommended to consult with health professionals prior to beginning their practicum to make sure they have appropriate health screenings and immunizations. Agencies and field instructors should inform students of any personal

protective equipment (PPE) that they may need and whether the agency is able to provide them with it. Agencies and Field Instructors are also asked to inform students of known or unreasonable risks in their settings, and to provide relevant warnings, instructions, and training to help ensure the reasonable safety of all agency personnel and clients. Students also have a responsibility to request information and seek instruction to ensure their own safety, and to avoid behaviors and situations associated with an unacceptable, increased risk of injury or illness. Finally, students should always communicate any safety issues or concerns with the Field Instructor and the Office of Field Education.

Additionally, considering the liability and risks associated with certain activities as well as the educational needs of the students, the students are not allowed to:

- a. transport clients or their family members
- b. restrain clients
- c. perform the actual drug screening on clients
- d. bodily search clients

6. Disabilities

The Disability Resource Center (DRC) collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations during field practicum, please contact the DRC at 305-348-3532 (MMC) or at 305-919-5345 (BBC) to schedule an appointment. You can also visit them in person in GC 190 at MMC or in WUC 131 at BBC campus.

Once established, the DRC will inform the Office of Field Education faculty of specific internship accommodations students may need that are consistent with ADA guidelines. The School will then work with the DRC, the students, and potential placements, to make reasonable accommodations for the students' needs.

7. Pre-placement Hours

At times, orientation and training is required before a student may begin his/her placement. These hours, once approved by the Office of Field Education, may be deducted from the required field practicum hours.

8. Conference Attendance

The Field Instructor makes all decisions about conference attendance with one exception: when the School requests all students be excused from the field to attend a specific conference. Workshops should provide instruction to enhance student learning. Students are expected to attend all sessions of any workshop they are given permission to attend, and to discuss the learning experience with their Field Instructor.

9. **Religious Holidays/Holy Days**

Holy days and religious holidays will be observed. Students must notify their Field Instructor prior to the day. If the student needs to use beyond the 2 days of allowed leave, the student must inform the Field Coordinator in addition to the Field Instructor in order to develop a plan for making up the hours.

10. **Jury Duty**

Students must inform Field Instructors and Field Liaisons prior to jury duty. Depending on the number of days the student must attend jury duty, they have the following options:

- a. They can use one (or both) of their 2 days of allowed leave for jury duty without needing to make-up the time; or
- b. They can take the days and make-up the time missed. Students are expected to come up with a plan to make-up missed hours and get approval from their Field Liaison and Field Instructor.

11. **Tropical Storm/Hurricane**

Students who are currently in practicum when a hurricane or tropical storm hits the area should follow the agency's decision regarding closure not the University's. If the agency closes or requires only essential personnel to come to work, the student should *not* attend and can count any hours that would have been completed at the agency that day. If the agency remains open, students *should* attend their practicum. If an agency is open and a student deems it unsafe to go to the practicum, the student should *not* attend and should contact the field instructor and field liaison as soon as possible to come up with a plan to make up the hours.

12. **Field Practicum Coverage during Semester Breaks**

The Office of Field Education of the School of Social Work discourages student interns from reporting to their assigned agency during semester breaks. It is important for students to take a break, 'recharge batteries', and understand that they are not indispensable. Workers take vacations and cannot always be at work; students need the same break.

Possible exceptions to this policy will be reviewed on a case-by-case basis. **Any approved time worked between breaks will be deducted from the required hours.**

13. **Compensatory Time and Emergency Leave for Students**

- a. Students are not to schedule vacations or breaks during the scheduled field

practicum.

- b. Students are expected to adhere to **agency** hours and holidays. University holidays and breaks do not apply.
- c. A total of two (2) days of leave is allowed for illness and personal reasons for each undergraduate and graduate practicum.
- d. If for any reason a student needs to be out of placement for more than the time allowed for illness, religious holidays, family emergencies, the student must contact the Field Education Coordinator or designee for prior approval. If the additional time is approved by the Field Education Coordinator or designee, the student must then obtain the approval of the Field Instructor, outline a plan to make up the missed time, and provide the Office of Field Education with a copy of the written plan. Approval by the Field Instructor or other staff at the placement agency does not constitute permission to take additional time off from the field practicum or makeup hours. Students must consult with both the Field Instructor and the Field Education Coordinator or designee in all such matters.
- e. Students may not bank hours in advance in order to end the placement prior to the last scheduled day of field practicum.
- f. Any paid holiday for agency personnel that occurs on the student's scheduled day for field placement is also to be considered a holiday for the student. This time does not need to be made up.
- g. Students are expected to keep a weekly log of hours and log of supervision hours to be initialed weekly by the student and Field Instructor and signed by the Field Instructor and student upon completion of the field practicum. These logs are to be submitted to the Office of Field Education along with their evaluations.
- h. Breaks for meals and travel to/from field practicum are not included in hours.

VIII. THE PLACEMENT PROCESS

Steps for Field Practicum Placement

The placement process is a collaborative effort between Florida International University, the School of Social Work, the agency, and the student. The School of Social Work is committed to finding the best possible placement according to the student's individual interests or needs.

Under no circumstances is a student to make arrangements for his/her own placement.

Any suggestions for future placement opportunities can be directed to the Office of Field Education for determination of eligibility.

Please refer to the portion of this manual dedicated to reasons for being terminated from program.

Field practicum placement sites and internship details are available for students to review on the Placement Tracking system (IPT) website. The Field Coordinators assist students in finding the best match given the student's interests and needs. Students cannot be guaranteed an assignment to a requested agency as agencies do not request students every semester.

All students must apply for the field on the Intern Placement Tracking system (IPT) not by downloading forms from the website. Both completion of the application and submission will occur via the IPT system. The student must:

- A. Assure that all prerequisites for field practicum are met before beginning the application process.
- B. Assure that grade point average (GPA) is acceptable (3.0 or above for MSWs admitted under fall 2012 criteria); the GPA must meet the requirement at the time the application is submitted.
- C. Demonstrate readiness for the field practicum experience.

Definition of Readiness for Field

Students do not automatically receive field placements simply by virtue of being enrolled in the program. In addition to meeting the course and GPA pre-requisites, students are expected to demonstrate other skills and attributes necessary for the profession as determined by:

1. Classroom performance
2. Advisor and Faculty feedback
3. Personal interview with Coordinators of Field Education

Demonstration of the following skills and behaviors are required for admittance into the field practicum (as per the Council on Social Work Education's core competencies and NASW Code of Ethics):

- Adherence to the mission of the social work profession that is rooted in a set of core values including:
 - Service to others,
 - Promotion of social, economic, racial, and environmental justice,
 - Respect for the dignity and worth of all persons,
 - Recognition of the central importance of human relationships,
 - Behavior reflecting trustworthiness, and
 - Development and enhancement of professional expertise.
- Adherence to the [Code of Ethics of the National Association of Social Workers](#).
- Active involvement in professional social work development through assessment of academic and personal aptitude and performance.
- Demonstration of the skills, abilities, and knowledge of the nine competencies and behaviors set forth by the [Council on Social Work Education \(CSWE EPAS, 2022\)](#) in classes:
 - Demonstrate ethical and professional behavior;
 - Advance human rights and social, racial, economic, and environmental justice;
 - Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice;
 - Engage in practice-informed research and research-informed practice;

- Engage in policy practice;
 - Engage with individuals, families, groups, organizations, and communities;
 - Assess individuals, families, groups, organizations, and communities;
 - Intervene with individuals, families, groups, organizations, and communities;
 - Evaluate practice with individuals, families, groups, organizations, and communities.
- Inclusive and respectful of individual diversity, including differences and intersectional ties of “age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status” (CSWE, 2022).

D. Submit “Application for Admission to Field Practicum” the semester before intending to enter field. Students must apply each time they plan to participate in field practicum the following semester.

Please note: a copy of this application will be forwarded to the Field Instructor so it should be free from errors and professional. It is highly recommended that students also maintain a copy of the completed application for their own records. Students should notify the Office of Field Education of any special accommodations needed as related to a disability.

Application Deadline Dates for MSW Field Practicum I are by 11:59 pm on the following dates:

September 5th	Spring Semester
May 5th	Fall Semester

Note: Summer field practicum is not offered for MSW I students

Application Deadline Dates for MSW Field Practicum II are by 11:59 pm on the following dates:

September 5th	Spring Semester
January 5th	Summer Semester
May 5th	Fall Semester

Same Agency Application Deadline Dates for MSW III students who are completing the second semester of this practicum experience (as required) right after the first (MSW II):

November 1	Spring Semester
March 1	Summer Semester
July 1	Fall Semester

Application Deadline Dates for MSW III students who are returning to the second semester of this practicum experience after a break due to emergent reasons, the deadlines are by 11:59pm on the following dates:

September 5th	Spring Semester
January 5th	Summer Semester
May 5th	Fall Semester

In order to apply for field, **students must e-mail the Office of Field Education at sowpracticum@fiu.edu with their name, level of field practicum to which they are applying, Panther ID, and FIU e-mail address no later than 12pm (noon) on the date of the application deadline. They will then receive a password and instructions via FIU e-mail (all e-mail communication with students from that point on will be via FIU e-mail).**

Please note: If the field application due date falls on a weekend, the e-mails for

passwords must be sent by 12pm (noon) on the Friday prior to the due date. If the field application due date falls on a holiday when the university is closed, the e-mail for password must be sent by 12pm (noon) on the next business day immediately following the application due date.

Those students who have applied to the field previously through IPT must still submit an e-mail to the Program Coordinator for the Office of Field Education no later than 12pm (noon) on the date of the application deadline (see above for note on weekends and holidays). These students must then submit a new application.

Applications that are late or incomplete will not be accepted and may delay entrance to field for a period of at least one semester. No paper copies will be accepted.

The Office of Field Education staff consults with agency directors and/or individual Field Instructors about vacancies for possible field practicum opportunities.

- E. If a student meets readiness requirements, GPA and pre-requisites, there will be a formal notification via their FIU email of acceptance and proceeding in the placement process, including links for the online orientation and scheduling their interview with a coordinator. Students are notified if there is a problem with their application, prerequisites, GPA or readiness prior to receiving the approval email.

If a student does not meet the course or GPA pre-requisites, the student's application for field will be turned down, and the student will be notified by the Office of Field Education via FIU e-mail to reapply by the due date for a later semester when the missing prerequisite(s) has been met. Students are urged to regularly check their FIU e-mail for the Office of Field Education communications.

If a Field Coordinator, faculty member or advisor has concerns that a student does not display readiness for the field practicum experience, the student's application to field may be turned down for the upcoming semester. The student will be notified and may be asked to complete a remediation plan created by the Field Coordinator or designee. This plan will be put into written form. It may include (but is not limited to) taking a particular course to address professional development needs, seeking mentorship or documentation of psychological readiness by a licensed mental health professional.

A student with a remediation plan will not be accepted into the field until all of the conditions of the plan are met and documentation is provided to that effect. Upon completion of the remediation plan and documentation to demonstrate the completion, the student can then reapply for the field by the due date. The Field Coordinator or designee will meet with the student upon the student's subsequent application to field to go over the completion of the remediation plan.

Students who do not enter the field as scheduled due to not meeting requirements or

personal circumstances must reapply and submit their applications prior to the due date.

- F. Eligible field practicum students must watch a mandatory, online field orientation. Students watch the online orientation during the dates provided by the Office of Field Education. The orientation informs students of important field policies, procedures, and responsibilities.
- G. Each student must also schedule a face-to-face interview with field faculty after watching the orientation. All communication from the Office of Field Education will use students' FIU e-mail accounts.
- H. MSW students meet individually with the Field Coordinators to discuss specific placement possibilities. Whenever possible, the Office of Field Education attempts to arrange a placement which considers the student's preferences as indicated on his/her field application. However, this may not be possible in all cases. Students may not refuse a placement assignment for non-educational reasons after the Office of Field Education has determined that the agency offered to the student for the pre-placement interview is the best possible match for the student's learning.

Important Placement Rules:

1. MSW Students may not be placed in the same agency at which they were placed for their undergraduate or MSW I placement.
2. Students may not be placed in agencies where they have volunteered or worked in the past.
3. Students interested in a placement where they are employed must complete an additional application (the Employment Setting Practicum application). That application **MUST** be requested from the Office of Field Education no later than 24 hours after the mandatory field orientation and submitted no later than a week after the mandatory field orientation.
4. Evening/late-afternoon and weekend placements are extremely limited. The Office of Field Education will hold a lottery for students needing such placements. Although every effort will be made to accommodate full-time working students, those students requesting such placements may be required to postpone practicum until such time as an evening placement becomes available or readjust their schedules to accommodate a weekday, daytime placement. **The School of Social Work is under no obligation to provide evening and weekend placements.** Consequently, practicum placement cannot be guaranteed to students who require evening and weekend placements, and **all students must have at least 8 weekday, daytime hours available per week during their practicum experience in order to meet education requirements at the agency.**

After student interviews are completed, the Field Coordinators preliminarily match students to field placements and forwards potential interns' applications to the agency. Students are emailed the field placement match information, including contact information and next steps to schedule their interview at the agency via their FIU email.

POLICY STATEMENT FOR THE EMPLOYMENT SETTING PRACTICUM

Practicum agencies are selected based on their ability to provide learning opportunities that consistent with the core competencies of the School of Social Work. Required learning competencies, practice behaviors, and tasks for students are listed in the Learning Contract provided with this application. Before the student is placed in an agency, the MSW Field Coordinator and the agency will discuss the types of learning experiences provided and the availability of a qualified MSW for field instruction. If an agency is not already legally affiliated with FIU's School of Social Work a formal affiliation agreement process will be initiated as well.

The field education experience is designed to offer students new learning opportunities in new practice settings. However, understanding the time and financial constraints many students are facing, it is possible for MSW students to complete the practicum in their place of employment with approval from the MSW Field Coordinator. Approval is only granted when:

- ✓ The agency can offer 50% of the learning experience to be different than the student's current job responsibilities. In other words, the student would be able to count no more than 50% of their employment/work hours towards field internship hours to ensure they get access to new learning experiences within their agency. The other 50% of learning hours could be earned from their current work responsibilities.
- ✓ The student's work responsibilities meet at least some of the required competencies, practice behaviors, and tasks on the Learning Contract.
- ✓ The agency recognizes the student's educational needs and affords them the opportunity to meet them in their employment.
- ✓ The agency can provide an MSW with at least two years of post-graduate experience to serve as the student's field instructor.
- ✓ The field instructor can provide one hour per week of individual supervision for the internship separate from other employment supervision/staff meetings.

Please note: the field instructor can be the student's current supervisor if they meet the above requirements.

The agency must meet all other field agency requirements as outlined below.

The Agency agrees to:

1. Provide the student with an MSW Field Instructor who has two years of post-graduate experience and must meet the same qualifications of the School of Social Work as other Field Instructors.
2. Provide the student with educationally-focused learning opportunities that differ from their regular job responsibilities for at least 50% of the student's internship hours.
3. Complete this Employment Setting Practicum Application using the Learning Contract provided with this application to review Program requirements.

4. Be able to meet School of Social Work's Learning Contract requirements for the student at the agency (see MSW I or MSW II/MSW III Learning Contracts).
5. Continue with the student's Learning Contract for the designated time and not alter this plan to meet the Employer's needs.
6. Meet with the MSW Field Coordinator and the student to review the Learning Contract and Program requirements within one week of this application being submitted to the School.

The School of Social Work agrees to:

1. Provide Faculty Liaison to the Agency and the Student to support and monitor the field internship.
2. Be available for consultation with the Agency Director, Field Instructors, and students to discuss various aspects of the field internship.
3. Provide the Agency and Field Instructor with core competencies and practice behaviors, curriculum, and policies of the School.
4. Develop and coordinate required training for Field Instructors.

IX. FIELD SEMINARS

Seminars are an essential aspect of the field practicum and are designed to provide the student with an opportunity to integrate, analyze, and evaluate learning experiences in the field practicum. Specifically, the field seminars provide the student an opportunity to demonstrate:

- A. A commitment to examine their feelings, values, and attitudes as related to client systems and a broad range of problem areas within a multi-racial, multi-cultural, and multi-ethnic society.
- B. A substantial ability to integrate the core competencies obtained from coursework with the field practicum in simulations, exercises, and written assignments.
- C. A substantial ability to recognize the differences and similarities in role functions and responsibilities of the social worker in different settings through a sharing process in the classroom.

MSW students are assigned a Pass/Fail grade for each level (MSW Field Practicum I, II, and III) that represents both the practicum and seminar.

X. PROBLEM-SOLVING IN THE FIELD PRACTICUM

STUDENT CONCERNS REGARDING PRACTICUM

If the student has concerns with the practicum, the student must first make the Field Instructor aware of this issue and attempt to rectify the situation. If such a discussion does not resolve the concern, the student must notify the Faculty Field Liaison immediately. At that time, the Faculty Field Liaison will coach the student regarding potential approaches to resolving the situation with the Field Instructor. If necessary, the Field Liaison may telephone the Field Instructor to assess the situation further. The student must then meet with the Field Instructor again to attempt to resolve the matter. If those meetings do not resolve the issues, the student should contact the Field Liaison, who will then visit the agency and meet with the student and Field Instructor to facilitate a solution, possibly including the development of a Performance Improvement Plan or written action plan. If an agreement cannot be reached and the student continues to feel that the placement setting is inappropriate, the following procedure must be followed:

- A.** Student submits a written request to the MSW Field Coordinator, or designee, for another field placement within five (5) business days of the meeting with the Faculty Field Liaison and Field Instructor. The written request should state the reason(s) for the change of placement, a description of any attempts made to rectify the situation, and the results of those actions.
- B.** Within five (5) business days of receipt of the written request, the MSW Field Coordinator or designee and the Faculty Field Liaison meet with the student to address concerns regarding the current placement and to determine whether there is a need for a change of placement. The following determinations may be made by the MSW Field Coordinator or designee as a result of this meeting:
 - 1. Student is to remain in the same placement with a Performance Improvement Plan or written action plan to rectify any concerns; or

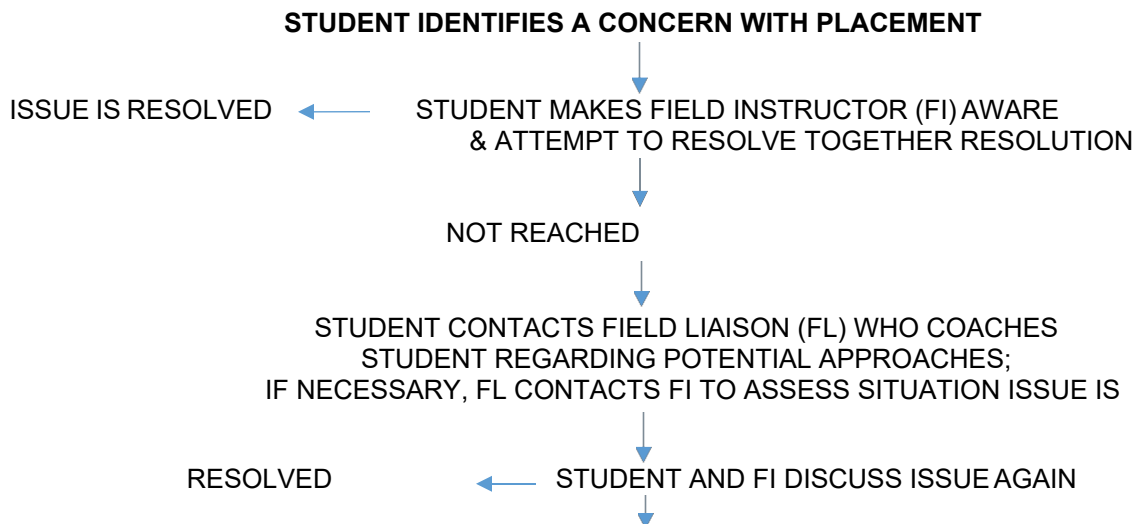
2. Student is to be placed in a new agency and carry hours over from previous placement; or
 3. Student is to be placed in a new agency and not be able to carry hours over from the previous placement.
- C. Please note that the MSW Field Coordinator, or designee, will address each student's concern on a case-by-case basis, including but not limited to awareness of time constraints, learning needs/expectations, and learning opportunities. If a student is re-placed, the placement choice will be entirely made by the field faculty.
 - D. Within five (5) business days of the meeting with the Liaison, the MSW Field Coordinator, or designee, and student, the student is to receive a written notice of the Field Coordinator's decision.
 - E. If the student continues to be dissatisfied with the field practicum situation, they may appeal to the Associate Director of the School of Social Work in writing within five (5) business days of receipt of the MSW Field Coordinator's letter.

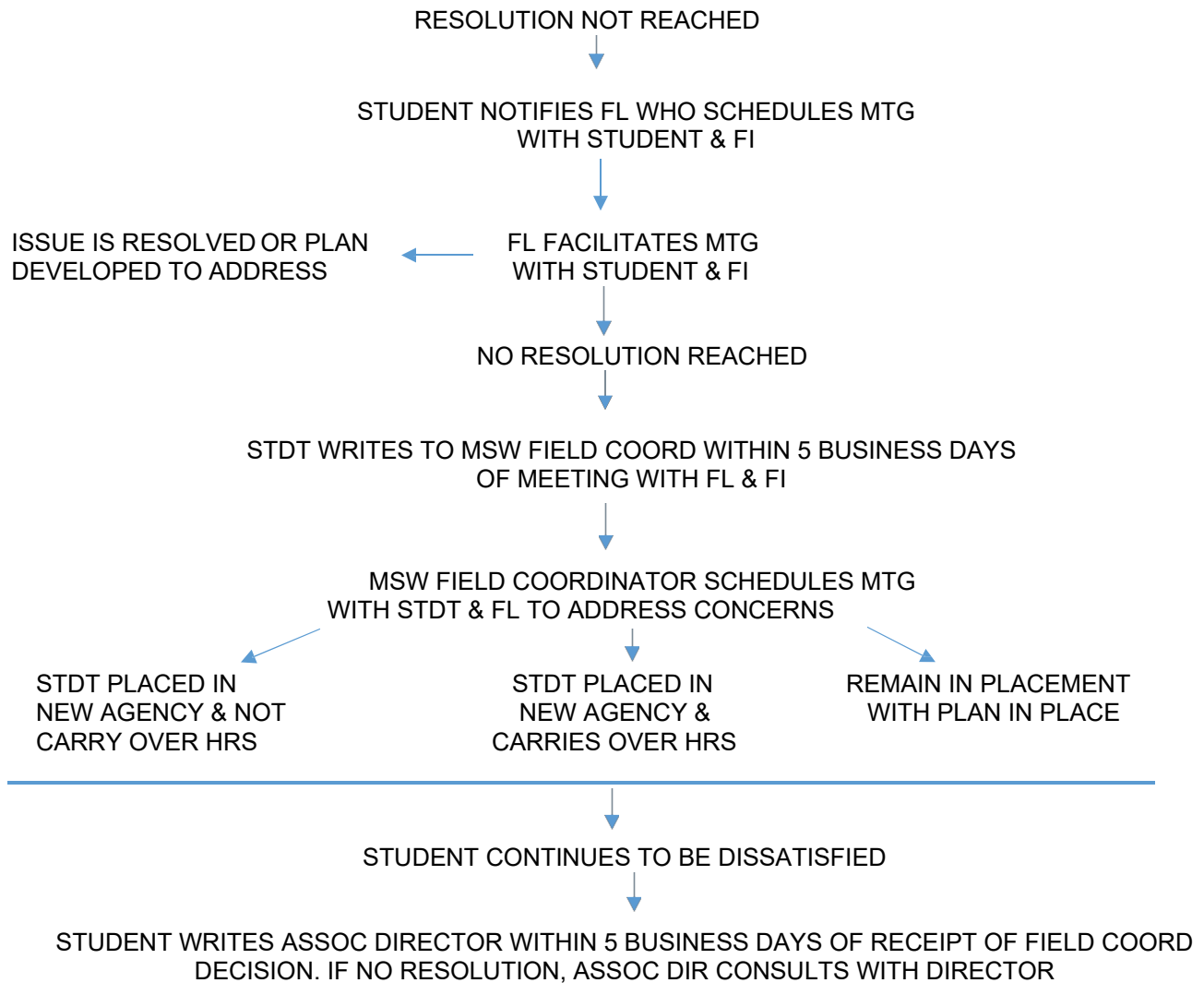
The above procedures require that the student remain in his/her current placement until a final solution can be reached, although every effort will be made to expedite a resolution. If the student decides to terminate his/her placement at any point during this process, the student must:

- A. Notify the Field Instructor and terminate appropriately under the direction of his/her Field Instructor.
- B. Notify the Faculty Field Liaison and/or MSW Field Coordinator or designee.

In order to then re-enter the field, the student must reapply to the field practicum by the applicable application deadline and complete the entire placement along with any other required co-requisite courses, if re-accepted into the field practicum. No credit will be given for hours completed in the previous semester.

SEE NEXT PAGE FOR STUDENT CONCERNS WITH PLACEMENT FLOWCHART





FIELD INSTRUCTOR CONCERNS REGARDING STUDENT

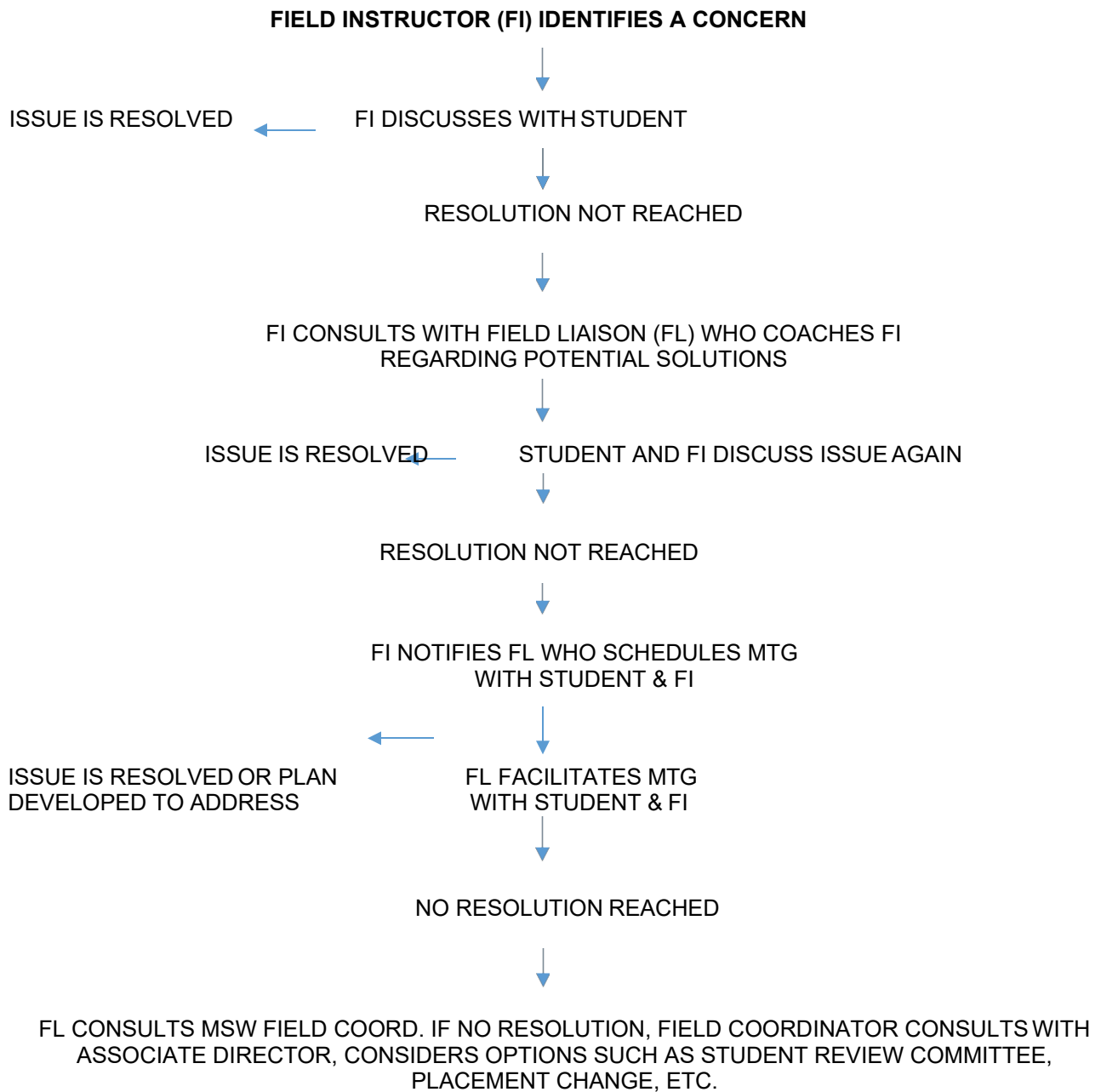
If the Field Instructor (FI) has concerns with the student, the FI must first make the student aware of this issue and attempt to rectify the situation. If such a discussion does not resolve the concern, the FI must notify the Field Liaison immediately. At that time, the Field Liaison will coach the FI regarding potential solutions to resolving the situation with the student. The FI must then meet with the student again to attempt to resolve the matter. If those meetings do not resolve the issues, the FI should contact the Field Liaison, who will then visit the agency and meet with the student and FI in order to facilitate a solution, possibly including the development of a Performance Improvement Plan or written action plan. If an agreement cannot be reached, the Field Liaison will consult with the MSW Field Coordinator. If no resolution is achieved following that consultation, the MSW Field Coordinator will consult with the Associate Director, who may consider options such as a Student Review Committee, placement change, etc.

TERMINATION FROM PLACEMENT

At any point during the internship, poor performance or a single event that is unethical, unprofessional and/or may place clients at risk will result in termination from the placement. This decision is made by the MSW Field Coordinator with input from the FI, Field Liaison, and Associate Director. However, as agencies voluntarily supervise students, they have the right to terminate an internship with no prior notice if they feel they can longer work with the student.

If a student is terminated from their placement, the MSW Field Coordinator and/or Field Liaison will meet with the student and FI. Following that meeting(s), the MSW Field Coordinator, in consultation with the Field Liaison and Associate Director, will determine if the student will be: (1) replaced (2) assigned an “F” in the practicum (SOW 5532, 6533, or 6534) and, therefore, terminated from the program or (3) assigned an “F” in the practicum but sent to Student Review and Termination Committee to determine if the student could continue in the program. At no time, do the FIs/agencies make the determination of the assigned grade or continuation in the program.

SEE NEXT PAGE FOR STUDENT CONCERNS WITH PLACEMENT FLOWCHART



XI. EVALUATIONS

The field evaluation process begins on the first day the student enters the agency. This process is an ongoing appraisal of the student's performance. The Faculty Field Liaison monitors the performance of students through a variety of means including but not limited to: site visits, discussion with Field Instructor, discussion with students, process recordings (for Master level), the Mid-Semester Evaluation, Final Evaluation, and consultation with the Field Seminar Instructor. The Mid-Semester Evaluation helps assure an ongoing evaluation process between the Field Instructor, student, and Field Liaison and the early identification of areas in need of further growth. The Final Evaluation, prepared by both the Field Instructor and student at the end of the semester, should reflect a

composite of material discussed in supervisory conferences and the site visit(s) throughout the semester. Evaluations are to be prepared in accordance with the outlines provided by the Office of Field Education. The final grade is assigned by the Field Seminar Instructor with recommendations from the Faculty Field Liaison, and input from the Field Instructor.

A. Mid-Semester Evaluation of Student Performance

The Mid-Semester Evaluation must be submitted via IPT and requires the signature of both the Field Instructor and the student. The student's signature indicates only that the student has read the evaluation. The student may submit a statement in writing about areas of disagreement. The Mid-Semester Evaluation should be submitted via IPT to the Office of Field Education on the date indicated in the Field Practicum syllabus. If a Mid-Semester Evaluation results in a '1' (Unacceptable) or a '2' (Below Satisfactory) or a '0' (Not Yet Started), the Faculty Field Liaison will consult with the Field Instructor and the student to discuss the areas of concern and may formulate a written "Performance Improvement Plan" to address those areas below expectations (unless already implemented).

B. Final Evaluation of Student Performance

The Final Evaluation must be submitted via IPT and signed by the student and the Field Instructor. The signature indicates only that the student has read the evaluation. The student may submit a statement in writing about areas of disagreement. The exact timing of the preparation of the evaluation is determined by the Field Seminar Instructor within time limitations established by the Field Education Coordinator or designee and the University calendar. An evaluation that identifies multiple areas of concern may result in a meeting between the Faculty Field Liaison, Field Instructor, and the student to discuss the deficits in order for the Seminar Instructor to determine a final grade. A negative evaluation will generally result in the student not being able to continue in the program.

C. Student Evaluation of the Field Practicum

The student is required to complete an evaluation of the field practicum experience and field placement site and submit it via IPT by the last class of Field Seminar. Only the student is required to sign this evaluation, but students are strongly encouraged to share these evaluations with their Field Instructors as it may assist them in planning and improving future field placement experience.

D. Grade Options

The following indicates the three grade options available:

Pass (P)

Students may receive a "P" when they have completed the necessary hours required for field practicum and satisfactorily met the competences and practice behaviors articulated in the relevant field practicum syllabus.

Incomplete (IN)

Students may receive an "IN" if they have not completed the field practicum due to a serious

interruption not caused by the student's own negligence. A specified time frame for completion of the field practicum will be designated by the Faculty Instructor and/or Faculty Field Liaison. Students who receive an "IN" need not re-register for the course.

Failing grade (F)

A negative evaluation of field performance will result in the student not being able to continue in the Social Work Program. Efforts are made throughout the semester to evaluate the student's progress and assist the student with any areas of deficiency. A failing grade is only assigned after every effort has been made to assist the student's progress.

Students have the right to appeal academic grading/course requirement decisions and program progression/dismissal decisions. Students who wish to appeal MUST FIRST follow the School of Social Work Appeals procedures outlined in the manual.

E. Applying to the Field after a Withdrawal or Incomplete

When a student withdraws or receives an incomplete for the field practicum, his/her re-application to the field must be submitted to the Office of Field Education prior to the due date for the requested semester of placement (May 5th for fall semester, September 5th for spring semester, and January 5th for summer semester). The re-application will be reviewed prior to acceptance and re-placement. A meeting may be scheduled within ten

(10) business days of the application deadline with the student, the Field Coordinator or designee, and the MSW Field Coordinator in order to determine the student's readiness to return to the field and decide if the student will be given credit for prior internship hours.

If the withdrawal or incomplete was due to performance deficiencies related to medical or mental health reasons, the student may also be required to bring documentation to the meeting from a licensed professional in the applicable area (medical or mental health), verifying his or her ability to return and perform at the placement. The student will be informed of the decision within ten (10) business days of the meeting. In some instances, it may not be appropriate for the student to remain at the same field placement to satisfy the requirements for the "IN." In such cases, the Office of Field Education will assign the student to a new agency to complete the required number of hours for the course.

Failure to comply with requirements designated for completion of the "IN" may result in an "F" for field practicum and termination from the social work program.

F. Performance Improvement Plan

If, at any point during the field practicum experience, the Faculty Field Liaison, Field Instructor or student determines that the student's performance is not meeting the expectations for his or her level, the Faculty Field Liaison may initiate a Performance Improvement Plan. Prior to initiating such a plan, the Faculty Field Liaison will consult with MSW Field Education Coordinator and then meet with the Field Instructor and student to discuss the areas of concern and then formulate a written "Performance Improvement Plan" to address those areas below expectations. Actions will be specified for the student, Field Instructor, and Field Liaison to complete by a target date that relates to identified issues of unsatisfactory performance. Actions required for the student to complete may include a psychological assessment by a licensed mental health professional to

determine the student's appropriateness for social work practice at that time and/or further steps that the student may need to take to ensure readiness.

Once the unsatisfactory performance, related actions, and a target date are identified, all parties will sign the plan. The Field Liaison will return to the site on that target date to meet with the student and Field Instructor and evaluate the student's progress on the

Performance Improvement Plan. Depending on the feedback of the Field Instructor and student, the student may: continue at the placement with no further need for a Performance Improvement Plan, extend the target date of the Performance Improvement Plan, or be terminated from the placement. The student's failure to correct unsatisfactory performance within the identified time frame may result in termination from the field with a failing grade in SOW 5532, 6533, or 6534.

Performance Improvement Plan

Listing of Competencies not being met (identify corresponding practice behaviors deemed unsatisfactory)	Actions to be completed by to appropriately engage in practice behaviors and meet competencies	Target Date	Actions to be taken by Field Instructor to assist student in meeting competencies	Actions to be taken by faculty liaison to assist student in meeting competencies	Completion Date

The student's failure to correct unsatisfactory performance within the identified time frame may result in termination from the field with a failing grade.

Student Signature

Field Instructor Signature

Faculty Liaison/Coordinator

____/____/____
Date

G. Criteria for Evaluation of Academic and Professional Performance

Ethical Community Membership

The FIU School of Social Work, including the MSW Program, is an ethical community. The guiding principles central to our ethical community and ensuring professional competence by all social work students are the Council on Social Work Education's (CSWE) ten (10) core competencies; adherence to a set of values, principles, and ethical standards universally accepted by the social work profession and set forth by the [National Association of Social Workers](#) (NASW); and the standards set forth in the [FIU Student Conduct and Honor Code](#). Our faculty, staff, administration, and students choose to be a part of the ethical community. As such, all incoming students must commit to uphold these principles by taking the [School of Social Work's Student Honor Pledge](#).

Students are expected to complete all academic and nonacademic requirements for the Social Work Program in the preparation for professional practice. Issues can arise regarding student academic performance or nonacademic conduct that may result in a review of the student's situation and their continuing progress in the Social Work Program. Both academic and professional performance issues may also be potential violations of the ethical community's guiding principles and result in an initiation of the Student Review and Termination Procedures.

1. Academic Performance & Misconduct

Criteria for Academic Performance Review

Inability, unwillingness, or failure to meet academic requirements may result in the initiation of the Student Review and Termination Procedure. Engagement in academic misconduct as defined by the University in the [Student Conduct & Honor Code](#) will result in a required meeting with the involved faculty and MSW Program Coordinator and/or a formal complaint to the Office of Student Conduct & Conflict Resolution. Such misconduct may also result in an initiation a Student Review and Termination Procedure as these matters fall under Professional Performance Misconduct as well due to their violation of the ethical community's principles, specifically as they violate the National Association of Social Workers' Code of Ethics.

The following academic performance issues meet the criteria for Academic Performance Review but are not considered to be inclusive or exhaustive of possible student issues:

- a. Plagiarism, cheating, or any other form of academic misconduct as defined by the University in the [Student Conduct & Honor Code](#).
- b. Failure to maintain a 3.0 GPA (MSW) or more than one semester of academic probation.
- c. Failure to follow course sequencing as scheduled and/or advised, unless other arrangements were made and approved in writing by the MSW Program

- Coordinator or Director of the School.
- d. A failing grade for any semester of the field practicum.

2. Professional Performance

As part of an ethical community, students are expected to demonstrate professional conduct and attitudes in all parts of the Social Work Program. Possible professional performance issues include, but are not limited to, conduct that is inconsistent with or a violation of the Code of Ethics of the National Association of Social Workers and/or the [FIU Student Conduct and Honor Code](#) as well as a failure to meet the CSWE core competencies.

Criteria for Professional Misconduct Review

Inability, unwillingness, or failure to meet generally accepted professional guidelines of professional conduct, personal integrity, or emotional stability may result in the initiation of the Student Review and Termination Procedure. The following professional performance matters include, but are not limited to, inappropriate or disruptive behavior toward colleagues, faculty, staff, Field Instructors, clients or others within the social work program, university, field placement, or affiliated organizations.

- a. Inability, unwillingness, or failure to:
 1. Respect and/or promote the clients' right to self-determination.
 2. Provide clients with the opportunity for informed consent.
 3. Provide services within the boundaries of their competence, utilizing supervisory consultation as guidance.
 4. Respect human and cultural diversity.
 5. Respect clients' right to privacy and confidentiality in accordance with professional ethics, Florida statutes, University, or agency policy.
 6. Treat fellow students, colleagues, supervisors, or Educators with respect.
 7. Maintain the confidentiality of fellow students, colleagues, supervisors or Educators.
 8. Use practice skills or interventions that fall within the range of accepted and relevant practice.
 9. Demonstrate appropriate interpersonal boundaries, self-awareness, self-containment, or self-control, abilities and attributes essential for professional social work practice.
 10. Report suspected child abuse, family violence, elder abuse, or threatened harm to self or others as required by Florida statute.
- b. Engaging in unethical and/or unprofessional behavior that may include (but is not inclusive):
 1. Entering a dual relationship with clients or failing to disclose a conflict of interest.
 2. Behavior in the classroom or field activities, which causes a disruption in the learning of other students or in the service of clients.
 3. Entering into a sexual relationship or sexual activity with clients, whether

consensual or forced.

4. Use of disrespectful or derogatory language in written or verbal communication with or about fellow students, colleagues, supervisors, or Educators.
5. Exploitation of clients who lack the capacity to make informed decisions.
6. Not taking adequate steps to address or remedy personal problems, psychosocial distress, substance abuse, or mental health impairment that interfere with practice effectiveness or classroom learning.
7. Unethical or criminal conduct that interferes with competent performance as a social work practitioner or may potentially compromise the safety of others or client services.
8. Private conduct that interferes with the ability to fulfill student responsibilities or that represents dishonesty, fraud, deception, or misrepresentation.
9. Acts or threats of physical violence or verbally abusive behavior toward fellow students, colleagues, supervisors, or Educators; or acts which may threaten the safety of same.
10. Failure to comply with all agency and School of Social Work policies and procedures (e.g., physicals, drug screens, liability insurance, dress and appearance codes, immunizations, and criminal background checks).
11. Inappropriate use of technology (social network sites, online chatting, e-mail, texting, telephone, databases, video etc.)

XII. STUDENT PROFESSIONAL AND ACADEMIC MISCONDUCT PROCEDURES

A. Professional Misconduct Procedures

A student, client, supervisor, field instructor, colleague, or faculty member who observes or has knowledge of any of the above professional performance issues or any other behaviors which appear to interfere with professional social work education or practice and/or violate the principles of our ethical community, may bring the issues to the attention of the Director of the School of Social Work.

1. The Process

- a. The Director will review the issue and may refer it to the Chairperson of the Student Review and Termination Committee for initiation of a Student Review and Termination Committee.
- b. The Student Review and Termination Committee will arrange for a meeting with the student to address the issue within ten (10) working days of notice by the Director.
- c. Members of the faculty involved with the identified issue may be required to meet with the Student Review and Termination Committee.
- d. The student may choose to bring a personal advocate (not legal representation) to this meeting provided the student notifies the Committee within five working days prior to the meeting of the name of the advocate, and the role to be served by the advocate at the meeting. The student may confer with his/her personal advocate or advisor, verbally or in writing, during the Student Review and Termination Committee meeting but the advocate may not speak for the student or represent the student to the committee. Staff or faculty of the School of Social Work may not serve as the advocate.
- e. The Student Review and Termination Committee meeting will convene and present written recommendations based upon their findings to the Director of the School within five working days of this meeting.
- f. Written notification of the Director's decision will be sent to the student within five working days of receipt of the recommendations of the Student Review and Termination Committee. Possible actions by the Director include:

- A determination that the matter is so egregious as to warrant immediate termination from the Program;
- Referral of the matter to the MSW Program Coordinator or MSW Field Coordinator to create with the student a plan for remediation of the problem. Rules governing remediation plans include:
 - A timeline will be developed for completion of the plan
 - The agreed upon plan will be put into written form and signed by all parties. A copy will be given to all participants and placed in the student's file and given to the Director of the School of Social Work
 - The plan will be monitored and reviewed by the individual designated by the Committee and assessed for progress and completion of requirements
 - If the student does not successfully meet the requirements specified in the plan, the student will be dismissed from the program. The student will be notified of this dismissal in writing by the Director of the School.
 - This procedure does not apply to automatic dismissals for failure to maintain sufficient academic progress

g. If satisfaction is not achieved at this level, the student may file a formal, written appeal to the Associate Dean of Academic Affairs of the Robert Stempel College of Public Health & Social Work. The complaint must be filed within ten (10) working days of the date the student received the written notification of the Director's decision.

**** If the matter has occurred in the field, please refer to Section X of this handbook *Problem-Solving in Field Placement* and follow the steps for *Field Instructor Identifies a Concern*.****

B. Academic Performance & Misconduct Procedures

For issues related to academic misconduct, as defined by the University's [Student Conduct & Honor Code](#), the School follows the University process as outlined in the [Student Conduct & Honor Code](#). Prior to initiation of the University process, the MSW Program Coordinator and involved faculty will meet with the student.

The School may also initiate a Student Review and Termination Procedure as these matters fall under Professional Performance Misconduct as well due to their violation of the National Association of Social Workers' Code of Ethics.

For all other academic performance issues, as defined in section XI of this manual:

- a. The Director will review the issue and may refer it to the Chairperson of the Student Review and Termination Committee for initiation of a Student Review and Termination Committee.
- b. The Student Review and Termination Committee will arrange for a meeting with the student to address the issue within ten (10) working days of notice by the Director.
- c. Members of the faculty involved with the identified issue may be required to meet with the Student Review and Termination Committee.
- d. The student may choose to bring a personal advocate (not legal representation) to this meeting provided the student notifies the Committee within five working days prior to the meeting of the name of the advocate, and the role to be served by the advocate at the meeting. The student may confer with his/her personal advocate or advisor, verbally or in writing, during the Student Review and Termination Committee meeting but the advocate may not speak for the student or represent the student to the committee.
- e. The Student Review and Termination Committee meeting will convene and present written recommendations based upon their findings to the Director of the School within five working days of this meeting.
- f. Written notification of the Director's decision will be sent to the student within five working days of receipt of the recommendations of the Student Review and Termination Committee. Possible actions by the Director include:
 - A determination that the matter is so egregious as to warrant immediate termination from the Program;
 - Referral of the matter to the MSW Program Coordinator or MSW Field Coordinator to create with the student a plan for remediation of the problem. Rules governing remediation plans include:
 - A time line will be developed for completion of the plan
 - The agreed upon plan will be put into written form and signed by all parties. A copy will be given to all participants and placed in the student's file and given to the Director of the School of Social Work
 - The plan will be monitored and reviewed by the individual designated by the Committee and assessed for progress and completion of requirements
 - If the student does not successfully meet the requirements specified in the plan, the student will be dismissed from the program. The student will be notified of this dismissal in writing by the Director of the School.

- This procedure does not apply to automatic dismissals for failure to maintain sufficient academic progress
- g. If satisfaction is not achieved at this level, the student may file a formal, written appeal to the Associate Dean of Academic Affairs of the Robert Stempel College of Public Health & Social Work. The complaint must be filed within ten (10) working days of the date the student received the written notification of the Director's decision.

C. Student Review and Termination Committee Membership

The membership of the Student Review and Termination Committee is determined by the Director of the School of Social Work using the following guidelines:

- a. The Associate Director or designee will serve as the chair to the Committee.
- b. The MSW Field Education Coordinator or designee and a member of the Field Advisory Committee or an agency field instructor will serve on the committee if a field practicum issue is brought to the Committee.
- c. A student representative from the School of Social Work in the second year of the MSW program will serve on the committee.
- d. A faculty member from the School of Social Work will serve on the Committee.

D. Reinstatement after Termination

A student whose enrollment in a degree program has been terminated as a result of a recommendation by a Student Review and Termination Committee may request reinstatement in the degree program. The request must be initiated at least one year after the student's termination from the program. To request reinstatement, the student should write a letter to the Director of the School of Social Work, indicating (1) when the student was terminated, (2) the reason(s) for the termination, and (3) the reason(s) why the student believes that she or he should be reinstated to the degree program. The Director will review the request and if at least one year has passed since the student was terminated, refer the request for reinstatement to the MSW Coordinator, who will appoint a Reinstatement Committee to consider the student's request for reinstatement.

The composition of the Reinstatement Committee will be the same as the composition of a Student Review and Termination Committee outlined above. Within ten (10) working days of receiving notice from the Director, the Reinstatement Committee will meet with the student, following the procedures for the Student Review and Termination Committees above. The Committee can recommend reinstatement to the

degree program, with or without a remediation plan, or the Committee can deny reinstatement. The Committee will base its recommendation on (1) the student's understanding of the reasons for her or his termination from the program, (2) the steps the student has taken to remediate the problem(s) that resulted in termination, and (3) the Committee's judgment of the student's potential for completing the degree program. Within five (5) working days after the meeting with the student, the committee will make a recommendation to the Director, who may accept or reject the recommendation of the Committee.

The Director's decision may be appealed as outlined in the Student Review and Termination Procedure Process above (h– i).

XIII. ACADEMIC AND PROFESSIONAL PERFORMANCE GRIEVANCE PROCEDURE

A. Academic Grievances

The Program's definition of academic grievances follows that of the University. The procedure similarly follows the model of the University procedures for academic grievances. (<http://integrity.fiu.edu/grievances.html>) For those academic grievances that fall under the University's definition. The following grievance procedure must be followed:

1. Graduate students must attempt to resolve informally an academic grievance as soon as possible. A student must initiate informal resolution procedures by contacting the instructor, committee chairperson, or Director of the School with whom there is a complaint no later than ten business days after classes begin in the semester following that in which the complaint arose, or the grievance will be deemed untimely. The student must first attempt to resolve the grievance through an informal meeting with the instructor, committee chairperson, or administrator. If the matter is resolved through that meeting, no further steps need occur.
2. If the matter is not resolved in the informal meeting or the instructor/chairperson/director cannot be reached, the student will meet with the Director of the School or Associate Dean of the College (for complaints against the Director). The informal grievance process is terminated at the departmental level. The student and the instructor or Associate Dean shall formalize a mutually agreeable resolution through a notation in the student's file that is initialed.
3. If the matter is not resolved at the informal level, the student may follow the

formal academic grievance procedures of the University:

- A written complaint must be filed within 15 business days of the date the informal resolution process ends or within 20 business days after classes begin in the semester following that in which the complaint arose—whichever is later.
- The Faculty Fellow of Academic Integrity and the Chairperson of the UE/G Grievance Committee will review the complaint to determine whether it falls within the scope of the UE/G Academic Grievance policy and whether a formal hearing is warranted.
- If the complaint does not fall within the scope, the student is notified in writing.
- If the complaint does fall within the scope of the policy, it is referred to the U/G Academic Grievance Committee (see <http://integrity.fiu.edu/grievances.html> for further details).

****For any academic grievances that do not fall under the University's policy, students may refer to the grievance procedure for professional conduct grievances.****

B. Professional Performance Grievances

Any student grievances that do not fall under the University's definition and policy for academic grievances can be addressed through the following professional grievances policy of the School of Social Work:

1. Graduate students must attempt to resolve informally a professional grievance as soon as possible. A student must initiate informal resolution procedures by contacting the instructor, committee chairperson, or Director of the School with whom there is a complaint no later than ten business days after classes begin in the semester following that in which the complaint arose, or the grievance will be deemed untimely. The student must first attempt to resolve the grievance through an informal meeting with the instructor, committee chairperson, or administrator. If the matter is resolved through that meeting, no further steps need occur.
2. If the matter cannot be resolved, or if the person with whom there is a complaint cannot be reached, the student may make a written appeal to the School's Director within ten days of the failure to resolve the matter informally. Complainants against the School Director should go to step #7. The written appeal should include a description of the nature of the issue and a summary of previous resolution efforts. The Director of the School will meet with the

student and faculty member in an attempt to resolve the grievance. Possible actions by the Director may include but are not limited to:

- Referral of the appeal to a designated Student Review and Termination Committee by notifying the Chairperson of the Student Review and Termination Committee;
 - Upholding the decision of the faculty member (student may appeal this decision by progressing to step #7).
3. If the Director refers the appeal to a Student Review and Termination Committee, the Committee will arrange for a meeting with the student to address the appeal within ten working days of notice by the Director. Members of the faculty involved with the identified issue may be requested to meet with the Student Review and Termination Committee.
 4. The student may choose to bring a personal advocate or advisor (not legal representation) to this meeting provided the student notifies the Committee within five (5) working days prior to the meeting of the name of the advocate, and the role to be served by the advocate at the meeting. The student may confer with his/her personal advocate or advisor, orally or in writing, during the Student Review and Termination Committee meeting but his/her personal advocate or advisor may not speak for the student or represent the student to the Committee.
 5. The Student Review and Termination Committee meeting will convene and present written recommendations based upon their findings to the Director of the School of Social Work within five working days of the meeting.
 6. Written notification of the Director's decision will be sent to the student within ten working days of receipt of the recommendations of the Student Review and Termination Committee. Possible actions by the Director may include but are not limited to:
 - Upholding the decision
 - Remediation of the problem.
 7. If satisfaction is not achieved at this level or the complaint was against the School Director, the student may file a written appeal to the Associate Dean of Academic Affairs of the College. The complaint must be filed within ten (10) working days of the date the student received the written notification of the Director's decision.

*****If the issue is field related, the following informal resolution procedure should be followed** (replacing step #1 above):***

- Any grievance related to the field internship should follow *the Problem-Solving in Field Placement* steps in Section X of this handbook.
- If the problem is unresolved using those steps, the student should refer back to #2 above.

Students are encouraged to become thoroughly familiar with their rights & responsibilities within the University by reviewing the *FIU Student Manual* and related websites.

XIV. SEXUAL OR GENDER-BASED HARASSMENT POLICY

Sexual harassment is a form of sexual discrimination prohibited by Title VII of the Civil Rights Act of 1964 and addressed in higher education under Title IX. Whether the harassment comes from the field instructor, faculty, staff, fellow student, client, or an agency employee, it is destructive to the learning and working environment and adversely affects students' performance in their classes and practicum.

Definition

Sexual harassment is defined in FIU—105 Regulation as *those incidents that are sufficiently pervasive, persistent, or severe that a reasonable person would be adversely affected to a degree that interferes with his/her ability to participate in or to realize the intended benefits of a University activity, employment, or resources*. Internships are covered under this regulation as off-campus educational experiences.

Sexual or Gender-Based Harassment includes

- (1) *unwelcome sexual advances, requests for sexual favors and other verbal, physical, or electronic conduct of a sexual nature that creates a hostile, intimidating, or abusive environment;*
- (2) *verbal, physical, or electronic conduct based on Sex, Gender, Sexual Orientation, or sex-stereotyping that creates a hostile, intimidating, or abuse environment, even if those acts do not involve conduct of a sexual nature; or*
- (3) *exhibiting what is perceived as a stereotypical characteristics for one's Sex or for failing to conform to stereotypical notions of masculinity or femininity, regardless of the actual or perceived Sex, Gender, Sexual Orientation, Gender Identity, or Gender Expression of the individuals involved.*

Conduct which falls into the definition of sexual harassment includes, but is not limited to:

1. Unwelcome physical contact of a sexual nature such as patting, pinching, or unnecessary touching.
2. Overt or implied threats against an individual to induce him or her to provide sexual favors or to engage in an unwelcome sexual relationship.
3. Verbal harassment or abuse of a sexual nature, including intimating by way of suggestion a desire for sexual relations, or making jokes or remarks of a sexual nature which are not germane to academic course content.
4. Use of sexually suggestive terms or gestures to describe a person's body, clothing, or sexual activities.
5. Displaying or posting through any medium, including, but not limited to, electronic communication, offensive sexually suggestive pictures, or materials in the workplace.

Process for a Complaint in the Field

Students are strongly encouraged to contact their Field Liaison, Field Instructor, BSSW/MSW Field Coordinator, or any faculty or staff in the Office of Field Education with whom they feel most comfortable about a sexual harassment complaint. We understand that students are not always sure if their concern reaches the level of sexual harassment or are afraid of retaliation. A faculty member from the Office of Field Education will support the student and assist them through any agency complaint procedure, assessing and ensuring the safety of the student intern. If the agency does not have a sexual harassment process, the student can make complaints to the [FIU's Office of Civil Rights Compliance and Accessibility](#) at 305-348-2785.

Resources

Aside from the support that the Office of Field Education will provide a student intern, the University has resources for students who have experienced sexual harassment. The Victim Empowerment Program (vep.fiu.edu) has a 24-hour hotline (305-348-3000).

Additional information regarding sexual harassment and procedures for filing sexual harassment complaints may be found in the appendix and in the [FIU Student Handbook](#).

XV. TECHNOLOGY GUIDELINES FOR SOCIAL WORK INTERNS

Technology brings with it many advantages as well as some hidden disadvantages. Social media, for example, allows us to easily collaborate and socialize with colleagues, friends, and family who may be in different cities, states, or countries. Yet, as social workers and future social workers, we must be cognizant of the fact that crucial elements of our profession's standards, contained in the [*National Association of Social Workers Code of Ethics*](#) as well as the Council on Social Work Education (CSWE)'s core competencies, are challenged by technology. Confidentiality, boundaries, and privacy, for example, must be maintained in the face of complex forms of communication such as social networks, blogs, and texts.

Competency 1, “demonstrate ethical and professional behavior”, addresses these concerns in explaining that “social workers [must] understand digital technology and the ethical use of technology in social work practice”. Further, practice behaviors 1 and 2 state that social workers:

- Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional code of ethics within the profession as appropriate to the context.
- Demonstrate professional behavior; appearance; and oral, written, and electronic communication (CSWE, 2022).

In line with these expectations, students are asked to read and abide by the [*Standards for Technology in Social Work Practice*](#) created by NASW, ASWB, CSWE and CSWA (2022).

To further assist our students in navigating these ever-changing waters, FIU's School of Social Work has created this set of guidelines. It is vital that students understand that they are responsible for professional behavior, as defined by the School and University as well as the profession, as soon as they begin the program—whether the behavior is in person or online. Any behavior construed as unprofessional may have negative consequences for students in the School, among their colleagues and clients, and for their social work career.

Students should be aware of the following issues when they engage in online communications:

1. It is inappropriate for students to refer to or create content about any field agency, client, or client situation on their personal social media pages (Facebook, Instagram, Snapchat, Twitter, TikTok, Blog) regardless of the level of privacy settings. Students should not post any photographs or videos of clients on these sites (regardless of permission from a client or agency).
2. Students should use the highest privacy settings available on any social media pages in order to safeguard personal information; clients, colleagues, faculty, supervisors, future employers, etc. can easily search for students. Please keep in mind that even the highest security settings are not absolute and all information posted on the internet is permanent. Students should, therefore, be cautious regarding what they post and should regularly monitor their own internet presence in order to make sure that professional and personal information online is, to the extent possible, appropriate and accurate.
3. It is not appropriate for students to search for information regarding a client. Such searches can quickly lead to boundary violations, impacting the client's sense of safety

and the therapeutic alliance. This also includes searching for clients on social media sites, and surfing their personal pages, viewing/reading their posts, watching their stories even if the client page is public.

4. In line with the *Code of Ethics*' policy on conflict of interest and dual relationships, students should not "friend" or "follow" current clients on personal or professional social media sites. The School of School Work highly recommends that students do not "friend" or "follow" past clients on personal or professional social media sites.
5. Students should not share personal contact information, including personal cell phone numbers, emails, address, social media handles etc., with current or previous clients. Students should not refer clients to personal businesses for services.
6. As future social workers, students are representing the social work profession in their online presence. Be mindful that posts, pictures, comments, etc. can easily be taken out of context.
7. The security of email cannot be guaranteed, therefore, students should check with their Field Instructors regarding agency policy for email communication. Students should refrain from using client private health information via email. Students should not use personal email addresses for agency communications.
8. Interactions in texts, WhatsApp Snapchat, Instagram, Facebook, Twitter, TikTok, and other forms of instant messaging/social media with peers, colleagues, or supervisors (if allowed) should be cautiously used due to the ease of impulsive, reactive, and potentially out-of-context communications.
9. Always check the policies of the University and Field Practicum agency regarding online communications.

Adapted from University of Michigan's School of Social Work's Office of Field Education's *Social Media Guidelines* as well as Indiana University's School of Social Work's BSW Program's *Use of Technology in the Field*.

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

<https://www.socialworkers.org/Practice/NASW-Practice-Standards-Guidelines/Standards-for-Technology-in-Social-Work-Practice>

**APPENDIX A
FIELD FORMS**



**Robert Stempel College
of Public Health
& Social Work**

**School of Social Work Office of Field Education
Agency Data Sheet**

Name of Agency		
Address		<i>Address for client services if different from main location:</i>
Telephone and Fax		
Web Address	www.	
Agency Status	<input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Not for profit <input type="checkbox"/> For profit	

Name of Internship Coordinator	
Internship Coordinator Telephone Number	
Internship Coordinator Email Address	

Check all areas of social work practice provided at your agency	
<input type="checkbox"/> Child Welfare	<input type="checkbox"/> Corrections/Criminal Justice
<input type="checkbox"/> Family Services	<input type="checkbox"/> Hospice
<input type="checkbox"/> Aging/Gerontology	<input type="checkbox"/> Persons with Disabilities
<input type="checkbox"/> Health Care/Hospital	<input type="checkbox"/> Substance Use/Addictions
<input type="checkbox"/> Homeless/Displaced Persons	<input type="checkbox"/> LGBTQ+ Services
<input type="checkbox"/> Immigration/Refugee	<input type="checkbox"/> Domestic Violence/Victim Services
<input type="checkbox"/> Public Assistance/Public Welfare	<input type="checkbox"/> Community Planning/Advocacy
<input type="checkbox"/> School Social Work	<input type="checkbox"/> Youth/Young Adult Services

_____Mental Health/Behavioral Health	_____Other (specify) _____
--------------------------------------	----------------------------

Check all level(s) of students your agency is willing to accept for field placement. *Students must be able to work face-to-face with clients 75% of their hours at the agency.**

_____BSW	BSW students must be able to learn and then complete intakes, biopsychosocials, case management activities, and group work with clients (if offered at the agency). Students complete 2 consecutive semesters of 18 hours per week for 16 weeks (fall and spring) and 24 hours per week for 12 weeks in the summer
_____MSW I Foundation	MSW I students must be able to learn and then complete intakes, biopsychosocials, case management activities, and group work with clients (if offered at the agency). Students complete 1 semester of 22 hours per week for 16 weeks (fall and spring)
_____MSW II Advanced Clinical	MSW II students must be able to learn and then complete intakes, biopsychosocials, and evidence-based interventions with clients including individual, family and group work (individual work with clients is enough if the agency does not offer groups for clients). Students complete 2 consecutive semesters of 18 hours per week for 16 weeks (fall and spring) and 24 hours per week for 12 weeks in the summer

Field Instructor(s) who will be directly responsible for providing clinical supervision to students. NOTE: This person must have an MSW with 2 years of experience post-graduation.

1. Field Instructor	Field Instructors' Training:	Name:
	Date Trained and Location:	Email:
		Phone:
2. Field Instructor	Field Instructors' Training:	Name:
	Date Trained and Location:	Email:
		Phone:
3. Field Instructor	Field Instructors' Training:	Name:
	Date Trained and Location:	Email:
		Phone:

Please check or write YES or NO when answering these questions.

	YES	NO
Is your agency accessible to students with disabilities? Please explain:		
Does your agency have gender-neutral bathrooms?		
Does a student need a car to provide services to clients (in schools, homes, and community-based sites)?		
If a car is required, does the agency reimburse for mileage when traveling on agency assignments (home visits, visits to schools, etc.)?		
Do students have to pay a fee for parking at the agency?		
If yes, what is that cost to the student? \$_____		
Is your agency faith-based?		
Does a student need to speak Spanish to provide services to clients?		
If no, does the agency prefer Spanish-speaking students when possible?		
Does a student need to speak Creole to provide services to clients?		
If no, does the agency prefer Creole-speaking students when possible?		

Please check or write YES or NO when answering these questions.	YES	NO
Does your agency require drug screening?		
Does your agency require background screening?		
Does your agency assume the costs of screenings? If no, what is the approximate cost for students? \$_____		
Does your agency require students to carry <i>additional</i> malpractice liability insurance? (The School provides 1 million per incident/ 3 million maximum)		

Please specify any trainings, orientations and/or meetings students are required to attend during the field placement.	Dates	Times
Orientation (often during the first 2 weeks of placement)		
Trainings		
Meetings (staff meetings, case conferences, etc.)		
Other		

Please provide a detailed description of the agency's target population(s) including age, sex, race, ethnicity, abilities, socioeconomic status, immigration status and any other characteristics.

INTERNSHIP DESCRIPTION:

Please include a detailed description explaining specific activities/client services a student would be learning and then participating in/providing by program at the agency (if more than one).

Name of Program 1: _____
Number of Years Established: _____
Location (if different from address listed pg 1): _____

Program 1 Description and Services Provided:

Name of Program 2: _____
Number of Years Established: _____
Location (if different from address listed pg 1): _____

Program 2 Description and Services Provided:**Please check all client services a BSW or MSW I Foundation student would provide after training.**

- Students at this level must be able to complete the following after your orientation and training.
 - ☐ intake
 - ☐ case management
 - ☐ biopsychosocial assessment and referrals
 - ☐ group therapy
 - ☐ home/community-based visits
 - ☐ case conferences
 - ☐ staff meetings
 - ☐ other: _____

Please check all client services a BSW or MSW I Foundation student would provide after training.

- Students at this level must be able to complete the following after your orientation and training.
 - ☐ intake
 - ☐ case management
 - ☐ biopsychosocial assessment and referrals
 - ☐ group therapy
 - ☐ home/community-based visits
 - ☐ case conferences
 - ☐ staff meetings
 - ☐ other: _____
- 4.

Please check all client services an MSW II Advanced Clinical student would provide after training.

- Students at this level must be able to complete the following after your orientation and training.
 - ☐ intake
 - ☐ biopsychosocial assessment
 - ☐ individual therapy
 - ☐ group therapy
 - ☐ family therapy
 - ☐ home/community-based visits
 - ☐ case conferences
 - ☐ staff meetings
 - ☐ other: _____

Please check all client services an MSW II Advanced Clinical student would provide after training.

- Students at this level must be able to complete the following after your orientation and training.
 - ☐ intake
 - ☐ biopsychosocial assessment
 - ☐ individual therapy
 - ☐ group therapy
 - ☐ family therapy
 - ☐ home/community-based visits
 - ☐ case conferences
 - ☐ staff meetings
 - ☐ other: _____

Please list the days and hours that students can complete the field placement at the agency.
*****This question refers to the hours a student can work with clients and not just the hours the agency is open for business. ***Students must be able to work face-to-face with clients 75% of their hours.**

Days Client Services Are Provided	Agency Hours Client Services Are Provided	Client Services Provided During these Hours that Students Engage In (check all that apply)
Monday Tuesday Wednesday Thursday Friday	<p>_____am - _____pm</p> <p>Please identify any day(s) that a student would not be allowed at the agency due to no supervision/agency policy: _____</p>	<p>___intake</p> <p>___case management</p> <p>___assessment and referrals</p> <p>___group therapy</p> <p>___individual therapy</p> <p>___home/community-based visits</p> <p>___case conferences</p> <p>___staff meetings</p> <p>other: _____</p>
Saturday Sunday	<p>_____am - _____pm</p> <p>Please identify any day(s) that a student would not be allowed at the agency due to no supervision/agency policy: _____</p>	<p>___intake</p> <p>___case management</p> <p>___assessment and referrals</p> <p>___group therapy</p> <p>___individual therapy</p> <p>___home/community-based visits</p> <p>___case conferences</p> <p>___staff meetings</p> <p>other: _____</p>

Please provide any additional information relevant to social work field placement for interns.

Please identify your agency's staff composition and those that will be working with social work students

Number

Worked with students previously

Yes

No

Masters in Social Work

Bachelors in Social Work

Other:

Please list other universities that your agency is affiliated with for social work internships.

Number
of Years
Affiliated

Printed name of person who signs affiliation agreement

Email

Title

Phone number

Printed name of person completing form

Signature of person completing form

Title

Date

Thank you for your interest in affiliating with FIU's School of Social Work. We will review this information and contact you for next steps.

Please return this form to sowpracticum@fiu.edu.

**ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH AND SOCIAL WORK
FLORIDA INTERNATIONAL UNIVERSITY
SCHOOL OF SOCIAL WORK**

APPLICATION FOR SOW 5532 – MSW FIELD PRACTICUM I

INFORMATION AND INSTRUCTIONS

DUE DATES:	Spring Term Practicum	September 5th
	Fall Term Practicum	May 5th

Students are responsible for completing their applications on the due date by 11:59pm. Late submissions will not be accepted or processed.

REQUIRED HOURS: 344 hours—22 hours a week in fall/spring Summer placement is not available for MSW I. Please note: this is a one-semester placement.

PROCESS:

This application will be used by a Field Coordinator for the purpose of placement assignment to agencies with which the University has a formal written affiliation. **The agency to which you are matched tentatively also will view your application so please be sure that it is free of typos and grammatical errors.**

Prior to matching, a Field Coordinator will meet with you to get your further input. You will sign up for this interview once you have been accepted into the field. The Coordinator will make every effort to take into consideration your interests and preferences, however, it should be understood that for a variety of educationally based and/or agency related reasons, placement with specifically requested populations or agencies is not always possible or appropriate. Please do not call agencies directly prior to your match; work with your Field Coordinator. Moreover, while every effort is made to meet the scheduling needs of all students, it is agency hours and supervision that determine what can be accommodated. Consequently, placement cannot be guaranteed for students who are not available during regular business hours. All students are required to have at least 8 hours daytime (8:30am-5pm), weekday hours available each week of practicum.

After your meeting with a Field Coordinator, you will receive your agency assignment and schedule an interview with the agency. All finalized assignments are contingent upon that pre-placement interview and the agency's acceptance of the student.

After you submit your application, you will receive an e-mail confirming your acceptance or denial. If you are accepted into field, the e-mail also will include directions regarding the mandatory field orientation, interviews, and other required steps. *Students also are required to read the Field Education Manual before submitting their application. The Field Education Manual is available on the on the website* (<https://stempel.fiu.edu/academics/school-social-work/>).

ELIGIBILITY FOR ADMISSION TO SOW 5532 – MSW FIELD PRACTICUM I

A student is eligible for Field Practicum I once fully admitted to the program, upon maintenance of a cumulative GPA of 3.0 *by the date of application to the field*, and successful completion (a grade of “B” or better) of the following required course work:

- SOW 5105 – Human Behavior and the Social Environment I
- SOW 5235 – Social Welfare Policy and Services I
- SOW 5342 – Social Work Practice with Individuals and Families
- SOW 5404 – Social Work Research Methods
- SOW 5379L – Interviewing Skills Lab

Required Co-Requisites:

- SOW 5324 – Theory & Practice with Groups

Pre- or Co-requisites:

- SOW 5629 – Social Work Practice with Diverse Populations
- SOW 5344 – Theory and Practice with Communities and Organizations

Date Received: _____

SCHOOL OF SOCIAL WORK FLORIDA INTERNATIONAL UNIVERSITY APPLICATION FOR SOW 5532 – MSW FIELD PRACTICUM I

This Application is for (Semester/Year) Panther ID:

1. Name: (Last) (First) (M.I.)

2. Address: Street

City State Zip

3. Phone: Home Business

FIU e-mail:

4. Undergrad Degree Date Major College

Advanced Degree completed Date Major College

5. Please share your pronouns:
Please let us know if you would like to discuss any of your intersectional identities (sexual orientation, gender identity, race, ethnicity, religion, etc.) with regard to the field experience.

6. Language(s) in which you are fluent (other than English):

7. Please specify days and hours available for Field Placement:

8. Please indicate previous *social work related employment experience* specifying dates, titles, and names of employers.

9. Please indicate previous *social work related internships and/or volunteer experiences* specifying organization, dates and titles.

10. Current Employer: Position:

Address: Zip:

Employment Schedule: (Days & Hours)

11. Will you have a car at your disposal during your field placement assignment? Yes
No

12. Whom do you want contacted in the event of an emergency while in the field placement?
(List a close, local person)

Name: Relationship:

Address:

Business Phone Home Phone

13. Please share your professional strengths, skills, and/or experiences that you will bring to the field practicum (this includes what you have learned in class).

14. Please detail any additional information pertinent to practicum planning that has not been

addressed in this application. (If you have a disability which will require an accommodation, please address these needs here).

I have read the "Information and Instructions" section preface to this application. I further certify that the data contained in this application is true and correct to the best of my knowledge. I understand that a copy

of this application will be given to my (tentatively) assigned practicum agency and regarded as confidential. I hereby give my permission to the FIU School of Social Work to disclose to potential field instructors and agency supervisors any further information about me which will assist in the planning of appropriate field instruction or would be relevant to my performance of social work practice activities.

I also acknowledge that I am fully responsible for compliance with all deadline dates and the acquisition, understanding, and observance of all policies, procedures, and performance objectives applicable to my field placement. Failure to comply with any of the above will result in my termination from the placement.

I have read and understand the FIU Student Social Work Manual and the FIU Field Education Manual.

Student Signature: _____

Student Name: _____

Acknowledgement of Risk in the Field Placement

Student Name:

Panther ID #

This document is designed to inform you of some of the potential risks associated with a field placement. It is the School of Social Work's belief that you have a right to be informed of risks associated with this aspect of your educational and professional preparation, and that with proper knowledge and preparation, risks can be minimized.

1. **Liability Insurance:** Professional liability coverage is provided through FIU for students in field internships. Contact the Field Office if you are interested in purchasing additional liability insurance from NASW at a reasonable cost. An important aspect of professional practice is recognizing the limits of your knowledge and skills and avoiding helping situations that are not within your area of competence. Whenever you have a question about the handling of a particular case or whether a given intervention is appropriate, discuss this with your agency field instructor.
2. **TB Skin Test (PPD-S):** The prevalence of TB in society has seen an increase in recent years. If you anticipate an internship setting that serves populations at risk for TB, it is recommended that you take this test prior to entering the field. Some agency settings may require this test. You can be tested at the Student Health Center.
3. **Client Office Visits:** You may have a client in your office who becomes agitated or hostile. It is important that you discuss such matters with your field instructor early in your internship to be informed of agency policy and recommended courses of action should such an event happen.
4. **Settings:** Social Service settings serve a client population whose behavior may be unpredictable. It is important that you learn strategies for handling clients whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your field instructor. It is acceptable to have your field instructor or another staff person accompany you when visiting such clients.
5. **Home Visits:** It is common for social workers in a variety of social service settings to conduct home visits. Such visits do expose you to risks. It is important that all home visits be made with the full knowledge of your agency field instructor, sharing such information as the time of departure, time of return, other activities while on the trip, etc. Do not conduct a home visit when you feel uncomfortable or threatened in the situation. Return to the agency and report your experiences to your field instructor. Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of alcohol or drugs is detected. It may be appropriate for you to make visits accompanied by your field instructor or other agency staff. **Do not take risks.** Know whom to call and what steps to take if you should experience a vehicle breakdown.

6. **After Hours Meetings:** Some social service settings have activities that occur beyond normal office hours. Be aware of the location or neighborhood where such activities take place, note street lighting, open spaces, shrubs, and other growth that might impair vision. It is suggested that you always be accompanied by your field instructor or someone else when going to your car after dark. **Do not take risks.**
7. **Hepatitis B Vaccine:** Working with high risk clients means there is a chance of being exposed to blood-borne pathogens; it is recommended that you get this vaccination. This involves a series of three injections over a six month period of time. The second injection is given one month following the first, with the third coming five months later. Given the time requirements for this protection, it is important that you begin immunization at a time that would give you protection when you enter your internship. This series of immunizations can be administered by the Student Health Center. There is a cost for these series.

I have read the above and understand that a field placement may present some risks. I also understand that prudent choices and exercising caution can minimize these risks. I further recognize that it is my responsibility to become informed of agency policy and practices regarding the above situations, and notify my supervisor and FIU Field Faculty Liaison if any concerns arise.

Student Signature: _____

Student Name: _____

**ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH AND SOCIAL WORK
FLORIDA INTERNATIONAL UNIVERSITY
SCHOOL OF SOCIAL WORK**

APPLICATION FOR SOW 6533 – MSW FIELD PRACTICUM II

INFORMATION AND INSTRUCTIONS

DUE DATES:	Spring Term Practicum	September 5th
	Summer Term Practicum	January 5th
	Fall Term Practicum	May 5th

Students are responsible for completing their applications on the due date by 11:59pm. Late submissions will not be accepted or processed.

REQUIRED HOURS: 288 hours (18 hours per week in fall/spring and 24 hours per week in summer)

Please note: For the 12 week, summer semester, students may not register for more than nine (9) credits.

PROCESS:

This application will be used by a Field Coordinator for the purpose of placement assignment to agencies with which the University has a formal written affiliation. The agency to which you are matched (tentatively) also will view your application so please be sure that it is free of typos and grammatical errors.

Prior to matching, a Field Coordinator will meet with you to get your further input. You will sign up for this interview once you have been accepted into the field. The Coordinator will make every effort to take into consideration your interests and preferences, however, it should be understood that for a variety of educationally based and/or agency related reasons, placement with specifically requested populations or agencies is not always possible or appropriate. Please do not call agencies directly prior to your match; work with your Field Coordinator. Moreover, while every effort is made to meet the scheduling needs of all students, it is agency hours and supervision that determine what can be accommodated. Consequently, *placement cannot be guaranteed for students who are not available during regular weekday business hours.* All students are required to have at least 8 hours daytime (8:30am-5pm), weekday hours available each week of practicum.

After your meeting with a Field Coordinator, you will receive your agency assignment and schedule an interview with the agency. All finalized assignments are contingent upon that pre-placement interview and the agency's acceptance of the student. It is expected that the student will remain at the same agency for the two consecutive semesters Field Experience I and II, unless the agency requests the student be replaced.

After you submit your application, you will receive an e-mail confirming your acceptance or denial. If you are accepted into field, the e-mail also will include directions regarding the mandatory field orientation, interviews, and other required steps. *Students also are required to read the Field Education Manual before submitting their application.* The Field Education Manual is available on the on the website (<https://stempel.fiu.edu/academics/school-social-work/>).

ELIGIBILITY FOR ADMISSION TO MSW FIELD PRACTICUM II

1. A **two-year status** student is eligible for Field Practicum II upon attainment of:
 - A passing grade in Field Practicum I, maintenance of a cumulative GPA of 3.0 by the date of the application to the field, no incompletes, and successful completion (a grade of "B" or better) of the following required course work:
 - SOW 5324 – Theory and Practice with Groups
 - SOW 5629 – Social Work Practice with Diverse Populations
 - SOW 5344 – Theory and Practice with Communities and Organizations
2. An **advanced standing** status student is eligible for Field Practicum II if they are fully admitted and have a BSSW/BSW degree with advanced standing status and:

- Maintenance of a cumulative GPA of 3.0 by the date of the application to the field and no incompletes

3. Pre- or Co-requisites for **all students** in MSW II, SOW 6533:

SOW 6125 – Human Behavior and the Social Environment II – Psychopathology

SOW 6236 – Social Welfare Policy and Services II

SOW 6435 – Evaluating Empirically Based Social Work Practice

4. Co-requisite for **all MSW II students**:

SOW 6425 – Field Assessment and Intervention Planning

Date Received: _____

**SCHOOL OF SOCIAL WORK
FLORIDA INTERNATIONAL UNIVERSITY
APPLICATION FOR SOW 6533 – MSW FIELD PRACTICUM II**

This Application is for (Semester/Year) Panther ID:

1. Name: (Last) (First) (M.I.)

2. Address:
Street

City State Zip

3. Phone: Home Business Cell

FIU e-mail:

4. Undergrad Degree: Date Major College

Advanced Degree completed: Date Major College

5. Please share your pronouns:
Please let us know if you would like to discuss any of your intersectional identities (sexual orientation, gender identity, race, ethnicity, religion, etc.) with regard to the field experience.
6. Language(s) in which you are fluent (other than English):

7. Please specify days and hours available for Field Placement:
8. Please indicate previous *social work related employment experience* specifying dates, titles, and names of employers.
9. Please indicate previous *social work related internships and/or volunteer experiences* specifying organization, dates and titles.

10. Current	Position:	<input type="text"/>
Employer:	<input type="text"/>	
Address:		Zip: <input type="text"/>

Employment Schedule: (Days & Hours)

11. Will you have a car at your disposal during your field placement assignment?

Yes
No
12. Whom do you want contacted in the event of an emergency while in the field placement? (List a close, local person)

Name:	<input type="text"/>	Relationship:	<input type="text"/>
Address:		<input type="text"/>	
Business Phone	<input type="text"/>	Home Phone	<input type="text"/>

13. Are you registered to get a Certificate in Practice with the Elderly?

Yes
No
14. Are you registered to get a Graduate Certificate in Child?

Yes
No
14. Please share your professional strengths, skills, and/or experiences that you will bring to the field practicum (this includes what you have learned in class).
15. Please detail any additional information pertinent to practicum planning that has not been addressed in this application. (If you have a disability which will require an accommodation, please address these needs here).

I have read the "Information and Instructions" section preface to this application. I further certify that the data contained in this application is true and correct to the best of my knowledge. I understand that a copy of this application will be given to my (tentatively) assigned practicum agency and regarded as confidential.

I hereby give my permission to the FIU School of Social Work to disclose to potential field instructors and agency supervisors any further information about me which will assist in the planning of appropriate field instruction or would be relevant to my performance of social work practice activities.

I also acknowledge that I am fully responsible for compliance with all deadline dates and the acquisition, understanding, and observance of all policies, procedures, and performance objectives applicable to my field placement. Failure to comply with any of the above will result in my termination from the placement.

I have read and understand the FIU Student Social Work Manual and the FIU Field Education Manual.

Student Signature: _____

Student Name: _____

Acknowledgement of Risk in the Field Placement

Student Name:

Panther ID #

This document is designed to inform you of some of the potential risks associated with a field placement. It is the School of Social Work's belief that you have a right to be informed of risks associated with this aspect of your educational and professional preparation, and that with proper knowledge and preparation, risks can be minimized.

1. **Liability Insurance:** Professional liability coverage is provided through FIU for students in field internships. Contact the Field Office if you are interested in purchasing additional liability insurance from NASW at a reasonable cost. An important aspect of professional practice is recognizing the limits of your knowledge and skills and avoiding helping situations that are not within your area of competence. Whenever you have a question about the handling of a particular case or whether a given intervention is appropriate, discuss this with your agency field instructor.
2. **TB Skin Test (PPD-S):** The prevalence of TB in society has seen an increase in recent years. If you anticipate an internship setting that serves populations at risk for TB, it is recommended that you take this test prior to entering the field. Some agency settings may require this test. You can be tested at the Student Health Center.
3. **Client Office Visits:** You may have a client in your office who becomes agitated or hostile. It is important that you discuss such matters with your field instructor early in your internship to be informed of agency policy and recommended courses of action should such an event happen.
4. **Settings:** Social Service settings serve a client population whose behavior may be unpredictable. It is important that you learn strategies for handling clients whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your field instructor. It is acceptable to have your field instructor or another staff person accompany you when visiting such clients.
5. **Home Visits:** It is common for social workers in a variety of social service settings to conduct home visits. Such visits do expose you to risks. It is important that all home visits be made with the full knowledge of your agency field instructor, sharing such information as the time of departure, time of return, other activities while on the trip, etc. Do not conduct a home visit when you feel uncomfortable or threatened in the situation. Return to the agency and report your experiences to your field instructor. Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of alcohol or drugs is detected. It may be appropriate for you to make visits accompanied by your field instructor or other agency staff. **Do not take risks.** Know whom to call and what steps to take if you should experience a vehicle breakdown.
6. **After Hours Meetings:** Some social service settings have activities that occur beyond normal office hours. Be aware of the location or neighborhood where such activities take place, note street lighting, open spaces, shrubs, and other growth that might impair vision. It is suggested that you always be accompanied by your field instructor or someone else when going to your car after dark. **Do not take risks.**
7. **Hepatitis B Vaccine:** Working with high risk clients means there is a chance of being exposed to blood-borne pathogens; it is recommended that you get this vaccination. This involves a series of

three injections over a six month period of time. The second injection is given one month following the first, with the third coming five months later. Given the time requirements for this protection, it is important that you begin immunization at a time that would give you protection when you enter your internship. This series of immunizations can be administered by the Student Health Center. There is a cost for these series.

I have read the above and understand that a field placement may present some risks. I also understand that prudent choices and exercising caution can minimize these risks. I further recognize that it is my responsibility to become informed of agency policy and practices regarding the above situations, and notify my supervisor and FIU Field Faculty Liaison if any concerns arise.

Student Signature: _____

Student Name: _____

**ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH AND SOCIAL WORK
FLORIDA INTERNATIONAL UNIVERSITY
SCHOOL OF SOCIAL WORK**

**APPLICATION FOR MSW FIELD PRACTICUM III
SAME AGENCY PLACEMENT**

INFORMATION AND INSTRUCTIONS

DUE DATES:	Spring Term Practicum:	November 1st
	Summer Term Practicum:	March 1st
	Fall Term Practicum:	July 1st

Students are responsible for completing their applications on the due date by 11:59pm.

REQUIRED HOURS: 288 hours (18 hours per week in fall/spring and 24 hours per week in summer)

ELIGIBILITY FOR ADMISSION TO SOW 6534 – FIELD PRACTICUM III

A student is eligible for Field Practicum III upon attainment of a passing grade in Field Practicum II, maintenance of a cumulative GPA of 3.0, and successful completion (a grade of “B” or better) of the following required course work:

- SOW 6125 – Human Behavior and the Social Environment II – Psychopathology
- SOW 6236 – Social Welfare Policy and Services II
- SOW 6435 – Evaluating Empirically Based Social Work Practice
- SOW 6425 – Clinical Assessment and Intervention Planning

Co-requisites:

- SOW 6351 – Clinical Interventions in Couple and Family Social Work Practice

FIELD PRACTICUM III APPLICATION - REMAINING AT THE SAME AGENCY

This Application is for (Semester/Year) Panther ID:

Student's Name:

--	--

Mailing Address:

--	--

Apt #	City	State	Zip
-------	------	-------	-----

Home Telephone:		Work:		Cell:	
-----------------	--	-------	--	-------	--

FIU Email:

--	--

Agency Name:

--	--

Street Address:

--	--

City State Zip

Location or Site Where Student will be Located if different than above:

Street Address:

--	--

City State Zip

Telephone :

--

Field Instructor:		
-------------------	--	--

Field Instructors Phone # (if different than above):	
---	--

Task Supervisor: (If Appropriate)		
--------------------------------------	--	--

CHECK AND SIGN IF ACCEPTABLE:

☐ YES, I WANT TO CONTINUE TO DO MY SECOND FIELD PLACEMENT IN THE ABOVE-NAMED AGENCY.

Student's Signature: _____

☐ YES, I WILL CONTINUE TO BE THE FIELD INSTRUCTOR FOR THIS STUDENT AT THE ABOVE-NAMED AGENCY FOR THE STUDENT'S SECOND FIELD PLACEMENT.

Field Instructor's Signature: _____

Field Instructor Name: _____

ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH AND SOCIAL WORK

FLORIDA INTERNATIONAL UNIVERSITY

SCHOOL OF SOCIAL WORK

APPLICATION FOR MSW FIELD PRACTICUM III
NOT REMAINING AT THE SAME AGENCY

Please note: this application is for students not remaining at the same agency for MSW Field Practicum III

DUE DATES:	Spring Term Practicum:	September 5th
	Summer Term Practicum:	January 5th
	Fall Term Practicum:	May 5th

Students are responsible for completing their applications on the due date by 11:59pm. Late submissions will not be accepted or processed.

REQUIRED HOURS:

288 hours (18 hours per week in fall/spring and 24 hours per Week in summer)

PROCESS: This application will be used by a Field Coordinator for the purpose of placement assignment to agencies with which the University has a formal written affiliation. **The agency to which you are matched (tentatively) also will view your application so please be sure that it is free of typos and grammatical errors.**

Prior to matching, a Field Coordinator will meet with you to get your further input. You will sign up for this interview once you have been accepted into the field. The Coordinator will make every effort to take into consideration your interests and preferences, however, it should be understood that for a variety of educationally based and/or agency related reasons, placement with specifically requested populations or agencies is not always possible or appropriate. Please do not call agencies directly prior to your match; work with your Field Coordinator. Moreover, while every effort is made to meet the scheduling needs of all students, it is agency hours and supervision that determine what can be accommodated. Consequently, placement cannot be guaranteed for students who are not available during regular weekday business hours.

All students are required to have at least 8 hours of daytime (8:30am-5pm), weekday hours available each week of practicum.

2. Address: _____
After your meeting with a Field Coordinator, you will receive your agency assignment and schedule an interview with the agency. All finalized assignments are contingent upon that pre-placement interview and the agency's acceptance of the student.

3. Phone: Home _____ Business _____ Cell _____
After you submit your application, you will receive an e-mail confirming your acceptance or denial. If you are accepted into field, the e-mail also will include directions regarding the mandatory field orientation, interviews, and other required steps. Students also are required to read the Field Education Manual before submitting their application. The Field Education Manual is available on the website (<https://stempefltu.edu/academics/school-social-work/>).
Undergrad Degree _____ Date _____ Major _____ College _____

Advanced Degree: _____ Eligibility for Admission to SQW.6534 – Field Practicum III
Date _____ Major _____ College _____

A student is eligible for Field Practicum III upon the following criteria: successful completion of Field Practicum II, maintenance of a cumulative GPA of 3.0 by the date of application to the field, and successful completion (a grade of "B" or better) of the following required course work:

- SOW 6125 – Social Work Practice with the Elderly
- SOW 6236 – Human Behavior I and the Social Environment II – Psychopathology
- SOW 6236 – Social Welfare Policy and Services II
- SOW 6435 – Evaluating Empirically Based Social Work Practice
- SOW 6425 – Clinical Assessment and Intervention Planning

Please let us know if you would like to discuss any of your intersectional identities (sexual orientation, gender identity, race, ethnicity, religion, etc.) with regard to the field experience.

- SOW 6351 – Clinical Interventions in Couple and Family Social Work Practice

ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH AND SOCIAL WORK

7 Language(s) in which you are fluent (other than English): _____

8 Indicate specific days and hours available for Field Practicum: _____

APPLICATION FOR MSW FIELD PRACTICUM III (not remaining at same agency)

9 Please list previous *social work related employment experience* specifying dates, titles and employers.

This Application is for _____ (Semester/Year) Panther ID: _____

0 Please list previous *social work related internships and/or volunteer experiences* specifying setting, dates and titles.

1 Current Employer: _____ Position: _____

Address: _____ Zip: _____

Employment Schedule: (Days & Hours) _____

☐☐☐

15. Are there any other significant factors that you would like to have particularly considered in planning for your field assignment?

15. Whom do you want contacted in the event of an emergency while in the field practicum? (List close, local person)

Name:

Relationship:

Address:

Phone: Home

Business

16. Please share your professional strengths, skills, and/or experiences that you will bring to the field practicum (this includes what you have learned in class).

By signing below I acknowledge that I have read and understood the "Information and Instructions" section prefatory to this Application. I understand that applications not in compliance with said instructions will not be accepted and that there will be no exception to this policy. I further certify that the data contained in this Application is true and correct to the best of my knowledge. I understand that a copy of this application will be given to my (tentatively) assigned practicum agency and regarded as confidential.

Signature of Student: _____

Acknowledgement of Risk in the Field Placement

Student Name:

Panther ID #

This document is designed to inform you of some of the potential risks associated with a field placement. It is the School of Social Work's belief that you have a right to be informed of risks associated with this aspect of your educational and professional preparation, and that with proper knowledge and preparation, risks can be minimized.

- 1. Liability Insurance:** Professional liability coverage is provided through FIU for students in field internships. Contact the Field Office if you are interested in purchasing additional liability insurance from NASW at a reasonable cost. An important aspect of professional practice is recognizing the limits of your knowledge and skills and avoiding helping situations that are not within your area of competence. Whenever you have a question about the handling of a particular case or whether a given intervention is appropriate, discuss this with your agency field instructor.
- 2. Automobile Liability Insurance:** Students are strongly advised not to transport clients or their family members unless the agency provides a vehicle for this purpose, and the student has the required license and insurance. Check with your insurance company for a clear understanding of your coverage. If you choose to transport clients against our recommendation, ask your insurance company what coverage you have if something happens while transporting a client.
- 3. TB Skin Test (PPD-S):** The prevalence of TB in society has seen an increase in recent years. If

you anticipate an internship setting that serves populations at risk for TB, it is recommended that you take this test prior to entering the field. Some agency settings may require this test. You can be tested at the Student Health Center.

4. **Client Office Visits:** You may have a client in your office who becomes agitated or hostile. It is important that you discuss such matters with your field instructor early in your internship to be informed of agency policy and recommended courses of action should such an event happen.
5. **Settings:** Social Service settings serve a client population whose behavior may be unpredictable. It is important that you learn strategies for handling clients whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your field instructor. It is acceptable to have your field instructor or another staff person accompany you when visiting such clients.
6. **Home Visits:** It is common for social workers in a variety of social service settings to conduct home visits. Such visits do expose you to risks. It is important that all home visits be made with the full knowledge of your agency field instructor, sharing such information as the time of departure, time of return, other activities while on the trip, etc. Do not conduct a home visit when you feel uncomfortable or threatened in the situation. Return to the agency and report your experiences to your field instructor. Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of alcohol or drugs is detected. It may be appropriate for you to make visits accompanied by your field instructor or other agency staff. **Do not take risks.** Know whom to call and what steps to take if you should experience a vehicle breakdown.
7. **After Hours Meetings:** Some social service settings have activities that occur beyond normal office hours. Be aware of the location or neighborhood where such activities take place, note street lighting, open spaces, shrubs, and other growth that might impair vision. It is suggested that you always be accompanied by your field instructor or someone else when going to your car after dark. **Do not take risks.**
8. **Hepatitis B Vaccine:** Working with high risk clients means there is a chance of being exposed to blood-borne pathogens; it is recommended that you get this vaccination. This involves a series of three injections over a six month period of time. The second injection is given one month following the first, with the third coming five months later. Given the time requirements for this protection, it is important that you begin immunization at a time that would give you protection when you enter your internship. This series of immunizations can be administered by the Student Health Center. There is a cost for these series.

I have read the above and understand that a field placement may present some risks. I also understand that prudent choices and exercising caution can minimize these risks. I further recognize that it is my responsibility to become informed of agency policy and practices regarding the above situations, and notify my supervisor and FIU Field Faculty Liaison if any concerns arise.

I hereby give my permission to the FIU School of Social Work to disclose to potential field instructors and agency supervisors any information about me which will assist in the planning of appropriate field instruction or would be relevant to my performance of social work practice activities.

I also acknowledge that I am fully responsible for compliance with all deadline dates and the acquisition and understanding of all policies, procedures, and performance objectives applicable to my field placement. Failure to comply with any of the above will result in my termination from the placement.

I have read and understand the FIU Student Social Work manual and the FIU Field Manual.

Student Signature: _____

Student Name: _____

Print and complete this form and submit it to the Field Education Office (AHC5-590), or email to sowpracticum@fiu.edu.



**Robert Stempel College
of Public Health
& Social Work**

School of Social Work Office of Field Education

Confirmation of Placement

Term: ___Spring 20___ ___Summer 20___ ___Fall 20___

Course #: ___BSW I ___BSW II ___MSW I ___MSW II ___MSW III

Placement Period: From: _____20____ to: _____20____

Student will report to placement on: _____ at: _____ AM/PM

Student Name: _____ Panther ID #: _____

Cell Phone Number: _____ Other: _____

Agency Name: _____

Agency Address: _____

Phone Number: _____

Designated Field Instructor: _____

Phone Number: _____

Field Instructor's email: _____

Please Indicate Title: MSW 2 Years' Experience Yes ☐ No ☐ LCSW ☐

Have you ever taken the FIU Field Instructors' Training: Yes No

Field Educator off-site? Yes ☐ No ☐

If yes, indicate contact #: _____

Placement Name/Address: _____

(If different from above) _____

Phone Number at the above location: _____

Agency Contact/Coordinator: _____

(If not same as Field Instructor)

Coordinator Phone Number: _____

Field Instructor: _____ Date: _____

Signature Title

Student: _____ Date: _____

Signature

**ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH AND SOCIAL WORK
FLORIDA INTERNATIONAL UNIVERSITY
SCHOOL OF SOCIAL WORK**

FIELD INSTRUCTOR'S CHECKLIST

Prior to student(s) beginning at your agency:

- ☐ Attend and participate in the Field Instructors' Training(s) and other relevant trainings offered by the School to enhance professional development and student learning experience.
- ☐ Review School's field policies and procedures in the field manuals at <https://stempel.fiu.edu/academics/school-social-work/>
- ☐ Review learning contracts (including competencies, practice behaviors and corresponding tasks), checklists, and evaluations that correspond to the level of the student(s) you will be supervising. Match tasks/activities on the learning contract to tasks/activities at the agency.
- ☐ Develop a plan with your staff to ensure student(s) will be assigned activities to meet the learning contract requirements.
- ☐ Orient agency staff and administration to the students' learning goals and role at the agency.
- ☐ If necessary, assign an appropriate task supervisor who has the ability to provide the adequate one-one training to student(s).
- ☐ Orient the task supervisor to the students' learning goals and role at the agency (if applicable) and train the task supervisor using the Task Supervisor Checklist.
- ☐ Provide Field Office with the Task Supervisor Data Sheet.
- ☐ Introduce student(s) to task supervisor prior to first day of placement (if applicable).
- ☐ Create an internship schedule with student(s).
- ☐ Discuss trainings/orientations and/or additional requirements student(s) must complete prior to or during field placement.
- ☐ Provide information to student(s) regarding dress code, parking, key/ID badge, lunch, and other details.

During the first two weeks of practicum:

- ☐ Review learning contract, including competencies, practice behaviors and required tasks, as well as checklists, and evaluations with student(s).
- ☐ Review due dates for all forms and assignments with student(s) during first meetings and interactions.
- ☐ Sign learning contract by the due date and have student(s) each print out a copy to bring to weekly supervision.
- ☐ Review the safety checklist in full with student(s) and sign by the due date.
- ☐ Ask student(s) for a copy of the practicum/seminar syllabi as well as the co-requisite practice course syllabus and refer to assignments and relevant due dates as needed. Different levels of students (BSSW I, BSSW II, MSW I, MSW II, MSW III) will have different course syllabi.
- ☐ Assign consistent weekly supervision meeting times and dates with student(s) and meet each week for a minimum of an hour as planned (individual or group for BSSWs and MSW Is, individual only for MSW II/IIIs).
- ☐ Discuss with student(s) how to best communicate with you (via email, phone, text etc.) when they have questions and/or an emergency in between supervision meetings.

Discuss with student(s) and provide information on whom they should contact in case of an emergency during your absence.

Provide student(s) with orientation to agency and to agency staff.

Provide student(s) with agency manual or handbook (if applicable) and discuss any relevant areas or important topics.

Throughout the practicum experience:

Provide feedback for any assignments where Field Instructor input is required (e.g. process recordings, etc.)

Check-in with task supervisor on students' progress on a weekly basis (if applicable).

Check-in with student(s) on progress between supervision meetings.

Meet weekly for one hour of supervision (individual/group for BSSW and MSW I—only individual for MSW II/III); initial Log of Supervision Hours on a weekly basis.

Initial Log of Hours on a weekly basis.

Check students' documentation and review cases on a weekly basis.

Provide constructive feedback to student(s) on an ongoing basis and ask for feedback from student(s) regarding their practicum experience.

Check learning contract progress (practice behaviors and tasks) on a weekly basis.

Contact FIU Field Liaison and/or Coordinator(s) with any questions or concerns immediately.

Be proactive in involving FIU's Field Office when tackling any issues.

At mid-semester:

Review students' progress on the learning contract (see practice behaviors and tasks) with student(s) and Task Supervisor (if applicable) and fill out mid-semester evaluation accordingly by the due date. Contact the Field Office with any questions about the evaluation.

Discuss mid-semester evaluation with student(s) and plan for the rest of the semester.

If needed, work with Field Office to develop Performance Improvement Plan.

At the end of the semester:

Review students' progress on the learning contract (see practice behaviors and tasks) with student(s) and Task Supervisor (if applicable) and fill out the final evaluation accordingly by the due date.

Plan for second semester if applicable.

Ask for feedback on students' experience of field instruction and internship at the agency.

Review and sign Log of Supervision Hours by the due date.

Review and sign Log of Hours by the due date.

Field Internship Contract Responsibilities of Student

As an intern in FIU's School of Social Work, I agree to:

- a. To adhere to the mission of the social work profession that is rooted in a set of core values including:
 - a. Service to others,
 - b. Promotion of social, economic, racial, and environmental justice,
 - c. Respect for the dignity and worth of all persons,
 - d. Recognition of the central importance of human relationships,
 - e. Behavior reflecting trustworthiness, and
 - f. Development and enhancement of professional expertise.
2. To understand and adhere to the [Code of Ethics of the National Association of Social Workers](#).
3. To engage in the practice behaviors and meet the nine competencies set forth by the School and [Council on Social Work Education \(CSWE EPAS, 2022\)](#) by the end of the semester at a satisfactory or above level:
 - Demonstrate ethical and professional behavior;
 - Advance human rights and social, racial, economic, and environmental justice;
 - Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice;
 - Engage in practice-informed research and research-informed practice;
 - Engage in policy practice;
 - Engage with individuals, families, groups, organizations, and communities;
 - Assess individuals, families, groups, organizations, and communities;
 - Intervene with individuals, families, groups, organizations, and communities;
 - Evaluate practice with individuals, families, groups, organizations, and communities.
4. To confer with the Office of Field Education regarding any possible changes in the field practicum experience, including scheduling needs.
5. To review and discuss the learning contract with the field instructor within the first two weeks of internship, including the plan for the intern to be able to engage in all practice behaviors and meet the core competencies by the end of the semester.
6. To be actively involved in professional social work development using regular, weekly supervision and assessment of academic and personal aptitude and performance.
7. To proactively bring areas of concern to the Field Instructor and Field Liaison.
8. To follow the agency's and FIU's policies, programs, and operating standards.

9. To regularly attend and actively participate in seminars with the assigned field faculty, which supplement field instructors' supervision.
10. To participate in site visits with the Field Instructor and Field Liaison.
11. To be inclusive and respectful of individual diversity, including differences and intersectional ties of "age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status" (CSWE, 2022).
12. To complete all documentation required by agencies and FIU in a timely manner.

I understand that if I begin my field internship and my professional performance is not deemed satisfactory by social work faculty and/or me, either party has the right and the responsibility to request reassessment of my suitability for continuation in the internship and/or entry into the social work profession.

Print Name Signature

Student Name: Field Instructor: Agency: Semester/Year:

Florida International University
SCHOOL OF SOCIAL WORK OFFICE OF FIELD EDUCATION
MSW I MID-SEMESTER EVALUATION

Student Name:	<input type="text"/>
Field Instructor:	<input type="text"/>
Agency:	<input type="text"/>
Semester/Year:	<input type="text"/>
Hours Completed to Date:	<input type="text"/>

Competencies and Behaviors Directions: The mid-semester evaluation is based on student progress on the competencies and behaviors using the required field learning tasks. All tasks and behaviors must be completed by the end of the semester. The competencies and behaviors below are set forth by the Council on Social Work Education in their Educational Policy and Accreditation Standards (EPAS) for all accredited social work education programs.	Evaluative Ratings: Field Instructor's Assessment of Student Behaviors Select the number and words below that most accurately describe the student's performance. <table><tr><td>3</td><td>Above Satisfactory</td><td>Intern's performance exceeded expectations</td></tr><tr><td>2</td><td>Satisfactory</td><td>Intern's performance of behavior is meeting expectations</td></tr><tr><td>1</td><td>Below Satisfactory</td><td>Intern's performance of behavior has not yet met expectations. This rating requires a written explanation in the narrative section below.</td></tr><tr><td>0</td><td>Not Yet Started</td><td>There has not yet been an opportunity for student to engage in this behavior; however, all field learning tasks and behaviors must be completed by the end of the semester. These competencies and behaviors cannot be left for future semesters This rating requires a written Explanation in the narrative section below.</td></tr></table>	3	Above Satisfactory	Intern's performance exceeded expectations	2	Satisfactory	Intern's performance of behavior is meeting expectations	1	Below Satisfactory	Intern's performance of behavior has not yet met expectations. This rating requires a written explanation in the narrative section below.	0	Not Yet Started	There has not yet been an opportunity for student to engage in this behavior; however, all field learning tasks and behaviors must be completed by the end of the semester. These competencies and behaviors cannot be left for future semesters This rating requires a written Explanation in the narrative section below.
3	Above Satisfactory	Intern's performance exceeded expectations											
2	Satisfactory	Intern's performance of behavior is meeting expectations											
1	Below Satisfactory	Intern's performance of behavior has not yet met expectations. This rating requires a written explanation in the narrative section below.											
0	Not Yet Started	There has not yet been an opportunity for student to engage in this behavior; however, all field learning tasks and behaviors must be completed by the end of the semester. These competencies and behaviors cannot be left for future semesters This rating requires a written Explanation in the narrative section below.											

[SAVE WORK](#)

Competency 1: Demonstrate Ethical and Professional Behavior

Behaviors	Required Field Learning Tasks	Rating
<p>1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.</p>	<p><u>Student will:</u> a. Review the NASW Code of Ethics with Field Instructor and apply the Ethical Standards to client cases in supervision. b. Identify and discuss ongoing ethical dilemmas in the agency/program with Field Instructor in supervision.</p>	<input type="text"/>
<p>2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.</p>	<p><u>Student will:</u> a. Demonstrate behavior that abides by the NASW Code of Ethics values, principles, and standards. b. Provide course syllabi for SOW 5532 to Field Instructor within the first 2 weeks of the semester. c. Dress according to agency/program policy as defined in agency orientation and/or shared by Field Instructor. d. Use clear, appropriate, timely communication (written, oral, electronic) and request feedback from Field Instructor e. Complete all required agency documentation within the timeline stated by the Field Instructor and per agency policy. f. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision</p>	<input type="text"/>
<p>3. Use technology ethically and appropriately to facilitate practice outcomes.</p>	<p><u>Student will:</u> a. Discuss NASW, ASWB, CSWE & CSWA Standards for Technology in Social Work Practice with Field Instructor, apply to a client case, and present that case in supervision. b. Use technology according to agency/program policy, including use of telehealth. c. Review FIU School of Social Work Technology Guidelines for Social Work Interns in Field Education Toolbox for Student Resources on the School website.</p>	<input type="text"/>
<p>4. Use supervision and consultation to guide professional judgment and behavior.</p>	<p><u>Student will:</u> a. Complete the Supervision Agenda in the Field Education</p>	<input type="text"/>

	<p>Toolbox for Field Instructor Resources on the School website and share with Field Instructor prior to supervision every week.</p> <p>b. Actively participate in weekly supervision meetings by presenting the Supervision Agenda items and client cases for constructive feedback and consultation.</p> <p>c. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision</p>	
--	---	--

SAVE WORK

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

Behaviors	Required Field Learning Tasks	Rating
5. Advocate for human rights at the individual, family, group, organizational, and community system levels.	<p><u>Student will:</u></p> <p>a. Identify a problem related to social, racial, economic, and/or environmental justice for a client population served by the agency/program and discuss how to advocate for human rights at the <i>individual, family, and/or group levels</i>, with Field Instructor.</p> <p>b. Identify a problem related to social, racial, economic, and/or environmental justice for a client population served by the agency/program and discuss how to advocate for human rights at the <i>organizational and community systems levels</i>, with Field Instructor.</p>	<div></div>
6. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	<p><u>Student will:</u></p> <p>a. Identify a problem related to social, racial, economic, and/or environmental justice for a client population served by the agency/program and discuss with Field Instructor how to advocate for the client’s human rights.</p> <p>b. Identify advocacy strategies to address the client problem identified above and discuss with Field Instructor.</p> <p>c. Implement at least one of the advocacy strategies identified above in consultation with Field Instructor.</p>	<div></div>

SAVE WORK

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in practice.

Behaviors	Required Field Learning Tasks	Rating
7. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	<u>Student will:</u> a. Review at least 3 articles about anti-racist and anti-oppressive social work practice and present best practices to Field Instructor. b. Present in supervision how a client's social positions (oppression and/or privilege) and identities have impacted that client's life experiences across micro, mezzo, and macro levels. c. Use anti-racist and anti-oppressive practices with individuals, families, groups, organizations, and communities in consultation with Field Instructor. d. Use anti-racist and anti-oppressive lenses to examine a social welfare policy that impacts the delivery and access to social services at the agency/program and discuss with Field Instructor.	<input type="text"/>
8. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies acknowledging them as experts of their own lived experiences.	<u>Student will:</u> a. Present in supervision at least 3 personal values, and how they correspond to, or differ from, professional social work values and discuss with Field Instructor how these were managed through self-regulation while interacting with clients. b. Present in supervision at least 3 ways that personal biases, positionality, and values have or might impact client interactions. c. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision.	<input type="text"/>

SAVE WORK

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

Behaviors	Required Field Learning Tasks	Rating
9. Apply research findings to inform and improve practice, policy, and programs.	<u>Student will:</u> a. Present in supervision the findings from research related to improving practices at the agency/program. b. Use identified, evidence-informed anti-racist and anti-oppressive practices related to target population with guidance from Field Instructor. c. Present in supervision the findings from research about how at least one social welfare policy impacts the agency/program and services. d. Use anti-racist and anti-oppressive lenses to present a client case in supervision where a social welfare policy impacted the delivery of and/or access to social services for that client. e. Complete SOW 5324 group proposal assignment (see syllabus), share with Field Instructor, and specifically discuss the evidence base to support the design of the group. f. Discuss the Standards for Social Work Practice with Groups with Field Instructor.	<div></div>
10. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use of quantitative and qualitative research to advance the purposes of social work. Student will:	<u>Student will:</u> a. Research how services are provided to clients at the agency/program. b. Identify and present in supervision the impact of inherent biases in the research about client population served. c. Identify and present ethical, culturally informed, anti-racist, and anti-oppressive strategies that address these inherent biases in the research.	<div></div>
<div>SAVE WORK</div>		
Competency 5: Engage in Policy Practice		

Behaviors	Required Field Learning Tasks	Rating
11. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	<u>Student will:</u> a. Research a social welfare policy that impacts the delivery of, and access to, social services at the agency/program using social justice, anti-racist and anti-oppressive lenses. b. Discuss with Field Instructor the impact that the social welfare policy examined above has on the delivery of and access to social services at the agency/program using social justice, anti-racist and anti-oppressive lenses. c. Use anti-racist and anti-oppressive lenses to present a client case in supervision where a social welfare policy impacted the delivery of and/or access to social services for that client.	<div></div>
12. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	<u>Student will:</u> a. Discuss with Field Instructor how the social welfare policy identified above impacts clients within the context of racial, economic, social, and/or environmental justice and how to advocate for clients' human rights. b. In consultation with Field Instructor, identify advocacy strategies to address the social welfare policy identified above. c. Implement at least one of the advocacy strategies identified above with support from Field Instructor.	<div></div>
<div>SAVE WORK</div>		
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities		
Behaviors	Required Field Learning Tasks	Rating

13. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies.	<u>Student will:</u> a. Observe/shadow at least 5 staff engagements with clients and discuss within the context of human behavior and person-in-environment factors with Field Instructor. b. Engage with clients assigned by agency/program and present to field instructor application of knowledge of human behavior and person-in-environment frameworks with at least 5 clients. c. Present to Field Instructor the role of interprofessional collaboration for engaging clients and constituencies.	<div></div>
14. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	<u>Student will:</u> a. Practice culturally responsive interviewing skills when reflecting content, reframing, and using clarifying questions to establish a professional social worker-client relationship and present how this was accomplished during supervision. b. Use culturally responsive, rapport, and trust-building skills during client engagement and present how this was accomplished in supervision. c. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision.	<div></div>
<div>SAVE WORK</div>		
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		
Behaviors	Required Field Learning Tasks	Rating
15. Apply theories of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks, when assessing clients and constituencies.	<u>Student will:</u> a. Complete at least 3 assessments, including the case assessment assignment, and discuss within the context of theories of human behavior and person-in-environment factors with Field Instructor. b. Explore clients' and constituencies' strengths, risk factors, coping skills, and resources from the perspective of the client and	<div></div>

	<p>present findings in supervision.</p> <p>c. Discuss with Field Instructor the role of interprofessional collaboration in assessing clients and constituencies.</p>	
16. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	<p><u>Student will:</u></p> <p>a. Collaboratively develop at least 3 client intervention plans based on assessments and mutually agreed-upon goals and objectives and consult with field instructor for constructive feedback.</p> <p>b. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision.</p>	<input type="text"/>

SAVE WORK

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

Behaviors	Required Field Learning Tasks	Rating
17. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	<p><u>Student will:</u></p> <p>a. Shadow Field Instructor and/or staff at the agency/program to observe intervention styles and methods with at least 3 clients and present observations in supervision, seeking clarification/feedback from Field Instructor as needed.</p> <p>b. Use evidence-informed and culturally responsive interventions relevant to the client population with guidance from Field Instructor and/or staff with clients assigned by the agency/program and present in supervision.</p> <p>c. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision.</p>	<input type="text"/>
18. Incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies. Student will:	<p><u>Student will:</u></p> <p>a. Advocate for and/or assist clients with self-advocacy at the agency/program.</p>	<input type="text"/>

	b. Facilitate referrals using culturally responsive approaches for clients assigned by the agency/program with guidance from Field Instructor. c. Create an ecomap based on an assessment and discuss appropriate interventions with Field Instructor.	
--	---	--

SAVE WORK

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

Behaviors	Required Field Learning Tasks	Rating
19. Select and use culturally responsive methods for evaluation of outcomes.	<u>Student will:</u> a. Discuss culturally responsive evaluation practices used at agency/program with Field Instructor. b. Use culturally responsive evaluation practices identified above with clients and present to field instructor how they applied their knowledge with at least 5 clients. c. Research additional culturally responsive, evidence-informed evaluation measures applicable to client population and consult with Field Instructor during supervision. d. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision.	<input type="text"/>
20. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	<u>Student will:</u> a. Continually review goals and objectives with clients to monitor progress. b. Discuss intervention outcomes with clients, specifically their thoughts and feelings on reasons and/or barriers for progress and/or barriers. c. Discuss intervention and agency/program outcomes with Field Instructor, specifically looking at multiple perspectives on reasons for progress and/or barriers to progress. d. Use evaluation findings to discuss ways to improve practice	<input type="text"/>

	<p>effectiveness with individuals, families, groups, organizations, and communities with Field Instructor.</p> <p>e. Make changes to practice based on evaluation findings with individuals, families, groups, organizations, and communities in consultation with Field Instructor.</p>	
--	--	--

Narrative Summary

Please identify student strengths.



If the student received any ratings of 0 (Not Yet Started) or 1 (Below Satisfactory), please provide details to explain the reasons for those scores. In your explanation, please cite the behavior for which a 0 or 1 was received and the rationale behind the score.



For each behavior scored as a 0 or 1, please document your efforts thus far to assist the student regarding the behaviors scored 0 or 1, and the student’s response.



For each behavior scored as a 0 or 1, please describe what the action plan is for the remainder of the semester to address these areas.



Please add any additional comments that you believe may assist us in evaluating this student’s progress.



Field Supervisor Signature

Click to sign Completed Document

Student Signature

Click to sign Completed Document

Seminar Instructor Signature

Click to sign Completed Document

Field Liaison Signature

Click to sign Completed Document

Florida International University
SCHOOL OF SOCIAL WORK OFFICE OF FIELD EDUCATION
MSW II MID-SEMESTER EVALUATION

Student Name:

Field Instructor:

Agency:

Semester/Year:

Hours Completed to Date:

Competencies and Behaviors	Evaluative Ratings: Field Instructor’s Assessment of Student Behaviors	
Directions: The mid-semester evaluation is based on student progress on the competencies and behaviors using the required field learning tasks. All tasks and behaviors must be completed by the end of the semester.	Select the number and words below that most accurately describe the student's performance.	
The competencies and behaviors below are set forth by the Council on Social Work Education in their Educational Policy and Accreditation Standards (EPAS) for all accredited social work education programs.	3	Above Satisfactory Intern's performance exceeded expectations
	2	Satisfactory Intern’s performance of behavior is meeting expectations
	1	Below Satisfactory Intern’s performance of behavior has not yet met expectations. This rating requires a written explanation in the narrative section below.
	0	Not Yet Started There has not yet been an opportunity for student to engage in this behavior; however, all field learning tasks and behaviors must be completed by the end of the semester. These competencies and behaviors cannot be left for future semesters This rating requires a written Explanation in the narrative section below.

Competency 1: Demonstrate Ethical & Professional Behavior		
Behaviors	Required Field Learning Tasks	Rating

<p>21. Identify and understand professional strengths, limitations, and challenges.</p>	<p>a. Continue to prepare the the weekly Supervision Agenda provided in SOW 6533 and actively participate in supervision by discussing cases and experiences in the agency/program.</p> <p>b. Engage in self-reflection by presenting in supervision a case where personal biases, positionality, and values have impacted client interactions.</p> <p>c. Continue to obtain constructive feedback from Field Instructor on observed professional strengths, limitations, and challenges in order to identify areas for improvement.</p> <p>d. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.</p>	<input type="text"/>
<p>22. Apply ethical decision-making skills to issues specific to clinical social work.</p>	<p>a. Continue to identify possible ethical challenges in clinical practice and discuss with Field Instructor.</p> <p>b. Continuously identify ethical dilemmas as they surface in your clinical practice and analyze them during supervision from different perspectives (client, social worker, supervisor).</p>	<input type="text"/>
<p>23. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being.</p>	<p>a. Engage in self-reflection by presenting in supervision a case where personal biases, positionality, and values have impacted client interactions.</p> <p>b. Continue to identify ways to conduct oneself ethically in the therapeutic relationship and discuss with Field Instructor.</p> <p>c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.</p>	<input type="text"/>
<p>24. Engage in reflective practice and demonstrate professional use of self with clients.</p>	<p>a. Engage in self-reflection by presenting in supervision a case where personal biases, positionality, and values have impacted client interactions.</p> <p>b. Continue to prepare the weekly Supervision Agenda provided in SOW 6533 and include questions regarding their clinical practice and examples of their professional use of self with clients.</p>	<input type="text"/>

	c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.	
25. Communicate professional clinical judgments in oral, written, and electronic format.	<p>a. Continue presenting and discussing client cases in supervision using clinical social work terminology and format.</p> <p>b. Continue to use clear, appropriate, timely communication (written, oral, and electronic) with team members and other professionals involved in client care and request feedback from Field Instructor.</p> <p>c. Continue to complete all required agency/program documentation (assessment, treatment plans, progress notes) within the timeline stated by the Field Instructor and as per agency/program policy.</p> <p>d. Continue to attend agency/program staff meetings and discuss client cases with other professionals using social work terminology and format.</p> <p>e. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.</p>	<input type="text"/>

SAVE WORK

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

Behaviors	Required Field Learning Tasks	Rating
26. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide clinical practice and advocacy.	<p>a. Continue to identify and discuss with Field Instructor the impact of oppression, discrimination, and historical trauma on client and client systems when providing clinical services and advocacy.</p> <p>b. Continue to research evidence-informed interventions connected to assessment findings in relation to clients' intersectional identities.</p> <p>c. Continue to discuss assessment and research findings in supervision and how to use them to guide clinical practice and advocacy.</p>	<input type="text"/>
27. Apply advocacy strategies that identify and eliminate oppressive structural barriers and	a. Identify and discuss in supervision oppressive structural barriers that	<input type="text"/>

promote equitable access to services and resources across systems.	<p>impact access to services and resources across systems and relate it to their clinical practice.</p> <p>b. Continue to discuss advocacy strategies that can be used in work with clients during supervision.</p> <p>c. Continue to engage in strategies that eliminate social, racial, economic, and environmental barriers to promote equitable access to services and resources.</p>	
--	---	--

SAVE WORK

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

Behaviors	Required Field Learning Tasks	Rating
28. Identify and understand the impact of bias, power, privilege, and values on the assessment of psychopathology, risk factors and resilience.	<p>a. Continue to use anti-racist and anti-oppressive lenses to discuss in supervision how dominant culture is normalized and its effects on how psychopathology, risk factors, and resilience are viewed by clinicians and clients.</p> <p>b. Demonstrate understanding of how clients view psychopathology, risk factors, and resilience, as influenced by their cultural identities by discussing with Field Instructor.</p> <p>c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.</p>	<input type="text"/>
29. Explore historical contexts and intersectionality of client's identity by practicing cultural humility and engaging through anti-racist and anti-oppressive frameworks.	<p>a. Continue to research and review literature and media about historical and current contexts and intersectionality of clients' identities.</p> <p>b. Continue to use anti-racist and anti-oppressive lenses to discuss in supervision how historical and current contexts and intersectionality of clients' identities interact with their clinical practice.</p> <p>c. Continue to demonstrate cultural humility during case consultation in supervision by showing understanding of personal biases, positionality, and values so as not to impact client interactions.</p> <p>d. Continue to engage clients to share their backgrounds and lived</p>	<input type="text"/>

	experiences while using their acquired knowledge, cultural humility and anti-racist/anti-oppressive lenses.	
30. Apply skills in clinical practice utilizing an anti-racist, anti-oppressive framework that promotes diversity and equity.	<p>a. Continue to identify and discuss with Field Instructor the impact of oppression, discrimination, and historical trauma on client and client systems when providing clinical services and advocacy.</p> <p>b. Continue to use anti-racist and anti-oppressive lenses to discuss with Field Instructor if interventions are culturally responsive and identify areas for improvement.</p> <p>c. Continue to engage clients to share their backgrounds and lived experiences while using their acquired knowledge, cultural humility and anti-racist/anti-oppressive lenses.</p>	<input type="text"/>

SAVE WORK

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

Behaviors	Required Field Learning Tasks	Rating
31. Use the evidence-based practice process in clinical assessment and intervention with clients.	<p>a. Continue to research evidence-informed, culturally responsive assessments and interventions that are most effective with the client population and discuss in supervision.</p> <p>b. Continue to select appropriate evidence-informed, culturally responsive assessments and interventions, in consultation with Field Instructor, and utilize them with clients.</p>	<input type="text"/>
32. Use research methodology to evaluate clinical practice effectiveness and/or outcomes.	<p>a. Continue to research appropriate culturally responsive evaluative tools for assessing interventions in their clinical practice setting.</p> <p>b. Continue to implement appropriate anti-racist and anti-oppressive evaluation measures to assess intervention effectiveness.</p>	<input type="text"/>

	c. Continue to discuss efficacy of intervention with Field Instructor and identify areas for improvement.	
--	---	--

SAVE WORK

Competency 5: Engage in Policy Practice

Behaviors	Required Field Learning Tasks	Rating
33. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services and clinical practice.	<p>a. Continue to research social welfare policies that impact the delivery of, and access to, social and clinical services at the agency/program using social justice, anti-racist and anti-oppressive lenses.</p> <p>b. Continue to discuss with Field Instructor the impact that the social welfare policies examined above have on the delivery of and access to social and clinical services at the agency/program using social justice, anti-racist and anti-oppressive lenses.</p> <p>c. Continue to use anti-racist and anti-oppressive lenses to present a client case in supervision where a social welfare policy impacted the delivery of and/or access to social and clinical services for that client.</p>	<input type="text"/>
34. Advocate for policies to advance human rights and social, racial, economic, and environmental justice.	<p>a. Continue to discuss with Field Instructor how the social welfare policy identified above impacts clients within the context of racial, economic, social, and/or environmental justice and how to advocate for clients' human rights.</p> <p>b. Continue implementing advocacy strategies identified above with support from Field Instructor.</p>	<input type="text"/>
35. Communicate to stakeholders the implication of policies and policy change in the lives of clients.	<p>a. Continue to identify stakeholders in the community relevant to your client population and discuss in supervision strategies to engage stakeholders.</p>	<input type="text"/>

	b. Participate in one community/stakeholders meeting related to client population.	
--	--	--

SAVE WORK

Competency 6: Engage with Individuals, Families, and Groups

Behaviors	Required Field Learning Tasks	Rating
36. Develop a culturally responsive therapeutic alliance.	a. Continue to demonstrate understanding of the presenting problem from client's cultural perspectives by discussing it with Field Instructor. b. Continue to use culturally responsive, rapport, and trust-building skills during client engagement and present how this was accomplished in supervision. c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.	<input type="text"/>
37. Establish a therapeutic alliance that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.	a. Continue to practice culturally responsive interviewing skills when reflecting content, reframing, and using clarifying questions to establish a professional therapeutic alliance and present how this was accomplished during supervision. b. Continue to explore options and engage client in setting mutually agreed-upon treatment goals. c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.	<input type="text"/>
38. Attend to the interpersonal dynamics and contextual factors that potentially impact the therapeutic alliance.	a. Continue to discuss in supervision how the therapeutic alliance is similar to and/or different from the student/supervisor relationship. b. Continue to utilize supervision to review and process client cases while reflecting on how personal values and experiences may affect the therapeutic alliance.	<input type="text"/>

	<p>c. Continue to examine cases in supervision where the therapeutic alliance may have been adversely affected and explore options to improve them.</p> <p>d. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.</p>	
--	---	--

SAVE WORK

Competency 7: Assess Individuals, Families, and Groups

Behaviors	Required Field Learning Tasks	Rating
39. Use theoretical frameworks to guide bio-psycho-social-spiritual assessment and diagnostic classification systems in the formulation of comprehensive assessments.	<p>a. Continue to use theoretical frameworks when conducting at least 5 comprehensive bio-psycho-social-spiritual assessments.</p> <p>b. Continue to utilize diagnostic criteria to develop diagnoses for client cases and obtain feedback from supervisor.</p> <p>c. Continue to present and discuss assessment and diagnostic findings in supervision to guide case formulation.</p>	<input type="text"/>
40. Identify and articulate clients' strengths and vulnerabilities while examining the role of historical contexts and intersectionality of clients' identities.	<p>a. Continue to use anti-racist and anti-oppressive lenses to discuss in supervision how historical and current contexts and intersectionality impact clients.</p> <p>b. Continue to identify systemic factors that may oppress clients and discuss in supervision.</p> <p>c. Continue to take into account systemic factors, as well as intersectionality of clients' identities, identify clients' strengths and vulnerabilities, and discuss in supervision.</p>	<input type="text"/>
41. Assess clients' capacity, readiness, and motivation for change.	<p>a. Continue presenting cases in supervision and discuss clients' history and patterns of behavior to gain understanding about their capacity, readiness and motivation for change.</p>	<input type="text"/>

	b. Continue to explore barriers to change with clients and discuss in supervision.	
42. Assess clients' coping strategies to manage life situations, circumstances, and events.	a. Continue collaborating with clients to identify their adaptive and maladaptive coping skills. b. Continue discussing with Field Instructor how these coping skills impact client's ability to manage life situations, circumstances, and events.	<input type="text"/>
43. Select and modify appropriate intervention strategies based on continuous clinical assessment.	a. Continuously engage client in discussing progress towards goals and effectiveness of intervention. b. Continue to utilize evidence-informed and culturally responsive assessment techniques to determine effectiveness of interventions. c. Review the above in supervision and discuss how to modify interventions, if needed.	<input type="text"/>
44. Utilize knowledge of psychotropic medications in client assessments.	a. Continue researching medications that are typically used for the most common mental health disorders presented by the clients in the agency/program. b. Continue discussing the use of psychotropic medications, the reason for the choice of medication, and the potential results and side effects, with Field Instructor and/or other mental health professionals at the agency/program.	<input type="text"/>

SAVE WORK

Competency 8: Intervene with Individuals, Families, and Groups

Behaviors	Required Field Learning Tasks	Rating
-----------	-------------------------------	--------

45. Critically evaluate, select, and apply best practices and evidence-based interventions that are culturally responsive to clients' identities and situations.	a. Continue to review evidence-informed and culturally responsive literature about modes of intervention used in agency/program and discuss in supervision. b. Continue to research and review evidence-informed and culturally responsive literature relevant to clients' identities and situations and discuss with Field Instructor. c. Continue to use the above findings to select and apply evidence-informed interventions that are culturally responsive to clients, their identities, and situations.	<input type="text"/>
46. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment.	a. Continue to discuss with Field Instructor how the assessment findings led to the selection of appropriate clinical techniques. b. Continue implementing evidence-informed and culturally responsive clinical interventions in practice with clients.	<input type="text"/>
47. Use interprofessional collaboration and actively participate in coordination of treatment interventions.	a. Continue to attend agency/program interprofessional case conferences to gain further understanding of case conceptualization and actively participate in coordination of treatment interventions. b. Continue to discuss clients' progress and/or barriers to progress with interprofessional treatment team and Field Instructor, to gain deeper understanding of the effectiveness of the intervention.	<input type="text"/>
<div>SAVE WORK</div>		
Competency 9: Evaluate Practice with Individuals, Families, and Groups		
Behaviors	Required Field Learning Tasks	Rating
48. Conduct ongoing evaluation to improve clinical practice.	a. Continue to research appropriate clinical evaluative tools for assessing	<input type="text"/>

	interventions in the agency/program. b. Continue to research and utilize, with Field Instructor approval, a culturally responsive evaluation tool for at least one client case and discuss within supervision.	
49. Use clinical evaluation to analyze and report treatment outcomes.	a. Continue to implement appropriate clinical evaluation measures to assess intervention effectiveness. b. Continue to analyze efficacy of interventions by reviewing treatment outcomes, identify areas for improvement and discuss with Field Instructor.	<input type="text"/>

Narrative Summary

Please identify student strengths.



If the student received any ratings of 0 (Not Yet Started) or 1 (Below Satisfactory), please provide details to explain the reasons for those scores. In your explanation, please cite the behavior for which a 0 or 1 was received and the rationale behind the score.



For each behavior scored as a 0 or 1, please document your efforts thus far to assist the student regarding the behaviors scored 0 or 1, and the student's response.



For each behavior scored as a 0 or 1, please describe what the action plan is for the remainder of the semester to address these areas.



Please add any additional comments that you believe may assist us in evaluating this student's progress.



Field Supervisor Signature [Click to sign Completed Document](#)

Student Signature [Click to sign Completed Document](#)

Seminar Instructor Signature [Click to sign Completed Document](#)

Field Liaison Signature [Click to sign Completed Document](#)

Florida International University
SCHOOL OF SOCIAL WORK OFFICE OF FIELD EDUCATION
MSW III MID-SEMESTER EVALUATION

Student Name:

Field Instructor:

Agency:

Semester/Year:

Hours Completed to Date:

Competencies and Behaviors	Evaluative Ratings: Field Instructor’s Assessment of Student Behaviors													
<p>Directions:</p> <p>The mid-semester evaluation is based on student progress on the competencies and behaviors using the required field learning tasks. All tasks and behaviors must be completed by the end of the semester.</p> <p>The competencies and behaviors below are set forth by the Council on Social Work Education in their Educational Policy and Accreditation Standards (EPAS) for all accredited social work education programs.</p>	<p>Select the number and words below that most accurately describe the student's performance.</p> <table><tr><td>3</td><td>Above Satisfactory</td><td>Intern's performance exceeded expectations</td></tr><tr><td>2</td><td>Satisfactory</td><td>Intern’s performance of behavior is meeting expectations</td></tr><tr><td>1</td><td>Below Satisfactory</td><td>Intern’s performance of behavior has not yet met expectations. This rating requires a written explanation in the narrative section below.</td></tr><tr><td>0</td><td>Not Yet Started</td><td>There has not yet been an opportunity for student to engage in this behavior; however, all field learning tasks and behaviors must be completed by the end of the semester. These competencies and</td></tr></table>		3	Above Satisfactory	Intern's performance exceeded expectations	2	Satisfactory	Intern’s performance of behavior is meeting expectations	1	Below Satisfactory	Intern’s performance of behavior has not yet met expectations. This rating requires a written explanation in the narrative section below.	0	Not Yet Started	There has not yet been an opportunity for student to engage in this behavior; however, all field learning tasks and behaviors must be completed by the end of the semester. These competencies and
3	Above Satisfactory	Intern's performance exceeded expectations												
2	Satisfactory	Intern’s performance of behavior is meeting expectations												
1	Below Satisfactory	Intern’s performance of behavior has not yet met expectations. This rating requires a written explanation in the narrative section below.												
0	Not Yet Started	There has not yet been an opportunity for student to engage in this behavior; however, all field learning tasks and behaviors must be completed by the end of the semester. These competencies and												

behaviors cannot be left for future semesters This rating requires a written Explanation in the narrative section below.

Competency 1: Demonstrate Ethical & Professional Behavior

Behaviors	Required Field Learning Tasks	Rating
21. Identify and understand professional strengths, limitations, and challenges.	<p>a. Continue to prepare the the weekly Supervision Agenda provided in SOW 6534 and actively participate in supervision by discussing cases and experiences in the agency/program.</p> <p>b. Engage in self-reflection by presenting in supervision a case where personal biases, positionality, and values have impacted client interactions.</p> <p>c. Continue to obtain constructive feedback from Field Instructor on observed professional strengths, limitations, and challenges in order to identify areas for improvement.</p> <p>d. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision.</p>	<input type="text"/>
22. Apply ethical decision-making skills to issues specific to clinical social work.	<p>a. Continue to identify possible ethical challenges in clinical practice and discuss with Field Instructor.</p> <p>b. Continuously identify ethical dilemmas as they surface in your clinical practice and analyze them during supervision from different perspectives (client, social worker, supervisor).</p>	<input type="text"/>
23. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being.	<p>a. Engage in self-reflection by presenting in supervision a case where personal biases, positionality, and values have impacted client interactions.</p> <p>b. Continue to identify ways to conduct oneself ethically in the therapeutic relationship and discuss with Field Instructor.</p>	<input type="text"/>

	c. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision.	
24. Engage in reflective practice and demonstrate professional use of self with clients.	<p>a. Engage in self-reflection by presenting in supervision a case where personal biases, positionality, and values have impacted client interactions.</p> <p>b. Continue to prepare the weekly Supervision Agenda provided in SOW 6534 and include questions regarding their clinical practice and examples of their professional use of self with clients.</p> <p>c. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision.</p>	<input type="text"/>
25. Communicate professional clinical judgments in oral, written, and electronic format.	<p>a. Continue presenting and discussing client cases in supervision using clinical social work terminology and format.</p> <p>b. Continue to use clear, appropriate, timely communication (written, oral, and electronic) with team members and other professionals involved in client care and request feedback from Field Instructor.</p> <p>c. Continue to complete all required agency/program documentation (assessment, treatment plans, progress notes) within the timeline stated by the Field Instructor and as per agency/program policy.</p> <p>d. Continue to attend agency/program staff meetings and discuss client cases with other professionals using social work terminology and format.</p> <p>e. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision.</p>	<input type="text"/>
<input type="button" value="SAVE WORK"/>		
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice		
Behaviors	Required Field Learning Tasks	Rating

26. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide clinical practice and advocacy.	<p>a. Continue to identify and discuss with Field Instructor the impact of oppression, discrimination, and historical trauma on client and client systems when providing clinical services and advocacy.</p> <p>b. Continue to research evidence-informed interventions connected to assessment findings in relation to clients' intersectional identities.</p> <p>c. Continue to discuss assessment and research findings in supervision and how to use them to guide clinical practice and advocacy.</p>	<input type="text"/>
27. Apply advocacy strategies that identify and eliminate oppressive structural barriers and promote equitable access to services and resources across systems.	<p>a. Identify and discuss in supervision oppressive structural barriers that impact access to services and resources across systems and relate it to their clinical practice.</p> <p>b. Continue to discuss advocacy strategies that can be used in work with clients during supervision.</p> <p>c. Continue to engage in strategies that eliminate social, racial, economic, and environmental barriers to promote equitable access to services and resources.</p>	<input type="text"/>

SAVE WORK

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

Behaviors	Required Field Learning Tasks	Rating
28. Identify and understand the impact of bias, power, privilege, and values on the assessment of psychopathology, risk factors and resilience.	<p>a. Continue to use anti-racist and anti-oppressive lenses to discuss in supervision how dominant culture is normalized and its effects on how psychopathology, risk factors, and resilience are viewed by clinicians and clients.</p> <p>b. Demonstrate understanding of how clients view psychopathology, risk factors, and resilience, as influenced by their cultural identities by discussing with Field Instructor.</p>	<input type="text"/>

	c. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision.	
29. Explore historical contexts and intersectionality of client's identity by practicing cultural humility and engaging through anti-racist and anti-oppressive frameworks.	<p>a. Continue to research and review literature and media about historical and current contexts and intersectionality of clients' identities.</p> <p>b. Continue to use anti-racist and anti-oppressive lenses to discuss in supervision how historical and current contexts and intersectionality of clients' identities interact with their clinical practice.</p> <p>c. Continue to demonstrate cultural humility during case consultation in supervision by showing understanding of personal biases, positionality, and values so as not to impact client interactions.</p> <p>d. Continue to engage clients to share their backgrounds and lived experiences while using their acquired knowledge, cultural humility and anti-racist/anti-oppressive lenses.</p>	<input type="text"/>
30. Apply skills in clinical practice utilizing an anti-racist, anti-oppressive framework that promotes diversity and equity.	<p>a. Continue to identify and discuss with Field Instructor the impact of oppression, discrimination, and historical trauma on client and client systems when providing clinical services and advocacy.</p> <p>b. Continue to use anti-racist and anti-oppressive lenses to discuss with Field Instructor if interventions are culturally responsive and identify areas for improvement.</p> <p>c. Continue to engage clients to share their backgrounds and lived experiences while using their acquired knowledge, cultural humility and anti-racist/anti-oppressive lenses.</p>	<input type="text"/>
<div>SAVE WORK</div>		
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice		
Behaviors	Required Field Learning Tasks	Rating

31. Use the evidence-based practice process in clinical assessment and intervention with clients.	a. Continue to research evidence-informed, culturally responsive assessments and interventions that are most effective with the client population and discuss in supervision. b. Continue to select appropriate evidence-informed, culturally responsive assessments and interventions, in consultation with Field Instructor, and utilize them with clients.	<input type="text"/>
32. Use research methodology to evaluate clinical practice effectiveness and/or outcomes.	a. Continue to research appropriate culturally responsive evaluative tools for assessing interventions in their clinical practice setting. b. Continue to implement appropriate anti-racist and anti-oppressive evaluation measures to assess intervention effectiveness. c. Continue to discuss efficacy of intervention with Field Instructor and identify areas for improvement.	<input type="text"/>

SAVE WORK

Competency 5: Engage in Policy Practice

Behaviors	Required Field Learning Tasks	Rating
33. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services and clinical practice.	a. Continue to research social welfare policies that impact the delivery of, and access to, social and clinical services at the agency/program using social justice, anti-racist and anti-oppressive lenses. b. Continue to discuss with Field Instructor the impact that the social welfare policies examined above have on the delivery of and access to social and clinical services at the agency/program using social justice, anti-racist and anti-oppressive lenses. c. Continue to use anti-racist and anti-oppressive lenses to present a client case in supervision where a social welfare policy impacted the delivery of and/or access to social and clinical services for that client.	<input type="text"/>

34. Advocate for policies to advance human rights and social, racial, economic, and environmental justice.	a. Continue to discuss with Field Instructor how the social welfare policy identified above impacts clients within the context of racial, economic, social, and/or environmental justice and how to advocate for clients' human rights. b. Continue implementing advocacy strategies identified above with support from Field Instructor.	<input type="text"/>
35. Communicate to stakeholders the implication of policies and policy change in the lives of clients.	a. Continue to identify stakeholders in the community relevant to your client population and discuss in supervision strategies to engage stakeholders. b. Participate in one community/stakeholders meeting related to client population.	<input type="text"/>

SAVE WORK

Competency 6: Engage with Individuals, Families, and Groups

Behaviors	Required Field Learning Tasks	Rating
36. Develop a culturally responsive therapeutic alliance.	a. Continue to demonstrate understanding of the presenting problem from client's cultural perspectives by discussing it with Field Instructor. b. Continue to use culturally responsive, rapport, and trust-building skills during client engagement and present how this was accomplished in supervision. c. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision.	<input type="text"/>
37. Establish a therapeutic alliance that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.	a. Continue to practice culturally responsive interviewing skills when reflecting content, reframing, and using clarifying questions to establish a	<input type="text"/>

	<p>professional therapeutic alliance and present how this was accomplished during supervision.</p> <p>b. Continue to explore options and engage client in setting mutually agreed-upon treatment goals.</p> <p>c. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision.</p>	
38. Attend to the interpersonal dynamics and contextual factors that potentially impact the therapeutic alliance.	<p>a. Continue to discuss in supervision how the therapeutic alliance is similar to and/or different from the student/supervisor relationship.</p> <p>b. Continue to utilize supervision to review and process client cases while reflecting on how personal values and experiences may affect the therapeutic alliance.</p> <p>c. Continue to examine cases in supervision where the therapeutic alliance may have been adversely affected and explore options to improve them.</p> <p>d. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision.</p>	<input type="text"/>
<div>SAVE WORK</div>		
Competency 7: Assess Individuals, Families, and Groups		
Behaviors	Required Field Learning Tasks	Rating
39. Use theoretical frameworks to guide bio-psycho-social-spiritual assessment and diagnostic classification systems in the formulation of comprehensive assessments.	<p>a. Continue to use theoretical frameworks when conducting at least 5 comprehensive bio-psycho-social-spiritual assessments.</p> <p>b. Continue to utilize diagnostic criteria to develop diagnoses for client cases and obtain feedback from supervisor.</p> <p>c. Continue to present and discuss assessment and diagnostic findings in supervision to guide case formulation.</p>	<input type="text"/>

<p>40. Identify and articulate clients' strengths and vulnerabilities while examining the role of historical contexts and intersectionality of clients' identities.</p>	<p>a. Continue to use anti-racist and anti-oppressive lenses to discuss in supervision how historical and current contexts and intersectionality impact clients.</p> <p>b. Continue to identify systemic factors that may oppress clients and discuss in supervision.</p> <p>c. Continue to take into account systemic factors, as well as intersectionality of clients' identities, identify clients' strengths and vulnerabilities, and discuss in supervision.</p>	<input type="text"/>
<p>41. Assess clients' capacity, readiness, and motivation for change.</p>	<p>a. Continue presenting cases in supervision and discuss clients' history and patterns of behavior to gain understanding about their capacity, readiness and motivation for change.</p> <p>b. Continue to explore barriers to change with clients and discuss in supervision.</p>	<input type="text"/>
<p>42. Assess clients' coping strategies to manage life situations, circumstances, and events.</p>	<p>a. Continue collaborating with clients to identify their adaptive and maladaptive coping skills.</p> <p>b. Continue discussing with Field Instructor how these coping skills impact client's ability to manage life situations, circumstances, and events.</p>	<input type="text"/>
<p>43. Select and modify appropriate intervention strategies based on continuous clinical assessment.</p>	<p>a. Continuously engage client in discussing progress towards goals and effectiveness of intervention.</p> <p>b. Continue to utilize evidence-informed and culturally responsive assessment techniques to determine effectiveness of interventions.</p> <p>c. Review the above in supervision and discuss how to modify interventions, if needed.</p>	<input type="text"/>
<p>44. Utilize knowledge of psychotropic medications in client assessments.</p>	<p>a. Continue researching medications that are typically used for the most common mental health disorders presented by the clients in the</p>	<input type="text"/>

	agency/program. b. Continue discussing the use of psychotropic medications, the reason for the choice of medication, and the potential results and side effects, with Field Instructor and/or other mental health professionals at the agency/program.	
--	---	--

SAVE WORK

Competency 8: Intervene with Individuals, Families, and Groups

Behaviors	Required Field Learning Tasks	Rating
45. Critically evaluate, select, and apply best practices and evidence-based interventions that are culturally responsive to clients' identities and situations.	a. Continue to review evidence-informed and culturally responsive literature about modes of intervention used in agency/program and discuss in supervision. b. Continue to research and review evidence-informed and culturally responsive literature relevant to clients' identities and situations and discuss with Field Instructor. c. Continue to use the above findings to select and apply evidence-informed interventions that are culturally responsive to clients, their identities, and situations.	<input type="text"/>
46. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment.	a. Continue to discuss with Field Instructor how the assessment findings led to the selection of appropriate clinical techniques. b. Continue implementing evidence-informed and culturally responsive clinical interventions in practice with clients.	<input type="text"/>
47. Use interprofessional collaboration and actively participate in coordination of treatment interventions.	a. Continue to attend agency/program interprofessional case conferences to gain further understanding of case conceptualization and actively participate in coordination of treatment interventions. b. Continue to discuss clients' progress and/or barriers to progress with	<input type="text"/>

	interprofessional treatment team and Field Instructor, to gain deeper understanding of the effectiveness of the intervention.	
--	---	--

SAVE WORK

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

Behaviors	Required Field Learning Tasks	Rating
48. Conduct ongoing evaluation to improve clinical practice.	a. Continue to research appropriate clinical evaluative tools for assessing interventions in the agency/program. b. Continue to research and utilize, with Field Instructor approval, a culturally responsive evaluation tool for at least one client case and discuss within supervision.	<div></div>
49. Use clinical evaluation to analyze and report treatment outcomes.	a. Continue to implement appropriate clinical evaluation measures to assess intervention effectiveness. b. Continue to analyze efficacy of interventions by reviewing treatment outcomes, identify areas for improvement and discuss with Field Instructor.	<div></div>

Narrative Summary

Please identify student strengths.

If the student received any ratings of 0 (Not Yet Started) or 1 (Below Satisfactory), please provide details to explain the reasons for those scores. In your explanation, please cite the behavior for which a 0 or 1 was received and the rationale behind the score.

For each behavior scored as a 0 or 1, please document your efforts thus far to assist the student regarding the behaviors scored 0 or 1, and the student’s response.

For each behavior scored as a 0 or 1, please describe what the action plan is for the remainder of the semester to address these areas.

Please add any additional comments that you believe may assist us in evaluating this student’s progress.

Field Supervisor Signature [Click to sign Completed Document](#)

Student Signature [Click to sign Completed Document](#)

Seminar Instructor Signature [Click to sign Completed Document](#)

Field Liaison Signature [Click to sign Completed Document](#)

Florida International University
SCHOOL OF SOCIAL WORK OFFICE OF FIELD EDUCATION
MSW I FINAL EVALUATION

Student Name:

Field Instructor:

Agency:

Semester/Year:

Competencies, Behaviors, and Dimensions Directions:	Evaluative Ratings: Field Instructor’s Assessment of Student Behaviors
---	--

The final evaluation is based on student achievement of the competencies, behaviors, and dimensions, using the required field learning tasks. All tasks and behaviors must be completed by the end of the semester. Their purpose is to provide structure, clarity and guidance in achieving the required competencies

The competencies, behaviors, and dimensions below are set forth by the Council on Social Work Education in their Educational Policy and Accreditation Standards (EPAS) for all accredited social work education programs.

Select the **Select the number and words** below that most accurately describe the student's performance.

- | | | |
|---|--------------------|---|
| 5 | Exceptional | Intern excels at this behavior |
| 4 | Above Satisfactory | Intern's performance exceeded expectations |
| 3 | Satisfactory | Intern's performance of behavior meets expectations |
| 2 | Below Satisfactory | Intern's performance of behavior has not yet met expectations; there is evidence the student will be able to do so in the near future. This rating requires an explanation. |
| 1 | Unacceptable | Intern's performance of behavior has not met the expectations and shows no evidence of being able to do so in the near future. This rating requires an explanation. |

SAVE WORK

Competency 1: Demonstrate Ethical and Professional Behavior

Behaviors	Required Field Learning Tasks	Rating
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.	<u>Student will:</u> a. Review the NASW Code of Ethics with Field Instructor and apply the Ethical Standards to client cases in supervision. b. Identify and discuss ongoing ethical dilemmas in the agency/program with Field Instructor in supervision.	<input type="text"/>
2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.	<u>Student will:</u> a. Demonstrate behavior that abides by the NASW Code of Ethics values, principles, and standards.	<input type="text"/>

	<p>b. Provide course syllabi for SOW 5532 to Field Instructor within the first 2 weeks of the semester.</p> <p>c. Dress according to agency/program policy as defined in agency orientation and/or shared by Field Instructor.</p> <p>d. Use clear, appropriate, timely communication (written, oral, electronic) and request feedback from Field Instructor</p> <p>e. Complete all required agency documentation within the timeline stated by the Field Instructor and per agency policy.</p> <p>f. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision</p>	
3. Use technology ethically and appropriately to facilitate practice outcomes.	<p><u>Student will:</u></p> <p>a. Discuss NASW, ASWB, CSWE & CSWA Standards for Technology in Social Work Practice with Field Instructor, apply to a client case, and present that case in supervision.</p> <p>b. Use technology according to agency/program policy, including use of telehealth.</p> <p>c. Review FIU School of Social Work Technology Guidelines for Social Work Interns in Field Education Toolbox for Student Resources on the School website.</p>	<input type="text"/>
4. Use supervision and consultation to guide professional judgment and behavior.	<p><u>Student will:</u></p> <p>a. Complete the Supervision Agenda in the Field Education Toolbox for Field Instructor Resources on the School website and share with Field Instructor prior to supervision every week.</p> <p>b. Actively participate in weekly supervision meetings by presenting the Supervision Agenda items and client cases for constructive feedback and consultation.</p> <p>c. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision</p>	<input type="text"/>
<div>SAVE WORK</div>		
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice		

Behaviors	Required Field Learning Tasks	Rating
5. Advocate for human rights at the individual, family, group, organizational, and community system levels.	<u>Student will:</u> a. Identify a problem related to social, racial, economic, and/or environmental justice for a client population served by the agency/program and discuss how to advocate for human rights at the <i>individual, family, and/or group levels</i> , with Field Instructor. b. Identify a problem related to social, racial, economic, and/or environmental justice for a client population served by the agency/program and discuss how to advocate for human rights at the <i>organizational and community systems levels</i> , with Field Instructor.	<input type="text"/>
6. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	<u>Student will:</u> a. Identify a problem related to social, racial, economic, and/or environmental justice for a client population served by the agency/program and discuss with Field Instructor how to advocate for the client's human rights. b. Identify advocacy strategies to address the client problem identified above and discuss with Field Instructor. c. Implement at least one of the advocacy strategies identified above in consultation with Field Instructor.	<input type="text"/>

SAVE WORK

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in practice.

Behaviors	Required Field Learning Tasks	Rating
7. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	<u>Student will:</u> a. Review at least 3 articles about anti-racist and anti-oppressive social work practice and present best practices to	<input type="text"/>

	<p>Field Instructor.</p> <p>b. Present in supervision how a client’s social positions (oppression and/or privilege) and identities have impacted that client’s life experiences across micro, mezzo, and macro levels.</p> <p>c. Use anti-racist and anti-oppressive practices with individuals, families, groups, organizations, and communities in consultation with Field Instructor.</p> <p>d. Use anti-racist and anti-oppressive lenses to examine a social welfare policy that impacts the delivery and access to social services at the agency/program and discuss with Field Instructor.</p>	
8. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies acknowledging them as experts of their own lived experiences.	<p><u>Student will:</u></p> <p>a. Present in supervision at least 3 personal values, and how they correspond to, or differ from, professional social work values and discuss with Field Instructor how these were managed through self-regulation while interacting with clients.</p> <p>b. Present in supervision at least 3 ways that personal biases, positionality, and values have or might impact client interactions.</p> <p>c. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision.</p>	<input type="text"/>
<div>SAVE WORK</div>		
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice		
Behaviors	Required Field Learning Tasks	Rating
9. Apply research findings to inform and improve practice, policy, and programs.	<p><u>Student will:</u></p> <p>a. Present in supervision the findings from research related to improving practices at the agency/program.</p> <p>b. Use identified, evidence-informed anti-racist and anti-oppressive practices related to target population with guidance from Field Instructor.</p>	<input type="text"/>

	<p>c. Present in supervision the findings from research about how at least one social welfare policy impacts the agency/program and services.</p> <p>d. Use anti-racist and anti-oppressive lenses to present a client case in supervision where a social welfare policy impacted the delivery of and/or access to social services for that client.</p> <p>e. Complete SOW 5324 group proposal assignment (see syllabus), share with Field Instructor, and specifically discuss the evidence base to support the design of the group.</p> <p>f. Discuss the Standards for Social Work Practice with Groups with Field Instructor.</p>	
10. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use of quantitative and qualitative research to advance the purposes of social work. Student will:	<p><u>Student will:</u></p> <p>a. Research how services are provided to clients at the agency/program.</p> <p>b. Identify and present in supervision the impact of inherent biases in the research about client population served.</p> <p>c. Identify and present ethical, culturally informed, anti-racist, and anti-oppressive strategies that address these inherent biases in the research.</p>	<input type="text"/>
<div>SAVE WORK</div>		
Competency 5: Engage in Policy Practice		
Behaviors	Required Field Learning Tasks	Rating
11. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	<p><u>Student will:</u></p> <p>a. Research a social welfare policy that impacts the delivery of, and access to, social services at the agency/program using social justice, anti-racist and anti-oppressive lenses.</p> <p>b. Discuss with Field Instructor the impact that the social welfare policy examined above has on the delivery of and access to social services at the agency/program using social justice, anti-racist and anti-oppressive lenses.</p>	<input type="text"/>

	c. Use anti-racist and anti-oppressive lenses to present a client case in supervision where a social welfare policy impacted the delivery of and/or access to social services for that client.	
12. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	<u>Student will:</u> a. Discuss with Field Instructor how the social welfare policy identified above impacts clients within the context of racial, economic, social, and/or environmental justice and how to advocate for clients' human rights. b. In consultation with Field Instructor, identify advocacy strategies to address the social welfare policy identified above. c. Implement at least one of the advocacy strategies identified above with support from Field Instructor.	

SAVE WORK

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

Behaviors	Required Field Learning Tasks	Rating
13. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies.	<u>Student will:</u> a. Observe/shadow at least 5 staff engagements with clients and discuss within the context of human behavior and person-in-environment factors with Field Instructor. b. Engage with clients assigned by agency/program and present to field instructor application of knowledge of human behavior and person-in-environment frameworks with at least 5 clients. c. Present to Field Instructor the role of interprofessional collaboration for engaging clients and constituencies.	
14. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	<u>Student will:</u> a. Practice culturally responsive interviewing skills when reflecting content, reframing, and using clarifying questions to establish a professional social worker-client relationship and	

	<p>present how this was accomplished during supervision.</p> <p>b. Use culturally responsive, rapport, and trust-building skills during client engagement and present how this was accomplished in supervision.</p> <p>c. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision.</p>	
--	---	--

SAVE WORK

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

Behaviors	Required Field Learning Tasks	Rating
15. Apply theories of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks, when assessing clients and constituencies.	<p><u>Student will:</u></p> <p>a. Complete at least 3 assessments, including the case assessment assignment, and discuss within the context of theories of human behavior and person-in-environment factors with Field Instructor.</p> <p>b. Explore clients' and constituencies' strengths, risk factors, coping skills, and resources from the perspective of the client and present findings in supervision.</p> <p>c. Discuss with Field Instructor the role of interprofessional collaboration in assessing clients and constituencies.</p>	<input type="text"/>
16. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	<p><u>Student will:</u></p> <p>a. Collaboratively develop at least 3 client intervention plans based on assessments and mutually agreed-upon goals and objectives and consult with field instructor for constructive feedback.</p> <p>b. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision.</p>	<input type="text"/>

SAVE WORK

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

Behaviors	Required Field Learning Tasks	Rating
17. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	<u>Student will:</u> a. Shadow Field Instructor and/or staff at the agency/program to observe intervention styles and methods with at least 3 clients and present observations in supervision, seeking clarification/feedback from Field Instructor as needed. b. Use evidence-informed and culturally responsive interventions relevant to the client population with guidance from Field Instructor and/or staff with clients assigned by the agency/program and present in supervision. c. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision.	<input type="text"/>
18. Incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies. Student will:	<u>Student will:</u> a. Advocate for and/or assist clients with self-advocacy at the agency/program. b. Facilitate referrals using culturally responsive approaches for clients assigned by the agency/program with guidance from Field Instructor. c. Create an ecomap based on an assessment and discuss appropriate interventions with Field Instructor.	<input type="text"/>

[SAVE WORK](#)**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Behaviors	Required Field Learning Tasks	Rating
19. Select and use culturally responsive methods for evaluation of outcomes.	<u>Student will:</u> a. Discuss culturally responsive evaluation practices used at	<input type="text"/>

	agency/program with Field Instructor. b. Use culturally responsive evaluation practices identified above with clients and present to field instructor how they applied their knowledge with at least 5 clients. c. Research additional culturally responsive, evidence-informed evaluation measures applicable to client population and consult with Field Instructor during supervision. d. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision.	
20. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	<u>Student will:</u> a. Continually review goals and objectives with clients to monitor progress. b. Discuss intervention outcomes with clients, specifically their thoughts and feelings on reasons and/or barriers for progress and/or barriers. c. Discuss intervention and agency/program outcomes with Field Instructor, specifically looking at multiple perspectives on reasons for progress and/or barriers to progress. d. Use evaluation findings to discuss ways to improve practice effectiveness with individuals, families, groups, organizations, and communities with Field Instructor. e. Make changes to practice based on evaluation findings with individuals, families, groups, organizations, and communities in consultation with Field Instructor.	<input type="text"/>

Narrative Summary

If the student received any ratings of 1 (Unacceptable), 2 (Below Satisfactory), please provide details to explain the reasons for those scores. In your explanation, please cite the behavior for which a 1 or 2 was received and the rationale behind the score.



For each behavior scored as a 1 or 2, please document your efforts to assist the student regarding those behaviors and the student's response.



Overall, what adjectives best describe student’s performance?



Do you see social work as a good fit for this student? Please comment.



Please indicate any recommendations you have regarding considerations for student’s future education or experience.



Please add any additional comments that you believe may assist us in evaluating this student’s progress.



Field Supervisor Signature [Click to sign Completed Document](#)

Student Signature [Click to sign Completed Document](#)

Seminar Instructor Signature [Click to sign Completed Document](#)

Florida International University
SCHOOL OF SOCIAL WORK OFFICE OF FIELD EDUCATION
MSW II FINAL EVALUATION

Student Name:


Field Instructor:

Agency:

Semester/Year:

Competencies and Behaviors	Evaluative Ratings: Field Instructor’s Assessment of Student Behaviors
Directions:	

<p>The final evaluation is based on student achievement of the competencies and behaviors using the required field learning tasks. All tasks and behaviors must be completed by the end of the semester. Their purpose is to provide structure, clarity and guidance in achieving the required competencies</p> <p>The competencies and behaviors below are set forth by the Council on Social Work Education in their Educational Policy and Accreditation Standards (EPAS) for all accredited social work education programs.</p>	<p>Select the Select the number and words below that most accurately describe the student's performance.</p> <table><tr><td>5</td><td>Exceptional</td><td>Intern excels at this behavior</td></tr><tr><td>4</td><td>Above Satisfactory</td><td>Intern's performance exceeded expectations</td></tr><tr><td>3</td><td>Satisfactory</td><td>Intern's performance of behavior meets expectations</td></tr><tr><td>2</td><td>Below Satisfactory</td><td>Intern's performance of behavior has not yet met expectations; there is evidence the student will be able to do so in the near future. This rating requires an explanation.</td></tr><tr><td>1</td><td>Unacceptable</td><td>Intern's performance of behavior has not met the expectations and shows no evidence of being able to do so in the near future. This rating requires an explanation.</td></tr></table>	5	Exceptional	Intern excels at this behavior	4	Above Satisfactory	Intern's performance exceeded expectations	3	Satisfactory	Intern's performance of behavior meets expectations	2	Below Satisfactory	Intern's performance of behavior has not yet met expectations; there is evidence the student will be able to do so in the near future. This rating requires an explanation.	1	Unacceptable	Intern's performance of behavior has not met the expectations and shows no evidence of being able to do so in the near future. This rating requires an explanation.
5	Exceptional	Intern excels at this behavior														
4	Above Satisfactory	Intern's performance exceeded expectations														
3	Satisfactory	Intern's performance of behavior meets expectations														
2	Below Satisfactory	Intern's performance of behavior has not yet met expectations; there is evidence the student will be able to do so in the near future. This rating requires an explanation.														
1	Unacceptable	Intern's performance of behavior has not met the expectations and shows no evidence of being able to do so in the near future. This rating requires an explanation.														

Competency 1: Demonstrate Ethical & Professional Behavior		
Behaviors	Required Field Learning Tasks	Rating
<p>21. Identify and understand professional strengths, limitations, and challenges.</p>	<p>a. Continue to prepare the the weekly Supervision Agenda provided in SOW 6533 and actively participate in supervision by discussing cases and experiences in the agency/program.</p> <p>b. Engage in self-reflection by presenting in supervision a case where personal biases, positionality, and values have impacted client interactions.</p> <p>c. Continue to obtain constructive feedback from Field Instructor on observed professional strengths, limitations, and challenges in order to identify areas for improvement.</p> <p>d. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.</p>	<div> <input type="text"/>  </div>

<p>22. Apply ethical decision-making skills to issues specific to clinical social work.</p>	<p>a. Continue to identify possible ethical challenges in clinical practice and discuss with Field Instructor. b. Continuously identify ethical dilemmas as they surface in your clinical practice and analyze them during supervision from different perspectives (client, social worker, supervisor).</p>	<input type="text"/>
<p>23. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being.</p>	<p>a. Engage in self-reflection by presenting in supervision a case where personal biases, positionality, and values have impacted client interactions. b. Continue to identify ways to conduct oneself ethically in the therapeutic relationship and discuss with Field Instructor. c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.</p>	<input type="text"/>
<p>24. Engage in reflective practice and demonstrate professional use of self with clients.</p>	<p>a. Engage in self-reflection by presenting in supervision a case where personal biases, positionality, and values have impacted client interactions. b. Continue to prepare the weekly Supervision Agenda provided in SOW 6533 and include questions regarding their clinical practice and examples of their professional use of self with clients. c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.</p>	<input type="text"/>
<p>25. Communicate professional clinical judgments in oral, written, and electronic format.</p>	<p>a. Continue presenting and discussing client cases in supervision using clinical social work terminology and format. b. Continue to use clear, appropriate, timely communication (written, oral, and electronic) with team members and other professionals involved in client care and request feedback from Field Instructor. c. Continue to complete all required agency/program documentation (assessment, treatment plans, progress notes) within the timeline stated by the Field Instructor and as per agency/program policy. d. Continue to attend agency/program staff meetings and discuss client</p>	<input type="text"/>

	cases with other professionals using social work terminology and format. e. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.	
--	--	--

SAVE WORK

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

Behaviors	Required Field Learning Tasks	Rating
26. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide clinical practice and advocacy.	a. Continue to identify and discuss with Field Instructor the impact of oppression, discrimination, and historical trauma on client and client systems when providing clinical services and advocacy. b. Continue to research evidence-informed interventions connected to assessment findings in relation to clients' intersectional identities. c. Continue to discuss assessment and research findings in supervision and how to use them to guide clinical practice and advocacy.	<input type="text"/>
27. Apply advocacy strategies that identify and eliminate oppressive structural barriers and promote equitable access to services and resources across systems.	a. Identify and discuss in supervision oppressive structural barriers that impact access to services and resources across systems and relate it to their clinical practice. b. Continue to discuss advocacy strategies that can be used in work with clients during supervision. c. Continue to engage in strategies that eliminate social, racial, economic, and environmental barriers to promote equitable access to services and resources.	<input type="text"/>

SAVE WORK

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

Behaviors	Required Field Learning Tasks	Rating
<p>28. Identify and understand the impact of bias, power, privilege, and values on the assessment of psychopathology, risk factors and resilience.</p>	<p>a. Continue to use anti-racist and anti-oppressive lenses to discuss in supervision how dominant culture is normalized and its effects on how psychopathology, risk factors, and resilience are viewed by clinicians and clients.</p> <p>b. Demonstrate understanding of how clients view psychopathology, risk factors, and resilience, as influenced by their cultural identities by discussing with Field Instructor.</p> <p>c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.</p>	<input data-bbox="1675 264 2001 305" type="text"/>
<p>29. Explore historical contexts and intersectionality of client's identity by practicing cultural humility and engaging through anti-racist and anti-oppressive frameworks.</p>	<p>a. Continue to research and review literature and media about historical and current contexts and intersectionality of clients' identities.</p> <p>b. Continue to use anti-racist and anti-oppressive lenses to discuss in supervision how historical and current contexts and intersectionality of clients' identities interact with their clinical practice.</p> <p>c. Continue to demonstrate cultural humility during case consultation in supervision by showing understanding of personal biases, positionality, and values so as not to impact client interactions.</p> <p>d. Continue to engage clients to share their backgrounds and lived experiences while using their acquired knowledge, cultural humility and anti-racist/anti-oppressive lenses.</p>	<input data-bbox="1675 691 2001 732" type="text"/>
<p>30. Apply skills in clinical practice utilizing an anti-racist, anti-oppressive framework that promotes diversity and equity.</p>	<p>a. Continue to identify and discuss with Field Instructor the impact of oppression, discrimination, and historical trauma on client and client systems when providing clinical services and advocacy.</p> <p>b. Continue to use anti-racist and anti-oppressive lenses to discuss with Field Instructor if interventions are culturally responsive and identify areas for improvement.</p> <p>c. Continue to engage clients to share their backgrounds and lived experiences while using their acquired knowledge, cultural humility and anti-racist/anti-oppressive lenses.</p>	<input data-bbox="1675 1193 2001 1234" type="text"/>

SAVE WORK

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

Behaviors	Required Field Learning Tasks	Rating
31. Use the evidence-based practice process in clinical assessment and intervention with clients.	a. Continue to research evidence-informed, culturally responsive assessments and interventions that are most effective with the client population and discuss in supervision. b. Continue to select appropriate evidence-informed, culturally responsive assessments and interventions, in consultation with Field Instructor, and utilize them with clients.	<input type="text"/>
32. Use research methodology to evaluate clinical practice effectiveness and/or outcomes.	a. Continue to research appropriate culturally responsive evaluative tools for assessing interventions in their clinical practice setting. b. Continue to implement appropriate anti-racist and anti-oppressive evaluation measures to assess intervention effectiveness. c. Continue to discuss efficacy of intervention with Field Instructor and identify areas for improvement.	<input type="text"/>

SAVE WORK

Competency 5: Engage in Policy Practice

Behaviors	Required Field Learning Tasks	Rating
33. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services and clinical practice.	a. Continue to research social welfare policies that impact the delivery of, and access to, social and clinical services at the agency/program using social justice, anti-racist and anti-oppressive lenses.	<input type="text"/>

	<p>b. Continue to discuss with Field Instructor the impact that the social welfare policies examined above have on the delivery of and access to social and clinical services at the agency/program using social justice, anti-racist and anti-oppressive lenses.</p> <p>c. Continue to use anti-racist and anti-oppressive lenses to present a client case in supervision where a social welfare policy impacted the delivery of and/or access to social and clinical services for that client.</p>	
34. Advocate for policies to advance human rights and social, racial, economic, and environmental justice.	<p>a. Continue to discuss with Field Instructor how the social welfare policy identified above impacts clients within the context of racial, economic, social, and/or environmental justice and how to advocate for clients' human rights.</p> <p>b. Continue implementing advocacy strategies identified above with support from Field Instructor.</p>	<input type="text"/>
35. Communicate to stakeholders the implication of policies and policy change in the lives of clients.	<p>a. Continue to identify stakeholders in the community relevant to your client population and discuss in supervision strategies to engage stakeholders.</p> <p>b. Participate in one community/stakeholders meeting related to client population.</p>	<input type="text"/>

SAVE WORK

Competency 6: Engage with Individuals, Families, and Groups

Behaviors	Required Field Learning Tasks	Rating
36. Develop a culturally responsive therapeutic alliance.	<p>a. Continue to demonstrate understanding of the presenting problem from client's cultural perspectives by discussing it with Field Instructor.</p> <p>b. Continue to use culturally responsive, rapport, and trust-building skills during client engagement and present how this was accomplished in</p>	<input type="text"/>

	supervision. c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.	
37. Establish a therapeutic alliance that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.	a. Continue to practice culturally responsive interviewing skills when reflecting content, reframing, and using clarifying questions to establish a professional therapeutic alliance and present how this was accomplished during supervision. b. Continue to explore options and engage client in setting mutually agreed-upon treatment goals. c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.	<input type="text"/>
38. Attend to the interpersonal dynamics and contextual factors that potentially impact the therapeutic alliance.	a. Continue to discuss in supervision how the therapeutic alliance is similar to and/or different from the student/supervisor relationship. b. Continue to utilize supervision to review and process client cases while reflecting on how personal values and experiences may affect the therapeutic alliance. c. Continue to examine cases in supervision where the therapeutic alliance may have been adversely affected and explore options to improve them. d. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.	<input type="text"/>

SAVE WORK

Competency 7: Assess Individuals, Families, and Groups

Behaviors	Required Field Learning Tasks	Rating
39. Use theoretical frameworks to guide bio-psycho-social-spiritual assessment and diagnostic	a. Continue to use theoretical frameworks when conducting at least 5	<input type="text"/>

classification systems in the formulation of comprehensive assessments.	<p>comprehensive bio-psycho-social-spiritual assessments.</p> <p>b. Continue to utilize diagnostic criteria to develop diagnoses for client cases and obtain feedback from supervisor.</p> <p>c. Continue to present and discuss assessment and diagnostic findings in supervision to guide case formulation.</p>	
40. Identify and articulate clients' strengths and vulnerabilities while examining the role of historical contexts and intersectionality of clients' identities.	<p>a. Continue to use anti-racist and anti-oppressive lenses to discuss in supervision how historical and current contexts and intersectionality impact clients.</p> <p>b. Continue to identify systemic factors that may oppress clients and discuss in supervision.</p> <p>c. Continue to take into account systemic factors, as well as intersectionality of clients' identities, identify clients' strengths and vulnerabilities, and discuss in supervision.</p>	<input type="text"/>
41. Assess clients' capacity, readiness, and motivation for change.	<p>a. Continue presenting cases in supervision and discuss clients' history and patterns of behavior to gain understanding about their capacity, readiness and motivation for change.</p> <p>b. Continue to explore barriers to change with clients and discuss in supervision.</p>	<input type="text"/>
42. Assess clients' coping strategies to manage life situations, circumstances, and events.	<p>a. Continue collaborating with clients to identify their adaptive and maladaptive coping skills.</p> <p>b. Continue discussing with Field Instructor how these coping skills impact client's ability to manage life situations, circumstances, and events.</p>	<input type="text"/>
43. Select and modify appropriate intervention strategies based on continuous clinical assessment.	<p>a. Continuously engage client in discussing progress towards goals and effectiveness of intervention.</p> <p>b. Continue to utilize evidence-informed and culturally responsive assessment techniques to determine effectiveness of interventions.</p>	<input type="text"/>

	c. Review the above in supervision and discuss how to modify interventions, if needed.	
44. Utilize knowledge of psychotropic medications in client assessments.	<p>a. Continue researching medications that are typically used for the most common mental health disorders presented by the clients in the agency/program.</p> <p>b. Continue discussing the use of psychotropic medications, the reason for the choice of medication, and the potential results and side effects, with Field Instructor and/or other mental health professionals at the agency/program.</p>	<input type="text"/>

SAVE WORK

Competency 8: Intervene with Individuals, Families, and Groups

Behaviors	Required Field Learning Tasks	Rating
45. Critically evaluate, select, and apply best practices and evidence-based interventions that are culturally responsive to clients' identities and situations.	<p>a. Continue to review evidence-informed and culturally responsive literature about modes of intervention used in agency/program and discuss in supervision.</p> <p>b. Continue to research and review evidence-informed and culturally responsive literature relevant to clients' identities and situations and discuss with Field Instructor.</p> <p>c. Continue to use the above findings to select and apply evidence-informed interventions that are culturally responsive to clients, their identities, and situations.</p>	<input type="text"/>
46. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment.	<p>a. Continue to discuss with Field Instructor how the assessment findings led to the selection of appropriate clinical techniques.</p> <p>b. Continue implementing evidence-informed and culturally responsive clinical interventions in practice with clients.</p>	<input type="text"/>

47. Use interprofessional collaboration and actively participate in coordination of treatment interventions.	a. Continue to attend agency/program interprofessional case conferences to gain further understanding of case conceptualization and actively participate in coordination of treatment interventions. b. Continue to discuss clients' progress and/or barriers to progress with interprofessional treatment team and Field Instructor, to gain deeper understanding of the effectiveness of the intervention.	<input type="text"/>
--	---	----------------------

SAVE WORK

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

Behaviors	Required Field Learning Tasks	Rating
48. Conduct ongoing evaluation to improve clinical practice.	a. Continue to research appropriate clinical evaluative tools for assessing interventions in the agency/program. b. Continue to research and utilize, with Field Instructor approval, a culturally responsive evaluation tool for at least one client case and discuss within supervision.	<input type="text"/>
49. Use clinical evaluation to analyze and report treatment outcomes.	a. Continue to implement appropriate clinical evaluation measures to assess intervention effectiveness. b. Continue to analyze efficacy of interventions by reviewing treatment outcomes, identify areas for improvement and discuss with Field Instructor.	<input type="text"/>

Narrative Summary

If the student received any ratings of 1 (Unacceptable), 2 (Below Satisfactory), please provide details to explain the reasons for those scores. In your explanation, please cite the behavior for which a 1 or 2 was received and the rationale behind the score.



For each behavior scored as a 1 or 2, please document your efforts to assist the student regarding those behaviors and the student’s response.



Overall, what adjectives best describe student’s performance?



Do you see social work as a good fit for this student? Please comment.



Please indicate any recommendations you have regarding considerations for student’s future education or experience.



Please add any additional comments that you believe may assist us in evaluating this student’s progress.



Field Supervisor Signature [Click to sign Completed Document](#)

Student Signature [Click to sign Completed Document](#)

Seminar Instructor Signature [Click to sign Completed Document](#)

Florida International University
SCHOOL OF SOCIAL WORK OFFICE OF FIELD EDUCATION
MSW III FINAL EVALUATION

Student Name:

Field Instructor:

Agency:

Semester/Year:

Competencies and Behaviors

Directions:

The final evaluation is based on student achievement of the competencies and behaviors using the required field learning tasks. All tasks and behaviors must be completed by the end of the semester. Their purpose is to provide structure, clarity and guidance in achieving the required competencies

The competencies and behaviors below are set forth by the Council on Social Work Education in their Educational Policy and Accreditation Standards (EPAS) for all accredited social work education programs.

Evaluative Ratings: Field Instructor's Assessment of Student Behaviors

Select the **Select the number and words** below that most accurately describe the student's performance.

- | | | |
|---|--------------------|---|
| 5 | Exceptional | Intern excels at this behavior |
| 4 | Above Satisfactory | Intern's performance exceeded expectations |
| 3 | Satisfactory | Intern's performance of behavior meets expectations |
| 2 | Below Satisfactory | Intern's performance of behavior has not yet met expectations; there is evidence the student will be able to do so in the near future. This rating requires an explanation. |
| 1 | Unacceptable | Intern's performance of behavior has not met the expectations and shows no evidence of being able to do so in the near future. This rating requires an explanation. |

Competency 1: Demonstrate Ethical & Professional Behavior

Behaviors	Required Field Learning Tasks	Rating
21. Identify and understand professional strengths, limitations, and challenges.	a. Continue to prepare the the weekly Supervision Agenda provided in SOW 6534 and actively participate in supervision by discussing cases and experiences in the agency/program. b. Engage in self-reflection by presenting in supervision a case where	<input type="text"/>

	<p>personal biases, positionality, and values have impacted client interactions.</p> <p>c. Continue to obtain constructive feedback from Field Instructor on observed professional strengths, limitations, and challenges in order to identify areas for improvement.</p> <p>d. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision.</p>	
22. Apply ethical decision-making skills to issues specific to clinical social work.	<p>a. Continue to identify possible ethical challenges in clinical practice and discuss with Field Instructor.</p> <p>b. Continuously identify ethical dilemmas as they surface in your clinical practice and analyze them during supervision from different perspectives (client, social worker, supervisor).</p>	<input type="text"/>
23. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being.	<p>a. Engage in self-reflection by presenting in supervision a case where personal biases, positionality, and values have impacted client interactions.</p> <p>b. Continue to identify ways to conduct oneself ethically in the therapeutic relationship and discuss with Field Instructor.</p> <p>c. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision.</p>	<input type="text"/>
24. Engage in reflective practice and demonstrate professional use of self with clients.	<p>a. Engage in self-reflection by presenting in supervision a case where personal biases, positionality, and values have impacted client interactions.</p> <p>b. Continue to prepare the weekly Supervision Agenda provided in SOW 6534 and include questions regarding their clinical practice and examples of their professional use of self with clients.</p> <p>c. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision.</p>	<input type="text"/>
25. Communicate professional clinical judgments in oral, written, and electronic format.	<p>a. Continue presenting and discussing client cases in supervision using</p>	<input type="text"/>

	<p>clinical social work terminology and format.</p> <p>b. Continue to use clear, appropriate, timely communication (written, oral, and electronic) with team members and other professionals involved in client care and request feedback from Field Instructor.</p> <p>c. Continue to complete all required agency/program documentation (assessment, treatment plans, progress notes) within the timeline stated by the Field Instructor and as per agency/program policy.</p> <p>d. Continue to attend agency/program staff meetings and discuss client cases with other professionals using social work terminology and format.</p> <p>e. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision.</p>	
--	---	--

SAVE WORK

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

Behaviors	Required Field Learning Tasks	Rating
26. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide clinical practice and advocacy.	<p>a. Continue to identify and discuss with Field Instructor the impact of oppression, discrimination, and historical trauma on client and client systems when providing clinical services and advocacy.</p> <p>b. Continue to research evidence-informed interventions connected to assessment findings in relation to clients' intersectional identities.</p> <p>c. Continue to discuss assessment and research findings in supervision and how to use them to guide clinical practice and advocacy.</p>	<input type="text"/>
27. Apply advocacy strategies that identify and eliminate oppressive structural barriers and promote equitable access to services and resources across systems.	<p>a. Identify and discuss in supervision oppressive structural barriers that impact access to services and resources across systems and relate it to their clinical practice.</p> <p>b. Continue to discuss advocacy strategies that can be used in work with clients during supervision.</p> <p>c. Continue to engage in strategies that eliminate social, racial, economic,</p>	<input type="text"/>

	and environmental barriers to promote equitable access to services and resources.	
--	---	--

SAVE WORK

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

Behaviors	Required Field Learning Tasks	Rating
28. Identify and understand the impact of bias, power, privilege, and values on the assessment of psychopathology, risk factors and resilience.	<p>a. Continue to use anti-racist and anti-oppressive lenses to discuss in supervision how dominant culture is normalized and its effects on how psychopathology, risk factors, and resilience are viewed by clinicians and clients.</p> <p>b. Demonstrate understanding of how clients view psychopathology, risk factors, and resilience, as influenced by their cultural identities by discussing with Field Instructor.</p> <p>c. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision.</p>	<input type="text"/>
29. Explore historical contexts and intersectionality of client's identity by practicing cultural humility and engaging through anti-racist and anti-oppressive frameworks.	<p>a. Continue to research and review literature and media about historical and current contexts and intersectionality of clients' identities.</p> <p>b. Continue to use anti-racist and anti-oppressive lenses to discuss in supervision how historical and current contexts and intersectionality of clients' identities interact with their clinical practice.</p> <p>c. Continue to demonstrate cultural humility during case consultation in supervision by showing understanding of personal biases, positionality, and values so as not to impact client interactions.</p> <p>d. Continue to engage clients to share their backgrounds and lived experiences while using their acquired knowledge, cultural humility and anti-racist/anti-oppressive lenses.</p>	<input type="text"/>

30. Apply skills in clinical practice utilizing an anti-racist, anti-oppressive framework that promotes diversity and equity.	<p>a. Continue to identify and discuss with Field Instructor the impact of oppression, discrimination, and historical trauma on client and client systems when providing clinical services and advocacy.</p> <p>b. Continue to use anti-racist and anti-oppressive lenses to discuss with Field Instructor if interventions are culturally responsive and identify areas for improvement.</p> <p>c. Continue to engage clients to share their backgrounds and lived experiences while using their acquired knowledge, cultural humility and anti-racist/anti-oppressive lenses.</p>	<input type="text"/>
---	---	----------------------

SAVE WORK

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

Behaviors	Required Field Learning Tasks	Rating
31. Use the evidence-based practice process in clinical assessment and intervention with clients.	<p>a. Continue to research evidence-informed, culturally responsive assessments and interventions that are most effective with the client population and discuss in supervision.</p> <p>b. Continue to select appropriate evidence-informed, culturally responsive assessments and interventions, in consultation with Field Instructor, and utilize them with clients.</p>	<input type="text"/>
32. Use research methodology to evaluate clinical practice effectiveness and/or outcomes.	<p>a. Continue to research appropriate culturally responsive evaluative tools for assessing interventions in their clinical practice setting.</p> <p>b. Continue to implement appropriate anti-racist and anti-oppressive evaluation measures to assess intervention effectiveness.</p> <p>c. Continue to discuss efficacy of intervention with Field Instructor and identify areas for improvement.</p>	<input type="text"/>

SAVE WORK

Competency 5: Engage in Policy Practice

Behaviors	Required Field Learning Tasks	Rating
33. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services and clinical practice.	<p>a. Continue to research social welfare policies that impact the delivery of, and access to, social and clinical services at the agency/program using social justice, anti-racist and anti-oppressive lenses.</p> <p>b. Continue to discuss with Field Instructor the impact that the social welfare policies examined above have on the delivery of and access to social and clinical services at the agency/program using social justice, anti-racist and anti-oppressive lenses.</p> <p>c. Continue to use anti-racist and anti-oppressive lenses to present a client case in supervision where a social welfare policy impacted the delivery of and/or access to social and clinical services for that client.</p>	<input type="text"/>
34. Advocate for policies to advance human rights and social, racial, economic, and environmental justice.	<p>a. Continue to discuss with Field Instructor how the social welfare policy identified above impacts clients within the context of racial, economic, social, and/or environmental justice and how to advocate for clients' human rights.</p> <p>b. Continue implementing advocacy strategies identified above with support from Field Instructor.</p>	<input type="text"/>
35. Communicate to stakeholders the implication of policies and policy change in the lives of clients.	<p>a. Continue to identify stakeholders in the community relevant to your client population and discuss in supervision strategies to engage stakeholders.</p> <p>b. Participate in one community/stakeholders meeting related to client population.</p>	<input type="text"/>

SAVE WORK

Competency 6: Engage with Individuals, Families, and Groups

Behaviors	Required Field Learning Tasks	Rating
36. Develop a culturally responsive therapeutic alliance.	<ul style="list-style-type: none">a. Continue to demonstrate understanding of the presenting problem from client's cultural perspectives by discussing it with Field Instructor.b. Continue to use culturally responsive, rapport, and trust-building skills during client engagement and present how this was accomplished in supervision.c. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision.	<input type="text"/>
37. Establish a therapeutic alliance that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.	<ul style="list-style-type: none">a. Continue to practice culturally responsive interviewing skills when reflecting content, reframing, and using clarifying questions to establish a professional therapeutic alliance and present how this was accomplished during supervision.b. Continue to explore options and engage client in setting mutually agreed-upon treatment goals.c. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision.	<input type="text"/>
38. Attend to the interpersonal dynamics and contextual factors that potentially impact the therapeutic alliance.	<ul style="list-style-type: none">a. Continue to discuss in supervision how the therapeutic alliance is similar to and/or different from the student/supervisor relationship.b. Continue to utilize supervision to review and process client cases while reflecting on how personal values and experiences may affect the therapeutic alliance.c. Continue to examine cases in supervision where the therapeutic alliance may have been adversely affected and explore options to improve them.	<input type="text"/>

	d. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision.	
--	--	--

SAVE WORK

Competency 7: Assess Individuals, Families, and Groups

Behaviors	Required Field Learning Tasks	Rating
39. Use theoretical frameworks to guide bio-psycho-social-spiritual assessment and diagnostic classification systems in the formulation of comprehensive assessments.	a. Continue to use theoretical frameworks when conducting at least 5 comprehensive bio-psycho-social-spiritual assessments. b. Continue to utilize diagnostic criteria to develop diagnoses for client cases and obtain feedback from supervisor. c. Continue to present and discuss assessment and diagnostic findings in supervision to guide case formulation.	<input type="text"/>
40. Identify and articulate clients' strengths and vulnerabilities while examining the role of historical contexts and intersectionality of clients' identities.	a. Continue to use anti-racist and anti-oppressive lenses to discuss in supervision how historical and current contexts and intersectionality impact clients. b. Continue to identify systemic factors that may oppress clients and discuss in supervision. c. Continue to take into account systemic factors, as well as intersectionality of clients' identities, identify clients' strengths and vulnerabilities, and discuss in supervision.	<input type="text"/>
41. Assess clients' capacity, readiness, and motivation for change.	a. Continue presenting cases in supervision and discuss clients' history and patterns of behavior to gain understanding about their capacity, readiness and motivation for change. b. Continue to explore barriers to change with clients and discuss in supervision.	<input type="text"/>

42. Assess clients' coping strategies to manage life situations, circumstances, and events.	a. Continue collaborating with clients to identify their adaptive and maladaptive coping skills. b. Continue discussing with Field Instructor how these coping skills impact client's ability to manage life situations, circumstances, and events.	<input type="text"/>
43. Select and modify appropriate intervention strategies based on continuous clinical assessment.	a. Continuously engage client in discussing progress towards goals and effectiveness of intervention. b. Continue to utilize evidence-informed and culturally responsive assessment techniques to determine effectiveness of interventions. c. Review the above in supervision and discuss how to modify interventions, if needed.	<input type="text"/>
44. Utilize knowledge of psychotropic medications in client assessments.	a. Continue researching medications that are typically used for the most common mental health disorders presented by the clients in the agency/program. b. Continue discussing the use of psychotropic medications, the reason for the choice of medication, and the potential results and side effects, with Field Instructor and/or other mental health professionals at the agency/program.	<input type="text"/>

SAVE WORK

Competency 8: Intervene with Individuals, Families, and Groups

Behaviors	Required Field Learning Tasks	Rating
45. Critically evaluate, select, and apply best practices and evidence-based interventions that are	a. Continue to review evidence-informed and culturally responsive literature about modes of intervention used in agency/program and	<input type="text"/>

culturally responsive to clients' identities and situations.	<p>discuss in supervision.</p> <p>b. Continue to research and review evidence-informed and culturally responsive literature relevant to clients' identities and situations and discuss with Field Instructor.</p> <p>c. Continue to use the above findings to select and apply evidence-informed interventions that are culturally responsive to clients, their identities, and situations.</p>	
46. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment.	<p>a. Continue to discuss with Field Instructor how the assessment findings led to the selection of appropriate clinical techniques.</p> <p>b. Continue implementing evidence-informed and culturally responsive clinical interventions in practice with clients.</p>	<input type="text"/>
47. Use interprofessional collaboration and actively participate in coordination of treatment interventions.	<p>a. Continue to attend agency/program interprofessional case conferences to gain further understanding of case conceptualization and actively participate in coordination of treatment interventions.</p> <p>b. Continue to discuss clients' progress and/or barriers to progress with interprofessional treatment team and Field Instructor, to gain deeper understanding of the effectiveness of the intervention.</p>	<input type="text"/>

SAVE WORK

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

Behaviors	Required Field Learning Tasks	Rating
48. Conduct ongoing evaluation to improve clinical practice.	<p>a. Continue to research appropriate clinical evaluative tools for assessing interventions in the agency/program.</p> <p>b. Continue to research and utilize, with Field Instructor approval, a culturally responsive evaluation tool for at least one client case and discuss within supervision.</p>	<input type="text"/>

49. Use clinical evaluation to analyze and report treatment outcomes.	a. Continue to implement appropriate clinical evaluation measures to assess intervention effectiveness. b. Continue to analyze efficacy of interventions by reviewing treatment outcomes, identify areas for improvement and discuss with Field Instructor.	<div></div>
---	--	-------------

Narrative Summary

If the student received any ratings of 1 (Unacceptable), 2 (Below Satisfactory), please provide details to explain the reasons for those scores. In your explanation, please cite the behavior for which a 1 or 2 was received and the rationale behind the score.



For each behavior scored as a 1 or 2, please document your efforts to assist the student regarding those behaviors and the student’s response.



Overall, what adjectives best describe student’s performance?



Do you see social work as a good fit for this student? Please comment.



Please indicate any recommendations you have regarding considerations for student’s future education or experience.



Please add any additional comments that you believe may assist us in evaluating this student’s progress.



Field Supervisor Signature

Click to sign Completed Document

Student Signature

Click to sign Completed Document

Seminar Instructor Signature

Click to sign Completed Document

Florida International University
SCHOOL OF SOCIAL WORK OFFICE OF FIELD EDUCATION
MSW I LEARNING CONTRACT

Student's Name:

Field Agency:

SAVE WORK

The Learning Contract is your roadmap for internship and includes all required tasks students must complete this semester. It should be reviewed weekly during supervision to consistently assess whether each task has been completed and/or is in progress.

Competency 1: Demonstrate Ethical and Professional Behavior

Behaviors	Required Field Learning Tasks
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.	<u>Student will:</u> a. Review the NASW Code of Ethics with Field Instructor and apply the Ethical Standards to client cases in supervision. b. Identify and discuss ongoing ethical dilemmas in the agency/program with Field Instructor in supervision.
2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.	<u>Student will:</u> a. Demonstrate behavior that abides by the NASW Code of Ethics values, principles, and standards. b. Provide course syllabi for SOW 5532 to Field Instructor within the first 2

	<p>weeks of the semester.</p> <p>c. Dress according to agency/program policy as defined in agency orientation and/or shared by Field Instructor.</p> <p>d. Use clear, appropriate, timely communication (written, oral, electronic) and request feedback from Field Instructor</p> <p>e. Complete all required agency documentation within the timeline stated by the Field Instructor and per agency policy.</p> <p>f. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision</p>
3. Use technology ethically and appropriately to facilitate practice outcomes.	<p><u>Student will:</u></p> <p>a. Discuss NASW, ASWB, CSWE & CSWA Standards for Technology in Social Work Practice with Field Instructor, apply to a client case, and present that case in supervision.</p> <p>b. Use technology according to agency/program policy, including use of telehealth.</p> <p>c. Review FIU School of Social Work Technology Guidelines for Social Work Interns in Field Education Toolbox for Student Resources on the School website.</p>
4. Use supervision and consultation to guide professional judgment and behavior.	<p><u>Student will:</u></p> <p>a. Complete the Supervision Agenda in the Field Education Toolbox for Field Instructor Resources on the School website and share with Field Instructor prior to supervision every week.</p> <p>b. Actively participate in weekly supervision meetings by presenting the Supervision Agenda items and client cases for constructive feedback and consultation.</p> <p>c. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision</p>
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	
Behaviors	Required Field Learning Tasks

<p>5. Advocate for human rights at the individual, family, group, organizational, and community system levels.</p>	<p><u>Student will:</u></p> <p>a. Identify a problem related to social, racial, economic, and/or environmental justice for a client population served by the agency/program and discuss how to advocate for human rights at the <i>individual, family, and/or group levels</i>, with Field Instructor.</p> <p>b. Identify a problem related to social, racial, economic, and/or environmental justice for a client population served by the agency/program and discuss how to advocate for human rights at the <i>organizational and community systems levels</i>, with Field Instructor.</p>
<p>6. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.</p>	<p><u>Student will:</u></p> <p>a. Identify a problem related to social, racial, economic, and/or environmental justice for a client population served by the agency/program and discuss with Field Instructor how to advocate for the client's human rights.</p> <p>b. Identify advocacy strategies to address the client problem identified above and discuss with Field Instructor.</p> <p>c. Implement at least one of the advocacy strategies identified above in consultation with Field Instructor.</p>
<p>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in practice.</p>	
Behaviors	Required Field Learning Tasks
<p>7. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.</p>	<p><u>Student will:</u></p> <p>a. Review at least 3 articles about anti-racist and anti-oppressive social work practice and present best practices to Field Instructor.</p> <p>b. Present in supervision how a client's social positions (oppression and/or privilege) and identities have impacted that client's life experiences across micro, mezzo, and macro levels.</p> <p>c. Use anti-racist and anti-oppressive practices with individuals, families, groups, organizations, and communities in consultation with Field Instructor.</p> <p>d. Use anti-racist and anti-oppressive lenses to examine a social welfare</p>

	policy that impacts the delivery and access to social services at the agency/program and discuss with Field Instructor.
8. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies acknowledging them as experts of their own lived experiences.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Present in supervision at least 3 personal values, and how they correspond to, or differ from, professional social work values and discuss with Field Instructor how these were managed through self-regulation while interacting with clients. b. Present in supervision at least 3 ways that personal biases, positionality, and values have or might impact client interactions. c. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision.
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	
Behaviors	Required Field Learning Tasks
9. Apply research findings to inform and improve practice, policy, and programs.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Present in supervision the findings from research related to improving practices at the agency/program. b. Use identified, evidence-informed anti-racist and anti-oppressive practices related to target population with guidance from Field Instructor. c. Present in supervision the findings from research about how at least one social welfare policy impacts the agency/program and services. d. Use anti-racist and anti-oppressive lenses to present a client case in supervision where a social welfare policy impacted the delivery of and/or access to social services for that client. e. Complete SOW 5324 group proposal assignment (see syllabus), share with Field Instructor, and specifically discuss the evidence base to support the design of the group. f. Discuss the Standards for Social Work Practice with Groups with Field Instructor.

10. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use of quantitative and qualitative research to advance the purposes of social work. Student will:	<u>Student will:</u> a. Research how services are provided to clients at the agency/program. b. Identify and present in supervision the impact of inherent biases in the research about client population served. c. Identify and present ethical, culturally informed, anti-racist, and anti-oppressive strategies that address these inherent biases in the research.
Competency 5: Engage in Policy Practice	
Behaviors	Required Field Learning Tasks
11. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	<u>Student will:</u> a. Research a social welfare policy that impacts the delivery of, and access to, social services at the agency/program using social justice, anti-racist and anti-oppressive lenses. b. Discuss with Field Instructor the impact that the social welfare policy examined above has on the delivery of and access to social services at the agency/program using social justice, anti-racist and anti-oppressive lenses. c. Use anti-racist and anti-oppressive lenses to present a client case in supervision where a social welfare policy impacted the delivery of and/or access to social services for that client.
12. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	<u>Student will:</u> a. Discuss with Field Instructor how the social welfare policy identified above impacts clients within the context of racial, economic, social, and/or environmental justice and how to advocate for clients' human rights. b. In consultation with Field Instructor, identify advocacy strategies to address the social welfare policy identified above. c. Implement at least one of the advocacy strategies identified above with support from Field Instructor.

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

Behaviors	Required Field Learning Tasks
13. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies.	<u>Student will:</u> a. Observe/shadow at least 5 staff engagements with clients and discuss within the context of human behavior and person-in-environment factors with Field Instructor. b. Engage with clients assigned by agency/program and present to field instructor application of knowledge of human behavior and person-in-environment frameworks with at least 5 clients. c. Present to Field Instructor the role of interprofessional collaboration for engaging clients and constituencies.
14. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	<u>Student will:</u> a. Practice culturally responsive interviewing skills when reflecting content, reframing, and using clarifying questions to establish a professional social worker-client relationship and present how this was accomplished during supervision. b. Use culturally responsive, rapport, and trust-building skills during client engagement and present how this was accomplished in supervision. c. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision.

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

Behaviors	Required Field Learning Tasks
15. Apply theories of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks, when assessing clients and constituencies.	<u>Student will:</u> a. Complete at least 3 assessments, including the case assessment assignment, and discuss within the context of theories of human behavior

	<p>and person-in-environment factors with Field Instructor.</p> <p>b. Explore clients' and constituencies' strengths, risk factors, coping skills, and resources from the perspective of the client and present findings in supervision.</p> <p>c. Discuss with Field Instructor the role of interprofessional collaboration in assessing clients and constituencies.</p>
16. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	<p><u>Student will:</u></p> <p>a. Collaboratively develop at least 3 client intervention plans based on assessments and mutually agreed-upon goals and objectives and consult with field instructor for constructive feedback.</p> <p>b. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision.</p>
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	
Behaviors	Required Field Learning Tasks
17. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	<p><u>Student will:</u></p> <p>a. Shadow Field Instructor and/or staff at the agency/program to observe intervention styles and methods with at least 3 clients and present observations in supervision, seeking clarification/feedback from Field Instructor as needed.</p> <p>b. Use evidence-informed and culturally responsive interventions relevant to the client population with guidance from Field Instructor and/or staff with clients assigned by the agency/program and present in supervision.</p> <p>c. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision.</p>
18. Incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies. Student will:	<p><u>Student will:</u></p> <p>a. Advocate for and/or assist clients with self-advocacy at the agency/program.</p> <p>b. Facilitate referrals using culturally responsive approaches for clients</p>

	<p>assigned by the agency/program with guidance from Field Instructor.</p> <p>c. Create an ecomap based on an assessment and discuss appropriate interventions with Field Instructor.</p>
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	
Behaviors	Required Field Learning Tasks
<p>19. Select and use culturally responsive methods for evaluation of outcomes.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Discuss culturally responsive evaluation practices used at agency/program with Field Instructor. b. Use culturally responsive evaluation practices identified above with clients and present to field instructor how they applied their knowledge with at least 5 clients. c. Research additional culturally responsive, evidence-informed evaluation measures applicable to client population and consult with Field Instructor during supervision. d. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision.
<p>20. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Continually review goals and objectives with clients to monitor progress. b. Discuss intervention outcomes with clients, specifically their thoughts and feelings on reasons and/or barriers for progress and/or barriers. c. Discuss intervention and agency/program outcomes with Field Instructor, specifically looking at multiple perspectives on reasons for progress and/or barriers to progress. d. Use evaluation findings to discuss ways to improve practice effectiveness with individuals, families, groups, organizations, and communities with Field Instructor. e. Make changes to practice based on evaluation findings with individuals, families, groups, organizations, and communities in consultation with Field Instructor.

Student Signature

Click to sign Completed Document

Field Supervisor Signature

Click to sign Completed Document

Seminar Instructor Signature

Click to sign Completed Document

Faculty Field Liaison Signature

Click to sign Completed Document

Florida International University

SCHOOL OF SOCIAL WORK OFFICE OF FIELD EDUCATION

MSW II LEARNING CONTRACT

Student's Name:

Field Agency:

SAVE WORK

Competency 1: Demonstrate Ethical & Professional Behavior	
Behaviors	Required Field Learning Tasks
21. Identify and understand professional strengths, limitations, and challenges.	<div>Student will:</div> <div>a. Continue to prepare the weekly Supervision Agenda provided in SOW 6533 and actively participate in supervision by discussing cases and experiences in the agency/program.</div> <div>b. Engage in self-reflection by presenting in supervision a case where personal biases, positionality, and values have impacted client interactions.</div> <div>c. Continue to obtain constructive feedback from Field Instructor on observed</div>

	<p>professional strengths, limitations, and challenges in order to identify areas for improvement.</p> <p>d. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.</p>
22. Apply ethical decision-making skills to issues specific to clinical social work.	<p><u>Student will:</u></p> <p>a. Continue to identify possible ethical challenges in clinical practice and discuss with Field Instructor.</p> <p>b. Continuously identify ethical dilemmas as they surface in your clinical practice and analyze them during supervision from different perspectives (client, social worker, supervisor).</p>
23. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being.	<p><u>Student will:</u></p> <p>a. Engage in self-reflection by presenting in supervision a case where personal biases, positionality, and values have impacted client interactions.</p> <p>b. Continue to identify ways to conduct oneself ethically in the therapeutic relationship and discuss with Field Instructor.</p> <p>c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.</p>
24. Engage in reflective practice and demonstrate professional use of self with clients.	<p><u>Student will:</u></p> <p>a. Engage in self-reflection by presenting in supervision a case where personal biases, positionality, and values have impacted client interactions.</p> <p>b. Continue to prepare the weekly Supervision Agenda provided in SOW 6533 and include questions regarding their clinical practice and examples of their professional use of self with clients.</p> <p>c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.</p>
25. Communicate professional clinical judgments in oral, written, and electronic format.	<p><u>Student will:</u></p> <p>a. Continue presenting and discussing client cases in supervision using clinical social work terminology and format.</p> <p>b. Continue to use clear, appropriate, timely communication (written, oral, and electronic) with team members and other professionals involved in client care and request feedback from Field Instructor.</p> <p>c. Continue to complete all required agency/program documentation (assessment,</p>

	<p>treatment plans, progress notes) within the timeline stated by the Field Instructor and as per agency/program policy.</p> <p>d. Continue to attend agency/program staff meetings and discuss client cases with other professionals using social work terminology and format.</p> <p>e. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.</p>
--	---

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

Behaviors	Required Field Learning Tasks
26. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide clinical practice and advocacy.	<p><u>Student will:</u></p> <p>a. Continue to identify and discuss with Field Instructor the impact of oppression, discrimination, and historical trauma on client and client systems when providing clinical services and advocacy.</p> <p>b. Continue to research evidence-informed interventions connected to assessment findings in relation to clients' intersectional identities.</p> <p>c. Continue to discuss assessment and research findings in supervision and how to use them to guide clinical practice and advocacy.</p>
27. Apply advocacy strategies that identify and eliminate oppressive structural barriers and promote equitable access to services and resources across systems.	<p><u>Student will:</u></p> <p>a. Identify and discuss in supervision oppressive structural barriers that impact access to services and resources across systems and relate it to their clinical practice.</p> <p>b. Continue to discuss advocacy strategies that can be used in work with clients during supervision.</p> <p>c. Continue to engage in strategies that eliminate social, racial, economic, and environmental barriers to promote equitable access to services and resources.</p>

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

Behaviors	Required Field Learning Tasks
<p>28. Identify and understand the impact of bias, power, privilege, and values on the assessment of psychopathology, risk factors and resilience.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Continue to use anti-racist and anti-oppressive lenses to discuss in supervision how dominant culture is normalized and its effects on how psychopathology, risk factors, and resilience are viewed by clinicians and clients. b. Demonstrate understanding of how clients view psychopathology, risk factors, and resilience, as influenced by their cultural identities by discussing with Field Instructor. c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.
<p>29. Explore historical contexts and intersectionality of client's identity by practicing cultural humility and engaging through anti-racist and anti-oppressive frameworks.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Continue to research and review literature and media about historical and current contexts and intersectionality of clients' identities. b. Continue to use anti-racist and anti-oppressive lenses to discuss in supervision how historical and current contexts and intersectionality of clients' identities interact with their clinical practice. c. Continue to demonstrate cultural humility during case consultation in supervision by showing understanding of personal biases, positionality, and values so as not to impact client interactions. d. Continue to engage clients to share their backgrounds and lived experiences while using their acquired knowledge, cultural humility and anti-racist/anti-oppressive lenses.
<p>30. Apply skills in clinical practice utilizing an anti-racist, anti-oppressive framework that promotes diversity and equity.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Continue to identify and discuss with Field Instructor the impact of oppression, discrimination, and historical trauma on client and client systems when providing clinical services and advocacy. b. Continue to use anti-racist and anti-oppressive lenses to discuss with Field Instructor if interventions are culturally responsive and identify areas for improvement. c. Continue to engage clients to share their backgrounds and lived experiences while using their acquired knowledge, cultural humility and anti-racist/anti-oppressive lenses.
<p>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</p>	

Behaviors	Required Field Learning Tasks
31. Use the evidence-based practice process in clinical assessment and intervention with clients.	<u>Student will:</u> a. Continue to research evidence-informed, culturally responsive assessments and interventions that are most effective with the client population and discuss in supervision. b. Continue to select appropriate evidence-informed, culturally responsive assessments and interventions, in consultation with Field Instructor, and utilize them with clients.
32. Use research methodology to evaluate clinical practice effectiveness and/or outcomes.	<u>Student will:</u> a. Continue to research appropriate culturally responsive evaluative tools for assessing interventions in their clinical practice setting. b. Continue to implement appropriate anti-racist and anti-oppressive evaluation measures to assess intervention effectiveness. c. Continue to discuss efficacy of intervention with Field Instructor and identify areas for improvement.
Competency 5: Engage in Policy Practice	
Behaviors	Required Field Learning Tasks
33. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services and clinical practice.	<u>Student will:</u> a. Continue to research social welfare policies that impact the delivery of, and access to, social and clinical services at the agency/program using social justice, anti-racist and anti-oppressive lenses. b. Continue to discuss with Field Instructor the impact that the social welfare policies examined above have on the delivery of and access to social and clinical services at the agency/program using social justice, anti-racist and anti-oppressive lenses. c. Continue to use anti-racist and anti-oppressive lenses to present a client case in supervision where a social welfare policy impacted the delivery of and/or access to social and clinical services for that client.

34. Advocate for policies to advance human rights and social, racial, economic, and environmental justice.	<u>Student will:</u> a. Continue to discuss with Field Instructor how the social welfare policy identified above impacts clients within the context of racial, economic, social, and/or environmental justice and how to advocate for clients' human rights. b. Continue implementing advocacy strategies identified above with support from Field Instructor.
35. Communicate to stakeholders the implication of policies and policy change in the lives of clients.	<u>Student will:</u> a. Continue to identify stakeholders in the community relevant to your client population and discuss in supervision strategies to engage stakeholders. b. Participate in one community/stakeholders meeting related to client population.
Competency 6: Engage with Individuals, Families, and Groups	
Behaviors	Required Field Learning Tasks
36. Develop a culturally responsive therapeutic alliance.	<u>Student will:</u> a. Continue to demonstrate understanding of the presenting problem from client's cultural perspectives by discussing it with Field Instructor. b. Continue to use culturally responsive, rapport, and trust-building skills during client engagement and present how this was accomplished in supervision. c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.
37. Establish a therapeutic alliance that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.	<u>Student will:</u> a. Continue to practice culturally responsive interviewing skills when reflecting content, reframing, and using clarifying questions to establish a professional therapeutic alliance and present how this was accomplished during supervision. b. Continue to explore options and engage client in setting mutually agreed-upon treatment goals. c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.

38. Attend to the interpersonal dynamics and contextual factors that potentially impact the therapeutic alliance.	<u>Student will:</u> a. Continue to discuss in supervision how the therapeutic alliance is similar to and/or different from the student/supervisor relationship. b. Continue to utilize supervision to review and process client cases while reflecting on how personal values and experiences may affect the therapeutic alliance. c. Continue to examine cases in supervision where the therapeutic alliance may have been adversely affected and explore options to improve them. d. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.
Competency 7: Assess Individuals, Families, and Groups	
Behaviors	Required Field Learning Tasks
39. Use theoretical frameworks to guide bio-psycho-social-spiritual assessment and diagnostic classification systems in the formulation of comprehensive assessments.	<u>Student will:</u> a. Continue to use theoretical frameworks when conducting at least 5 comprehensive bio-psycho-social-spiritual assessments. b. Continue to utilize diagnostic criteria to develop diagnoses for client cases and obtain feedback from supervisor. c. Continue to present and discuss assessment and diagnostic findings in supervision to guide case formulation.
40. Identify and articulate clients' strengths and vulnerabilities while examining the role of historical contexts and intersectionality of clients' identities.	<u>Student will:</u> a. Continue to use anti-racist and anti-oppressive lenses to discuss in supervision how historical and current contexts and intersectionality impact clients. b. Continue to identify systemic factors that may oppress clients and discuss in supervision. c. Continue to take into account systemic factors, as well as intersectionality of clients' identities, identify clients' strengths and vulnerabilities, and discuss in supervision.
41. Assess clients' capacity, readiness, and motivation for change.	<u>Student will:</u> a. Continue presenting cases in supervision and discuss clients' history and patterns of

	<p>behavior to gain understanding about their capacity, readiness and motivation for change.</p> <p>b. Continue to explore barriers to change with clients and discuss in supervision.</p>
42. Assess clients' coping strategies to manage life situations, circumstances, and events.	<p><u>Student will:</u></p> <p>a. Continue collaborating with clients to identify their adaptive and maladaptive coping skills.</p> <p>b. Continue discussing with Field Instructor how these coping skills impact client's ability to manage life situations, circumstances, and events.</p>
43. Select and modify appropriate intervention strategies based on continuous clinical assessment.	<p><u>Student will:</u></p> <p>a. Continuously engage client in discussing progress towards goals and effectiveness of intervention.</p> <p>b. Continue to utilize evidence-informed and culturally responsive assessment techniques to determine effectiveness of interventions.</p> <p>c. Review the above in supervision and discuss how to modify interventions, if needed.</p>
44. Utilize knowledge of psychotropic medications in client assessments.	<p><u>Student will:</u></p> <p>a. Continue researching medications that are typically used for the most common mental health disorders presented by the clients in the agency/program.</p> <p>b. Continue discussing the use of psychotropic medications, the reason for the choice of medication, and the potential results and side effects, with Field Instructor and/or other mental health professionals at the agency/program.</p>
Competency 8: Intervene with Individuals, Families, and Groups	
Behaviors	Required Field Learning Tasks
45. Critically evaluate, select, and apply best practices and evidence-based interventions that are culturally responsive to clients' identities and situations.	<p><u>Student will:</u></p> <p>a. Continue to review evidence-informed and culturally responsive literature about modes of intervention used in agency/program and discuss in supervision.</p> <p>b. Continue to research and review evidence-informed and culturally responsive literature relevant to clients' identities and situations and discuss with Field Instructor.</p>

	c. Continue to use the above findings to select and apply evidence-informed interventions that are culturally responsive to clients, their identities, and situations.
46. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment.	<u>Student will:</u> a. Continue to discuss with Field Instructor how the assessment findings led to the selection of appropriate clinical techniques. b. Continue implementing evidence-informed and culturally responsive clinical interventions in practice with clients.
47. Use interprofessional collaboration and actively participate in coordination of treatment interventions.	<u>Student will:</u> a. Continue to attend agency/program interprofessional case conferences to gain further understanding of case conceptualization and actively participate in coordination of treatment interventions. b. Continue to discuss clients' progress and/or barriers to progress with interprofessional treatment team and Field Instructor, to gain deeper understanding of the effectiveness of the intervention.
Competency 9: Evaluate Practice with Individuals, Families, and Groups	
Behaviors	Required Field Learning Tasks
48. Conduct ongoing evaluation to improve clinical practice.	<u>Student will:</u> a. Continue to research appropriate clinical evaluative tools for assessing interventions in the agency/program. b. Continue to research and utilize, with Field Instructor approval, a culturally responsive evaluation tool for at least one client case and discuss within supervision.
49. Use clinical evaluation to analyze and report treatment outcomes.	<u>Student will:</u> a. Continue to implement appropriate clinical evaluation measures to assess intervention effectiveness. b. Continue to analyze efficacy of interventions by reviewing treatment outcomes, identify areas for improvement and discuss with Field Instructor.

Student Signature Click to sign Completed Document

Field Supervisor Signature Click to sign Completed Document

Seminar Instructor Signature Click to sign Completed Document

Faculty Field Liaison Signature Click to sign Completed Document

Florida International University
SCHOOL OF SOCIAL WORK OFFICE OF FIELD EDUCATION
MSW III LEARNING CONTRACT

Student's Name:

Field Agency:

SAVE WORK

Competency 1: Demonstrate Ethical & Professional Behavior	
Behaviors	Required Field Learning Tasks
21. Identify and understand professional strengths, limitations, and challenges.	<u>Student will:</u> a. Continue to prepare the weekly Supervision Agenda provided in SOW 6533 and actively participate in supervision by discussing cases and experiences in the agency/program. b. Engage in self-reflection by presenting in supervision a case where personal biases, positionality, and values have impacted client interactions.

	<p>c. Continue to obtain constructive feedback from Field Instructor on observed professional strengths, limitations, and challenges in order to identify areas for improvement.</p> <p>d. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.</p>
22. Apply ethical decision-making skills to issues specific to clinical social work.	<p><u>Student will:</u></p> <p>a. Continue to identify possible ethical challenges in clinical practice and discuss with Field Instructor.</p> <p>b. Continuously identify ethical dilemmas as they surface in your clinical practice and analyze them during supervision from different perspectives (client, social worker, supervisor).</p>
23. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being.	<p><u>Student will:</u></p> <p>a. Engage in self-reflection by presenting in supervision a case where personal biases, positionality, and values have impacted client interactions.</p> <p>b. Continue to identify ways to conduct oneself ethically in the therapeutic relationship and discuss with Field Instructor.</p> <p>c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.</p>
24. Engage in reflective practice and demonstrate professional use of self with clients.	<p><u>Student will:</u></p> <p>a. Engage in self-reflection by presenting in supervision a case where personal biases, positionality, and values have impacted client interactions.</p> <p>b. Continue to prepare the weekly Supervision Agenda provided in SOW 6534 and include questions regarding their clinical practice and examples of their professional use of self with clients.</p> <p>c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.</p>
25. Communicate professional clinical judgments in oral, written, and electronic format.	<p><u>Student will:</u></p> <p>a. Continue presenting and discussing client cases in supervision using clinical social work terminology and format.</p> <p>b. Continue to use clear, appropriate, timely communication (written, oral, and electronic) with team members and other professionals involved in client care and request feedback from Field Instructor.</p>

	<p>c. Continue to complete all required agency/program documentation (assessment, treatment plans, progress notes) within the timeline stated by the Field Instructor and as per agency/program policy.</p> <p>d. Continue to attend agency/program staff meetings and discuss client cases with other professionals using social work terminology and format.</p> <p>e. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.</p>
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	
Behaviors	Required Field Learning Tasks
26. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide clinical practice and advocacy.	<p><u>Student will:</u></p> <p>a. Continue to identify and discuss with Field Instructor the impact of oppression, discrimination, and historical trauma on client and client systems when providing clinical services and advocacy.</p> <p>b. Continue to research evidence-informed interventions connected to assessment findings in relation to clients' intersectional identities.</p> <p>c. Continue to discuss assessment and research findings in supervision and how to use them to guide clinical practice and advocacy.</p>
27. Apply advocacy strategies that identify and eliminate oppressive structural barriers and promote equitable access to services and resources across systems.	<p><u>Student will:</u></p> <p>a. Identify and discuss in supervision oppressive structural barriers that impact access to services and resources across systems and relate it to their clinical practice.</p> <p>b. Continue to discuss advocacy strategies that can be used in work with clients during supervision.</p> <p>c. Continue to engage in strategies that eliminate social, racial, economic, and environmental barriers to promote equitable access to services and resources.</p>
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	

Behaviors	Required Field Learning Tasks
<p>28. Identify and understand the impact of bias, power, privilege, and values on the assessment of psychopathology, risk factors and resilience.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Continue to use anti-racist and anti-oppressive lenses to discuss in supervision how dominant culture is normalized and its effects on how psychopathology, risk factors, and resilience are viewed by clinicians and clients. b. Demonstrate understanding of how clients view psychopathology, risk factors, and resilience, as influenced by their cultural identities by discussing with Field Instructor. c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.
<p>29. Explore historical contexts and intersectionality of client's identity by practicing cultural humility and engaging through anti-racist and anti-oppressive frameworks.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Continue to research and review literature and media about historical and current contexts and intersectionality of clients' identities. b. Continue to use anti-racist and anti-oppressive lenses to discuss in supervision how historical and current contexts and intersectionality of clients' identities interact with their clinical practice. c. Continue to demonstrate cultural humility during case consultation in supervision by showing understanding of personal biases, positionality, and values so as not to impact client interactions. d. Continue to engage clients to share their backgrounds and lived experiences while using their acquired knowledge, cultural humility and anti-racist/anti-oppressive lenses.
<p>30. Apply skills in clinical practice utilizing an anti-racist, anti-oppressive framework that promotes diversity and equity.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Continue to identify and discuss with Field Instructor the impact of oppression, discrimination, and historical trauma on client and client systems when providing clinical services and advocacy. b. Continue to use anti-racist and anti-oppressive lenses to discuss with Field Instructor if interventions are culturally responsive and identify areas for improvement. c. Continue to engage clients to share their backgrounds and lived experiences while using their acquired knowledge, cultural humility and anti-racist/anti-oppressive lenses.
<p>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</p>	

Behaviors	Required Field Learning Tasks
31. Use the evidence-based practice process in clinical assessment and intervention with clients.	<u>Student will:</u> a. Continue to research evidence-informed, culturally responsive assessments and interventions that are most effective with the client population and discuss in supervision. b. Continue to select appropriate evidence-informed, culturally responsive assessments and interventions, in consultation with Field Instructor, and utilize them with clients.
32. Use research methodology to evaluate clinical practice effectiveness and/or outcomes.	<u>Student will:</u> a. Continue to research appropriate culturally responsive evaluative tools for assessing interventions in their clinical practice setting. b. Continue to implement appropriate anti-racist and anti-oppressive evaluation measures to assess intervention effectiveness. c. Continue to discuss efficacy of intervention with Field Instructor and identify areas for improvement.
Competency 5: Engage in Policy Practice	
Behaviors	Required Field Learning Tasks
33. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services and clinical practice.	<u>Student will:</u> a. Continue to research social welfare policies that impact the delivery of, and access to, social and clinical services at the agency/program using social justice, anti-racist and anti-oppressive lenses. b. Continue to discuss with Field Instructor the impact that the social welfare policies examined above have on the delivery of and access to social and clinical services at the agency/program using social justice, anti-racist and anti-oppressive lenses. c. Continue to use anti-racist and anti-oppressive lenses to present a client case in supervision where a social welfare policy impacted the delivery of and/or access to social and clinical services for that client.

34. Advocate for policies to advance human rights and social, racial, economic, and environmental justice.	<u>Student will:</u> a. Continue to discuss with Field Instructor how the social welfare policy identified above impacts clients within the context of racial, economic, social, and/or environmental justice and how to advocate for clients' human rights. b. Continue implementing advocacy strategies identified above with support from Field Instructor.
35. Communicate to stakeholders the implication of policies and policy change in the lives of clients.	<u>Student will:</u> a. Continue to identify stakeholders in the community relevant to your client population and discuss in supervision strategies to engage stakeholders. b. Participate in one community/stakeholders meeting related to client population.
Competency 6: Engage with Individuals, Families, and Groups	
Behaviors	Required Field Learning Tasks
36. Develop a culturally responsive therapeutic alliance.	<u>Student will:</u> a. Continue to demonstrate understanding of the presenting problem from client's cultural perspectives by discussing it with Field Instructor. b. Continue to use culturally responsive, rapport, and trust-building skills during client engagement and present how this was accomplished in supervision. c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.
37. Establish a therapeutic alliance that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.	<u>Student will:</u> a. Continue to practice culturally responsive interviewing skills when reflecting content, reframing, and using clarifying questions to establish a professional therapeutic alliance and present how this was accomplished during supervision. b. Continue to explore options and engage client in setting mutually agreed-upon treatment goals. c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.

38. Attend to the interpersonal dynamics and contextual factors that potentially impact the therapeutic alliance.	<u>Student will:</u> a. Continue to discuss in supervision how the therapeutic alliance is similar to and/or different from the student/supervisor relationship. b. Continue to utilize supervision to review and process client cases while reflecting on how personal values and experiences may affect the therapeutic alliance. c. Continue to examine cases in supervision where the therapeutic alliance may have been adversely affected and explore options to improve them. d. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision.
Competency 7: Assess Individuals, Families, and Groups	
Behaviors	Required Field Learning Tasks
39. Use theoretical frameworks to guide bio-psycho-social-spiritual assessment and diagnostic classification systems in the formulation of comprehensive assessments.	<u>Student will:</u> a. Continue to use theoretical frameworks when conducting at least 5 comprehensive bio-psycho-social-spiritual assessments. b. Continue to utilize diagnostic criteria to develop diagnoses for client cases and obtain feedback from supervisor. c. Continue to present and discuss assessment and diagnostic findings in supervision to guide case formulation.
40. Identify and articulate clients' strengths and vulnerabilities while examining the role of historical contexts and intersectionality of clients' identities.	<u>Student will:</u> a. Continue to use anti-racist and anti-oppressive lenses to discuss in supervision how historical and current contexts and intersectionality impact clients. b. Continue to identify systemic factors that may oppress clients and discuss in supervision. c. Continue to take into account systemic factors, as well as intersectionality of clients' identities, identify clients' strengths and vulnerabilities, and discuss in supervision.
41. Assess clients' capacity, readiness, and motivation for change.	<u>Student will:</u> a. Continue presenting cases in supervision and discuss clients' history and patterns of

	<p>behavior to gain understanding about their capacity, readiness and motivation for change.</p> <p>b. Continue to explore barriers to change with clients and discuss in supervision.</p>
42. Assess clients' coping strategies to manage life situations, circumstances, and events.	<p><u>Student will:</u></p> <p>a. Continue collaborating with clients to identify their adaptive and maladaptive coping skills.</p> <p>b. Continue discussing with Field Instructor how these coping skills impact client's ability to manage life situations, circumstances, and events.</p>
43. Select and modify appropriate intervention strategies based on continuous clinical assessment.	<p><u>Student will:</u></p> <p>a. Continuously engage client in discussing progress towards goals and effectiveness of intervention.</p> <p>b. Continue to utilize evidence-informed and culturally responsive assessment techniques to determine effectiveness of interventions.</p> <p>c. Review the above in supervision and discuss how to modify interventions, if needed.</p>
44. Utilize knowledge of psychotropic medications in client assessments.	<p><u>Student will:</u></p> <p>a. Continue researching medications that are typically used for the most common mental health disorders presented by the clients in the agency/program.</p> <p>b. Continue discussing the use of psychotropic medications, the reason for the choice of medication, and the potential results and side effects, with Field Instructor and/or other mental health professionals at the agency/program.</p>
Competency 8: Intervene with Individuals, Families, and Groups	
Behaviors	Required Field Learning Tasks
45. Critically evaluate, select, and apply best practices and evidence-based interventions that are culturally responsive to clients' identities and situations.	<p><u>Student will:</u></p> <p>a. Continue to review evidence-informed and culturally responsive literature about modes of intervention used in agency/program and discuss in supervision.</p> <p>b. Continue to research and review evidence-informed and culturally responsive literature relevant to clients' identities and situations and discuss with Field Instructor.</p>

	c. Continue to use the above findings to select and apply evidence-informed interventions that are culturally responsive to clients, their identities, and situations.
46. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment.	<u>Student will:</u> a. Continue to discuss with Field Instructor how the assessment findings led to the selection of appropriate clinical techniques. b. Continue implementing evidence-informed and culturally responsive clinical interventions in practice with clients.
47. Use interprofessional collaboration and actively participate in coordination of treatment interventions.	<u>Student will:</u> a. Continue to attend agency/program interprofessional case conferences to gain further understanding of case conceptualization and actively participate in coordination of treatment interventions. b. Continue to discuss clients' progress and/or barriers to progress with interprofessional treatment team and Field Instructor, to gain deeper understanding of the effectiveness of the intervention.
Competency 9: Evaluate Practice with Individuals, Families, and Groups	
Behaviors	Required Field Learning Tasks
48. Conduct ongoing evaluation to improve clinical practice.	<u>Student will:</u> a. Continue to research appropriate clinical evaluative tools for assessing interventions in the agency/program. b. Continue to research and utilize, with Field Instructor approval, a culturally responsive evaluation tool for at least one client case and discuss within supervision.
49. Use clinical evaluation to analyze and report treatment outcomes.	<u>Student will:</u> a. Continue to implement appropriate clinical evaluation measures to assess intervention effectiveness. b. Continue to analyze efficacy of interventions by reviewing treatment outcomes, identify areas for improvement and discuss with Field Instructor.

Student Signature

Click to sign Completed Document

Field Supervisor Signature

Click to sign Completed Document

Seminar Instructor Signature

Click to sign Completed Document

Faculty Field Liaison Signature

Click to sign Completed Document

**ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH AND SOCIAL WORK FLORIDA INTERNATIONAL
UNIVERSITY
SCHOOL OF SOCIAL WORK**

LOG OF HOURS

Please maintain a record of all your practicum time. Enter your cumulative hours on a weekly basis. Make sure both you and your Field Instructor initial each week. This log, upon completion of the practicum, must be signed by you and your Field Instructor and submitted to the Field Office or Seminar Instructor by the date indicated on your syllabus.

Name Student ID #

Level: BSSW I _____ MSW I _____ Total Hours:
 BSSWII _____ MSW II _____
 MSW III _____

DATES	TOTAL HOURS PER WEEK	FIELD INSTRUCTOR INITIALS	STUDENT INITIALS
Week 1: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 2: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 3: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 4: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 5: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 6: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 7: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 8: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Week 9:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 10:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 11:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 12:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 13:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 14:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

131

Week 15*:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 16*:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

*Summer does not include weeks 15 & 16.

I submit this as an accurate record of my cumulative practicum hours during the Semester, (year).

Student's Signature: _____

Student Name: _____

Field Instructor's Signature: _____

Field Instructor Name: _____

Seminar Instructor's Signature: _____

Seminar Instructor Name: _____

Student Name:

Field Instructor: Agency: Semester/Year:

Hours Completed to Date:

**ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH AND SOCIAL WORK
FLORIDA INTERNATIONAL UNIVERSITY
SCHOOL OF SOCIAL WORK**

NEW AGENCY SITE VISIT REPORT

Date of visit: _____ **Field Faculty at Visit:** _____

Agency Staff met with at visit: _____

1. General Agency Data

Agency Name:	
Address:	
Phone:	
Fax:	
Contact Person:	
Contact Phone:	
Contact Fax:	
Contact E-Mail:	

2. Agency Setting

Child Welfare/Family Services	
Elderly Services	
Health Care	
Mental Health	
Developmental Disabilities	
Addictions	
Justice System	
Other:	

3. Target Population

Children	
Adolescents	
Adults	
Elderly	

4. Agency Description

--

--

Does the agency have other social work interns?
 ___ Yes ___ No If yes, from what universities? _____

5. Program Names/Descriptions

6. Field Instructor Information

Name:	
Address:	
Phone:	
Fax:	
E-mail:	

Does the Field Instructor have an MSW with two years post-graduate experience?
 ___ Yes ___ No (attach CV)

Is the Field Instructor licensed?
 ___ Yes ___ No (note: not a requirement)

Has the Field Instructor attended a Field Instructor's Training?
 ___ Yes ___ No If yes, where and when? _____

Has the Field Instructor ever served as a Field Instructor before?
 ___ Yes ___ No If yes, when and for what university? _____

Will a Task Supervisor be utilized?
 ___ Yes ___ No If yes, name/phone/email/degree: _____

7. Modalities/Tasks Available to Students

Case Management	
Information and Referral	
Assessment	
Group Facilitation/Co-Facilitation	

Individual Counseling	
Family Interaction/Counseling	
Couples Counseling	
Macro Activities	
Other:	

8. Student Requirements

What level student is appropriate for this agency? ____ BSSW ____ MSW I ____ MSW II

If level differs with program, explain here:

Are background checks required? ____ Yes ____ No If yes, cost to student? \$ _____

Are drug tests required? ____ Yes ____ No If yes, cost to student? \$ _____

Is mileage reimbursed by agency? ____ Yes ____ No

Is there a fee for parking? ____ Yes ____ No If yes, cost to student? \$ _____

Is there a required orientation? ____ Yes ____ No If yes, by when do the students need to complete it and how long is it? _____ When is it offered?

Hours available (specify if after hours/weekends):

9. Final Evaluation

Does this site appear to provide a valuable learning opportunity for our students?

____ Yes ____ No

Does the site appear to provide appropriate supervision for our students?

____ Yes ____ No

Does the site demonstrate a commitment to the students' learning?

____ Yes ____ No

If yes to all of the above, initiate the affiliation process. Date initiated: _____

If no on any of above, elaborate: _____

Any additional concerns about the site or Field Instruction? _____

Additional comments: _____

Printed Name of Field Faculty

Signature of Field Faculty

**ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH AND SOCIAL WORK
FLORIDA INTERNATIONAL UNIVERSITY
SCHOOL OF SOCIAL WORK**

SAFETY IN PRACTICUM CHECKLIST

Student Name: _____

Safety at the Practicum Agency

- ☐ Student has read and discussed with the Field Instructor the safety related policies and procedures for the practicum agency.
- ☐ Student has read and discussed with the Field Instructor the policies and reporting procedures related to sexual harassment in the practicum agency.
- ☐ Student has discussed with the Field Instructor and practiced how to enter and leave the building safely (including after dark).
- ☐ Student has discussed with the Field Instructor and practiced the check-in and check-out procedures.
- ☐ Student has learned any internal code asking for help (i.e. Dr. Armstrong is needed in room)
- ☐ Student has discussed with the Field Instructor if it is acceptable to work with client with the door open.
- ☐ Student has learned the procedures for handling blood related incidents (bloody noses, etc.).
- ☐ Student knows where the nearest fire extinguisher is; nearest stairway?
- ☐ Student has learned what to do and where to go in case of a fire (or fire drill) or any mandatory evacuation of the building.
- ☐ Student has discussed with the Field Instructor and knows what to do if another staff person makes them feel unsafe or uncomfortable.
- ☐ Student knows where emergency numbers are posted (police, fire department, and poison control).
- ☐ Student knows how to contact the Field Instructor in case of an emergency and knows who to contact in lieu of the Field Instructor if Field Instructor is unavailable.
- ☐ Student has read or been familiarized with the process of reporting injury at the placement agency.
- ☐ Student has discussed and practiced with Field Instructor how to deescalate angry clients.
- ☐ Student has read or been familiarized with the agency policy in regards to clients who are inebriated or high (does the client have to leave, what if client will not leave, are clients encouraged to stay).

- ☐ Student has discussed and practiced with Field Instructor how to safely position self in office (access to the door).
- ☐ Student has been shown how to use the building security.
- ☐ Student has been shown how to use the phone to access help.
- ☐ Student has discussed with Field Instructor what to do when clients make threats towards others or themselves.
- ☐ Student has been shown how to document incidents or threats.
- ☐ Student has been told who to contact at the agency when there is an incident or threat.
- ☐ Student has been told when to inform the Field Instructor and Field Liaison.
- ☐ Student has read and/or discussed what the procedure is if there is a suspicion that someone has a weapon.
- ☐ Student has been shown where to store personal items (purse).

Safety in the Community

- ☐ Student has read and discussed with the Field Instructor the agency's policies and procedures for safety in the community.
- ☐ Student is aware of the following standard community safety practices:
 - Car readiness (gas checked, well maintained, GPS/map available)
 - Park car facing out to easily leave if necessary
 - Have a charged cell phone easily accessible with 911 on speed dial
 - Drive through the community before stopping (note where there is a grocery store, community center; who is outside, are there large groups gathering)
 - Leave purse somewhere else (if student leaves it in the back of the car, place it there prior to arriving at the home or in the community)
 - Walk confidently to the home, using your eyes to scan around you
 - Do not dally getting in and out of your car (this is not the time to call the next client); have keys in hand when approaching the car
 - Wear minimal jewelry
 - Park where you can easily get out and will not be blocked in (no dead end streets)
- ☐ Student has discussed with the Field Instructor what the policy is about leaving the community if they are uncomfortable.
- ☐ Student understands to leave a daily plan at the office with Field Instructor or Task Supervisor with phone numbers attached.
- ☐ Student has been shown how to document incidents or threats.
- ☐ Student has been told who to contact at the agency when there is an incident or threat.

- ☐ Student has been told when to inform the Field Instructor and Field Liaison.
- ☐ Student knows how to contact the Field Instructor in case of an emergency and knows who to contact in lieu of the Field Instructor if Field Instructor is unavailable.
- ☐ Student has read or been familiarized with the process of reporting injury at the placement agency.

Safety in a Client's Home

- ☐ Student is aware of the following standard home visit safety practices:
 - Engage your client
 - Respect their space and property
 - Show concern about them and their situation
 - Being a judge or jury does not enhance your safety
 - Be aware of who else is in the house when you are there
 - When in a potentially hostile environment, maintain an arm and leg length distance between you and others
 - Humor is a great gift (though be sensitive)
 - If you sense a safety issue, find something to agree about with the client (you don't have to make your point)
 - It is sometimes fine to appropriately discuss your safety concerns with clients; they can be helpful with best place to park, when it is best to come.
- ☐ Student has discussed with the Field Instructor what the policy is about leaving the home if they are uncomfortable.
- ☐ Student has read or been familiarized with the agency policy in regards to clients who are inebriated or high (the student should always leave but how should you handle afterwards)
- ☐ Student has discussed and practiced with Field Instructor how to safely position self in homes (access to the door until you know the situation).
- ☐ Student has discussed with the Field Instructor when it is okay with the agency to ask to meet a client away from their home (i.e. nearest McDonald's, at a park, etc.)

Safety within Yourself

- ☐ Student has designed a self-care plan for themselves (exercise, nutrition, support, rest, meditation)
- ☐ Student has discussed boundaries with the Field Instructor (internship vs. personal) and has reflected on personal boundaries (social, work/school/internship/family expectations)
- ☐ Student and Field Instructor have discussed compassion fatigue and how to handle (ex. laying down concerns about clients at the end of the day)

Student Signature: _____

Field Instructor Signature: _____

Field Liaison Signature: _____

**Florida International University
School of Social Work - Site Visit Report**

☐ BSW I ☐ BSW II ☐ MSW I ☐ MSW II ☐ MSW III

Student Name:


Agency:

Field Instructor:

Date:

Liaison:

Present During the Site Visit: Field Instructor ☐ Student ☐ Task
Supervisor ☐ Other:

Student Performance:	
Progress towards core competencies and completion of practice behaviors as evidenced by discussion of learning contract at site visit:	
Competency 1 – Demonstrate Ethical & Professional Behavior	<input type="text"/>
Competency 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice	<input type="text"/>
Competency 3 – Engage Anti-racism, Diversity, Equity, and Inclusion (ADEI) in Practice	<input type="text"/>
Competency 4 – Engage in Practice-Informed Research and Research-Informed Practice	<input type="text"/>
Competency 5 – Engage in Policy Practice	<input type="text"/>
Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities	<input type="text"/>
Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities	<input type="text"/>
Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities	<input type="text"/>
Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	<input type="text"/>
Please elaborate on those areas indicated above as unmet or partially met and/or identify others: 	

Additional actions required at this time (please check all that apply and document in IPT):

Performance Improvement Plan: ☐

Follow-up Phone Call: ☐

Additional site visit: ☐

Other: ☐



Liaison Signature:

[Click to sign Completed Document](#)

**Florida International University
SCHOOL OF SOCIAL WORK OFFICE OF FIELD EDUCATION**

EVALUATION OF FIELD PRACTICUM EXPERIENCE

Student's Name:

Field Agency:


[SAVE WORK](#)

Please select the responses that best describe your field experience using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

1. My field agency...


a.	Provided a work environment that supported my role as a student intern.	<input type="text"/>
b.	Provided adequate resources for good learning (space, supplies, telephone, access to agency records).	<input type="text"/>
c.	Provided orientation to the agency's mission, philosophy and goals.	<input type="text"/>
d.	Reflected the values of social work.	<input type="text"/>

e.	Provided my field instructor adequate release time for my field instruction.	<input type="text"/>
f.	Provided at least 75% direct client contact (telephone, in-person)	<input type="text"/>
g.	Provided an environment that was respectful to and inclusive of me	<input type="text"/>
h.	Comments: 	

[SAVE WORK](#)

2. My Field Instructor...


a.	Facilitated an open learning environment.	<input type="text"/>
b.	Provided me with an orientation to the field placement.	<input type="text"/>
c.	Went over agency safety plan with me.	<input type="text"/>
d.	Took the time to inquire about my learning needs and learning style.	<input type="text"/>
e.	Listened and accepted student feedback.	<input type="text"/>
f.	Was accessible for discussion, questions, etc.	<input type="text"/>
g.	Provided 1 hour per week for supervision (group or individual for BSSW/MSW I and individually for MSW II/III) and honored scheduled meetings with me.	<input type="text"/>
h.	Kept me sufficiently informed of case(s), agency policy and procedures.	<input type="text"/>
i.	Informed me of expectations regarding my performance.	<input type="text"/>
j.	Demonstrated good professional social work knowledge.	<input type="text"/>
k.	Assisted me in becoming part of the agency culture/team.	<input type="text"/>

l.	Provided adequate training in order for me to carry out assignments.	<input type="text"/>
m.	Honored my role as a student and supported the completion of my learning contract.	<input type="text"/>
n.	Provided diverse and challenging assignments.	<input type="text"/>
o.	Assigned tasks appropriate for my level of practice.	<input type="text"/>
p.	Was effective in providing training on the NASW Code of Ethics.	<input type="text"/>
q.	Was effective in providing information on cultural competency and cultural humility	<input type="text"/>
r.	Maintained professional boundaries (avoided dual relationships).	<input type="text"/>
s.	Provided an environment that was respectful to and inclusive of me.	<input type="text"/>
t.	Comments: 	

SAVE WORK

3. I was able to...

a.	Demonstrate ethical and professional behavior.	<input type="text"/>
b.	Advance Human Rights and Social, Racial, Economic, and Environmental Justice.	<input type="text"/>
c.	Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in practice.	<input type="text"/>
d.	Engage in Practice-Informed Research and Research-Informed Practice.	<input type="text"/>
e.	Engage in policy practice.	<input type="text"/>
f.	Engage with individuals, families, groups, organizations, and communities.	<input type="text"/>

g.	Assess individuals, families, groups, organizations, and communities.	<input type="text"/>
h.	Intervene with individuals, families, groups, organizations, and communities.	<input type="text"/>
i.	Evaluate practice with individuals, families, groups, organizations, and communities.	<input type="text"/>
j.	Comments: 	

SAVE WORK

4. Overall field experience:

Overall, how would you rate your field experience at this agency?	<input type="text"/>
---	----------------------

5. Would you recommend this internship to another social work intern?

6. Were the following methods used in supervision?


a.	Self-report by student	<input type="text"/>
b.	Direct observation by field instructor	<input type="text"/>
c.	Process recordings	<input type="text"/>
d.	Co-facilitation with task supervisor(s)	<input type="text"/>
e.	Supervision Agenda	<input type="text"/>

7. Describe how supervision could have been improved:

Comments/issues/concerns: 


8. My University Field Liaison...

a.	Explained role and responsibilities as a university field supervisor.	<input type="text"/>
----	---	----------------------

b.	Provided me with contact information.	<input type="text"/>
c.	Was accessible when I requested consultation or assistance.	<input type="text"/>
d.	Provided my agency field supervisor and me with information/clarification on FIU's field policies.	<input type="text"/>
e.	Was fair in his or her intervention and mediation when there were issues between my agency field supervisor and me.	<input type="text"/>
f.	Provided an environment that was respectful to and inclusive of me.	<input type="text"/>
g.	Comments: 	

[SAVE WORK](#)

9. My Field Education Office...

a.	Was knowledgeable in field policy	<input type="text"/>
b.	Provided adequate field orientation	<input type="text"/>
c.	Provided assistance/support to me and my field instructor	<input type="text"/>
d.	Was fair in intervention and mediation when issues were presented	<input type="text"/>
e.	Provided an environment that was respectful to and inclusive of me.	<input type="text"/>
f.	Comments: 	

**ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH AND SOCIAL WORK
FLORIDA INTERNATIONAL UNIVERSITY**

SCHOOL OF SOCIAL WORK

LOG OF SUPERVISION HOURS FOR FIELD PRACTICUM

Please maintain a record of all your weekly supervision times. Enter your supervision date, time, and type on a weekly basis. Make sure both you and your Field Instructor initial each week. This log, upon completion of the practicum, must be signed by you and your Field Instructor and submitted to the Field Office or your Seminar Instructor by the date on your syllabus.

Name Student ID #

Level: ▼

Week	Date	Time (e.g. 1-2pm)	Type (individual or group)	Student Initials	Field Instructor Initials
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
13	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
14	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
15	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

16	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----	----------------------	----------------------	----------------------	----------------------	----------------------

*Summer does not include weeks 15 & 16.

I submit this as an accurate record of my supervision hours during
the Semester, (year).

Student's Signature: _____

Student Name: _____

Field Instructor's Signature: _____

Field Instructor Name: _____

Seminar Instructor's Signature: _____

Seminar Instructor Name: _____

**ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH AND SOCIAL WORK
FLORIDA INTERNATIONAL UNIVERSITY
SCHOOL OF SOCIAL WORK**

TASK SUPERVISOR'S CHECKLIST

Prior to student(s) beginning at your agency:

- ☐ Review with Field Instructor the semester start and end dates, student schedule, relevant field policies (see field manuals at <https://stempel.fiu.edu/academics/school-social-work/>)
- ☐ Review the learning contracts (including competencies, practice behaviors and corresponding required tasks), checklists, and evaluations that correspond to the level of the student(s) with whom you will be working; discuss with Field Instructor
- ☐ Discuss with Field Instructor appropriate learning tasks for the student(s) for this semester
- ☐ Introduce yourself to the student prior to first day of placement

During the first two weeks of practicum:

- ☐ Provide student with a tour of the facility and introduce them to other staff
- ☐ Provide student with any agency manuals or handbooks
- └ Discuss with student how best to contact you (via email, phone, text, etc.) and differentiate your role from the Field Instructor's
- └ Determine how you will track student's time (sign-in sheet)

Throughout the practicum experience:

- └ Provide Field Instructor with update on student's progress on a weekly basis
- └ Check student's attendance and timeliness
- ☐ Be proactive in providing student and Field Instructor any necessary feedback promptly
- ☐ Check with Field Instructor what learning opportunities the student needs to be having

At mid-semester:

- ☐ Provide Field Instructor and student feedback regarding mid-semester progress
- └ Plan with Field Instructor and student regarding the rest of the semester's learning opportunities and expectations

At the end of the semester:

- ☐ Provide Field Instructor and student feedback regarding progress for final evaluation and attendance
- └ Plan with Field Instructor and student regarding the next semester's learning

opportunities and expectations (if applicable)

APPENDIX B

Affiliated Agencies (Subject to change)

211 Miami - Jewish Community Services (JCS)
ABC's for Success, LLC
Academir Charter School
Active Community Health Center
Advocacy Network on Disabilities, The
Alliance for GLBTQ Youth
ALS-Accelerated Learning Solutions, Inc.
Anaga Psychotherapy Center
Archways, Inc
AYUDA
Banyan Health Systems Broward Adult Residential
Banyan Health Systems CERP
Banyan Health Systems CSU, SPA
Banyan Health Systems Dade Chase Adult Residential
Banyan Health Systems Outpatient Services
Banyan Health Systems, Inc./Broward Outpatient
Banyan Treatment Center
Baptist Hospital
BARC-Broward Addiction Recovery Center
Better Way of Miami
Big Brothers, Big Sisters of Miami

Borinquen Medical Center
Brain Center (Neuroscience Centers of FL Foundation, Inc.)
BridgePrep Academy
Broward County (FSAD) Family Success Administration
Broward County Sheriff's Office - Juvenile Assessment Center
Broward Housing Solutions
Broward Meals on Wheels
Camillus Health Concern, Inc.
Camillus House - ACT Program
Camillus House - ISPA (Residential TX Program)
Camillus House - Lazarus Project
Camillus House - Project Phoenix/Jail Diversion
Camillus House - Youth Program
Camillus House Shelter
Carrfour Supportive Housing, Inc.
Casa Valentina
Catalyst Miami
Catholic Charities - Child Development Center Head Start Program
Catholic Charities - St. Luke's Recovery Center
Center for Children and Families (CCF)

Center for Family & Child Enrichment (Clinical)
Center for Family and Child Enrichment, Inc. (Adopt/Reun)
CHI - Community Health of South Florida, Inc.
ChildNet, Inc.
Children of Inmates, Inc.
Children's Diagnostic & Treatment Center
Children's Home Society Hands in Action
Children's Place at HomeSafe, Inc., The
Citrus Family Care Network
Citrus Health Network Inc.
Cleveland Clinic Florida
Coalition for Independent Living Options
Community Care Plan (CCP)
Dade Family Counseling CMHC, Inc. - North
Dade Family Counseling CMHC, Inc.-South
Devereux Florida
Douglas Gardens Community Mental Health Center
Early Learning Coalition-Early Head Start
East Ridge at Cutler Bay
Eleventh Judicial Circuit Administrative Office of the Courts, Mental Health Pro
Espiga Health LLC
Family and Co-Parenting Enrichment Services, LLC
Family Central, Inc. - Broward
Family Central, Inc. - Miami-Dade
Family Resource Center of S. Florida
Faye Clark's New Horizons
FHEM-Florida House Experience Management
FIU Counseling and Psychological Services
FLITE Center
Florida PACE Centers, Inc
Gang Alternative, Inc.
Genesis Hopeful Haven
Gilda's Club of South Florida
Guardian Ad Litem Program- 11th Circuit Court
Guardianship Program of Dade County, Inc.
Gulf Coast JFCS /Florida Center for Survivors of Torture
Harbor Village Miami: Detox and Drug Treatment Center
Hermanos de la Calle
His House Children's Home
Homestead Hospital
Hope for Miami
Inspire4Purpose
Jackson Behavioral Health Hospital
Jackson Community Mental Health Center
Jackson Memorial Hospital
Jackson Memorial Hospital - Miami Transplant Institute

Jackson South Medical Center--Medical
 Jackson-Holtz Childrens Hospital & The Womens Hospital
 JAFCO (Jewish Adoption & Foster Care Options)
 Jessie Trice Community Health Center, Inc.
 Joe DiMaggio Children's Hospital at Memorial
 Kidney Spa
 Kristi House
 Leukemia & Lymphoma Society, The
 Lifeway Programs Inc.
 Lotus House Women's Shelter
 Lutheran Services of Florida
 Memorial Regional Hospital
 Mental Health Association of Palm Beach County
 Mercy Behavioral Health Services
 Miami Bridge Youth & Family Services - Homestead Campus
 Miami Bridge Youth and Family Services - Miami Campus
 Miami Cancer Institute
 Miami V.A. Healthcare Services, Healthcare for Homeless Vets
 Miami Vet Center
 Miami-Dade County CAHSD Action Community Resource Center
 Miami-Dade County CAHSD Coordinated Victims Assistance Ctr. (CVAC)
 Miami-Dade County CAHSD Wynwood Neighborhood Center
 Miami-Dade County Juvenile Services Dept. (The JAC) Miami Gardens
 Miami-Dade County Juvenile Services Dept. (The JAC) Main Office
 Miami-Dade County Juvenile Services Dept. (The JAC) South Dade
 Miami-Dade County Juvenile Services Dept. (The JAC)/North - Edison Community
 Act
 Miami-Dade County Public Schools
 Miami-Dade County Public Schools - Project UPSTART
 Miami-Dade County Public Schools Head Start/Early Head Start Programs
 Michael Ann Russell Jewish Community Center
 Miramar Police Dept. Victim Services
 Multicultural Care Centers
 NeighborhoodHELP
 New Horizons Community Mental Health Center, Inc
 Nicklaus Children's Hospital
 OpusCare of South Florida
 PACE Center for Girls, Inc. Broward
 Park Summit of Coral Springs
 Pride Center
 PsychSolutions, Inc. Main Office
 PsychSolutions, Inc. South Location
 Refugee Assistance Alliance
 Regis House-North
 Regis House-South
 Riverside Christian Ministries, Inc.

Rogers Behavioral Health
Ruth & Norman Rales Jewish Family Services
Seasons Hospice & Palliative Care
Seasons Hospice & Palliative Care of Broward Florida
SEFLIN/Libraries
South Miami Hospital
St. Alban's Child Enrichment Center-Coconut Grove
St. Alban's Child Enrichment Center-South Miami
Sunrise Community, Inc.
SunServe
Survivors' Pathway
To Be Determined
Touching Miami with Love - Homestead
Touching Miami with Love - Overtown
Trinity Church - Peacemakers Family Center
UM Mailman Center-Family Navigator Program
UM Sylvester Comprehensive Cancer Center at Deerfield Beach
UM-Mailman Center Child Protection Team (CPT)
UM-Mailman Center Debbie School/Cleft Lip & Palate
UM-Mailman Center Ear Institute/MCCD
UM-Mailman Center for Child Development
UM-Mailman Center for Family Studies (Familias Unidas)
UM-Mailman Center Pediatric HIV/AIDS
UM-Mailman Center Pediatric Mobile Clinic
UM-Mailman Center School Health Initiative
UM-Sylvester Comprehensive Cancer Center
University of Miami Hospital
University of Miami Neurology
University of Miami Oncology
Veteran's Administration Medical Center
Village South, The -- Westcare Foundation
Vitas Innovative Hospice Care - Dade
Wellpath Recovery Solutions (Correct Care, LLC - Florida City)
Wellpath Recovery Solutions (Correct Care, LLC - Pembroke Pines)
West Kendall Baptist Hospital
William "Bill" King VA Outpatient Clinic"

APPENDIX D

REFERENCES

Council on Social Work Education. (2015, revised 2010, updated 2012, Revised 2022). *Educational Policy and Accreditation Standards*. Retrieved August 8, 2022 from <http://www.cswe.org>

International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved December 3, 2013 from <http://www.ifsw.org>

National Association of Social Workers (approved 1996, revised 1999, revised 2017, revised 2021).