

**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 8/2024

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CONTACT INFORMATION

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

Tel: (305) 348-5880 | Fax: (305) 348-5312

<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 Email

sowpracticum@fiu.edu

Director and MSW Program Coordinator

Mary Helen Hayden, Ed.D., LCSW, DCSW
haydenm@fiu.edu

Coordinator of Field Education (MSW Field)

Nicole Neufeld, MSW, LCSW
(305) 348-4708
mneufeld@fiu.edu

Assistant Coordinator of Field Education (BSSW Field)

Rocío López, MSW, LCSW
(305) 348-3881
sowpracticum@fiu.edu

Office of Field Education Program Assistant

Anquanette Anderson, BAS
(305) 348-3881
anqander@fiu.edu

ADMINISTRATION

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

Jennifer Abeloff, MSW, MS
Associate Director, BSSW Program Coordinator, and
Clinical Assistant Professor
Washington University in St. Louis

Richard Beaulaurier, Ph.D., MSW
Ph.D. Coordinator and Associate Professor
University of Southern California

FACULTY HOLDING UNIVERSITY ADMINISTRATIVE APPOINTMENTS

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

ADMINISTRATIVE STAFF

Yuriana Alvarez
Office Manager

Anquanette Anderson, BAS
Office of Field Education Program Assistant

Sheila Jenkins-Boone, MSW
Academic Advisor III—Undergraduate

Gladys Ramos
Program Assistant

Julie Taopo, BA
Administrative Assistant

Doyline Kreegel, LCSW
Senior Program Coordinator of Academic Support Services (MSW Advisor)

FACULTY

Shedrick Boren, Ph.D., LCSW
Clinical Assistant Professor
University of Miami

Shanna Burke, Ph.D., LCSW
Associate Professor
Simmons College

Berenice Castillo, Ph.D., MSW
Assistant Professor
University of Michigan

Mario De La Rosa, Ph.D., MSW
Distinguished Professor and
Director CRUSADA
Ohio State University

Beatrice Farnsworth, MSW, LCSW
Clinical Assistant Professor and Green
Family Foundation NeighborhoodHELP™
Social Work Supervisor
New York University

Nicole Fava, Ph.D., MSW
Associate Professor
University at Buffalo

Sofia Fernandez, Ph.D., LCSW
Assistant Professor
Florida International University

Natalia Giordano, MSW, LCSW
Clinical Assistant Professor
Fordham University

Victoria Gray, MSW, LCSW
Clinical Assistant Professor
Florida International University

Shivani Kaushik, Ph.D., MSW
Assistant Professor
Colorado State University

Elise Linder, MSW, LCSW
Clinical Assistant Professor
University of Georgia

Rocío López, MSW, LCSW
Visiting Clinical Assistant Teaching
Professor and Assistant Coordinator of Field
Education (BSSW Field Coordinator)
Florida International University

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

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

Nicole Neufeld, MSW, LCSW
Clinical Assistant Teaching Professor and
Coordinator of Field Education
(MSW Field Coordinator)
Florida International University

Miriam Potocky, Ph.D., MSW
Professor
University of Kansas

**Bridget Schneiderman Tuttle, DSW,
MSW**
Assistant Teaching Professor
Florida Atlantic University

Eric Wagner, Ph.D.
Professor and Director FIU-CBRI
University of Pittsburgh

Courtney Wilson, Ph.D., LCSW
Clinical Associate Professor
University of Central Florida

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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 comprehensive, multi-campus urban research institution committed to providing both excellence and access to all qualified students desiring to pursue higher education. The University was established by the Florida State Legislature on June 22, 1965. It is a member Institution of the State University System of Florida. Classes began at the University Park Campus on September 19, 1972, with an initial enrollment of almost 6,000 upper-level undergraduate and graduate students. The Biscayne Bay Campus in North Miami opened in 1977. In July 1981, the Legislature funded the University to become a four-year institution and in August 1981, the first freshman class was admitted. In 2023, the enrollment grew to over 56,000 students.

II. ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH AND SOCIAL WORK

The School of Social Work is housed within the Robert Stempel College of Public Health & Social Work (RSCPHSW), 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 (5) academic departments of public health in partnership with the disciplines of nutrition and dietetics, social work, and disaster management. 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 determinants of health and well-being. The RSCPHSW strongly strives to reflect the diversity of the greater community to maximize its understanding and effectiveness in providing culturally responsive 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

As an integral partner in the diverse, urban community of South Florida, the MSW program prepares students for advanced clinical social work with an emphasis on individuals, families, and groups. The program is rooted in the values and ethics central to the social work profession and educates students to contribute to refining and advancing social work practice through research-based, culturally responsive practice, and collaborative engagement. Using person-in-environment and anti-racist and anti-oppressive frameworks, the program trains students to advance social, racial, economic, and environmental justice and human rights for local and global communities, promoting human and community well-being.

A. Goals

The goals of the MSW Program are to:

- Provide curricula for advanced clinical practice that build on the generalist foundation offered in the first year (or BSW/BSSW program).
- 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.
- Educate students to synthesize and apply a broad range of interdisciplinary evidence-based knowledge and skills.

- 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.
- 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.
- 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 an action-oriented profession that challenges people to acknowledge and address the complex problems facing individuals and communities in modern society. The social work student seeks to acquire both knowledge about man and society and skills in helping people use their own resources - individual, familial, community, organizational - in meeting their needs.

Social workers are employed in a wide variety of community agencies - family and children's agencies, hospitals, courts, substance use programs, community mental health agencies, and community-development programs.

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 competencies set forth by the CSWE. Students are expected to meet all 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 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, racial, 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.

Competency 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 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 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;
and
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; and
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;
and
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; and
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; and
35. Communicate to stakeholders the implication of policies and policy change in the lives of clients.

Competency 6 — Engage with Individuals, Families, and Groups

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; and
38. Attend to the interpersonal dynamics and contextual factors that potentially impact the therapeutic alliance.

Competency 7 — Assess Individuals, Families, and Groups

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; and
44. Utilize knowledge of psychotropic medications in client assessments.

Competency 8 — Intervene with Individuals, Families, and Groups

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; and
47. Use interprofessional collaboration and actively participate in coordination of treatment interventions.

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

Behaviors:

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

VI. ANTI-RACISM, DIVERSITY, EQUITY, AND INCLUSION (ADEI)

The School of Social Work is dedicated to promoting anti-racism, diversity, equity, and inclusion. In coursework, fieldwork, as well as extracurricular activities and functions, the School is committed to the ongoing work of integrating and teaching anti-racist/anti-oppressive practices. Faculty, staff, and students are expected to model these practices and uphold the values of inclusion, equity, and justice as per the standards of the [NASW Code of Ethics](#), [CSWE Competencies](#), and [FIU's standards](#). The School of Social Work acknowledges ADEI is always a work in progress.

VII. 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 behaviors set forth by CSWE and the School of Social Work as well as the meet the [9 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 their career choice and direction.

Important Field Education Roles:

Coordinator of Field Education (MSW Field) and Assistant Coordinator of Field Education (BSSW Field)	People responsible for overseeing the Office of Field Education. They are responsible for administering the BSSW and MSW field education programs and matching BSSW and MSW students to appropriate agencies. They generally facilitate some field seminars.
Office of Field Education Program Assistant	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:	Hired by the School of Social Work as an adjunct on behalf of the Office of Field Education who is responsible for visiting student at agency at least once during semester. Also serves as 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 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:	Faculty who teaches the field seminar courses, reviews forms, communicates with Office of Field Education faculty 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 (which is accessible upon applying to field practicum) or provided to the student upon acceptance to the field practicum. Contact the Office of Field Education Program Assistant for further information at sowpracticum@fiu.edu. Samples are available in the appendix of this manual. Forms on IPT will only be accepted through the IPT system.

1. MSW Field Practicum I (not Advanced Standing) (SOW 5532)

- Application for SOW 5532 – MSW Field Practicum I
- MSW I Generalist Employment Setting Practicum Application (if applicable)
- Criminal History Notice/Placement Hours Form
- Confirmation of Placement
- Field Practicum Orientation Acknowledgment Form
- MSW I Learning Contract
- Safety in Practicum Checklist
- Field Internship Contract Responsibilities of Student
- Log of Student’s Field Practicum Hours
- Log of Supervision Hours for Field Practicum
- MSW I Mid-Semester Field Evaluation
- MSW I Final Field Evaluation
- Evaluation of Field Practicum Experience

2. MSW Field Practicum II (SOW 6533)

- Application for SOW 6533 – MSW Field Practicum II
- MSW II Advanced Clinical Employment Setting Practicum Application (if applicable)
- Criminal History Notice/Placement Hours Form
- Confirmation of Placement
- Field Practicum Orientation Acknowledgment Form
- MSW II Learning Contract
- Safety in Practicum Checklist
- Field Internship Contract Responsibilities of Student
- Log of Student’s Field Practicum Hours
- Log of Supervision Hours for Field Practicum
- MSW II Mid-Semester Field Evaluation
- MSW II Final Field Evaluation
- Evaluation of Field Practicum Experience

3. MSW Field Practicum III (SOW 6534)

- Same Agency Application for SOW 6534 – MSW Field Practicum III (or below)
- Application for SOW 6534 – MSW Field Practicum III (different agency)
- Confirmation of Placement (if not remaining at the same agency)
- MSW III Learning Contract
- Safety in Practicum Checklist (if not remaining at the same agency)
- Field Internship Contract Responsibilities of Student
- Log of Student’s Field Practicum Hours

- Log of Supervision Hours for Field Practicum
- MSW III Mid-Semester Field Evaluation
- MSW III Final Field Evaluation
- Evaluation of Field Practicum Experience

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.

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.

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

1. Two Year MSW Program

a. Field Practicum I*

i. Pre-Requisite Requirements

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)

ii. Pre- or Co-Requisite Requirements

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

iii. Co-Requisite Requirements

Concurrently take: SOW 5324 Theory and Practice with Groups
 SOW XXXX Elective (Optional)

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

b. Field Practicum II*

i. Pre-Requisite Requirements

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

ii. Pre- or Co-Requisite Requirements

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

iii. Co-Requisite Requirements

Concurrently take: SOW 6425 Clinical Assessment and Intervention Planning

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

c. Field Practicum III*

i. Pre-Requisite Requirements

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

ii. Co-Requisite Requirements

Concurrently take: SOW 6351 Clinical Intervention in Couple and Family Social Work Practice

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

2. Advanced Standing Status

a. Field Practicum II*

i. Pre-Requisite Requirements

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.

ii. Pre- or Co-Requisite Requirements

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

iii. Co-Requisite Requirements

Concurrently take: SOW 6425 Clinical Assessment and Intervention Planning

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

b. Field Practicum III**

i. Pre-Requisite Requirements

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

ii. Co-Requisite Requirements

Concurrently take: SOW 6351 Clinical Intervention in Couple and Family Social Work Practice

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

C. Educational Objectives for Field Practicum I (SOW 5532)

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 behaviors:

1. Demonstrate ethical and professional behavior. (Bs 1-5)
2. Advance human rights & social, racial, economic, & 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, 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. (Bs 21-25)
11. Advance human rights and social, economic, and environmental justice. (Bs 26, 27)
12. Engage anti-racism, diversity, equity, and inclusion in practice (Bs 28-30)
13. Engage in practice-informed research and research-informed practice. (Bs 31, 32)
14. Engage in policy practice. (Bs 33-35)
15. Engage with individuals, families, and groups. (Bs 36-38)
16. Assess individuals, families, and groups. (Bs 39-44)
17. Intervene with individuals, families, and groups. (Bs 45-47)
18. Evaluate practice with individuals, families, and groups. (Bs 48, 49)

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. 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 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) competencies. The rubric contains a five-point scale for each of the competencies: Unacceptable = 1; Not Yet

Competent = 2; Competent = 3; Above Expectations = 4; Exceptional = 5. 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.

VIII. RESPONSIBILITIES AND REQUIREMENTS IN THE FIELD

A. The Field Agency and the School of Social Work

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 that is conducive to learning and professional development and that is supportive of the educational goals of the School.

1. Agency Identification and Selection

Potential field agencies are identified through community networking, current Field Instructors' referrals, student recommendations, referrals from community partnerships, and through communication in School of Social Work Committees and Advisory Boards. There is also an opportunity on the School of Social Work website to fill out a form requesting that the Office of Field Education assess a particular agency as a potential placement.

Before a student is placed in an agency, the Coordinators explore 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 Sheet](#), their review of the [Learning Contracts](#), and handouts with generalist competencies and corresponding behaviors. An on-site assessment of the agency is also completed by a Coordinator of Field Education.

Agencies are selected based on their recognized interest in professional standards of practice, nondiscriminatory practices, and an ability to provide the student with opportunities to engage in all 20 generalist behaviors and/or 29 clinical behaviors and meet the nine competencies.

2. Affiliation Agreements

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. Additionally, the Field Instructor(s) must sign up for the next Field Instructors' Training.

No students can be placed at the agency until the site is approved by the Office of Field Education, the Field Instructor has registered for the next Field Instructors' Training, and the affiliation agreement is fully executed. The Office of Field Education has the final decision-making responsibility in approving the agency internship site.

3. 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 Coordinators of Field Education review the qualifications of the potential Field Instructor in light of the requirements of the School. The agency regulates the workload and assignment of 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 student what role the student can have in the 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 to ensure that students are aware of agency policies and procedures and what the student should do if an emergent situation occurs. This checklist includes all aspects of safety in social work practice, including safety at the agency, during home visits, community-based visits, and

personal safety and is completed in IPT and remains there for reference the during the internship.

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.

e. Face-to-Face and Remote Internship Requirements

The agency provides student engagement with clients (individual, family, groups, organizations and communities) for at least 75% of the total weekly internship hours (16 hours/week for fall/spring semesters and 21.5 hours/week for summer semesters). Remote internships will only be approved when students can complete client engagement using telehealth services that include video conferencing. Phone and/or chat cannot be the sole form of client contact as this does not meet the School's internship requirements. If the agency uses telehealth services, they will provide agency policies for telehealth to students.

4. 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:

- Two-day Field Instructor trainings that earns each participant a total of 12 continuing education units (CEUs).
- Other CEU trainings as scheduled.
- Assignment of Field Liaison from the University.
- 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.
- Access to the University Library and Media resources.

B. Office of Field Education

1. Responsibilities of the Office of Field Education

The Office of Field Education is responsible to:

- Develop affiliations with agencies in the community.
- Offer training to Field Instructors.
- Orient students to field education and make available all performance objectives, policies, procedures, evaluations, the [NASW Code of Ethics](#), and other pertinent information.
- Arrange field practicum experiences for students.
- Monitor field practicum experiences and offer support and counsel to Field Instructors and students.
- Teach seminars.

- Serve as a conduit for the flow of information between the School and community agencies.
- Maintain records concerning cooperating agencies and Field Instructors.
- Assign grades to individual students for their field practicum experience as well as for the seminars.
- 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.
- Engage in continuous evaluation of the field program as a whole.
- Conduct 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 made up of the Coordinator of Field Education (MSW Field), the Assistant Coordinator of Field Education (BSSW Field), Field Liaisons, and the Office of Field Education Program Assistant, and work as a team to assure a high-quality educational experience for students. The Associate Director of the School of Social Work also oversees the field component of the School.

a. Coordinator of Field Education (MSW Field)

The Coordinator of Field Education (MSW Field) oversees all aspects of the field education program, including the MSW field program. Their specific responsibilities are to:

- Plan and implement the MSW field orientation for students.
- Assure that the School's philosophy, policy, learning objectives, and competencies are reflected in the implementation of the field education programs.
- Work with MSW Field Liaisons to resolve concerns and problems related to field education.
- Participate in the resolution of problems and concerns that cannot be reconciled by the Field Liaison and/or Field Instructors and students.
- Select field agencies appropriate for MSW students, negotiate affiliation agreements, and monitor each agency as an educational resource.
- Prepare, publish, and distribute documents for the BSSW and MSW field education programs, including the field education manuals, field orientation, etc.
- Plan and implement seminars for students in field courses with field faculty.
- Assist in planning and implementing workshops and ongoing seminars for Field Instructors that are new in the role for the School of Social Work.
- Participate in planning for ongoing field education activities at the School for experienced Field Instructors.
- Plan and implement innovations to enhance the field education program.
- Negotiate changes in MSW field internship assignments of students after thorough evaluation and discussions with all involved, when the need arises.
- Review MSW student field applications for readiness to enter field.
- Match MSW students with agencies.
- Recommend and implement standards for field agencies and Field Instructors.

- Provide educational opportunities for Field Instructors.
- Ensure that Field Instructors and agencies meet the [standards set by CSWE](#).
- Function as the central contact for information requests concerning MSW field education.
- Oversee the Field Advisory Committee.
- Serve on Student Review Committees as needed.
- Monitor educational outcomes of field courses to assure consistency with program curriculum and maintenance of standards set by the program, School, and CSWE.
- Represent the School at the Florida Field Consortium and other field education related meetings internal to or external to the School.

b. Assistant Coordinator of Field Education (BSSW Field)

The Assistant Coordinator of Field Education (BSSW Field) oversees the BSSW Field Program and works in collaboration with the Coordinator of Field Education (MSW Field) to handle the general administration of the field education program.

Their specific responsibilities are to:

- Plan and implement the BSSW field orientation for students.
- Assure that the School's philosophy, policy, learning objectives, and competencies are reflected in the implementation of the BSSW field education program.
- Work with BSSW Field Liaisons to resolve concerns and problems related to field education.
- Participate in the resolution of problems and concerns that cannot be reconciled by the Field Liaison and/or Field Instructors and students.
- Select field agencies appropriate for BSSW students, negotiate affiliation agreements, and monitor each agency as an educational resource.
- Prepare, publish and distribute documents for the BSSW field education program, including the BSSW Field Education Manual, field orientation, etc.
- Plan and implement BSSW seminars for students in field courses with field faculty.
- Assist in planning and implementing workshops and ongoing seminars for Field Instructors that are new in the role for the School of Social Work.
- Participate in planning for ongoing field education activities at the School for experienced Field Instructors.
- Plan and implement innovations to enhance the BSSW field education program.
- Negotiate changes in BSSW field internship assignments of students after thorough evaluation and discussions with all involved, when the need arises.
- Review BSSW student field applications for readiness to enter field.
- Match BSSW students with agencies.
- Recommend and implement standards for field agencies and Field Instructors.
- Provide educational opportunities for Field Instructors.
- Ensure that Field Instructors and agencies meet the [standards set by CSWE](#).
- Function as the central contact for information requests concerning BSSW field education.

- Assist in the coordination of activities of the Field Education Advisory Committee.
- Serve on Student Review Committees as needed.
- Monitor educational outcomes of BSSW field courses to assure consistency with program curriculum and maintenance of standards set by the Program, School, and CSWE.
- 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, serving as consultant to the Field Instructor and to the student. The Field Liaison can share/clarify with the Field Instructor information on the curriculum and field policies 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, which then gets communicated to the Office of Field Education.

The Coordinators of Field Education assign a Field Liaison to each student and Field Instructor. The Field Liaison is a member of the field education staff as adjunct faculty. The student is notified by their Field Liaison and Field 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 Field Liaison assists the student's Field Instructor and agency to meet the behaviors of the practicum and works to ensure that there are opportunities to integrate theory and practice. 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 are to:

- Perform a site visit with the student and the Field Instructor at least once a semester around the mid-semester point (week 8 in Fall/Spring and week 6 in Summer) and more often when indicated.
- Consult with the Field Instructor and agency to facilitate implementation of [Learning Contract](#) competencies and behaviors.
- Assist Coordinators of Field Education in developing a [Field Internship Support Plan](#) to address identified areas of concern if the student is experiencing difficulties.
- Provide a written [Site Visit Report](#) concerning each student visit, as well as additional documentation regarding the student's progress (e.g., [Field Internship Support Plan](#)) as needed.
- Assure the students' conduct is in keeping with the [School's standards](#) as well as the [NASW Code of Ethics](#).
- Inform the agency of the Program's expectations regarding the content and structure of the field internship.

- Inform and confer with Coordinators of Field Education about any significant changes in the agency, the field experience, or student individual performance.
- Confer with the student and the Field Instructor about the student's experience and performance in accordance with the Program's [Learning Contract](#).
- Review the [Mid-Semester Field Evaluation](#), [Final Field Evaluation](#), [Log of Student's Field Practicum Hours](#), [Log of Supervision Hours](#), and [Safety Checklist](#) and alert Coordinators of Field Education of any identified issues.
- Review student's [Evaluation of Field Practicum Experience](#) and identify opportunities to improve the internship experience and improve student matching.

Timeline of Field Liaison Responsibilities:

During the first 2 weeks of the semester, Field Liaisons:

- Meet with the BSSW and MSW Field Coordinators to review liaison assignments, requirements for the semester, due dates, School policies for field.
- Contact all students via phone and e-mail (see email template provided) to make introductions and provide contact information.
- Schedule 3-4, one-hour Zoom sessions (no more than 12 students at each one) during the first 2 weeks of the semester and notify all assigned liaison students of the following: *All students are required to meet via Zoom with their assigned faculty field liaison during the first 2 weeks of the semester. This to introduce myself, clarify my role and how I can support you throughout the semester, and answer any questions you may have. Please email me which meeting time you can attend with the second time listed since meetings are limited to 12 students.*
- Offer additional opportunities for each student to meet with you individually (on or off-campus) prior to site visit.
- If student has a DRC field accommodation, ask if the accommodation is being met so far.
- Contact all Field Instructors for whom you are serving as liaison/introduce self and provide contact information.
- Connect any new Field Instructors to the Office of Field Education Program Assistant, if they do not yet have access to IPT.
- Inform a Coordinator of Field Education if student is delayed in beginning placement.

During weeks 2-3 of the semester, Field Liaisons:

- Review and sign the Safety Checklist in IPT for all assigned students; follow-up with those for whom it is not completed and cc Seminar Instructors. Safety Checklist is always due the Friday of week 2 of each semester.
- Review and sign the Learning Contracts in IPT for all assigned students; follow-up with those for whom it is not completed and cc Seminar Instructors. Safety Checklist is always due the Friday of week 2 of each semester.

During weeks 4-5 of the semester (weeks 2-3 during summer semester), Field Liaisons:

- Contact all students and Field Instructors (via email or phone) to assess if any challenges are occurring and if support is needed.
- If student has a DRC field accommodation, ask if the accommodation is still being met. This cannot be done with other students present.
- Contact Field Instructors and students to set up **site visits** for students in their first semester at the agency, the site visit must be in person and at the agency with the field instructor and student together. If a student needs additional support/is demonstrating challenges, this requires the site visit to be conducted with only the field instructor and student in agencies where more than one student is placed.
- Students cannot schedule a site visit that interferes with classes so confirm this when scheduling.
- At agencies with multiple students, the students may need to come in that day even if they are not schedule to be there.
- Liaisons should not have to make multiple trips to the same agency for site visit.
- Site visits must be done with Field Instructor and student present.
- Site visits can be done as a group but individual is preferred, when possible.
- Send meeting confirmation emails (calendar invites) to everyone with the date, time and location and ask for confirmation from students.
- Send the students an email regarding how they should prepare for the visit (see standard email example), which includes the Learning Contract and an assessment of their progress to date (this can be part of the confirmation email you send.)
- Be sure to assess whether a student may want to site visit to be conducted with only the field instructor and student in agencies where more than one student is placed.

Site Visit Overview and Requirements

Required site visits should occur towards the middle of the semester. Mid-Semester Field Evaluations are reviewed, if completed at the time, to inform the assessment of the students' progress toward demonstrating all competencies. Field Liaisons should review the logs of hour prior to the site visit and address any lapses on the logs in the visit.

Field Liaisons will:

- Meet with the student and the Field Instructor. Task supervisors, if assigned by the agency, may also be present to provide feedback regarding student's performance.
- Try to meet in a space that offers the most privacy possible.
- Review the School's policy to provide at least one site visit for all students each semester they are in the field.
- Expect the Learning Contract is ready to be reviewed when assessing students' progress demonstrating all competencies.

d. Field Seminar Instructor

Field Seminar Instructors provide ongoing support to students during their field practicum experience over the course of a semester. This is done through case discussions, review of ethical dilemmas, policy implications of direct service, demonstrating cultural humility, practice as a professional social work intern, and discussion of internship challenges. The seminars are taught by the Coordinator of Field Education (MSW Field) and another clinical faculty member. Field Seminar Instructors facilitate conversations that allow students to demonstrate their knowledge and understanding of pre- requisite and co-requisite courses of social work practice during the internship.

The Field Seminar Instructor's responsibilities are to:

- Plan field seminars in consultation with field education faculty.
- Communicate with Office of Field Education faculty regarding student concerns discussed in seminar.
- Assign student grades.
- Review the [Mid-Semester Field Evaluation](#), [Final Field Evaluation](#), [Log of Student's Field Practicum Hours](#), [Log of Supervision Hours](#), and [Safety Checklist](#) and alert Coordinators of Field Education of any identified issues.
- Checklist and alert the Coordinator of Field Education (MSW Field) of any identified issues.
- Review student's [Evaluation of Field Practicum Experience](#) and inform the Coordinator of Field Education (MSW Field) of any concerns.

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 expected to attend a 12-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 (IPT) system and informs instructors of the need to attend a training after a 5-year lapse since the last attendance.

2. Criteria to Select Field Instructors

Field Instructors are chosen based upon the following criteria:

- Demonstration of skill in practice.
- Dedication to and identification with social work as a profession.
- Independence, creativity, and flexibility in the use of professional self.
- Knowledge and awareness of the following:
 - Students with a wide range of backgrounds and interests.
 - Institutional structures of a society.
 - Structure and functions of a particular social agency.
 - Organization of resources for educational purposes.
 - Authority inherent in the role of educator.
 - Divergent philosophies of life.

- Interest in and the potential for teaching that includes the following:
 - Ability to conceptualize theory and practice.
 - Interest in designing and organizing assignments and other learning activities in field instruction to meet competencies, behaviors and tasks outlined in the [Learning Contracts](#).
 - Commitment to increasing knowledge of learning theory and skill in teaching.
 - Implementation of anti-racist and anti-oppressive social work practice skills.
 - Attendance to various meetings that may be scheduled to enhance field internship.

3. Field Instructor Orientation, Training, and Evaluation

New Field Instructors are recruited through the exploration of new sites by the Coordinators of Field Education as well as through relationships with current affiliated practicum sites. All new agencies and Field Instructors are provided information about the School and the program as well as an overview of the Field Education program. All new Field Instructors are required to attend the Field Instructors' Training prior to a student being placed at the agency. The 12-hour course is offered two times per academic year and includes modules on supervision, evaluation, self-care, ethics and risk management, cultural humility, evidence-informed practice, social policy, internship requirements, and other information regarding field instruction. Additional training is offered several times per year by faculty to Field Instructors in the form of continuing education units (CEUs), which are offered to Field Instructors for licensure purposes.

Each semester the Office of Field Education contacts field agencies to determine how many spots they may have for interns in the following semester. The Office of Field Education also send e-mails to field settings regarding on-going continuing education opportunities available. Field Liaisons also complete a site visit once a semester. For first semester undergraduate students, all site visits are in-person. If an intern is in their second semester at the same placement and no concerns have arisen, the site visit can be via Zoom.

Field Instructors are provided support by Field Liaisons and the Coordinator of Field Education (MSW Field) through email, phone, and virtual meetings throughout the semester to clarify program requirements, provide site visits, consult about agency changes, and any other needs identified by the School or the Field Instructor. Emails with dates of the current semester, internship hours required, changes in policies and procedures, important dates and opportunities for training are provided to the Field Instructors/agencies at the beginning of every semester. Additional tools of support are also provided such as the Field Instructor's Checklist, available on the School's website, a document that outlines the responsibilities required of the Field Instructor from the beginning to end of a student's field experience, and the Task Supervisor's Checklist, which is to be given to a task supervisor (if applicable) to guide them in their responsibilities with the interns.

Additionally, the Office of Field Education holds "Field Instructor Fridays" twice a semester for one hour, wherein Field Instructors can drop in on a Zoom to ask questions regarding the interns/internship experience and receive support from the Coordinators

and colleagues in the community. The Field Instructors also have an opportunity to engage with the School by serving on the Field Advisory Committee. The Field Advisory Committee meets once each semester and is made up of Field Instructors from a variety of field placements (substance use recovery and behavioral health, child welfare, medical social work, disability services, geriatric services, victim services, and family services) to provide the Office of Field Education with feedback on field policies, issues, curriculum, and best practices in the field.

Field Instructors are also invited to an annual Field Instructors' Appreciation Breakfast each spring where their contributions are recognized. Two Field Instructors are given the MSW Generalist Field Instructor of the Year Award and the MSW Advanced Clinical Field Instructor of the Year Award.

Field Instructor and field setting effectiveness is evaluated in several ways. The Student Evaluation of Field Practicum Experience is a form completed by all students at the end of the semester and provides the students with the opportunity to share feedback regarding their field instruction and field setting. Field Instructors do not have access to this document so that students have a way to provide feedback to the Office of Field Education. Field Instructor and field setting effectiveness is also evaluated during the required site visit. Field Liaisons communicate concerns directly with the Coordinators. The Coordinators also evaluate Field Instructors' performance and field setting efficacy through conversations, virtual meetings, and other communications that take place during each semester. The Coordinator of Field Education (MSW Field) reviews these evaluations. If a student provides negative feedback about a field setting or Field Instructor, the Coordinator will contact the student for further information. If the concerns are on-going and significant, the Coordinator will work with the agency and/or Field Instructor to address these concerns. If the identified issues are unable to be resolved, the agency and/or Field Instructor will no longer be an option for students.

4. Responsibilities of the Field Instructor

The Field Instructor is expected to:

- Have a willingness and ability to teach social work concepts and practice on a one-to-one basis.
- Maintain an interest in and keep abreast of new developments in the social work profession and in social work education.
- Attend and participate in Field Instructor trainings and activities offered by the School to enhance the Field Instructor's professional development.
- Negotiate field education expectations with other departments and personnel within the agency including background screenings, specialized training, orientation, and administrative concerns.
- Schedule and provide one hour weekly face-to-face supervision meetings with the student, as protected time for teaching, educational support, and administrative supervision. A Field Instructor who has more than one student may use group meetings at the BSSW level. Staff meetings, case conferences, trainings, or other group meetings where agency staff are also present do not meet this requirement.
- Advocate for the student to gain access to learning experiences within the agency and the professional community.

- Provide an educational climate that challenges the student to expand professional skills, knowledge, and values.
- Use the [Learning Contracts](#) to plan a series of educational assignments for each student that will provide learning experiences appropriate to their level of professional development. In some instances, the Field Instructor may need to develop special assignments different from those of regular staff members.
- Ensure that students engage with clients (individual, family, groups, organizations, and communities) for at least 75% of the total weekly internship hours (16 hours/week for fall/spring semesters and 21.5 hours/week for summer semesters).
- Ensure that client services using telehealth include video conferencing. Phone and/or chat cannot be the sole client contact as this does not meet internship requirements. If the agency uses telehealth services, they will provide agency policies for telehealth to students.
- 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.
- 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.
- In the event that the identified qualified Field Instructor becomes unavailable in the field setting, the Coordinator of Field Education (MSW Field) will identify whether there is another individual within the agency that meets the School of Social Work Field Instructor requirements. The potential Field Instructor will meet with the Coordinator of Field Education to discuss the responsibilities of the role. The alternative Field Instructor is expected to fulfill the same responsibilities as all Field Instructors such as providing the required weekly hour of supervision, giving ongoing support during the student's internship for the duration of the student's placement, and completing all remaining evaluations for the student. If the agency is unable to identify such an individual, the Coordinator works to move the student promptly to another agency that has a qualified Field Instructor available.
- Be available (or make plans for a Task Supervisor to be available) if student needs consultation between regularly scheduled conferences.
- Read and be familiar with the School of Social Work's Field Education Manual.
- Help the student integrate theoretical knowledge and knowledge from previous experience with their present practice.
- Require students to prepare an agenda for weekly supervision.
- Provide students continuous feedback on their performance.

- Utilize, review, and comment on process recordings as required by the student's [Learning Contract](#).
- Maintain supervisory records of the student's experience with the agency.
- 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.
- Prepare the [Mid-Semester Field Evaluation](#) and [Final Field Evaluation](#) 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. Responsibilities of the Task Supervisor

The Task Supervisor is expected to:

- Participate in planning the field education experience.
- Provide some supervision of the student's daily activities.
- Review with the Field Instructor the assignment of cases and projects that are congruent with the student's educational goals.
- Orient students to the agency and their assignments.
- Provide on-the-spot positive and constructive feedback to students regarding their performance.
- Focus on the students' skill development.
- Maintain records of student activities for the Field Instructor.
- Consult with the Field Instructor about the student's skill development and coordinate planning for promoting optimal student development.
- Assist in the preparation of the [Mid-Semester Field Evaluation](#), [Final Field Evaluation](#).
- Provide ongoing feedback to the Field Instructor about the students' progress in meeting learning goals and/or any performance issues requiring follow-up.
- Be available to students in emergency situations or arrange coverage for the students for emergencies that may arise in their absence.

E. 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 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](#)

will subject a student to disciplinary action, including, in appropriate cases, dismissal from the School.

1. Responsibilities of the Student

Students must:

- Adhere to the [Student Conduct and Honor Code](#) and the [NASW Code of Ethics](#).
- Complete and submit the [Application for Field Placement](#) by the School's announced deadline.
- Not accept employment at the same agency where they are currently performing their field internship.
- Attend all mandatory field orientation meetings and sign the [Field Practicum Orientation Acknowledgement Form](#).
- Enter practicum with a readiness to learn and to become involved in all appropriate aspects of the field practicum.
- 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 if they may have difficulties with any of these requirements).
- Sign and fulfill the [Learning Contract](#) for the field placement.
- Sign and fulfill the [Field Internship Contract](#).
- Be sensitive to the norms and climate of the agency and conduct themselves in a manner appropriate to the setting.
- Prepare for and participate in weekly supervision with Field Instructors.
- Prepare for and participate in meetings with Field Instructor and/or Task Supervisors and Field 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. Take precautions regarding personal safety and share related concerns with Field Instructor.
- 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.
- Maintain time requirements as specified by the 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.
- Keep track of all hours accumulated during placement using the [Log of Student's Field Practicum Hours](#) and [Log of Supervision Hours](#).
- Attend all field seminars that correspond to the field practicum course section for which they are registered.
- Complete an [Evaluation of Field Practicum Experience](#) form at the end of each semester. Failure to do so will result in an "F" for the course.

- 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.
- Respond to all communication from the Office of Field Education and the agency placement within 48 business hours.

If a student feels that a field placement is not meeting their needs, they must follow the procedures outlined in [Student Concerns Regarding Practicum](#) section of the manual.

In a **required online orientation** prior to entering field practicum, expectations for students are explained in detail.

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 their learning needs or any problems they encounter at their placement with the Field Instructor and Office of Field Education.

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 [Agency Data Sheet](#) submitted 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](#)). 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.

If an agency requires such screenings, 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](#).

If a student's drug screening comes back positive or diluted, the student will not be allowed to continue with the field placement process and will be terminated from the MSW program and eligible to reapply after one year.

Students with a criminal background are required to consult with the Associate Director, Jennifer Abeloff, upon entering the program.

Any student who appears to have 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 an invaluable assessment and treatment tool 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 students 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/or 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, 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, in light of the liability and risks associated with certain activities as well as the educational needs of the students, the students are not allowed to:

- transport clients or their family members
- restrain clients
- perform the actual drug screening on clients
- 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 a student has a diagnosed disability and plans to utilize academic accommodations during field practicum, they should contact the DRC at 305-348-3532 (MMC) or at 305-919-5345 (BBC) to schedule an appointment. They can also visit the DRC in person in GC 190 at MMC or in WUC 131 at BBC.

The DRC will inform the Office of Field Education of specific internship accommodations students may need that are consistent with ADA guidelines. The School will then work with the DRC, the student, 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 their placement. These hours, once approved by the Office of Field Education, may be deducted from the required practicum hours.

8. Conference Attendance

If a Field Instructor wants to invite a student to a multi-day social work conference, and the conference enhances student learning, the student is expected to receive prior approval from a Coordinator of Field Education. Students are expected to attend all sessions of any conference they are given permission to attend, and to discuss the learning experience with their Field Instructor.

9. 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.

10. 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 a Coordinator of Field Education in addition to the Field Instructor to develop a plan for making up the hours.

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. Practicum Coverage during Semester Breaks

The Office of Field Education of the School of Social Work discourages students 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

Students are not to schedule vacations or breaks during the scheduled practicum. Students are expected to adhere to **agency** hours and holidays. University holidays and breaks do not apply. A total of two (2) days (16 hours total) of leave is allowed for illness or personal needs for each practicum.

If for any reason a student needs to be out of placement for more than the time allowed for illness, family emergencies, or religious holidays, the student must contact a Coordinator of Field Education for prior approval. If the additional time is approved by a Coordinator of Field Education, 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 practicum or make up hours. Students must consult with both the Field Instructor and a Coordinator of Field Education in all such matters.

Students may not bank hours in advance in order to end the placement prior to the last scheduled day of practicum. 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.

Students are expected to keep a weekly [Log of Student's Field Practicum 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 practicum. These logs are to

be submitted to the Office of Field Education along with their evaluations. Breaks for meals and travel to/from practicum are not included in hours.

IX. THE PLACEMENT PROCESS

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

Field practicum placement sites and internship details are available for students to review on the [Intern Placement Tracking system \(IPT\) website](#). The Coordinators of Field Education 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.

A. Eligibility Requirements/Definition of Readiness for Field

The student must:

1. Assure that all [prerequisites for field practicum](#) are met before beginning the application process.
2. Maintain a minimum cumulative GPA of 3.00 by the date of application for the field practicum.
3. Demonstrate readiness for the field practicum experience:

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:

- Classroom performance
- Advisor and faculty feedback
- Personal interview with a Coordinator 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 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 (A DEI) 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.
- Demonstrate inclusion and respect 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).
- Adherence to all field practicum related deadlines, including but not limited to; application for field, field orientation attendance, field forms with resume, pre-placement interview, confirmation of placement form, and all other requirements. This includes responding to all communication from the Office of Field Education and the agency placement within 48 business hours.

B. Application to Field Practicum

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.

Submit Application for MSW Field Practicum ([SOW 5532 MSW I Practicum](#), [SOW 6533 MSW II Practicum](#), or [SOW 6534 MSW III Practicum](#)) the semester before intending to enter field. Students must apply each time they plan to participate in practicum the next semester.

Please note: a copy of this application will be forwarded to the Field Instructor so it should be professional and free from errors. 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:

Spring Semester – September 5

Fall Semester – May 5

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:

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

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):

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

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 11:59 pm on the following dates:

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

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

Please note: If the field application due date falls on a weekend, the emails 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 email 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 email to the Office of Field Education Program Assistant 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.

C. Field Practicum Admission Decisions

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 scheduling their interview with a Coordinator of Field Education and links for the online orientation. 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 email 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 email for Office of Field Education communications.

If a Coordinator of Field Education, faculty member, or advisor has concerns that a *student does not display readiness for the 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 Coordinator of Field Education (MSW Field). This plan will be put into written form. It may include (but is not limited to) taking a 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 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 Coordinator of Field Education (MSW Field) 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.

D. 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 years. Students may not be placed at any agency where they or a family member have or are receiving services.
3. Students interested in a [placement where they are employed](#) must complete an additional application ([MSW I Generalist](#) or [MSW II Advanced Clinical 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 placements become 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 to meet education requirements at the agency.**

E. Orientation & Interview

1. Eligible field practicum students must attend a mandatory, synchronous, virtual field orientation. The orientation informs students of important field policies, procedures, and responsibilities. Students must complete all field forms, including the [Orientation Acknowledgment Form](#) and the [Criminal History Notice](#), sent via email by the Office of Field Education Program Assistant following orientation.
2. MSW students must also schedule a face-to-face interview with a Coordinator of Field Education after watching the orientation. All communication from the Office of Field Education will use students' FIU email accounts.
3. MSW students meet individually with a Coordinator of Field Education 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 their 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.
4. After student interviews are completed, the Coordinator of Field Education (MSW Field) preliminarily matches students to field placements and forward potential student applications to agencies. 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.

F. Placement Confirmation

1. All students are to bring a [Confirmation of Placement](#) form (located to be downloaded on the bulletin board of [IPT](#)) to their pre-placement interview. These are to be signed by both the student and the Field Instructor at the time of the pre-placement interview if the student is accepted for placement. The student should then hand-in or email the Confirmation of Placement form to the Office of Field Education. This serves as an indication that the placement is accepted by both parties. The placement is not considered finalized until this form is received by the Office of Field Education.
2. Student must complete all required agency orientations, background checks, drug testing, and health record verifications/immunizations prior to entering field placement and by the due date provided by the Office of Field Education.
3. In rare cases where the placement is not accepted, the process will be repeated from step D #3. However, once the student has gone through this process three times, wherein three unsuccessful attempts have been made to match the student with a placement, the student will not automatically repeat the process. An unsuccessful attempt includes the student being turned down by the agency due to the Field Instructor/agency's assessment of the student's appropriateness for the placement and/or the student refusing the placement. At such a time, the student will not be provided with any further referrals until a meeting is held with the Coordinator of Field Education (MSW Field), another faculty member from the Office of Field Education, and the student. This meeting will serve to explore the difficulties involved in placement, the appropriateness of the student at this time for a field

experience, and all of the options available to the student. Possible options include but are not limited to:

- Re-application for field at a later time after the student addresses difficulties according to a remediation plan developed at this meeting.
 - An additional referral(s) for field placement; or
 - Re-assessment of appropriateness of the student for the social work profession.
4. Grade checks are done at the end of each semester to verify students' eligibility for field placement. It is the student's responsibility to submit grades for courses taken outside of the School of Social Work. It is the student's responsibility to notify the Office of Field Education of unsatisfactory class performance and/or not meeting the GPA required to enter field placement. The student must also notify the potential Field Instructor that placement will need to be postponed. **The student must then reapply for field by the deadline date once they are retaking the course(s) in question and/or the GPA meets the requirement at the time of re-application.** There is no guarantee that the student will be placed at the same agency the following semester. If it is determined that a student is academically ineligible to enter field and failed to notify the Office of Field Education, the student will be administratively dropped from all courses without guarantee of refund of payment. The student must then reapply for field by the deadline date once they are retaking the course(s) in question and/or met the GPA requirement at the time of re-application.
5. If a student decides not to enter the field practicum for reasons other than academic, the student must **immediately** notify both the Field Instructor and the Office of Field Education in writing.

Students who fail to adhere to the placement process guidelines may be deemed ineligible to enter field practicum and be required to reapply for the following semester.

G. Employment Setting Practicum

1. Process

1. Students are to immediately contact the identified Field Instructor to discuss the requirements (see policy below) for an Employment Setting placement and, if agreed, complete the [MSW I](#) or [MSW II Employment Setting Practicum Application](#).
2. If the School and the agency have an active affiliation agreement in place, the Coordinator of Field Education (MSW Field), upon receipt of the completed Employment setting application, will schedule a meeting with the student, the identified Field Instructor, and any agency administrator the agency chooses to review the Employment Setting Application and the School's policies for internship.
3. If the School and the agency do not have an active affiliation agreement in place, the Coordinator of Field Education (MSW Field) will provide the agency with the [Agency Data Sheet](#) to complete within one week.
4. Upon receipt of the [Agency Data Sheet](#), the Coordinator of Field Education (MSW Field) will meet with the identified Field Instructor to ensure the agency can meet the School's requirements and affiliation is possible.

5. Upon Office of Field Education approval, the FIU affiliation agreement template will be sent to the agency, completed, and returned to the Office of Field Education within 30 days for the placement to be confirmed.
6. If after the meeting with the agency, the Office of Field Education determines the Employment Setting placement is not possible, another agency will be identified.

2. Policy – Generalist

Practicum agencies are selected based on their ability to provide learning opportunities that are consistent with the Council on Social Work Education's (CSWE) nine (9) competencies at the generalist practice level. This includes practice with individuals, families, groups, communities, and organizations. Required internship tasks listed in the [Learning Contract](#) provide the structure and learning plan for students to demonstrate all nine (9) competencies. Learning Contracts are inclusive of required, competency and behavior-based tasks appropriate for the generalist level of practice.

Before the student is placed in an agency, the Coordinator of Field Education (MSW Field) 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 and must be finalized at least 2 months prior to the practicum start date.

The field education experience is designed to offer students new learning opportunities in new practice settings. However, it is possible for MSW students to complete the practicum in their place of employment with approval from the Coordinator of Field Education (MSW Field). Approval is only granted when:

- The agency can provide at least 50% of a student's required hours by assigning new learning experiences that are different than the student's current job responsibilities.
 - A student would be able to count up to 50% of their employment/work hours towards field internship hours IF the student's current job responsibilities meet the Learning Contract requirements.
 - This is to ensure the student gets access to new and required, generalist social work learning experiences within their agency (see [Learning Contract](#)).
- The agency recognizes the student's learning experience must be tied to the nine (9) competencies provided in the Learning Contract at the generalist practice level 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 practice experience to serve as the student's Field Instructor.
- The Field Instructor can provide one hour per week of individual and/or group supervision for the internship separate from other employment supervision/staff meetings.

Please note: the internship Field Instructor can be the student's current supervisor if they meet the above requirements.

The following conditions must be met:

The Agency agrees to:

1. Provide the student with a Field Instructor who has two years of post-MSW graduate experience and can meet the same qualifications of the School of Social Work as other Field Instructors, including taking the required training offered by the School twice per year.
2. Provide the student with one, continuous hour a week of supervision with the Field Instructor that is separate from employment supervision time, focusing on the nine (9) competencies as outlined in the Learning Contract and supervision agenda.
3. Provide the student with generalist practice learning opportunities with individuals, families, groups, communities, and organizations that differ from their regular job responsibilities for at least 50% of the student's internship hours.
4. Complete the Employment Setting Practicum Application using the Learning Contract provided with this application to review program requirements.
5. Be able to meet School of Social Work's Learning Contract requirements for the student at the agency (see [Learning Contract](#)).
6. Continue with the student's Learning Contract for the designated time and not alter this plan to meet the employer's needs.
7. Meet with the Coordinator of Field Education (MSW Field) and the student to review the Learning Contract and program requirements within one week of this application being submitted to the School.
8. Not use Field Instructor's evaluations of the student, written class assignments prepared by the student and other material prepared for utilization in the educational plan of the student to evaluate the student's performance as an employee of the Agency.

The School of Social Work agrees to:

1. Provide Faculty Liaison to the Agency/Student to support and monitor the educational arrangement through regular phone calls, Zoom meetings, emails, and site visits. Throughout the MSW I internship, the Field Liaison will assess how the student is engaging in the 20 behaviors to meet the nine competencies using the Learning Contract, ensure that the student assignments are generalist practice level, and confirm that supervision is consistently provided and separate from employment supervision. For the MSW II internship, the Field Liaison will assess how the student is engaging in the 29 behaviors to meet the nine competencies using the Learning Contract, ensure that the student assignments are specialized practice level, and confirm that supervision is consistently provided and separate from employment supervision.
2. Provide the student, Field Instructor, and agency with the same orienting, monitoring, support, engagement, and evaluation as those internships where the students are not employed by the agency.
3. Be available for consultation with the Agency Director, Field Instructors, and students to discuss various aspects of the field practicum.

4. Provide the Agency and Field Instructor with competencies and behaviors, curriculum, and policies of the School, including the website for the MSW Field Education Manual <https://stempel.fiu.edu/assets/docs/msw-field-education-manual.pdf>.
5. Develop and coordinate training for Field Instructors and ensure that the Field Instructors attend the biannual mandatory Field Instructors' Training.

3. Policy – Specialized

Practicum agencies are selected based on their ability to provide learning opportunities that are consistent with the Council on Social Work Education's (CSWE) nine (9) competencies at the specialized/clinical practice level. This includes practice with individuals, families, and groups. Required internship tasks listed in the [Learning Contract](#) provide the structure and learning plan for students to demonstrate all nine (9) competencies. Learning Contracts are inclusive of required, competency and behavior-based tasks appropriate for the students' specialized/clinical level of practice.

Before the student is placed in an agency, the Coordinator of Field Education (MSW Field) 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 and must be finalized at least 2 months prior to the practicum start date.

The field education experience is designed to offer students new learning opportunities in new practice settings. However, it is possible for MSW students to complete the practicum in their place of employment with approval from the Coordinator of Field Education (MSW Field). Approval is only granted when:

- The agency can provide at least 50% of a student's required hours by assigning new learning experiences that are different than the student's current job responsibilities.
 - A student would be able to count up to 50% of their employment/work hours towards field internship hours IF the student's current job responsibilities meet the Learning Contract requirements.
 - This is to ensure the student gets access to new and required, specialized/clinical social work learning experiences within their agency (see [Learning Contract](#)).
- The agency recognizes the student's learning experience must be tied to the nine (9) competencies provided in the Learning Contract at the specialized/clinical practice level 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 practice 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 internship Field Instructor can be the student's current supervisor if they meet the above requirements.

The following conditions must be met:

The Agency agrees to:

1. Provide the student with a Field Instructor who has two years of post-MSW graduate experience and can meet the same qualifications of the School of Social Work as other Field Instructors, including taking the required training offered by the School twice per year.
2. Provide the student with one, continuous hour a week of supervision with the Field Instructor that is separate from employment supervision time, focusing on the nine (9) competencies as outlined in the Learning Contract and supervision agenda.
3. Provide the student with generalist practice learning opportunities with individuals, families, groups, communities, and organizations that differ from their regular job responsibilities for at least 50% of the student's internship hours.
4. Complete the Employment Setting Practicum Application using the Learning Contract provided with this application to review program requirements.
5. Be able to meet School of Social Work's Learning Contract requirements for the student at the agency (see [Learning Contract](#)).
6. Continue with the student's Learning Contract for the designated time and not alter this plan to meet the employer's needs.
7. Meet with the Coordinator of Field Education (MSW Field) and the student to review the Learning Contract and program requirements within one week of this application being submitted to the School.
8. Not use Field Instructor's evaluations of the student, written class assignments prepared by the student and other material prepared for utilization in the educational plan of the student to evaluate the student's performance as an employee of the Agency.

The School of Social Work agrees to:

1. Provide Faculty Liaison to the Agency/Student to support and monitor the educational arrangement through regular phone calls, Zoom meetings, emails, and site visits. Throughout the MSW I internship, the Field Liaison will assess how the student is engaging in the 20 behaviors to meet the nine competencies using the Learning Contract, ensure that the student assignments are generalist practice level, and confirm that supervision is consistently provided and separate from employment supervision. For the MSW II internship, the Field Liaison will assess how the student is engaging in the 29 behaviors to meet the nine competencies using the Learning Contract, ensure that the student assignments are specialized practice level, and confirm that supervision is consistently provided and separate from employment supervision.
2. Provide the student, Field Instructor, and agency with the same orienting, monitoring, support, engagement, and evaluation as those internships where the students are not employed by the agency.
3. Be available for consultation with the Agency Director, Field Instructors, and students to discuss various aspects of the field practicum.

4. Provide the Agency and Field Instructor with competencies and behaviors, curriculum, and policies of the School, including the website for the MSW Field Education Manual <https://stempel.fiu.edu/assets/docs/msw-field-education-manual.pdf>.
5. Develop and coordinate training for Field Instructors and ensure that the Field Instructors attend the biannual mandatory Field Instructors' Training.

4. Termination from the Agency

In the event a student's employment is terminated at the placement, the Coordinator of Field Education (MSW Field r) will assess the circumstances, meeting with the student and Field Instructor(if possible). If the student was terminated due to circumstances unrelated to student performance such as funding cuts, position elimination, or agency closure, the Coordinator will immediately identify a new placement and move the student to that internship as soon as possible. If the student's employment termination was due to performance issues that relate to internship performance expectations (though they may only have occurred as part of employment), the Coordinator will consult with the Director and determine if the student will be: (1) replaced at another agency; (2) assigned an "F" in practicum and, therefore, terminated from the major; or (3) assigned an "F" in the practicum but sent to a Student Review and Termination Committee to determine if the student can continue in the program. At no time does the employment supervisor, agency, or Field Instructor(if different from supervisor) make the determination of the assigned grade or continuation in the program.

X. 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 practicum. Specifically, the field seminars provide the student an opportunity to demonstrate:

- 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.
- A substantial ability to integrate the competencies obtained from coursework with the field practicum in simulations, exercises, and written assignments.
- 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.

Field seminars are scheduled throughout the semester with dates and times varying according to semester (fall/spring vs summer). Refer to the syllabi for questions regarding seminar schedules.

XI. PROBLEM-SOLVING IN THE FIELD PRACTICUM

A. Student Concerns Regarding Practicum

If the student is having 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 Field Liaison immediately. At that time, the 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 [Field Internship Support 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:

1. Student submits a written request to the Coordinator of Field Education (MSW Field), or designee, for another field placement within five (5) business days of the meeting with the 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.
2. Within five (5) business days of receipt of the written request, the Coordinator of Field Education (MSW Field), or designee, and the 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 Coordinator of Field Education (MSW Field), or designee, as a result of this meeting:
 - a. Student is to remain in the same placement with a [Field Internship Support Plan](#) or written action plan to rectify any concerns; or
 - b. Student is to be placed in a new agency and carry hours over from previous placement; or
 - c. Student is to be placed in a new agency and not be able to carry hours over from the previous placement.
3. Please note that the Coordinator of Field Education (MSW Field), 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.
4. Within five (5) business days of the meeting with the Liaison, the Coordinator of Field Education (MSW Field), or designee, and student, the student is to receive a written notice of the Coordinator of Field Education's (MSW Field) decision.
5. 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 Coordinator of Field Education's (MSW Field) letter.

The above procedures require that the student remain in their 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 their placement at any point during this process, the student must:

1. Notify the Field Instructor and terminate appropriately under the direction of their Field Instructor.

2. Notify the Field Liaison and Coordinator of Field Education (MSW Field), 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.

B. Field Instructor Concerns Regarding Student

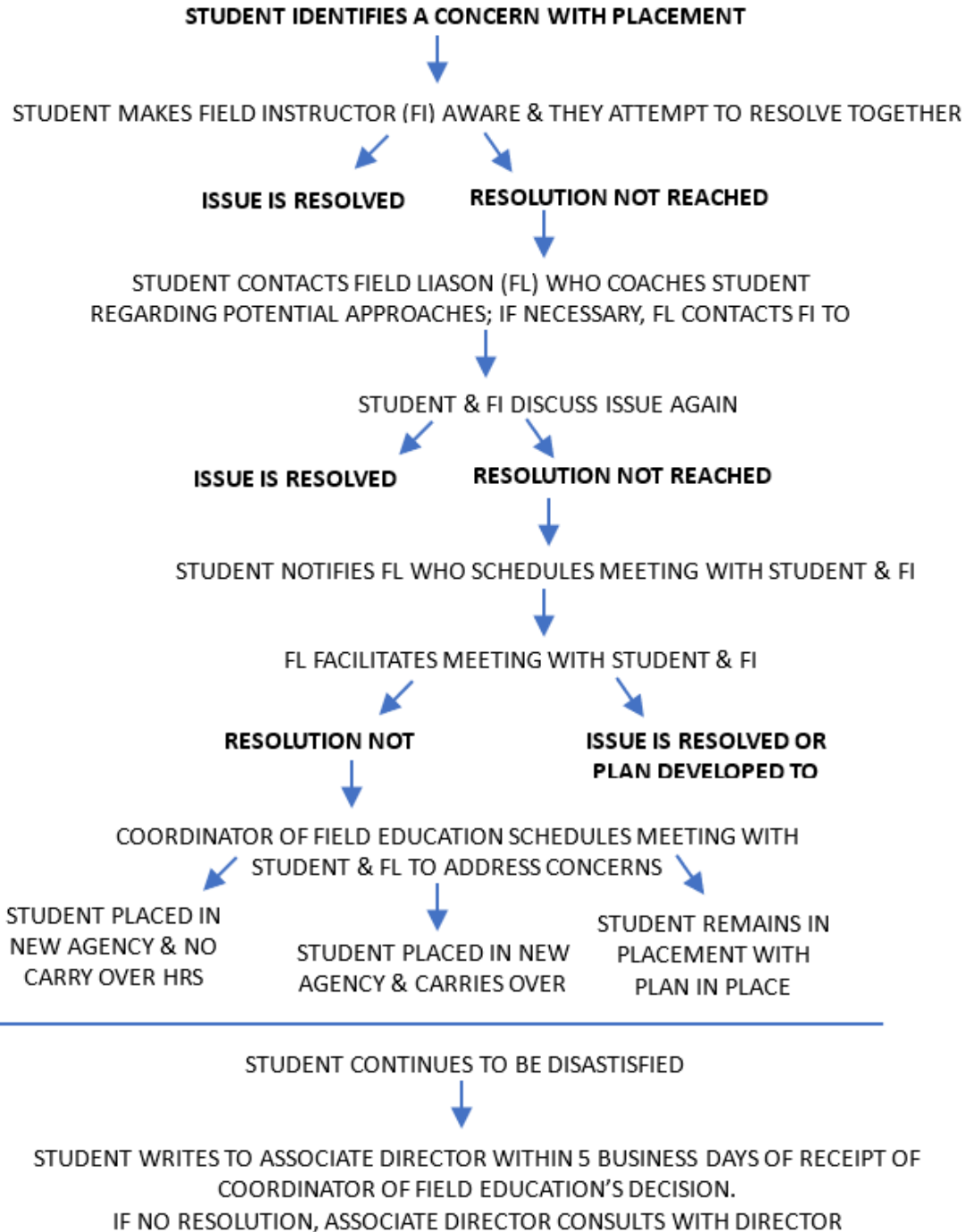
If a Field Instructor has concerns with a student, the Field Instructor must first make the student aware of this issue and attempt to rectify the situation. If this discussion does not resolve the concern, the Field Instructor must notify the Field Liaison immediately. At that time, the Field Liaison will coach the Field Instructor regarding potential solutions to resolve the situation with the student. The Field Instructor must then meet with the student again to attempt to resolve the matter. If those meetings do not resolve the issues, the Field Instructor 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 a [Field Internship Support Plan](#) or written action plan. If an agreement cannot be reached, the Field Liaison will consult with the Coordinator of Field Education (MSW Field). If no resolution is achieved following that consultation, the Coordinator of Field Education (MSW Field) will consult with the Associate Director, who may consider options such as a Student Review Committee, placement change, etc.

C. Termination From Placement

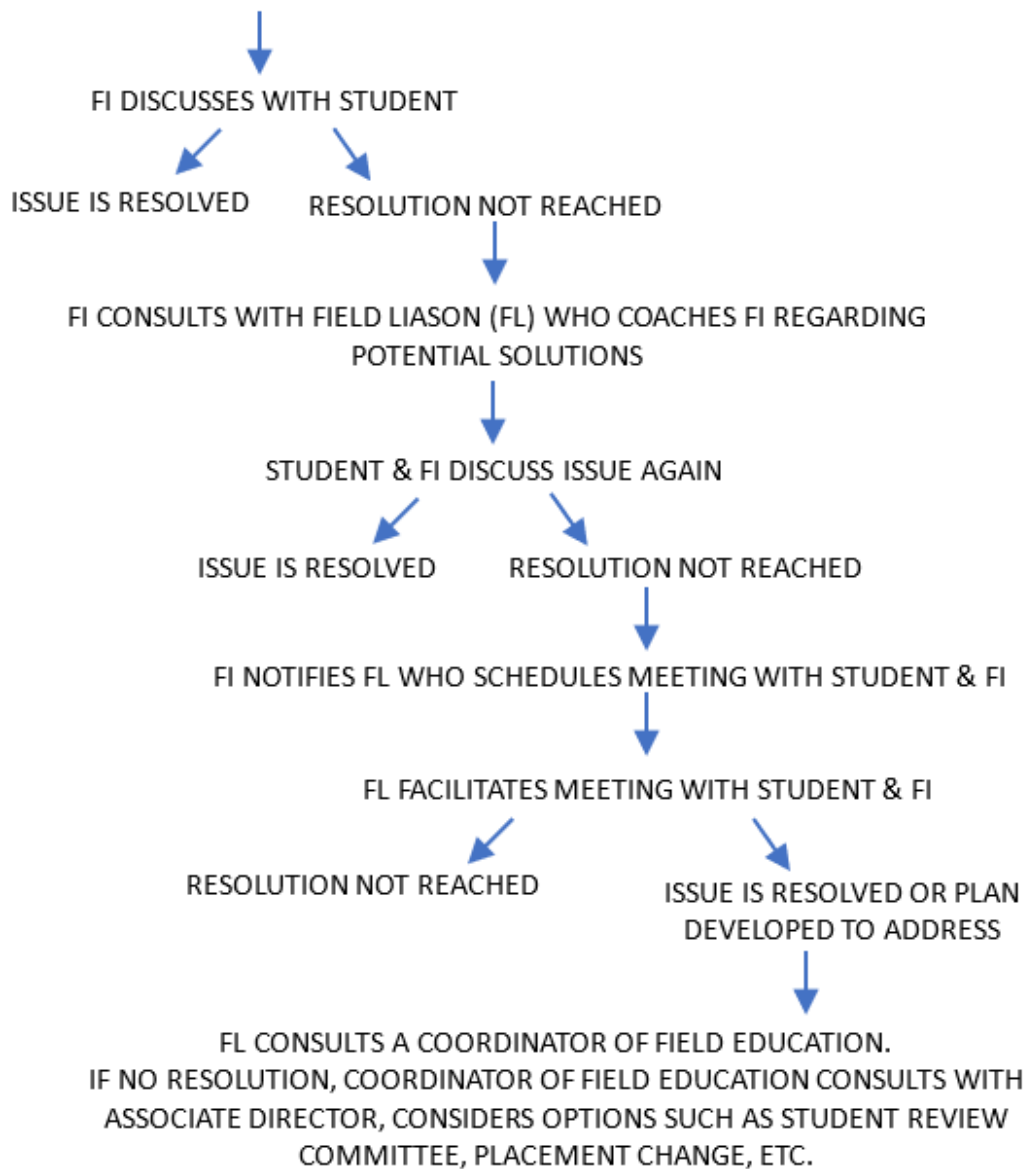
At any point during the internship, poor performance or a single event that is unethical, unprofessional and/or may place clients at risk will result in termination from the placement. This decision is made by a Coordinator of Field Education (MSW Field) with input from the Field Instructor, Field Liaison, 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 no longer work with the student.

If a student is terminated from their placement, the Coordinator of Field Education (MSW Field) and Field Liaison will meet with the student and Field Instructor. Following that meeting(s), the Coordinator of Field Education (MSW Field), 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, SOW 6533, SOW 6534) and, therefore, terminated from the major or (3) assigned an “F” in the practicum but sent to Student Review and Termination Committee to determine if the student can continue in the program. At no time does the Field Instructor/agency make the determination of the assigned grade or continuation in the program.

See next page for problem-solving in the practicum flowcharts.



FIELD INSTRUCTOR (FI) IDENTIFIES CONCERN



XII. EVALUATION

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 Field Liaison monitors the performance of students through a variety of means including but not limited to: site visits, discussion with Field Instructors, discussion with students, process recordings, the [Mid-Semester Field Evaluation](#), [Final Field 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 growth. The Final Field Evaluation, prepared by both the Field Instructor and the 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 Field Liaison and input from the Field Instructor.

A. Mid-Semester Field Evaluation of Student Performance

The [Mid-Semester Field 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 Field Evaluation should be submitted via IPT to the Office of Field Education on the date indicated in the practicum syllabus. If a Mid-Semester Field Evaluation results in a '1' (Unacceptable) or '2' (Below Satisfactory) or '0' (Not Yet Started) the Field Liaison will consult with the Field Instructor and student to discuss the areas of concern and may formulate a written [Field Internship Support Plan](#) to address those areas below expectations (unless already implemented).

B. Final Field Evaluation of Student Performance

The [Final Field Evaluation](#) must be submitted via [IPT](#) and signed by the student and the Field Instructor. 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 exact timing of the preparation of the evaluation is determined by the Field Seminar Instructor within time limitations established by a Coordinator of Field Education (MSW Field), or designee, and the University calendar. An evaluation that identifies multiple areas of concern will result in a meeting between the Coordinator of Field Education and Field Instructor to discuss the deficits in order for the Field Seminar Instructor to determine a final grade. If a negative evaluation contributes to a failure ("F") in the practicum, a failing grade will be assigned. A failure ("F") in the practicum results in termination from the program. A Student Review and Termination Committee can be called to recommend if the student can continue in the program.

C. Student Evaluation of the Field Practicum

The student is required to complete an [Evaluation of Field Practicum Experience](#) 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 competencies and behaviors articulated in the relevant practicum syllabus.
- Incomplete (IN): Students may receive an "IN" if they have not completed the practicum due to a serious interruption not caused by the student's own negligence. A specified time frame for completion of the practicum will be designated by the 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 Academic Grievance Procedure](#).

E. Applying to the Field after a Withdrawal or Incomplete

When a student withdraws or receives an incomplete for the practicum, their 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. 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 and the Coordinator of Field Education (MSW Field), or designee 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 their 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. Field Internship Support Plan

If at any point during the field practicum experience, the Field Liaison or Field Instructor determine that the student's performance is not meeting the expectations per the competency-based [Learning Contract](#), the Field Liaison and/or Field Instructor must consult with the Coordinator of Field Education (MSW Field) to review the areas of concern. The Coordinator of Field Education (MSW Field) may create a written Field Internship Support Plan to address those areas of concern per the [Learning Contract](#). Actions will be specified for the student, Field Instructor, and Field Liaison with the guidance of the Coordinator of Field Education (MSW Field). The Plan will include a target date that relates to areas of concern. 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.

If at any point the student identifies barriers to learning and completing required tasks per the [Learning Contract](#), the student should contact their Field Liaison and/or the Coordinator of Field Education (MSW Field) to discuss areas of concern. The Coordinator of Field Education (MSW Field) may then create a written Field Internship Support Plan to address those areas of concern per the [Learning Contract](#). Actions will be specified for the student,

Field Instructor, and Field Liaison with the guidance of the Coordinator of Field Education (MSW Field). The Plan will include a target date that relates to areas of concern.

If the Coordinator of Field Education (MSW Field) determines that a Field Internship Support Plan will be implemented, a meeting with the student, Field Instructor and Field Liaison (when available) will be scheduled within one week. At the initial meeting, the Coordinator of Field Education (MSW Field) will facilitate review of the written Plan and provide clarification for any questions. All parties will sign the Plan. At least one additional meeting with all parties will take place on or before the target date for the Plan. If all assigned actions are completed by the target date, the student may continue at the placement with no further need for a Field Internship Support Plan. If all assigned actions are not completed by the target date, the Coordinator of Field Education (MSW Field) may extend the target date of the Field Internship Support Plan, if the Field Instructor agrees. If the Field Instructor does not agree to extend the Plan due to student’s performance, the student may 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, SOW 6533, or SOW 6534.

Field Internship Support Plan

Listing of Competencies not being met (identify corresponding behaviors deemed unsatisfactory)	Actions to be completed by student to appropriately engage in 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

XIII. CRITERIA FOR EVALUATION OF ACADEMIC AND PROFESSIONAL PERFORMANCE

A. Ethical Community Membership

The FIU School of Social Work, including the MSW Program, is an ethical community. The School’s ethical community is guided by: [The Council on Social Work Education’s \(CSWE\) nine \(9\) competencies](#) which ensure professional competence by all social work students, 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](#). The School’s 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.

B. Academic Performance

1. Grading Scale

The grading system in effect in the social work program is:

A	4.00	93-100	B	3.00	83-86	C	2.00	70-76
A-	3.67	90-92	B-	2.67	80-82	D	1.00	60-69
B+	3.33	87-89	C+	2.33	77-79	F	0	< 60

except for the three field practicum courses, which are approved for P (Pass) or F (Fail) grades only.

Student grades and other evaluations of performance are confidential. Instructors are not permitted to post grades by name or student identification number.

Students who wish to have reference letters sent on their behalf must submit requests in writing. Upon request, they may obtain copies of any reference material in their files.

a. Academic Warning, Probation, and Dismissal

- Warning: A graduate student whose cumulative graduate GPA falls below a 3.0 will be placed on warning, indicating academic difficulty. The designation will be notated on the transcript.
- Probation: A graduate student on warning whose cumulative graduate GPA remains below 3.0 in the following semester will be placed on probation, indicating serious academic difficulty. The designation will be notated on the transcript. The College or School of the student on probation may indicate the conditions which must be met in order to continue enrollment.
- Dismissal: A graduate student on probation whose cumulative and semester GPA's fall below a 3.0 will be automatically dismissed from his or her program and the University. The designation will be notated on the transcript. A graduate student will not be dismissed prior to attempting a minimum of 12 hours of coursework as a graduate student. The student has ten working days to appeal the dismissal decision. This appeal must be made in writing to the Dean of the University Graduate School. To appeal, a Petition for Exception to Graduate Requirements must be completed. The petition is an online process which is initiated by the academic unit in which you were pursuing your degree. Should you wish to initiate this appeal, you must contact your academic unit. The dismissal from the University is for a minimum of one year and prohibits students from registering for any courses. After one year, the student may apply for readmission to the University in the same or a different program, or register as a nondegree-seeking student if applicable. Dismissed students who are readmitted or who register as non-degree-seeking students are placed on academic probation.

2. Field Performance

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 Field Liaison monitors the performance of students through a variety of means including but not limited to: site visits, discussion with Field Instructors, discussion with students, process recordings, the [Mid-Semester Field Evaluation](#), [Final Field 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 growth. The Final Field Evaluation, prepared by both the Field Instructor and the 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 Field Liaison and input from the Field Instructor.”

a. Mid-Semester Field Evaluation of Student Performance

The [Mid-Semester Field 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 Field Evaluation should be submitted via IPT to the Office of Field Education on the date indicated in the practicum syllabus. If a Mid-Semester Field Evaluation results in a '1' (Unacceptable) or '2' (Below Satisfactory) or '0' (Not Yet Started) the Field Liaison will consult with the Field Instructor and student to discuss the areas of concern and may formulate a written [Field Internship Support Plan](#) to address those areas below expectations (unless already implemented).

b. Final Field Evaluation of Student Performance

The [Final Field Evaluation](#) must be submitted via [IPT](#) and signed by the student and the Field Instructor. 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 exact timing of the preparation of the evaluation is determined by the Field Seminar Instructor within time limitations established by a Coordinator of Field Education (MSW Field), or designee, and the University calendar. An evaluation that identifies multiple areas of concern will result in a meeting between the Coordinator of Field Education and Field Instructor to discuss the deficits in order for the Field Seminar Instructor to determine a final grade. If a negative evaluation contributes to a failure (“F”) in the practicum, a failing grade will be assigned. A failure (“F”) in the practicum results in termination from the program. A Student Review and Termination Committee can be called to recommend if the student can continue in the program.

3. Capstone

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 Capstone is evaluated by a panel of three (two faculty and one field instructor) who utilize an assessment rubric to score the Capstone based on the nine (9) competencies

4. 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 and Academic Integrity. Such misconduct may also result in an initiation of a Student Review and Termination Procedure as these matters fall under Professional Performance Misconduct as well as are a 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.

C. 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 University's [Student Conduct & Honor Code](#) as well as a failure to meet the [CSWE competencies](#).

1. Expectations for Professional Performance

Students must:

- Understand and adhere to the [Code of Ethics of the National Association of Social Workers](#);
- Adhere 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 competence and expertise.
- Be actively involved in professional social work development through assessment of their academic and personal aptitude and performance;
- Learn and demonstrate the skills, abilities, and knowledge of [the nine competencies set forth by the Council on Social Work Education \(CSWE EPAS, 2022\)](#) in classes and fieldwork:
 - Demonstrate ethical and professional behavior;

- Advance human rights and social, racial, economic, and environmental justice;
- Engage anti-racism, diversity, equity, and inclusion (A DEI) 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.
- 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).

2. Criteria for Professional Performance 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.

Inability, unwillingness, or failure to:

- Respect and/or promote clients' right to self-determination.
- Provide clients with the opportunity for informed consent.
- Provide services within the boundaries of their competence, utilizing supervisory consultation as guidance.
- Respect human and cultural diversity.
- Respect clients' right to privacy and confidentiality in accordance with professional ethics, Florida statutes, University, or agency policy.
- Treat fellow students, colleagues, supervisors, or educators with respect.
- Maintain the confidentiality of fellow students, colleagues, supervisors or educators.
- Use practice skills or interventions that fall within the range of accepted and relevant practice.
- Demonstrate appropriate interpersonal boundaries, self-awareness, self-containment, or self-control, abilities and attributes essential for professional social work practice.
- Report suspected child abuse, family violence, elder abuse, or threatened harm to self or others as required by Florida statute.

Engaging in unethical and/or unprofessional behavior that may include (but is not inclusive):

- Entering into a dual relationship with clients or failing to disclose a conflict of interest.
- Behavior in the classroom or field activities, which causes a disruption in the learning of other students or in the service of clients.
- Entering into a sexual relationship or sexual activity with clients, whether consensual or forced.
- Use of disrespectful or derogatory language in written or verbal communication with or about fellow students, colleagues, supervisors, or educators.
- Exploitation of clients who lack the capacity to make informed decisions.
- 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.
- 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.
- Private conduct that interferes with the ability to fulfill student responsibilities or that represents dishonesty, fraud, deception, or misrepresentation.
- 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.
- 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).
- Inappropriate use of technology (social network sites, online chatting, email, texting, telephone, databases, video etc.)

XIV. STUDENT ACADEMIC AND PROFESSIONAL MISCONDUCT PROCEDURES

A. Academic 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 addressed by University policy and defined in Section XIII of this Manual:

1. 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 meeting.
2. 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.

3. Members of the faculty involved with the identified issue may be required to meet with the Student Review and Termination Committee.
4. The student may choose to bring a personal advocate (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 their 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.
5. 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 (5) working days of this meeting.
6. Written notification of the Director's decision will be sent to the student within five (5) 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 warrants termination from the Program;
 - Referral of the matter to the MSW Program Coordinator or the Coordinator of Field Education (MSW Field) 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.
7. 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.

B. 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 the School's ethical community, may bring the issues to the attention of the Director of the School of Social Work.

For all professional performance issues:

1. 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 meeting.

2. 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.
3. Members of the faculty involved with the identified issue may be required to meet with the Student Review and Termination Committee.
4. The student may choose to bring a personal advocate (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 their 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.
5. 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 (5) working days of this meeting.
6. Written notification of the Director's decision will be sent to the student within five (5) 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 warrants termination from the Program;
 - Referral of the matter to the MSW Program Coordinator or the Coordinator of Field Education (MSW Field) 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.
7. 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 [Problem-Solving in Field Placement](#) and follow the steps for Field Instructor Identifies a Concern. ***

C. Student Review & 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:

1. The Associate Director, or designee, will serve as the chair of the Committee.

2. The Coordinator of Field Education, 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.
3. A student representative from the School of Social Work in the MSW program will serve on the Committee.
4. 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 because 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 they 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 Program 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 their 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 Professional Misconduct Procedure Process above (#7).

XV. ACADEMIC AND PROFESSIONAL GRIEVANCE PROCEDURES

A. Academic Grievances

The Program's definition of academic grievances follows that of the University. The procedure, similarly, follows the model of the University. The University Academic Grievances Procedure is below or in the [Graduate Program Manual](#).

1. Informal Academic Grievance Procedure

- Graduate students must attempt to resolve informally an academic grievance as soon as possible. A student must initiate informal resolution procedures by contacting the professor (or administrator as the instructor of record) no later than ten (10) 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 academic grievance through an informal meeting with the professor.

- If the matter cannot be resolved, or if the professor cannot be reached, the student must meet next with the department chair. If the student's grievance is against a committee, the student must meet with the committee chairperson.
- If the matter cannot be resolved, the student must meet next with the department chair. The informal grievance process is terminated at the department level except when the department chair is the subject of the complaint in which case the grievance continues to the college or school dean. A mutually agreeable resolution shall be formalized through a notation in the student's file/record which is initialed by the student and the professor or college or school dean.

2. Formal Academic Grievance Procedure

- The academic grievance procedure within the Office of the Faculty Fellow for Academic Integrity is initiated by filing a written complaint with the Faculty Fellow for Academic Integrity or designee. The complaint must be filed within fifteen (15) business days* of the date the informal resolution process ends, or within twenty (20) business days* after classes begin in the semester following that in which the complaint arose – whichever is later.
- After receipt, the Faculty Fellow for Academic Integrity or designee, in consultation with the chairperson of the Graduate Student Academic Grievance Committee, will review the complaint to determine whether it falls within the scope of this policy and whether a formal hearing is warranted. When there are disputed issues of material fact which must be determined, a formal hearing is warranted.
- If the complaint does not fall within the scope of this policy, then the student shall be so notified in writing.

3. Graduate Student Academic Grievance Committee

Where a complaint falls within the scope of this policy and there are disputed issues of material fact to be determined, the Faculty Fellow for Academic Integrity or designee will refer the matter to the Graduate Student Academic Grievance Committee. The Grievance Committee will be composed of five members, two of whom should be graduate students selected by the Faculty Fellow for Academic Integrity or designee from a list of names supplied by the President of the Graduate Student Association (GSA) and/or deans of other colleges and schools. The other members of the Committee shall be three graduate faculty. They will be selected from lists supplied by deans of other colleges and schools and/or the Faculty Senate. The faculty members of the Committee will include two faculty from academic units outside of the school/college where the student is enrolled and where the grievance has been filed. The Chairperson of the Committee will be jointly selected by the Faculty Fellow for Academic Integrity or designee and the Chairperson of the Faculty Senate.

4. Procedure of Policy

A hearing shall be scheduled as soon as possible but no later than 45 business days* after receipt of the grievance. The grieving party and the professor shall be notified by the Faculty Fellow for Academic Integrity or designee in writing, of the date and time in

which to appear for the formal hearing. The hearing shall be conducted with such formality as is necessary to ensure the proceeding is fair and in a manner that allows both sides of the dispute to be presented. The hearing shall be recorded. At the conclusion of the hearing, the members of the Committee shall have the opportunity to deliberate outside the presence of the parties. A written report including findings of facts, conclusions and recommendations shall be prepared and forwarded to the Faculty Fellow for Academic Integrity or designee. The Faculty Fellow for Academic Integrity or designee shall issue a written decision within fifteen (15) business days* of receipt of the Committee's report. The student and the professor will be sent copies of the Fellow's determination by mail.

5. Appeals

Any decision of the Faculty Fellow for Academic Integrity may be appealed by either the grieving student or the professor where there is evidence that a significant impropriety occurred in the review process. The appeal must be in writing, specify in detail the alleged procedural impropriety, and must be filed in the Office of the Provost within ten (10) business days*, of the date of receipt of the Fellow's decision. The Provost or a designee shall review the appeal and the record of the formal hearing and issue a decision within twenty (20) business days*. The decision of the Office of the Provost is final.

* "Business Day" is defined as day when university administrative offices are open.

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

6. Graduate Appeal of Academic Dismissal

A graduate student on probation whose cumulative and semester GPA's fall below a 3.0 will be automatically dismissed from his or her program and the University. The designation will be notated on the transcript. A graduate student will not be dismissed prior to attempting a minimum of 12 hours of coursework as a graduate student. The student has ten working days to appeal the dismissal decision. This appeal must be made in writing to the Dean of the University Graduate School. To appeal, a Petition for Exception to Graduate Requirements must be completed. The petition is an online process which is initiated by the academic unit in which you were pursuing your degree. Should you wish to initiate this appeal, you must contact your academic unit. The dismissal from the University is for a minimum of one year and prohibits students from registering for any courses. After one year, the student may apply for readmission to the University in the same or a different program, or register as a nondegree-seeking student if applicable. Dismissed students who are readmitted or who register as non-degree-seeking students are placed on academic probation. (*Graduate University Catalog 2023-2024*, p. 43)

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 (10) 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 (10) days of the failure to resolve the matter informally. Complaints 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:
 - a. Referral of the appeal to a designated Student Review and Termination Committee by notifying the Chairperson of the Student Review and Termination Committee.
 - b. 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 (10) 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 their personal advocate or advisor, orally or in writing, during the Student Review and Termination Committee meeting but their personal advocate or advisor 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.
 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 (5) working days of the meeting.
 6. Written notification of the Director's decision will be sent to the student within ten (10) 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:
 - a. Upholding the decision,
 - b. 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.

For grievances related to the field practicum, students should refer to [Problem-Solving in Field Placement](#). If the problem remains unresolved, students should refer to #2 above.

Students are encouraged to become thoroughly familiar with their rights & responsibilities within the University by reviewing the [FIU Student Handbook](#) and related websites.

XVI. 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 a Field Instructor, fellow student, client, or any other agency employee, it is destructive to the learning and working environment and adversely affects students' performance in their practicum.

A. 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 their 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 that 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 them 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.

B. Process for a Complaint in the Field

Students are strongly encouraged to contact their Field Liaison, Field Instructor, Coordinators of Field Education, or any faculty or staff in the Office of Field Education with whom they feel most comfortable about a sexual harassment complaint. The School understands 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. If the agency does not have a sexual harassment process, the student can make complaints to [FIU's Office of Civil Right Compliance and Accessibility](#) at 305-348-2785.

C. Resources

Aside from the support that the Office of Field Education will provide a student, the University has resources for students who have experienced sexual harassment. The [Victim Empowerment Program](#) 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 [FIU Student Handbook](#).

XVII. TECHNOLOGY GUIDELINES FOR SOCIAL WORK INTERNS

Technology brings with it many advantages as well as some hidden disadvantages. Social media, for example, allows people to easily collaborate and socialize with colleagues, friends, and family who may be in different cities, states, or countries. Yet, it is important to be cognizant that crucial elements of the social work standards, contained in the [National Association of Social Workers Code of Ethics](#) as well as [the Council on Social Work Education \(CSWE\)'s 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, 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 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:

- 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).
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Always check the policies of the University and 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

AGENCY DATA SHEET

Name of Person Completing this Form	
Date Completed	

Name of Agency		
Address		<i>Address for client services if different from main location:</i>
Telephone and Fax		
Web Address	www. _____	
Agency Status	Public _____ Private _____ Not for profit _____ For profit _____	
	Funding source(s): _____	

Name of Internship Coordinator	
Job Title of Internship Coordinator	
Internship Coordinator Telephone Number and Email Address	

Check all areas of social work practice provided at your agency.	
_____ Child Welfare Services	_____ Court/Justice System
_____ Family Services	_____ Hospice
_____ Elderly Services	_____ Developmental Disabilities
_____ Health Care/Hospital	_____ Substance Use/Addictions
_____ Homeless Services	_____ LGBTQ Services
_____ Immigration Services	_____ Domestic Violence/Victim Services
_____ School Social Work	_____ 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.	
_____ BSW	BSW students must be able to learn and then complete intakes, biopsychosocials, case management activities, and group work with clients. Students complete 2 consecutive semesters of 16 hours per week for 16 weeks (fall and spring) and 21.5 hours per week for 12 weeks in the summer

____ MSW I Generalist	MSW I students must be able to learn and then complete intakes, biopsychosocials, case management activities, and group work with clients. Students complete 1 semester of 21.5 hours per week for 16 weeks (fall and spring)
____ MSW II Clinical/ Specialized	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. 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:
		Job Title:
2. Field Instructor	Field Instructors' Training:	Name:
	Date Trained and Location:	Email & Phone:
		Job Title:
3. Field Instructor	Field Instructors' Training:	Name:
	Date Trained and Location:	Email & Phone:
		Job Title:

Please check YES or NO when answering these questions.	YES	NO
Is your agency accessible to students with disabilities?		
Does your agency have gender-neutral bathrooms?		
Does a student need a car to provide services to clients in schools, homes, 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.)?		
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?		
Does your agency accept Exemption Letters, either from DCF or AHCA?		
Is your agency requiring the COVID 19 vaccine?		

What is your Agency's current COVID policy?	
--	--

Please check YES or NO when answering these questions.	YES	NO
Does your agency require drug screening?		
Does your agency require Level I background screening?		
Does your agency require Level II 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 (during the first 2-3 weeks of placement): See Agency Orientation Checklist provided <ul style="list-style-type: none"> • Introduction to agency staff • Overview of agency policies and safety procedures • Details for internship activities (using the Learning Contract provided) • Timeline for student to shadow staff providing client services • Timeline for student to be shadowed when providing client services • Other details: 		
List of all required trainings: <ul style="list-style-type: none"> • _____ • _____ • _____ 		
List all meetings students must or can attend during scheduled hours: <ul style="list-style-type: none"> • staff meetings • case conferences 		
Other internship requirements per the agency		

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 client services a student would be learning and then 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): _____	Name of Program 2: _____ Number of Years Established: _____ Location (if different from address listed pg 1): _____
Program 1 Description and Services Provided: 	Program 2 Description and Services Provided:

<p>Please check all client services a BSW or MSW I Generalist student would provide</p> <ul style="list-style-type: none"> <input type="checkbox"/> case management <input type="checkbox"/> biopsychosocial/intake assessments <input type="checkbox"/> individual client engagement <input type="checkbox"/> client group engagement <input type="checkbox"/> family engagement <input type="checkbox"/> home/community-based visits <input type="checkbox"/> case conferences <input type="checkbox"/> staff meetings <p>other: _____</p>	<p>Please check all client services a BSW or MSW I Generalist student would provide</p> <ul style="list-style-type: none"> <input type="checkbox"/> case management <input type="checkbox"/> biopsychosocial/intake assessments <input type="checkbox"/> individual client engagement <input type="checkbox"/> client group engagement <input type="checkbox"/> family engagement <input type="checkbox"/> home/community-based visits <input type="checkbox"/> case conferences <input type="checkbox"/> staff meetings <p>other: _____</p>
<p>Please check all client services a MSW II Clinical/Specialized student would provide after training.</p> <ul style="list-style-type: none"> • <i>*Students at this level must be able to complete the following after your orientation and training.</i> <ul style="list-style-type: none"> <input type="checkbox"/> intake <input type="checkbox"/> biopsychosocial assessments <input type="checkbox"/> clinical client engagement with individuals <input type="checkbox"/> clinical engagement with client groups <input type="checkbox"/> clinical client engagement with families <input type="checkbox"/> home/community-based visits <input type="checkbox"/> case conferences <input type="checkbox"/> staff meetings <p>other: _____</p>	<p>Please check all client services a MSW II Clinical/Specialized student would provide after training.</p> <ul style="list-style-type: none"> • <i>*Students at this level must be able to complete the following after your orientation and training.</i> <ul style="list-style-type: none"> <input type="checkbox"/> intake <input type="checkbox"/> biopsychosocial assessments <input type="checkbox"/> clinical client engagement with individuals <input type="checkbox"/> clinical engagement with client groups <input type="checkbox"/> clinical client engagement with families <input type="checkbox"/> home/community-based visits <input type="checkbox"/> case conferences <input type="checkbox"/> staff meetings <p>other: _____</p>

Please include a detailed description explaining specific client services a student would be learning and then providing at the agency. This information will be provided to students during the matching process so please include specifics.

BSW and MSW I Generalist Student: *These students must be able to learn and then complete intakes, biopsychosocials, case management activities, and group work with clients.*

MSW II Advanced Clinical Student: *These students must be able to learn and then complete biopsychosocials, evidence-based interventions with clients including individual, family, and group work.*

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 to complete client engagement and learning and not just the hours the agency is open for business.

Day of the Week	Yes	No	Hours	Client Services Provided During these Hours that Students Engage In (circle all that apply)
Monday			_____ am - _____ pm	<input type="checkbox"/> intake <input type="checkbox"/> case management <input type="checkbox"/> assessment and referrals <input type="checkbox"/> group therapy/individual therapy <input type="checkbox"/> home/community-based visits <input type="checkbox"/> case conferences <input type="checkbox"/> staff meetings <input type="checkbox"/> other: _____
Tuesday			_____ am - _____ pm	<input type="checkbox"/> intake <input type="checkbox"/> case management <input type="checkbox"/> assessment and referrals <input type="checkbox"/> group therapy/individual therapy <input type="checkbox"/> home/community-based visits <input type="checkbox"/> case conferences <input type="checkbox"/> staff meetings <input type="checkbox"/> other: _____
Wednesday			_____ am - _____ pm	<input type="checkbox"/> intake <input type="checkbox"/> case management <input type="checkbox"/> assessment and referrals <input type="checkbox"/> group therapy/individual therapy <input type="checkbox"/> home/community-based visits <input type="checkbox"/> case conferences <input type="checkbox"/> staff meetings <input type="checkbox"/> other: _____
Thursday			_____ am - _____ pm	<input type="checkbox"/> intake <input type="checkbox"/> case management <input type="checkbox"/> assessment and referrals <input type="checkbox"/> group therapy/individual therapy <input type="checkbox"/> home/community-based visits <input type="checkbox"/> case conferences <input type="checkbox"/> staff meetings <input type="checkbox"/> other: _____
Friday			_____ am - _____ pm	<input type="checkbox"/> intake <input type="checkbox"/> case management <input type="checkbox"/> assessment and referrals <input type="checkbox"/> group therapy/individual therapy <input type="checkbox"/> home/community-based visits <input type="checkbox"/> case conferences <input type="checkbox"/> staff meetings <input type="checkbox"/> other: _____

Saturday and Sunday			_____ am - _____ pm	<input type="checkbox"/> intake <input type="checkbox"/> case management <input type="checkbox"/> assessment and referrals <input type="checkbox"/> group therapy/individual therapy <input type="checkbox"/> home/community-based visits <input type="checkbox"/> case conferences <input type="checkbox"/> staff meetings <input type="checkbox"/> other: _____

Please provide your agency's policy and/or statements regarding diversity, equity, and inclusion.

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

Please describe your agency's staff composition	Number
Masters in Social Work	
Bachelors in Social Work	
Other: _____	

Please list other universities and programs that your agency is affiliated with for social work internships.	Length of Time

Person who will sign affiliation agreement:

Name: _____ Job Title: _____

Email address: _____ Phone Number: _____

Date: _____

Signature of person completing data form

Title

Name of person completing data form

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—21.5 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 Coordinator of Field Education for the purpose of placement assignment to agencies with which the University has a formal written affiliation. The agency also will view your application so *please be sure that it is free of typos and grammatical errors.*

Prior to matching, a Coordinator of Field Education 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 of Field Education 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 Coordinator of Field Education. 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 Coordinator of Field Education, 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 email confirming your acceptance or denial. If you are accepted into field, the email 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 [School of Social Work website](#).

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 _____ Cell _____

FIU email: _____

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 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? _____

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, please contact the Disability Resource Center at 305-348-3532 (MMC) or 305-919-5345 (BBC).*

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: _____

Acknowledgment 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.

- **Liability Insurance:** Professional liability coverage is provided through FIU for students in field internships. Contact the Office of Field Education 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 you agency Field Instructor.
- **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.
- **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.

- **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.
- **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.
- **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.**
- **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: _____ Panther ID: _____

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 hrs/week in fall/spring and 24 hrs/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 Coordinator of Field Education for the purpose of placement assignment to agencies with which the University has a formal written affiliation. The agency to which are you matched (tentatively) also will view your application so *please be sure that it is free of typos and grammatical errors.*

Prior to matching, a Coordinator of Field Education 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 of Field Education 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 Coordinator of Field Education. 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 Coordinator of Field Education, 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 email confirming your acceptance or denial. If you are accepted into field, the email 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 [School of Social Work website](#).

ELIGIBILITY FOR ADMISSION TO MSW FIELD PRACTICUM II

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

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

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

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 email: _____

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 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? _____

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. 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 Welfare? Yes _____ No _____

15. 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).

16. Please detail any additional information pertinent to practicum planning that has not been addressed in this application. If you have a disability, please contact the Disability Resource Center at 305-348-3532 (MMC) or 305-919-5345 (BBC).

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: _____

Acknowledgment 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.

- **Liability Insurance:** Professional liability coverage is provided through FIU for students in field internships. Contact the Office of Field Education 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 you agency Field Instructor.

- **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.
- **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.
- **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.
- **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.
- **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.**
- **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: _____ Panther ID: _____

SAME AGENCY APPLICATION FOR SOW 6534 – MSW FIELD PRACTICUM III
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 hrs/week in fall/spring and 24 hrs/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: _____

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

2. Address: Street _____

City _____ State _____ ZIP _____

3. Phone: Home _____ Business _____ Cell _____

FIU email: _____

4. Agency Name: _____

Address: Street _____

City _____ State _____ ZIP _____

5. Location or Site where student will be located if different than above:

Address: Street _____

City _____ State _____ ZIP _____

Telephone: _____

6. Field Instructor: _____ Telephone: _____

7. Task Supervisor: _____ Telephone: _____
(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 PRACTICUM II.

FIELD INSTRUCTOR'S SIGNATURE: _____

APPLICATION FOR SOW 6534 –MSW FIELD PRACTICUM III

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

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 hrs/week in fall/spring and 24 hrs/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 Coordinator of Field Education 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 Coordinator of Field Education 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 of Field Education 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 Coordinator of Field Education. 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 Coordinator of Field Education, 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 email confirming your acceptance or denial. If you are accepted into field, the email 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 [School of Social Work website](#).

ELIGIBILITY FOR ADMISSION TO SOW 6534 MSW 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

Date Received: _____

**SCHOOL OF SOCIAL WORK FLORIDA INTERNATIONAL UNIVERSITY
APPLICATION FOR SOW 6534 – MSW FIELD PRACTICUM III**

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 email: _____

4. Undergrad Degree _____ Date _____ Major _____

College _____

Advanced Degree completed: _____ Date: _____ Major _____

College _____

5. Indicate if you plan to complete any of the following Certificate programs:
___ Management in Social Work ___ Social Work Practice with the Elderly ___ Addictions

6. 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.

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

8. Indicate specific days and hours available for Field Placement _____

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

10. Please indicate previous *social work related volunteer experiences* specifying organization, dates, and titles.

11. Current Employer _____ Position _____

Address _____ ZIP _____

Employment Schedule (Days & Hours) _____

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

13. What are your major learning objectives for (SOW 6XXX) Field Practicum III? Please be specific.

14. Please detail any additional information pertinent to practicum planning that has not been addressed in this application. If you have a disability, please contact the Disability Resource Center at 305-348-3532 (MMC) or 305-919-5345 (BBC).

15. 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: _____

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).

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: _____

Acknowledgment 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.

- **Liability Insurance:** Professional liability coverage is provided through FIU for students in field internships. Contact the Office of Field Education 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 you agency Field Instructor.
- **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.
- **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.
- **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.

- **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.
- **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.**
- **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: _____ Panther ID: _____

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

**MSW I GENERALIST PRACTICE
EMPLOYMENT SETTING PRACTICUM APPLICATION**

- The student must have completed 3 months of employment and/or not be on probation by the field application due date.
- FIU School of Social Work must be affiliated or become affiliated with any field practicum agency prior to student placement.
- The agency must have an MSW with at least 2 years post-graduate experience who agrees to the following requirements:
 - Complete the 2 day, 12-hour Field Instructors' training offered by the School prior to or during the first semester of internship.
NOTE: Failure to attend the next training will result in termination of this employment setting internship and the student being moved to a new agency.
 - Provide weekly, face-to-face supervision for one-hour and task supervision daily
- Students may not apply for an internship where they have been an intern previously.
- All completed applications are reviewed on a case-by-case basis.
- A meeting will be scheduled with the student, the identified Field Instructor and the Coordinator of Field Education once the application is submitted to determine if the employment setting meets the School's requirements.

Student Name: _____ Date Submitted: _____

*Completed applications must be submitted by the field application due date.

Semester for Practicum Placement (check one): _____ Fall _____ Spring (21.5 hours per week for each of the 16 weeks)

POLICY STATEMENT FOR THE EMPLOYMENT SETTING PRACTICUM

Practicum agencies are selected based on their ability to provide learning opportunities that are consistent with the Council on Social Work Education's (CSWE) nine (9) competencies at the generalist practice level. This includes practice with individuals, families, groups, communities, and organizations. Required internship tasks listed in the Learning Contract provide the structure and learning plan for students to demonstrate all nine (9) competencies. Learning Contracts are inclusive of required, competency and behavior-based tasks appropriate for the generalist level of practice.

Before the student is placed in an agency, the Coordinator of Field Education 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 and must be finalized at least 2 months prior to the practicum start date.

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

- The agency can provide at least 50% of a student's required hours by assigning new learning

experiences that are different than the student's current job responsibilities.

→ A student would be able to count up to 50% of their employment/work hours towards field internship hours IF the student's current job responsibilities meet the Learning Contract requirements.

→ This is to ensure the student gets access to new and required, generalist social work learning experiences within their agency (see Learning Contract).

- The agency recognizes the student's learning experience must be tied to the nine (9) competencies provided in the Learning Contract at the generalist practice level 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 practice experience to serve as the student's Field Instructor.
- The Field Instructor can provide one hour per week of individual and/or group supervision for the internship separate from other employment supervision/staff meetings.

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

The following conditions must be met:

The Agency agrees to:

1. Provide the student with a Field Instructor who has two years of post-MSW graduate experience and can meet the same qualifications of the School of Social Work as other Field Instructors, including taking the required training offered by the School twice per year.
2. Provide the student with one, continuous hour a week of supervision with the Field Instructor that is separate from employment supervision time, focusing on the nine (9) competencies as outlined in the Learning Contract and supervision agenda.
3. Provide the student with generalist practice learning opportunities with individuals, families, groups, communities, and organizations that differ from their regular job responsibilities for at least 50% of the student's internship hours.
4. Complete the Employment Setting Practicum Application using the Learning Contract provided with this application to review program requirements.
5. Be able to meet School of Social Work's Learning Contract requirements for the student at the agency (see Learning Contract).
6. Continue with the student's Learning Contract for the designated time and not alter this plan to meet the employer's needs.
7. Meet with the Coordinator of Field Education and the student to review the Learning Contract and program requirements within one week of this application being submitted to the School.
8. Not use Field Instructor's evaluations of the student, written class assignments prepared by the student and other material prepared for utilization in the educational plan of the student to evaluate the student's performance as an employee of the Agency.

The School of Social Work agrees to:

1. Provide Faculty Liaison to the Agency/Student to support and monitor the educational arrangement through regular phone calls, Zoom meetings, emails, and site visits. Throughout the internship, the Field Liaison will assess how the student is engaging in the 20 behaviors to meet the nine competencies using the Learning Contract, ensure that the student assignments are generalist practice level, and confirm that supervision is consistently provided and separate from employment supervision.
2. Provide the student, Field Instructor, and agency with the same orienting, monitoring, support,

engagement, and evaluation as those internships where the students are not employed by the agency.

3. Be available for consultation with the Agency Director, Field Instructors, and students to discuss various aspects of the field practicum.
4. Provide the Agency and Field Instructor with competencies and behaviors, curriculum, and policies of the School, including the website for the MSW Field Education Manual <https://stempel.fiu.edu/assets/docs/msw-field-manual.pdf>
5. Develop and coordinate training for Field Instructors and ensure that the Field Instructors attend the biannual mandatory Field Instructors' Training.

Termination from the Agency:

In the event a student's employment is terminated at the placement, the Coordinator of Field Education will assess the circumstances, meeting with the student and Field Instructor (if possible). If the student was terminated due to circumstances unrelated to student performance such as funding cuts, position elimination, or agency closure, the Coordinator of Field Education will immediately identify a new placement and move the student to that internship as soon as possible. If the student's employment termination was due to performance issues that relate to internship performance expectations (though they may only have occurred as part of employment), the Coordinator of Field Education will consult with the Associate Director and determine if the student will be: (1) replaced at another agency; (2) assigned an "F" in practicum and, therefore, terminated from the major; or (3) assigned an "F" in the practicum but sent to a Student Review and Termination Committee to determine if the student can continue in the program. At no time does the employment supervisor, agency, or Field Instructor (if different from supervisor) make the determination of the assigned grade or continuation in the program.

**Florida International University
School of Social Work**

Student's Name: _____

Panther ID # _____

Address: _____

City/State/Zip: _____

Telephone: Work (____) _____ Cell: (____) _____

FIU Email: _____

Name of Employer: _____

Is the agency currently affiliated with FIU School of Social Work? ____ Yes ____ No

Department/Program: _____

Date Hired: _____ Are you are on probation? ____ Yes ____ No

Agency Address: _____ Zip: _____

Telephone: (____) _____

Student's Current Job Title: _____

Student's Current Supervisor: _____

Current Supervisor's Title: _____

Email: _____

***Required: List and describe the student's job assignments related to social work generalist practice skills (see Learning Contract). Attach student's current job description:**

Proposed Field Practicum Plan

Since the agency must ensure that 50% of the internship learning experience is different than the student’s current job responsibilities, please identify which assigned activities will occur during the student’s employment work hours and which assigned activities will occur during the additional internship hours required. *This is to ensure the student gets access to new, generalist practice social work learning experiences within their agency. Those 50% of learning hours can only count as internship hours when a student’s current job responsibilities meet the Learning Contract requirements.

Please check off all activities the student will be assigned that are *different from the student’s current job*. *Use the Learning Contract provided to ensure the student will meet all required learning tasks.

Please check off which required tasks would be assigned for work and/or internship	Work Task Assigned Counted as Internship	Internship Task Different from Work
Case management		
Biopsychosocial assessment/Intake		
Observing or facilitating client group work		
Family engagement		
Community engagement		
<input type="checkbox"/> other: _____		

Please add any other responsibilities and assignments that will be assigned to the student during the field practicum and explain how these differ from the student’s responsibilities as employee.

Proposed Weekly Schedule: (Must total minimum of 344 hours for the semester. Fall and spring semesters = 21.5 hours per week for each of the 16 weeks of the semester. Summer semester NOT offered.

Current Work Schedule (i.e. 9am – 5pm)		Proposed Internship Schedule That Includes the Additional Hours Required (i.e. 9am – 5pm)	
Monday		Monday	
Tuesday		Tuesday	
Wednesday		Wednesday	
Thursday		Thursday	
Friday		Friday	
Saturday		Saturday	
Sunday		Sunday	

Proposed MSW Field Instructor: (print name) _____

Job Title at Agency: _____ (Check one): Employee ___ Contractor ___

Email: _____ Phone: _____

Degree: _____ School: _____ Graduation Date: _____

Student's Signature: _____ Date: _____

Student's Employment Supervisor Signature: _____ Date: _____
(if different from Field Instructor)

Field Instructor's Signature: _____ Date: _____

Agency Administrator's Signature: _____ Date: _____

FIELD INSTRUCTOR MUST PROVIDE CURRENT RESUME ALONG WITH THIS APPLICATION

All Field Instructors are required to have attended FIU School of Social Work's 12-hour Field Instructors' Training within the last two years in order to supervise students.

___ I agree to provide one, continuous hour per week of supervision for every week of the internship.

___ I agree to attend the next FIU School of Social Work's 12-hour Field Instructors' Training

___ I understand that if I do not attend the next scheduled Field Instructors' Training, this employment setting internship will be terminated, and the student will be moved to another agency.

Proposed Field Instructor: _____
Signature Date

APPROVED by Coordinator of Field Education: _____
Signature Date

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

**MSW II SPECIALIZED/CLINICAL
EMPLOYMENT SETTING PRACTICUM APPLICATION**

- The student must have completed 3 months of employment and/or not be on probation by the field application due date.
- FIU School of Social Work must be affiliated or become affiliated with any field practicum agency prior to student placement.
- The agency must have an MSW with at least 2 years post-graduate experience who agrees to the following requirements:
 - Complete the 2 day, 12-hour Field Instructors' training offered by the School prior to or during the first semester of internship.
NOTE: Failure to attend the next training will result in termination of this employment setting internship and the student being moved to a new agency.
 - Provide weekly, face-to-face supervision for one-hour and task supervision daily
- Students may not apply for an internship where they have been an intern previously.
- All completed applications are reviewed on a case-by-case basis.
- A meeting will be scheduled with the student, the identified Field Instructor and the Coordinator of Field Education once the application is submitted to determine if the employment setting meets the School's requirements.

Student Name: _____

Date Submitted: _____

*Completed applications must be submitted by the field application due date.

Semester for Practicum Placement (check one): _____ Summer (24 hours per week for all 12 weeks) _____ Fall _____ Spring (18 hours per week for all 16 weeks)

POLICY STATEMENT FOR THE EMPLOYMENT SETTING PRACTICUM

Practicum agencies are selected based on their ability to provide learning opportunities that are consistent with the Council on Social Work Education's (CSWE) nine (9) competencies at the specialized/clinical practice level. This includes practice with individuals, families, and groups. Required internship tasks listed in the Learning Contract provide the structure and learning plan for students to demonstrate all nine (9) competencies. Learning Contracts are inclusive of required, competency and behavior-based tasks appropriate for the students' specialized/clinical level of practice.

Before the student is placed in an agency, the Coordinator of Field Education 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 and must be finalized at least 2 months prior to the practicum start date.

The field education experience is designed to offer students new learning opportunities in new practice

settings. However, it is possible for MSW students to complete the practicum in their place of employment with approval from the Coordinator of Field Education. Approval is only granted when:

- The agency can provide at least 50% of a student's required hours by assigning new learning experiences that are different than the student's current job responsibilities.
 - A student would be able to count up to 50% of their employment/work hours towards field internship hours IF the student's current job responsibilities meet the Learning Contract requirements.
 - This is to ensure the student gets access to new and required, specialized/clinical social work learning experiences within their agency (see Learning Contract).
- The agency recognizes the student's learning experience must be tied to the nine (9) competencies provided in the Learning Contract at the specialized/clinical practice level 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 practice 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 internship Field Instructor can be the student's current supervisor if they meet the above requirements.

The following conditions must be met:

The Agency agrees to:

1. Provide the student with a Field Instructor who has two years of post-MSW graduate experience and can meet the same qualifications of the School of Social Work as other Field Instructors, including taking the required training offered by the School twice per year.
2. Provide the student with one, continuous hour a week of supervision with the Field Instructor that is separate from employment supervision time, focusing on the nine (9) competencies as outlined in the Learning Contract and supervision agenda.
3. Provide the student with specialized/clinical practice learning opportunities with individuals, families, and groups that differ from their regular job responsibilities for at least 50% of the student's internship hours.
4. Complete the Employment Setting Practicum Application using the Learning Contract provided with this application to review program requirements.
5. Be able to meet School of Social Work's Learning Contract requirements for the student at the agency (see Learning Contract).
6. Continue with the student's Learning Contract for the designated time and not alter this plan to meet the employer's needs.
7. Meet with the Coordinator of Field Education and the student to review the Learning Contract and program requirements within one week of this application being submitted to the School.
8. Not use Field Instructor's evaluations of the student, written class assignments prepared by the student and other material prepared for utilization in the educational plan of the student to evaluate the student's performance as an employee of the Agency.

The School of Social Work agrees to:

1. Provide Faculty Liaison to the Agency/Student to support and monitor the educational arrangement through regular phone calls, Zoom meetings, emails and site visits. Throughout the

internship, the Field Liaison will assess how the student is engaging in the 29 behaviors to meet the nine competencies using the Learning Contract, ensure that the student assignments are clinical practice level, and confirm that the supervision is consistently provided and separate from employment supervision.

2. Provide the student, Field Instructor, and agency with the same orienting, monitoring, support, engagement, and evaluation as those internships where the students are not employed by the agency.
3. Be available for consultation with the Agency Director, Field Instructors, and students to discuss various aspects of the field practicum.
4. Provide the Agency and Field Instructor with competencies and behaviors, curriculum, and policies of the School, including the website for the MSW Field Education Manual <https://stempel.fiu.edu/assets/docs/msw-field-manual.pdf>.
5. Develop and coordinate training for Field Instructors and ensure that the Field Instructors attend the biannual mandatory Field Instructors' Training.

Termination from the Agency:

In the event a student's employment is terminated at the placement, the Coordinator of Field Education will assess the circumstances, meeting with the student and Field Instructor (if possible). If the student was terminated due to circumstances unrelated to student performance such as funding cuts, position elimination, or agency closure, the Coordinator of Field Education will immediately identify a new placement and move the student to that internship as soon as possible. If the student's employment termination was due to performance issues that relate to internship performance expectations (though they may only have occurred as part of employment), the Coordinator of Field Education will consult with the Associate Director and determine if the student will be: (1) replaced at another agency; (2) assigned an "F" in practicum and, therefore, terminated from the major; or (3) assigned an "F" in the practicum but sent to a Student Review and Termination Committee to determine if the student can continue in the program. At no time does the employment supervisor, agency, or Field Instructor (if different from supervisor) make the determination of the assigned grade or continuation in the program.

**Florida International University
School of Social Work**

Student's Name: _____

Panther ID # _____

Address: _____

City/State/Zip: _____

Telephone: Work (____) _____ Cell: (____) _____

FIU Email: _____

Name of Employer: _____

Is the agency currently affiliated with FIU School of Social Work? ___ Yes ___ No

Department/Program.: _____

Date Hired: _____ Are you are on probation? ___ Yes ___ No

Agency Address: _____ Zip: _____

Telephone: (____) _____

Student's Current Job Title: _____

Student's Current Supervisor: _____

Current Supervisor's Title: _____

Email: _____

***Required: List and describe the student's job assignments related to social work generalist and/or clinical practice skills (see Learning Contract). Attach student's current job description:**

Proposed Field Practicum Plan

Since the agency must ensure that 50% of the internship learning experience is different than the student’s current job responsibilities, please identify which assigned activities will occur during the student’s employment work hours and which assigned activities will occur during the additional internship hours required. *This is to ensure the student gets access to new and specialized/clinical practice social work learning experiences within their agency. Those 50% of learning hours can only count as internship hours when a student’s current job responsibilities meet the Learning Contract requirements.

Please check off all activities the student will be assigned that are *different from the student’s current job*. *Use the Learning Contract provided to ensure the student will meet all required learning tasks.

Please check off which required tasks would be assigned for work and/or internship	Work Task Assigned Counted as Internship	Internship Task Different from Work
Biopsychosocial assessment		
Clinical client engagement with individuals (including evidence-informed practice)		
Clinical client engagement with families (including evidence-informed practice)		
Clinical engagement with client groups (including evidence-informed practice)		
<input type="checkbox"/> other: _____		

Please add any other responsibilities and assignments that will be assigned to the student during the field practicum and explain how these differ from the student’s responsibilities as employee.

Proposed Weekly Schedule: (Must total minimum of 288 hours for the semester. Fall and spring semesters = 18 hours per week for 16 weeks, each semester. Summer semester = 24 hours per week for 12 weeks.

Current Work Schedule (i.e. 9am – 5pm)		Proposed Internship Schedule That Includes the Additional Hours Required (i.e. 9am – 5pm)	
Monday		Monday	
Tuesday		Tuesday	
Wednesday		Wednesday	
Thursday		Thursday	
Friday		Friday	
Saturday		Saturday	
Sunday		Sunday	

Proposed MSW Field Instructor: (print name) _____

Job Title at Agency: _____ (Check one): Employee ___ Contractor ___

Email: _____ Phone: _____

Degree: _____ School: _____ Graduation Date: _____

Student's Signature: _____ Date: _____

Student's Employment Supervisor Signature: _____ Date: _____
(if different from Field Instructor)

Field Instructor's Signature: _____ Date: _____

Agency Administrator's Signature: _____ Date: _____

FIELD INSTRUCTOR MUST PROVIDE CURRENT RESUME ALONG WITH THIS APPLICATION

All Field Instructors are required to have attended FIU School of Social Work's 12-hour Field Instructors' Training within the last two years in order to supervise students.

___ I agree to provide one, continuous hour per week of supervision for every week of the internship.

___ I agree to attend the next FIU School of Social Work's 12-hour Field Instructors' Training

___ I understand that if I do not attend the next scheduled Field Instructors' Training, this employment setting internship will be terminated and the student will be moved to another agency.

Proposed Field Instructor: _____
Signature Date

APPROVED by the Coordinator of Field Education: _____
Signature Date

Panther ID #: _____

CRIMINAL HISTORY NOTICE

Students are advised that the vast majority of agencies require a criminal background check prior to final approval for field placement. Students with certain criminal backgrounds may be ineligible for field placements due to Florida Statute (F.S.) Chapter 435, thus, impacting their ability to complete the social work program. The School of Social Work will not place any students with disqualifying offenses in any agency, regardless of agency policies. Furthermore, students are advised that Florida and most other states may restrict or deny social work licensure for persons with a felony conviction. Students with disqualifying offenses must have an exemption from the Florida Department of Children and Families by the due date for field applications in order to move forward in the field process.

If you have **any** criminal background, please see Prof. Jennifer Abeloff *before proceeding* with the social work program.

In signing this notice, you are acknowledging that you have read the Criminal History Notice and understand that you must seek advisement from Prof. Abeloff if you have any sort of criminal background before continuing with the social work program. *Failure to meet with Prof. Abeloff may result in dismissal from the program.*

Print Name

Signature

Date

Notification for Internship Placement Hours

Late afternoon/evening (after 3pm) and weekend placements are extremely limited and dependent upon partner agencies' availability each semester. The Office of Field Education will hold a lottery when there are more student requests than placements offered. Accommodating students who work part/full time is the School's goal, however, the School is under no obligation to provide such placements. Students may have to postpone practicum until evening or weekend placement becomes available OR the student has weekday, daytime availability. Field placement cannot be guaranteed to students who require evening and weekend placements, even if a student has had to postpone previously.

All students must have at least 8 weekday, daytime hours available per week for the field practicum experience and must be able to attend all agency-required daytime orientations and trainings as well as weekly, daytime supervision.

Employment Setting Field Placement

The School may allow students to complete the field internship where they are employed IF the agency can meet the School's requirements (see Field Education Manual to review policy). Students must complete the Employment Setting Application by the field application due date for the semester they are applying. Please contact the Office of Field Education at least 3 months prior to the semester you will complete the internship. sowpracticum@fiu.edu or 305-348-3881.

In signing this form, you are acknowledging that you have read and understood the Notification for Internship Placement Hours and Employment Setting Placement.

Print Name

Signature

Date

FIELD PRACTICUM ORIENTATION ACKNOWLEDGMENT FORM

- Students are required to participate in the mandatory Field Practicum Orientation Webinar in its entirety before they come to their interview with a Coordinator of Field Education.
- Students are responsible for knowing all of the content and information presented in the orientation webinar and are required to print the PDF of the orientation and keep it for future reference.
- Students must print and sign this form and bring it to their interview with a Coordinator of Field Education.
- Failure to do so will result in the inability to continue into field.

By signing this notice, you are stating that you have participated in the Field Practicum Orientation Webinar in its entirety, understood the content, and kept a copy of the orientation PDF. Please remember that you are expected to abide by the NASW Code of Ethics and professional conduct.

Print Name

Signature

Date

Print and complete this form and submit it to the Office of Field Education (AHC5-590), or email to sowpracticum@fiu.edu. Failure to submit this form will result in being administratively dropped from Field Practicum.



School of Social Work | Office of Field Education

CONFIRMATION OF PLACEMENT

Term: ___ Spring 20 ___ ___ Summer 20___ ___ Fall 20___

Course #: ___ BSSW I ___ BSSW 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: _____

Agency Phone Number: _____

Designated Field Instructor: _____

Phone Number: _____

Field Instructor's email: _____

Please Indicate Title: MSW LCSW

2 Year's Experience? Yes No

Have you ever taken FIU Field Instructor's Training? Yes No

Field Instructor 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: _____

Note: Your signatures indicate that you both feel an appropriate, educationally sound field practicum can be arranged. (Please call the Coordinator of Field Education if further discussion is indicated.)

Field Instructor: _____ **Date:** _____
Signature Title

Student: _____ **Date:** _____
Signature

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.

- **Students must engage with clients (individuals, families, groups, organizations, and communities) for at least 75% of the total weekly internship hours.**
- **Remote client engagement must use telehealth services that include video conferencing for most client interactions. Phone and/or chat cannot be the sole means for client contact as it does not meet the School’s requirements.**

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.

	<ul style="list-style-type: none"> 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) with agency staff, Field Instructor, and clients 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. Review the process recording assignment guidelines for SOW 5532 with Field Instructor at least 2 weeks prior to the due date (see syllabus) and then complete the process recording assignment.
<p>3. Use technology ethically and appropriately to facilitate practice outcomes.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> 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. d. Review the process recording assignment guidelines for SOW 5532 with Field Instructor at least 2 weeks prior to the due date (see syllabus) and then complete the process recording assignment.
<p>4. Use supervision and consultation to guide professional judgement and behavior.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> 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. b. Actively participate in weekly supervision meetings by presenting the Supervision Agenda items and client cases for constructive feedback and consultation. c. Review the process recording assignment guidelines for SOW 5532 with Field Instructor at least 2 weeks prior to the due date (see syllabus) and then complete the process recording assignment.

COMPETENCY 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice	
Behaviors	Required Field Learning Tasks
5. Advocate for human rights at the individual, family, group, organizational, and community system levels.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Identify a problem related to social, racial, economic, and environmental justice for a client population served by the agency/program and discuss how to advocate for human rights at the individual, family, and/or group levels, with Field Instructor. b. Identify a problem related to social, racial, economic, and environmental justice for a client population served by the agency/program and discuss how to advocate for human rights at the organizational and community systems levels, with Field Instructor.
6. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Identify a problem related to social, racial, economic, and 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.

COMPETENCY 3 – Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in practice	
Behaviors	Required Field Learning Tasks
7. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> 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.
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. Describe 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. Describe in supervision at least 3 ways that personal biases, positionality, and values have or might impact client interactions.</p>

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> <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> <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. Discuss the IASWG 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.	<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>

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.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> 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.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Discuss with Field Instructor how the social welfare policy identified above impacts clients within the context of racial, economic, social, and 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.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> 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.

	d. Observe at least 3 client group meetings and discuss engagement with client groups within the context of theories of human behavior and person-in-environment factors with Field Instructor.
14. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	<p><u>Student will:</u></p> <p>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.</p> <p>b. Use culturally responsive, rapport, and trust-building skills during client engagement with individuals, families, groups, organizations, and communities.</p> <p>c. Review the process recording assignment guidelines for SOW 5532 with Field Instructor at least 2 weeks prior to the due date (see syllabus) and then complete the process recording assignment.</p>

COMPETENCY 7 – Assess Individuals, Families, Groups, Organizations, and Communities

Behaviors	Required Field Learning Tasks
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.	<p><u>Student will:</u></p> <p>a. Complete at least 5 assessments and discuss within the context of theories of human behavior and person-in-environment factors with Field Instructor.</p> <p>b. Explore clients’ (individuals, families, groups, organizations, and communities) 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> <p>d. Complete the Group Proposal Assignment for SOW 5324 and discuss assessment with client groups with Field Instructor.</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 5 client intervention plans based on assessments and mutually agreed-upon goals and objectives and consult with Field Instructor for constructive feedback.</p> <p>b. Review the process recording assignment guidelines for SOW 5532 with Field Instructor at least 2 weeks prior to the due date (see syllabus) and then complete the process recording assignment.</p>

COMPETENCY 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities

Behaviors	Required Field Learning Tasks
<p>17. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Shadow Field Instructor and/or staff at the agency/program to observe intervention styles and methods with at least 5 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. Review the process recording assignment guidelines for SOW 5532 with Field Instructor at least 2 weeks prior to the due date (see syllabus) and then complete the process recording assignment. d. Complete the Group Proposal Assignment for SOW 5324 and discuss intervention with client groups with Field Instructor.
<p>18. Incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Advocate for and/or assist clients with self-advocacy at the agency/program. b. Facilitate referrals using culturally responsive approaches for clients (individuals, families, groups, organizations, and communities).

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.

	<p>d. Review the process recording assignment guidelines for SOW 5532 with Field Instructor at least 2 weeks prior to the due date (see syllabus) and then complete the process recording assignment.</p> <p>e. Complete the Group Proposal Assignment for SOW 5324 and discuss evaluation of client groups with Field Instructor.</p>
<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> <p>a. Continually review goals and objectives with clients (individuals, families, groups, organizations, and communities) to monitor progress.</p> <p>b. Discuss intervention outcomes with clients, including client(s) reported barriers for progress.</p> <p>c. Discuss intervention and agency/program outcomes with Field Instructor, specifically assessing all potential barriers to progress.</p> <p>d. Use evaluation findings to discuss ways to improve practice 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>

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](#)

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SAVE

MSW II 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.

- **Students must engage with clients (individuals, families, and groups) for at least 75% of the total weekly internship hours.**
- **Remote client engagement must use telehealth services that include video conferencing. Phone and/or chat cannot be the sole means for client contact as it does not meet the School’s requirements.**

COMPETENCY 1 – Demonstrate Ethical and Professional Behavior

Behaviors	Required Field Learning Tasks
21. Identify and understand professional strengths, limitations, and challenges.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. 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. c. Obtain constructive feedback from Field Instructor on observed professional strengths, limitations, and challenges to identify areas for improvement.

	d. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision.
22. Apply ethical decision-making skills to issues specific to clinical social work.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Identify possible ethical challenges in clinical practice and discuss with Field Instructor. b. Identify ethical dilemmas as they surface in their clinical practice and analyze them during supervision from different perspectives (client, social worker, supervisor).
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> <ul style="list-style-type: none"> a. Engage in self-reflection by presenting in supervision a case where personal biases, positionality, and values have impacted client interactions. b. Identify ways to conduct oneself ethically in the therapeutic relationship with individuals, families, and client groups and discuss with Field Instructor. c. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision.
24. Engage in reflective practice and demonstrate professional use of self with clients.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Engage in self-reflection by presenting in supervision a case where personal biases, positionality, and values have impacted client interactions. b. 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 the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision.
25. Communicate professional clinical judgments in oral, written, and electronic format.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Present and discussing client cases in supervision using clinical social work terminology and format. b. 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. 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>d. Attend agency/program staff meetings and discuss client cases with other professionals using social work terminology and format.</p> <p>e. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision.</p>
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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. 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. Research evidence-informed interventions connected to assessment findings in relation to clients’ intersectional identities.</p> <p>c. 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. Discuss advocacy strategies that can be used in work with clients during supervision.</p> <p>c. 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
28. Identify and understand the impact of bias, power, privilege, and values on the assessment of psychopathology, risk factors and resilience.	<p><u>Student will:</u></p> <p>a. 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>

	c. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (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><u>Student will:</u></p> <ul style="list-style-type: none"> a. Research and review literature and media about historical and current contexts and intersectionality of clients’ identities. b. 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. 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. Engage clients to share their backgrounds and lived experiences while using 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><u>Student will:</u></p> <ul style="list-style-type: none"> a. 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. Use anti-racist and anti-oppressive lenses to discuss with Field Instructor if interventions are culturally responsive and identify areas for improvement. c. Engage clients to share their backgrounds and lived experiences while using acquired knowledge, cultural humility, and anti-racist/anti-oppressive lenses.

COMPETENCY 4 – Engage in Practice-Informed Research and Research-Informed Practice

Behaviors	Required Field Learning Tasks
31. Use the evidence-based practice process in clinical assessment and intervention with clients.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Research evidence-informed, culturally responsive assessments and interventions that are most effective with the client population and discuss in supervision. b. Select appropriate evidence-informed, culturally responsive assessments and interventions, in consultation with Field Instructor, and utilize them with individuals, families, and client groups.
32. Use research methodology to evaluate clinical practice effectiveness and/or	<u>Student will:</u>

outcomes.	<ul style="list-style-type: none"> a. Research appropriate culturally responsive evaluative tools for assessing interventions in their clinical practice setting. b. Implement appropriate anti-racist and anti-oppressive evaluation measures to assess intervention effectiveness. c. Discuss efficacy of intervention with Field Instructor and identify areas for improvement.
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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> <ul style="list-style-type: none"> a. 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. 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. 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> <ul style="list-style-type: none"> 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. Implement 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> <ul style="list-style-type: none"> a. 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.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Demonstrate understanding of the presenting problem from client’s cultural perspectives by discussing it with Field Instructor. b. Use culturally responsive rapport and trust-building skills during individual, family, and client group engagement and present how this was accomplished during supervision. c. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision. d. Complete the SOW 6425 Case Assessment Assignment and discuss with Field Instructor within the context of developing a culturally responsive therapeutic alliance.
37. Establish a therapeutic alliance that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Practice culturally responsive interviewing skills with individual clients, families, and client groups when reflecting content, reframing, and using clarifying questions to establish a professional therapeutic alliance and present how this was accomplished during supervision. b. Explore options and engage in setting mutually agreed-upon treatment goals with at least 6 individual clients, 2 families, and during at least 6 client group sessions. c. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision.
38. Attend to the interpersonal dynamics and contextual factors that potentially impact the therapeutic alliance.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Discuss in supervision how the therapeutic alliance is similar to and/or different from the student/supervisor relationship. b. Utilize supervision to review and process individual, family, and client group work while reflecting on how personal values and experiences may affect the therapeutic alliance. c. Examine cases in supervision where the therapeutic alliance may have been adversely affected and explore options to improve them. d. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision.

COMPETENCY 7 – Assess Individuals, Families, and Groups

Behaviors	Required Field Learning Tasks
<p>39. Use theoretical frameworks to guide bio-psycho-social-spiritual assessment and diagnostic classification systems in the formulation of comprehensive assessments.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Use theoretical frameworks when conducting at least 5 comprehensive bio-psycho-social-spiritual assessments. b. Utilize diagnostic criteria to develop diagnoses for client cases and obtain feedback from supervisor. c. Present and discuss assessment and diagnostic findings in supervision to guide case formulation. d. Complete the SOW 6425 Case Assessment Assignment and discuss with Field Instructor within the context of using theoretical frameworks to guide assessment and diagnostic classification.
<p>40. Identify and articulate clients’ strengths and vulnerabilities while examining the role of historical contexts and intersectionality of clients’ identities.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Use anti-racist and anti-oppressive lenses to discuss in supervision how historical and current contexts and intersectionality impact clients. b. Identify systemic factors that may oppress clients and discuss in supervision. c. Take into account systemic factors, as well as intersectionality of clients’ identities, identify clients’ strengths and vulnerabilities, and discuss in supervision. d. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision.
<p>41. Assess clients’ capacity, readiness, and motivation for change.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Co-facilitate or facilitate at least 6 client group sessions. b. Present individual, family, and client group cases in supervision and discuss clients’ history and patterns of behavior to gain understanding about their capacity, readiness, and motivation for change. c. Explore barriers to change with individuals, families, and client groups and discuss in supervision. d. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision.
<p>42. Assess clients’ coping strategies to manage life situations, circumstances, and</p>	<p><u>Student will:</u></p>

events.	<ul style="list-style-type: none"> a. Collaborate with individuals, families, and client groups to identify their adaptive and maladaptive coping skills. b. Discuss with Field Instructor how coping skills impact client's ability to manage life situations, circumstances, and events. c. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision.
43. Select and modify appropriate intervention strategies based on continuous clinical assessment.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Engage individuals, families, and client groups in discussing progress towards goals and effectiveness of intervention. b. Utilize evidence-informed and culturally responsive assessment techniques to determine effectiveness of interventions with at least 6 individual clients, 2 families, and 6 facilitated or co-facilitated client group sessions. c. Review the above in supervision and discuss how to modify interventions, if needed.
44. Utilize knowledge of psychotropic medications in client assessments.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Research medications that are typically used for the most common mental health disorders presented by the clients in the agency/program. b. Discuss 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.

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> <ul style="list-style-type: none"> a. Review evidence-informed and culturally responsive literature about modes of intervention used in agency/program with at least 6 individual clients, 2 families, and 6 facilitated or co-facilitated client group sessions and discuss in supervision. b. Research and review evidence-informed and culturally responsive literature relevant to clients' identities and situations and discuss with Field Instructor. c. Use the above findings to select and apply evidence-informed interventions that are culturally responsive to clients, their identities, and situations.

	d. Complete SOW 6425 Case Assessment Assignment and review with Field Instructor and discuss evaluating, selecting, and applying 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.	<u>Student will:</u> a. Discuss with Field Instructor how the assessment findings led to the selection of appropriate clinical techniques with at least 6 individual clients, 2 families, and 6 facilitated or co-facilitated client group sessions. b. Implement evidence-informed and culturally responsive clinical interventions in practice with at least 6 individual clients, 2 families, and 6 facilitated or co-facilitated client group sessions.
47. Use interprofessional collaboration and actively participate in coordination of treatment interventions.	<u>Student will:</u> a. Attend agency/program interprofessional case conferences to gain further understanding of case conceptualization and actively participate in coordination of treatment interventions. b. 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. Research appropriate clinical evaluative tools for assessing interventions in the agency/program. b. Research and utilize, with Field Instructor approval, a culturally responsive evaluation tool for at least 6 individual clients, 2 families, and at least one co-facilitated or facilitated client group and discuss within supervision. c. Complete SOW 6425 Case Assessment Assignment and review with Field Instructor and discuss evaluation of evidence-based interventions implemented with clients.
49. Use clinical evaluation to analyze and report treatment outcomes.	<u>Student will:</u> a. Implement appropriate clinical evaluation measures to assess intervention

	effectiveness. b. Analyze efficacy of interventions by reviewing treatment outcomes with at least 6 individual clients, 2 families, and at least one co-facilitated or facilitated client group, identify areas for improvement and discuss with Field Instructor.
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Student Signature

Field Supervisor Signature

Seminar Instructor Signature

Faculty Field Liaison Signature

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MSW III 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.

- **Students must engage with clients (individuals, families, and groups) for at least 75% of the total weekly internship hours.**
- **Remote client engagement must use telehealth services that include video conferencing. Phone and/or chat cannot be the sole means for client contact as it does not meet the School’s requirements.**

COMPETENCY 1 – Demonstrate Ethical and Professional Behavior	
Behaviors	Required Field Learning Tasks
21. Identify and understand professional strengths, limitations, and challenges.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Continue to prepare 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 personal biases, positionality, and values have impacted client interactions. c. Continue to obtain constructive feedback from Field Instructor on observed professional strengths, limitations, and challenges to identify areas for improvement.

	d. Complete the two Clinical Intervention and Evaluation process recordings for SOW 6534 (see syllabus) and discuss in supervision.
22. Apply ethical decision-making skills to issues specific to clinical social work.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Continue to identify possible ethical challenges in clinical practice and discuss with Field Instructor. b. Continuously identify ethical dilemmas as they surface in their clinical practice and analyze them during supervision from different perspectives (client, social worker, supervisor).
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> <ul style="list-style-type: none"> 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 with individuals, families, and client groups and discuss with Field Instructor. c. Complete the two Clinical Intervention and Evaluation process recordings for SOW 6534 (see syllabus) and discuss in supervision.
24. Engage in reflective practice and demonstrate professional use of self with clients.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> 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 6534 and include questions regarding their clinical practice and examples of their professional use of self with clients. c. Complete the two Clinical Intervention and Evaluation process recordings for SOW 6534 (see syllabus) and discuss in supervision.
25. Communicate professional clinical judgments in oral, written, and electronic format.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> 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.

	<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 the two Clinical Intervention and Evaluation process recordings for SOW 6534 (see syllabus) and discuss in supervision.</p>
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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. Continue to discuss and identify 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
28. Identify and understand the impact of bias, power, privilege, and values on the assessment of psychopathology, risk factors and resilience.	<p><u>Student will:</u></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 the two Clinical Intervention and Evaluation process recordings for SOW 6534 (see syllabus) and discuss in supervision.</p>
<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> <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 acquired knowledge, cultural humility, and anti-racist/anti-oppressive lenses.</p>
<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> <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 acquired knowledge, cultural humility, and anti-racist/anti-oppressive lenses.</p>

COMPETENCY 4 – Engage in Practice-Informed Research and Research-Informed Practice

Behaviors	Required Field Learning Tasks
<p>31. Use the evidence-based practice process in clinical assessment and intervention with clients.</p>	<p><u>Student will:</u></p> <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>

	b. Continue to select appropriate evidence-informed, culturally responsive assessments and interventions, in consultation with Field Instructor, and utilize them with individuals, families, and client groups
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, and anti-racist and anti-oppressive lenses. b. Continue to discuss with Field Instructor the impact that 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.
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COMPETENCY 6 – Engage with Individuals, Families, and Groups

Behaviors	Required Field Learning Tasks
36. Develop a culturally responsive therapeutic alliance.	<p><u>Student will:</u></p> <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 individual, family, and client group engagement and present how this was accomplished during supervision. c. Complete the SOW 6351 Family Intervention Paper Assignment and discuss with Field Instructor within the context of developing a culturally responsive therapeutic alliance.
37. Establish a therapeutic alliance that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Continue to practice culturally responsive interviewing skills with individual clients, families, and client groups 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 in setting mutually agreed-upon treatment goals with at least 6 individual clients, 2 families, and during at least 6 client group sessions.
38. Attend to the interpersonal dynamics and contextual factors that potentially impact the therapeutic alliance.	<p><u>Student will:</u></p> <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 individual, family, and client group work 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.

COMPETENCY 7 – Assess Individuals, Families, and Groups

Behaviors	Required Field Learning Tasks
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<p>39. Use theoretical frameworks to guide bio-psycho-social-spiritual assessment and diagnostic classification systems in the formulation of comprehensive assessments.</p>	<p><u>Student will:</u></p> <ol style="list-style-type: none"> 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. d. Complete the SOW 6351 Family Intervention Paper Assignment and discuss with Field Instructor within the context of using theoretical frameworks to guide the assessment and diagnostic classification process.
<p>40. Identify and articulate clients' strengths and vulnerabilities while examining the role of historical contexts and intersectionality of clients' identities.</p>	<p><u>Student will:</u></p> <ol style="list-style-type: none"> 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.
<p>41. Assess clients' capacity, readiness, and motivation for change.</p>	<p><u>Student will:</u></p> <ol style="list-style-type: none"> a. Co-facilitate or facilitate at least 6 client group sessions. b. Continue presenting individual, family, and client group cases in supervision and discuss clients' history and patterns of behavior to gain understanding about their capacity, readiness, and motivation for change. c. Continue to explore barriers to change with individuals, families, and client groups and discuss in supervision.
<p>42. Assess clients' coping strategies to manage life situations, circumstances, and events.</p>	<p><u>Student will:</u></p> <ol style="list-style-type: none"> a. Continue collaborating with individuals, families, and client groups to identify their adaptive and maladaptive coping skills. b. Continue discussing with Field Instructor how 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>	<p><u>Student will:</u></p> <ol style="list-style-type: none"> a. Continue to engage individuals, families, and client groups in discussing progress towards goals and effectiveness of intervention.

	<p>b. Continue to utilize evidence-informed and culturally responsive assessment techniques to determine effectiveness of interventions with at least 6 individual clients, 2 families, and 6 co-facilitated or facilitated client group sessions.</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 with at least 6 individual clients, 2 families, and 6 facilitated or co-facilitated client group sessions 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> <p>d. Complete the SOW 6351 Family Intervention Paper Assignment and discuss with Field Instructor the intervention selection and implementation process.</p>
46. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment.	<p><u>Student will:</u></p> <p>a. Continue to discuss with Field Instructor how the assessment findings led to the selection of appropriate clinical techniques with at least 6 individual clients, 2 families, and 6 facilitated or co-facilitated client group sessions.</p>

	<ul style="list-style-type: none"> b. Continue implementing evidence-informed and culturally responsive clinical interventions in practice with at least 6 individual clients, 2 families, and 6 facilitated or co-facilitated client group sessions. c. Complete the two Clinical Intervention and Evaluation process recordings for SOW 6534 (see syllabus) and discuss in supervision.
47. Use interprofessional collaboration and actively participate in coordination of treatment interventions.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> 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.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> 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 6 individual clients, 2 families, and at least one facilitated or co-facilitated client group. c. Complete the SOW 6351 Family Intervention Paper Assignment and discuss with Field Instructor within the context of evaluation to improve practice. d. Complete the two Clinical Intervention and Evaluation process recordings for SOW 6534 (see syllabus) and discuss in supervision.
49. Use clinical evaluation to analyze and report treatment outcomes.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Continue to implement appropriate clinical evaluation measures to assess intervention effectiveness. b. Continue to analyze efficacy of interventions by reviewing treatment outcomes with at least 6 individual clients, 2 families, and one facilitated or co-facilitated client group, identify areas for improvement and discuss with Field Instructor.

Student Signature

Field Supervisor Signature

Seminar Instructor Signature

Faculty Field Liaison Signature

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FIELD INTERNSHIP CONTRACT RESPONSIBILITIES OF STUDENT

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

1. To adhere 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.
2. To understand and adhere to the [Code of Ethics of the National Association of Social Workers](#).
3. To engage in the 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 (A DEI) 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 student intern to be able to engage in all behaviors and meet the 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

Date

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 clients 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 him/her 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:

FIELD INSTRUCTOR 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 on the School's website – scroll down to the Field Education Toolbox for Field Instructors.
- Review learning contracts (including competencies, 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 Office of Field Education 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, 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, individual only for MSWs).
- 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:
 - Meet weekly for one hour of supervision (individual/group for BSSW/MSW I and individual for MSW II/III); initial Log of Supervision Hours on a weekly basis.
 - Check learning contract progress (behaviors and tasks) on a weekly basis.
 - 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.
 - 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.
 - Contact FIU Field Liaison and/or Coordinator(s) of Field Education with any questions or concerns immediately.
 - Be proactive in involving FIU's Office of Field Education when tackling any issues.

At mid-semester:

- Review students' progress on the learning contract (see behaviors and tasks) with student(s) and Task Supervisor (if applicable) and fill out mid- semester evaluation accordingly by the due date. Contact the Office of Field Education with any questions about the evaluation.
- Discuss Mid-Semester Field Evaluation with student(s) and plan for the rest of the semester.
- If needed, work with Office of Field Education to develop Field Internship Support Plan.

At the end of the semester:

- Review students' progress on the learning contract (see 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.

TASK SUPERVISOR CHECKLIST

Prior to student(s) beginning at your agency:

- Attend and participate in Field Instructor and Task Supervisor trainings offered by the School to enhance the student learning experience and better clarify roles and responsibilities.
- Review with Field Instructor the semester start and end dates, student schedule, relevant field policies.
- Review the learning contracts (including competencies, 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).

LOG OF STUDENT’S FIELD PRACTICUM HOURS

- **Maintain a record of required, weekly, field practicum hours. Enter the dates and total hours every week.**
- **Student and Field Instructor should log in to initial each week after student enters the information above. Any initials entered will “lock” the row for that week.**
- **Student and Field Instructor must log in and sign the bottom of this log at the end of the semester and by the due date provided in the course syllabus.**
- **Students must engage with clients (see Learning Contract required tasks for details) for at least 75% of the total weekly internship hours.**
- **Remote client engagement must use telehealth services that include video conferencing for most client interactions. Phone and/or chat cannot be the sole means for client contact as it does not meet the School’s requirements.**

Name: _____ Student ID#: _____

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

Week	Dates	Total Hours per Week	Field Instructor Initials	Student Initials
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

12				
13				
14				
15*				
16*				

*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's Name: _____

Field Instructor's Signature: _____

Field Instructor's Name: _____

Seminar Instructor's Name: _____

Seminar Instructor's Name: _____

LOG OF SUPERVISION HOURS FOR FIELD PRACTICUM

- **Maintain a record of required, weekly, one hour supervision. Enter the supervision date, time, and type every week.**
- **Student and Field Instructor should log in to initial each week after student enters the information above. Any initials entered will “lock” the row for that week.**
- **Student and Field Instructor must log in and sign the bottom of this log at the end of the semester and by the due date provided in the course syllabus.**

- **Supervision must:**
 - **Be scheduled and provided by the Field Instructor signing this log one-hour each week of the semester (16 meetings during Fall/Spring semesters and 12 meetings during Summer semester).**
 - **Be face-to-face and in person (no videoconference) for at least 4 meetings during the Fall/Spring semesters and at least 3 meetings during the Summer semester. These meetings should occur at the beginning (week 1 or 2), the middle (week 6 or 7), and the end of the semester (week 15 or 16).**

- **In person supervision at the same location is preferred for students’ learning, however, supervision may use videoconferencing as long as video is on if this is the only option for that week.**
- **Phone supervision is not acceptable and cannot replace the above stated requirement.**
- **Daily or task supervision is different from the weekly, one-hour supervision requirement.**

- **For BSSW I, BSSW II, and MSW I students only: Field Instructors with more than one social work student may provide weekly, one-hour supervision in group. Staff meetings, case conferences, and trainings with other agency staff do not count towards this School requirement.**
- **For MSW II and MSW III students only: Field Instructor and student must meet individually with no other students present. Staff meetings, case conferences, and trainings with other agency staff do not count towards this School requirement.**

Name: _____ Student ID#: _____

Level: BSSW I _____ BSSW II _____ MSW I _____ MSW II _____ MSW III _____

Week	Date	Time (e.g. 1-2pm)	Type (individual or group)	Student Initials	Field Instructor Initials
1					
2					

3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					

*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's Name: _____

Field Instructor's Signature: _____

Field Instructor's Name: _____

Seminar Instructor's Name: _____

Seminar Instructor's Name: _____

SITE VISIT REPORT

BSSW I BSSW II MSW I MSW II

Student's Name:

Agency:

Field Instructor:

Date of Site Visit:

Liaison:

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

Student Performance:	
Progress towards competencies and completion of behaviors as evidenced by discussion of Learning Contract at site visit:	
Competency 1 – Demonstrate Ethical & Professional Behavior	On Track Not on track
Competency 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice	On Track Not on track
Competency 3 – Engage Anti-racism, Diversity, Equity, and Inclusion (ADEI) in Practice	On Track Not on track
Competency 4 – Engage in Practice-Informed Research and Research-Informed Practice	On Track Not on track
Competency 5 – Engage in Policy Practice	On Track Not on track
Competency 6 –Engage with Individuals, Families, Groups, (plus Organizations, and Communities only for BSSW I, BSSW II, and MSW I students)	On Track Not on track
Competency 7 – Assess Individuals, Families, Groups, (plus Organizations, and Communities only for BSSW I, BSSW II, and MSW I students)	On Track Not on track
Competency 8 – Intervene with Individuals, Families, Groups, (plus Organizations, and Communities only for BSSW I, BSSW II, and MSW I students)	On Track Not on track
Competency 9 – Evaluate Practice with Individuals, Families, Groups, (plus Organizations, and Communities only for BSSW I, BSSW II, and MSW I students)	On Track Not on track

Please provide specific details for those areas indicated above as “not on track,” including why the student is “not on track” and the plan to assign tasks from the Learning Contract within the next week to meet competency.

*Contact the Coordinator of Field Education for MSW students or the Assistant Coordinator of Field Education for BSSW students immediately for consultation regarding the need for a Field Internship Support Plan.



One, continuous hour of supervision has been occurring every week. YES NO
If no, please share the reason(s) and the schedule going forward to meet this School requirement.



The student is working directly with clients for the majority of their weekly hours (no longer only shadowing other staff during client engagement). YES NO

If no, please provide specific details regarding why and the plan to assign clients within one week, and contact the Coordinator of Field Education for MSW students or the Assistant Coordinator of Field Education for BSSW students immediately.



Were any safety concerns identified by the student or Field Instructor? YES NO

*Refer to the Safety Checklist reviewed week 2 in IPT, if needed.

If yes, please provide specific details and contact the Coordinator of Field Education for MSW students or the Assistant Coordinator of Field Education for BSSW students immediately.



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

Field Internship Support Plan (contacted the Coordinator of Field Education for MSW students or the Assistant Coordinator of Field Education for BSSW students immediately):

Follow-up Phone Call:

Additional site visit:

Other:

Florida International University
 School of Social Work | Office of Field Education

MSW I MID-SEMESTER FIELD EVALUATION

Student's Name:

Field Instructor:

Agency:

Semester/Year:

Hours Completed to Date:

Competencies, Behaviors	Select the number and words below that most accurately describe the student's performance:		Evaluative Ratings: Field Instructor's Assessment of Student Behaviors
<p>Directions: The Mid-Semester Field 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>	3	Above Satisfactory	Intern's performance is exceeding expectations.
	2	Satisfactory	Intern's performance of behavior is meeting expectations.
	1	Below Satisfactory	Intern's performance of behavior has not yet met expectations. *
	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. *
	*Rating requires a written explanation in the narrative section below.		

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.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> 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.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> 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) with agency staff, Field Instructor, and clients 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. Review the process recording assignment guidelines for SOW 5532 with Field Instructor at least 2 weeks prior to the due date (see syllabus) and then complete the process recording assignment. 	<input type="text"/>
3. Use technology ethically and appropriately to facilitate practice outcomes.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> 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. 	<input type="text"/>

	d. Review the process recording assignment guidelines for SOW 5532 with Field Instructor at least 2 weeks prior to the due date (see syllabus) and then complete the process recording assignment.	
4. Use supervision and consultation to guide professional judgement 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. Review the process recording assignment guidelines for SOW 5532 with Field Instructor at least 2 weeks prior to the due date (see syllabus) and then complete the process recording assignment.</p>	

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 individual, family, and/or group levels, with Field Instructor.</p> <p>b. Identify a problem related to social, racial, economic, and environmental justice for a client population served by the agency/program and discuss how to advocate for human rights at the organizational and community systems levels, with Field Instructor.</p>	
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 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>	

COMPETENCY 3 – Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in practice

Behaviors	Required Field Learning Tasks	Rating
<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> <ul style="list-style-type: none"> 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"/>
<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>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Describe 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. Describe in supervision at least 3 ways that personal biases, positionality, and values have or might impact client interactions. 	<input type="text"/>

COMPETENCY 4 – Engage in Practice-Informed Research and Research-Informed Practice

Behaviors	Required Field Learning Tasks	Rating
<p>9. Apply research findings to inform and improve practice, policy, and programs.</p>	<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. 	<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. Discuss the IASWG 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.	<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"/>

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> <p>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.</p>	<input type="text"/>
12. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and	<p><u>Student will:</u></p> <p>a. Discuss with Field Instructor how the social welfare policy identified above impacts clients within the context of racial, economic, social, and environmental justice and how to advocate for clients’ human rights.</p>	<input type="text"/>

social, racial, economic, and environmental justice.	<ul style="list-style-type: none"> 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. 	
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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.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> 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. d. Complete the Group Proposal Assignment for SOW 5324 and discuss engagement with client groups within the context of theories of human behavior and person-in-environment factors with Field Instructor (see syllabus). 	<input type="text"/>
14. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> 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 with individuals, families, groups, organizations, and communities. c. Review the process recording assignment guidelines for SOW 5532 with Field Instructor at least 2 weeks prior to the due date (see syllabus) and then complete the process recording assignment. 	<input type="text"/>

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, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Complete at least 5 assessments and discuss within the context of theories of human behavior and person-in-environment factors with Field Instructor. b. Explore clients' (individuals, families, groups, organizations, and communities) strengths, risk factors, coping skills, and resources from the perspective of the client and present findings in supervision. c. Discuss with Field Instructor the role of interprofessional collaboration in assessing clients and constituencies. d. Complete the Group Proposal Assignment for SOW 5324 and discuss assessment with client groups with Field Instructor. 	<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> <ul style="list-style-type: none"> a. Collaboratively develop at least 5 client intervention plans based on assessments and mutually agreed-upon goals and objectives and consult with Field Instructor for constructive feedback. b. Review the process recording assignment guidelines for SOW 5532 with Field Instructor at least 2 weeks prior to the due date (see syllabus) and then complete the process recording assignment. 	<input type="text"/>

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> <ul style="list-style-type: none"> a. Shadow Field Instructor and/or staff at the agency/program to observe intervention styles and methods with at least 5 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. Review the process recording assignment guidelines for SOW 5532 with Field Instructor at least 2 weeks prior to the due date (see syllabus) and then complete the process recording assignment. 	<input type="text"/>

	d. Complete the Group Proposal Assignment for SOW 5324 and discuss intervention with client groups with Field Instructor.	
18. Incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies.	<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 (individuals, families, groups, organizations, and communities).	

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. Review the process recording assignment guidelines for SOW 5532 with Field Instructor at least 2 weeks prior to the due date (see syllabus) and then complete the process recording assignment. e. Complete the Group Proposal Assignment for SOW 5324 and discuss evaluation of client groups with Field Instructor.	
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 (individuals, families, groups, organizations, and communities) to monitor progress. b. Discuss intervention outcomes with clients, including client(s) reported barriers for progress. c. Discuss intervention and agency/program outcomes with Field Instructor, specifically assessing all potential 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.	

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.

Student Signature

Field Instructor Signature

Seminar Instructor Signature

Faculty Field Liaison Signature

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

Florida International University
 School of Social Work | Office of Field Education

MSW II MID-SEMESTER FIELD EVALUATION

Student's Name:

Field Instructor:

Agency:

Semester/Year:

Hours Completed to Date:

Competencies, Behaviors	Select the number and words below that most accurately describe the student's performance:		Evaluative Ratings: Field Instructor's Assessment of Student Behaviors
<p>Directions: The Mid-Semester Field 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>	3	Above Satisfactory	Intern's performance is exceeding expectations.
	2	Satisfactory	Intern's performance of behavior is meeting expectations.
	1	Below Satisfactory	Intern's performance of behavior has not yet met expectations. *
	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. *
	*Rating requires a written explanation in the narrative section below.		

COMPETENCY 1 – Demonstrate Ethical and Professional Behavior		
Behaviors	Required Field Learning Tasks	Rating
21. Identify and understand professional strengths, limitations, and challenges.	<p><u>Student will:</u></p> <p>a. Prepare 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. Obtain constructive feedback from Field Instructor on observed professional strengths, limitations, and challenges to identify areas for improvement.</p> <p>d. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision.</p>	<input type="text"/>
22. Apply ethical decision-making skills to issues specific to clinical social work.	<p><u>Student will:</u></p> <p>a. Identify possible ethical challenges in clinical practice and discuss with Field Instructor.</p> <p>b. Identify ethical dilemmas as they surface in their 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><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. Identify ways to conduct oneself ethically in the therapeutic relationship with individuals, families, and client groups and discuss with Field Instructor.</p> <p>c. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision.</p>	<input type="text"/>
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. 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 the two Clinical Engagement and Assessment process recordings 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><u>Student will:</u></p> <ul style="list-style-type: none"> a. Present and discussing client cases in supervision using clinical social work terminology and format. b. 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. 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. Attend agency/program staff meetings and discuss client cases with other professionals using social work terminology and format. e. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision. 	<input type="text"/>
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COMPETENCY 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Behaviors	Required Field Learning Tasks	
<p>26. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide clinical practice and advocacy.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. 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. Research evidence-informed interventions connected to assessment findings in relation to clients’ intersectional identities. c. Discuss assessment and research findings in supervision and how to use them to guide clinical practice and advocacy. 	<input type="text"/>
<p>27. Apply advocacy strategies that identify and eliminate oppressive structural barriers and promote equitable access to services and resources across systems.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> 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. Discuss advocacy strategies that can be used in work with clients during supervision. c. Engage in strategies that eliminate social, racial, economic, and environmental barriers to promote equitable access to services and resources 	<input type="text"/>

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><u>Student will:</u></p> <p>a. 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 the two Clinical Engagement and Assessment process recordings 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><u>Student will:</u></p> <p>a. Research and review literature and media about historical and current contexts and intersectionality of clients’ identities.</p> <p>b. 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. 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. 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><u>Student will:</u></p> <p>a. 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. 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. 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"/>

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.	<u>Student will:</u> a. Research evidence-informed, culturally responsive assessments and interventions that are most effective with the client population and discuss in supervision. b. Select appropriate evidence-informed, culturally responsive assessments and interventions, in consultation with Field Instructor, and utilize them with individuals, families, and client groups.	<input type="text"/>
32. Use research methodology to evaluate clinical practice effectiveness and/or outcomes.	<u>Student will:</u> a. Research appropriate culturally responsive evaluative tools for assessing interventions in their clinical practice setting. b. Implement appropriate anti-racist and anti-oppressive evaluation measures to assess intervention effectiveness. c. Discuss efficacy of intervention with Field Instructor and identify areas for improvement.	<input type="text"/>

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.	<u>Student will:</u> a. 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. 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. 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.	<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.	<input type="text"/>

	b. Implement 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. 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	Rating
36. Develop a culturally responsive therapeutic alliance.	<u>Student will:</u> a. Demonstrate understanding of the presenting problem from clients’ cultural perspectives by discussing it with Field Instructor. b. Use culturally responsive rapport and trust-building skills during individual, family, and client group engagement and present how this was accomplished during supervision. c. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision. d. Complete the SOW 6425 Case Assessment Assignment and discuss with Field Instructor within the context of developing a culturally responsive therapeutic alliance.	
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. Practice culturally responsive interviewing skills with individual clients, families, and client groups when reflecting content, reframing, and using clarifying questions to establish a professional therapeutic alliance and present how this was accomplished during supervision. b. Explore options and engage in setting mutually agreed-upon treatment goals with at least 6 individual clients, 2 families, and during at least 6 client group sessions. c. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision..	
38. Attend to the interpersonal dynamics and contextual	<u>Student will:</u> a. Discuss in supervision how the therapeutic alliance is similar to and/or different	

factors that potentially impact the therapeutic alliance.	<p>from the student/supervisor relationship.</p> <p>b. Utilize supervision to review and process individual, family, and client group work while reflecting on how personal values and experiences may affect the therapeutic alliance.</p> <p>c. Examine cases in supervision where the therapeutic alliance may have been adversely affected and explore options to improve them.</p> <p>d. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision.</p>	
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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><u>Student will:</u></p> <p>a. Use theoretical frameworks when conducting at least 5 comprehensive bio-psycho-social-spiritual assessments.</p> <p>b. Utilize diagnostic criteria to develop diagnoses for client cases and obtain feedback from supervisor.</p> <p>c. Present and discuss assessment and diagnostic findings in supervision to guide case formulation.</p> <p>d. Complete the SOW 6425 Case Assessment Assignment and discuss with Field Instructor within the context of using theoretical frameworks to guide assessment and diagnostic classification.</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><u>Student will:</u></p> <p>a. Use anti-racist and anti-oppressive lenses to discuss in supervision how historical and current contexts and intersectionality impact clients.</p> <p>b. Identify systemic factors that may oppress clients and discuss in supervision.</p> <p>c. Take into account systemic factors, as well as intersectionality of clients’ identities, identify clients’ strengths and vulnerabilities, and discuss in supervision.</p> <p>d. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision.</p>	<input type="text"/>
41. Assess clients’ capacity, readiness, and motivation for change.	<p><u>Student will:</u></p> <p>a. Co-facilitate or facilitate at least 6 client group sessions.</p> <p>b. Present individual, family, and client group cases in supervision and discuss clients’ history and patterns of behavior to gain understanding about their capacity,</p>	<input type="text"/>

	<p>readiness, and motivation for change.</p> <p>c. Explore barriers to change with individuals, families, and client groups and discuss in supervision.</p> <p>d. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) 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. Collaborate with individuals, families, and client groups to identify their adaptive and maladaptive coping skills.</p> <p>b. Discuss with Field Instructor how coping skills impact client's ability to manage life situations, circumstances, and events.</p> <p>c. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision.</p>	<input type="text"/>
43. Select and modify appropriate intervention strategies based on continuous clinical assessment.	<p><u>Student will:</u></p> <p>a. Engage individuals, families, and client groups in discussing progress towards goals and effectiveness of intervention.</p> <p>b. Utilize evidence-informed and culturally responsive assessment techniques to determine effectiveness of interventions with at least 6 individual clients, 2 families, and 6 facilitated or co-facilitated client group sessions.</p> <p>c. Review the above in supervision and discuss how to modify interventions, if needed.</p>	<input type="text"/>
44. Utilize knowledge of psychotropic medications in client assessments.	<p><u>Student will:</u></p> <p>a. Research medications that are typically used for the most common mental health disorders presented by the clients in the agency/program.</p> <p>b. Discuss 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"/>

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	<p><u>Student will:</u></p> <p>a. Review evidence-informed and culturally responsive literature about modes of intervention used in agency/program with at least 6 individual clients, 2 families,</p>	<input type="text"/>

that are culturally responsive to clients' identities and situations.	and 6 facilitated or co-facilitated client group sessions and discuss in supervision. b. Research and review evidence-informed and culturally responsive literature relevant to clients' identities and situations and discuss with Field Instructor. c. Use the above findings to select and apply evidence-informed interventions that are culturally responsive to clients, their identities, and situations. d. Complete SOW 6425 Case Assessment Assignment and review with Field Instructor and discuss evaluating, selecting, and applying 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.	<u>Student will:</u> a. Discuss with Field Instructor how the assessment findings led to the selection of appropriate clinical techniques with at least 6 individual clients, 2 families, and 6 facilitated or co-facilitated client group sessions. b. Implement evidence-informed and culturally responsive clinical interventions in practice with at least 6 individual clients, 2 families, and 6 facilitated or co-facilitated client group sessions.	<input type="text"/>
47. Use interprofessional collaboration and actively participate in coordination of treatment interventions.	<u>Student will:</u> a. Attend agency/program interprofessional case conferences to gain further understanding of case conceptualization and actively participate in coordination of treatment interventions. b. 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"/>

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

Behaviors	Required Field Learning Tasks	Rating
48. Conduct ongoing evaluation to improve clinical practice.	<u>Student will:</u> a. Research appropriate clinical evaluative tools for assessing interventions in the agency/program. b. Research and utilize, with Field Instructor approval, a culturally responsive evaluation tool for at least 6 individual clients, 2 families, and at least one co-facilitated or facilitated client group and discuss within supervision.	<input type="text"/>

	c. Complete SOW 6425 Case Assessment Assignment and review with Field Instructor and discuss evaluation of evidence-based interventions implemented with clients.	
49. Use clinical evaluation to analyze and report treatment outcomes.	<u>Student will:</u> a. Implement appropriate clinical evaluation measures to assess intervention effectiveness. b. Analyze efficacy of interventions by reviewing treatment outcomes with at least 6 individual clients, 2 families, and at least one co-facilitated or facilitated client group, 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.

Student Signature

Field Instructor Signature

Seminar Instructor Signature

Faculty Field Liaison Signature

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

Florida International University
 School of Social Work | Office of Field Education

MSW III MID-SEMESTER FIELD EVALUATION

Student's Name:

Field Instructor:

Agency:

Semester/Year:

Hours Completed to Date:

Competencies, Behaviors	Select the number and words below that most accurately describe the student's performance:		Evaluative Ratings: Field Instructor's Assessment of Student Behaviors
<p>Directions: The Mid-Semester Field 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>	3	Above Satisfactory	Intern's performance is exceeding expectations.
	2	Satisfactory	Intern's performance of behavior is meeting expectations.
	1	Below Satisfactory	Intern's performance of behavior has not yet met expectations. *
	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. *
	*Rating requires a written explanation in the narrative section below.		

COMPETENCY 1 – Demonstrate Ethical and Professional Behavior		
Behaviors	Required Field Learning Tasks	Rating
21. Identify and understand professional strengths, limitations, and challenges.	<p><u>Student will:</u></p> <p>a. Continue to prepare 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 to identify areas for improvement.</p> <p>d. Complete the two Clinical Intervention and Evaluation process recordings 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><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 their 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><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 with individuals, families, and client groups and discuss with Field Instructor.</p> <p>c. Complete the two Clinical Intervention and Evaluation process recordings 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><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 the two Clinical Intervention and Evaluation process recordings for SOW 6534 (see syllabus) and discuss in supervision.</p>	<input type="text"/>

<p>25. Communicate professional clinical judgments in oral, written, and electronic format.</p>	<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 the two Clinical Intervention and Evaluation process recordings for SOW 6534 (see syllabus) and discuss in supervision..</p>	<input type="text"/>
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COMPETENCY 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Behaviors	Required Field Learning Tasks	Rating
<p>26. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide clinical practice and advocacy.</p>	<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>	<input type="text"/>
<p>27. Apply advocacy strategies that identify and eliminate oppressive structural barriers and promote equitable access to services and resources across systems.</p>	<p><u>Student will:</u></p> <p>a. Continue to discuss and identify 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"/>

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><u>Student will:</u></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 the two Clinical Intervention and Evaluation process recordings 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><u>Student will:</u></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 type="text"/>
30. Apply skills in clinical practice utilizing an anti-racist, anti-oppressive framework that promotes diversity and equity.	<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 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"/>

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.	<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 individuals, families, and client groups	<input type="text"/>
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.	<input type="text"/>

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.	<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.	<input type="text"/>

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.	<input type="text"/>
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.	<input type="text"/>

COMPETENCY 6 – Engage with Individuals, Families, and Groups

Behaviors	Required Field Learning Tasks	Rating
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 individual, family, and client group engagement and present how this was accomplished during supervision. c. Complete the SOW 6351 Family Intervention Paper Assignment and discuss with Field Instructor within the context of developing a culturally responsive therapeutic alliance.	<input type="text"/>
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 with individual clients, families, and client groups 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 in setting mutually agreed-upon treatment goals with at least 6 individual clients, 2 families, and during at least 6 client group sessions.	<input type="text"/>
38. Attend to the interpersonal dynamics and	<u>Student will:</u> a. Continue to discuss in supervision how the therapeutic alliance is similar to	<input type="text"/>

contextual factors that potentially impact the therapeutic alliance.	<p>and/or different from the student/supervisor relationship.</p> <p>b. Continue to utilize supervision to review and process individual, family, and client group work 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>	
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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><u>Student will:</u></p> <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> <p>d. Complete the SOW 6351 Family Intervention Paper Assignment and discuss with Field Instructor within the context of using theoretical frameworks to guide the assessment and diagnostic classification process.</p>	<input data-bbox="1717 553 1890 589" type="text"/>
40. Identify and articulate clients’ strengths and vulnerabilities while examining the role of historical contexts and intersectionality of clients’ identities.	<p><u>Student will:</u></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 data-bbox="1717 919 1890 954" type="text"/>
41. Assess clients’ capacity, readiness, and motivation for change.	<p><u>Student will:</u></p> <p>a. Co-facilitate or facilitate at least 6 client group sessions.</p> <p>b. Continue presenting individual, family, and client group cases in supervision and discuss clients’ history and patterns of behavior to gain understanding about their capacity, readiness, and motivation for change.</p>	<input data-bbox="1717 1213 1890 1248" type="text"/>

	c. Continue to explore barriers to change with individuals, families, and client groups and discuss in supervision.	
42. Assess clients' coping strategies to manage life situations, circumstances, and events.	<u>Student will:</u> a. Continue collaborating with individuals, families, and client groups to identify their adaptive and maladaptive coping skills. b. Continue discussing with Field Instructor how 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.	<u>Student will:</u> a. Continue to engage individuals, families, and client groups 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 with at least 6 individual clients, 2 families, and 6 co-facilitated or facilitated client group sessions. 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.	<u>Student will:</u> 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"/>

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.	<u>Student will:</u> a. Continue to review evidence-informed and culturally responsive literature about modes of intervention used in agency/program with at least 6 individual clients, 2 families, and 6 facilitated or co-facilitated client group sessions 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.	<input type="text"/>

	<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> <p>d. Complete the SOW 6351 Family Intervention Paper Assignment and discuss with Field Instructor the intervention selection and implementation process.</p>	
46. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment.	<p><u>Student will:</u></p> <p>a. Continue to discuss with Field Instructor how the assessment findings led to the selection of appropriate clinical techniques with at least 6 individual clients, 2 families, and 6 facilitated or co-facilitated client group sessions.</p> <p>b. Continue implementing evidence-informed and culturally responsive clinical interventions in practice with at least 6 individual clients, 2 families, and 6 facilitated or co-facilitated client group sessions.</p>	<input type="text"/>
47. Use interprofessional collaboration and actively participate in coordination of treatment interventions.	<p><u>Student will:</u></p> <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"/>

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

Behaviors	Required Field Learning Tasks	Rating
48. Conduct ongoing evaluation to improve clinical practice.	<p><u>Student will:</u></p> <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 6 individual clients, 2 families, and at least one facilitated or co-facilitated client group.</p> <p>c. Complete the SOW 6351 Family Intervention Paper Assignment and discuss with Field Instructor within the context of evaluation to improve practice.</p> <p>d. Complete the two Clinical Intervention and Evaluation process recordings for SOW 6534 (see syllabus) and discuss in supervision.</p>	<input type="text"/>

<p>49. Use clinical evaluation to analyze and report treatment outcomes.</p>	<p><u>Student will:</u></p> <p>a. Continue to implement appropriate clinical evaluation measures to assess intervention effectiveness.</p> <p>b. Continue to analyze efficacy of interventions by reviewing treatment outcomes with at least 6 individual clients, 2 families, and at least one facilitated or co-facilitated client group, identify areas for improvement and discuss with Field Instructor.</p>	<input type="text"/>
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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.

Student Signature

Field Instructor Signature

Seminar Instructor Signature

Faculty Field Liaison Signature

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

Florida International University
 School of Social Work | Office of Field Education

MSW I FINAL FIELD EVALUATION

Student's Name:

Field Instructor:

Agency:

Semester/Year:

Competencies, Behaviors, Dimensions	Select the number and words below that most accurately describe the student's performance:		Evaluative Ratings: Field Instructor's Assessment of Student Behaviors
<p>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.</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>	5	Exceptional	Intern excels at this behavior.
	4	Above Satisfactory	Intern's performance exceeded expectations
	3	Satisfactory	Intern's performance of behavior met expectations.
	2	Below Satisfactory	Intern's performance of behavior has not yet met expectations; but there is evidence the student will be able to do so in the near future. *
	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. *
*Rating requires a written explanation in the narrative section below.			

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.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> 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.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> 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) with agency staff, Field Instructor, and clients 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. Review the process recording assignment guidelines for SOW 5532 with Field Instructor at least 2 weeks prior to the due date (see syllabus) and then complete the process recording assignment. 	<input type="text"/>
3. Use technology ethically and appropriately to facilitate practice outcomes.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> 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. 	<input type="text"/>

	d. Review the process recording assignment guidelines for SOW 5532 with Field Instructor at least 2 weeks prior to the due date (see syllabus) and then complete the process recording assignment.	
4. Use supervision and consultation to guide professional judgement 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. Review the process recording assignment guidelines for SOW 5532 with Field Instructor at least 2 weeks prior to the due date (see syllabus) and then complete the process recording assignment.</p>	

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 environmental justice for a client population served by the agency/program and discuss how to advocate for human rights at the individual, family, and/or group levels, with Field Instructor.</p> <p>b. Identify a problem related to social, racial, economic, and environmental justice for a client population served by the agency/program and discuss how to advocate for human rights at the organizational and community systems levels, with Field Instructor.</p>	
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 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>	

COMPETENCY 3 – Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in practice

Behaviors	Required Field Learning Tasks	Rating
<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> <ul style="list-style-type: none"> 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"/>
<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>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Describe 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. Describe in supervision at least 3 ways that personal biases, positionality, and values have or might impact client interactions. 	<input type="text"/>

COMPETENCY 4 – Engage in Practice-Informed Research and Research-Informed Practice

Behaviors	Required Field Learning Tasks	Rating
<p>9. Apply research findings to inform and improve practice, policy, and programs.</p>	<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. 	<input type="text"/>

	<ul style="list-style-type: none"> 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. Discuss the IASWG 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.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> 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. 	<input type="text"/>

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> <ul style="list-style-type: none"> 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. 	<input type="text"/>
12. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Discuss with Field Instructor how the social welfare policy identified above impacts clients within the context of racial, economic, social, and environmental justice and how to advocate for clients’ human rights. b. In consultation with Field Instructor, identify advocacy strategies to address the 	<input type="text"/>

environmental justice.	social welfare policy identified above. c. Implement at least one of the advocacy strategies identified above with support from Field Instructor.	
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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. d. Complete the Group Proposal Assignment for SOW 5324 and discuss engagement with client groups within the context of theories of human behavior and person-in-environment factors with Field Instructor (see syllabus).	<input type="text"/>
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 with individuals, families, groups, organizations, and communities. c. Review the process recording assignment guidelines for SOW 5532 with Field Instructor at least 2 weeks prior to the due date (see syllabus) and then complete the process recording assignment.	<input type="text"/>

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, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Complete at least 5 assessments and discuss within the context of theories of human behavior and person-in-environment factors with Field Instructor. b. Explore clients' (individuals, families, groups, organizations, and communities) strengths, risk factors, coping skills, and resources from the perspective of the client and present findings in supervision. c. Discuss with Field Instructor the role of interprofessional collaboration in assessing clients and constituencies. d. Complete the Group Proposal Assignment for SOW 5324 and discuss assessment with client groups with Field Instructor. 	<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> <ul style="list-style-type: none"> a. Collaboratively develop at least 5 client intervention plans based on assessments and mutually agreed-upon goals and objectives and consult with Field Instructor for constructive feedback. b. Review the process recording assignment guidelines for SOW 5532 with Field Instructor at least 2 weeks prior to the due date (see syllabus) and then complete the process recording assignment. 	<input type="text"/>

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> <ul style="list-style-type: none"> a. Shadow Field Instructor and/or staff at the agency/program to observe intervention styles and methods with at least 5 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. Review the process recording assignment guidelines for SOW 5532 with Field Instructor at least 2 weeks prior to the due date (see syllabus) and then complete the process recording assignment. 	<input type="text"/>

	d. Complete the Group Proposal Assignment for SOW 5324 and discuss intervention with client groups with Field Instructor.	
18. Incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies.	<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 (individuals, families, groups, organizations, and communities).	

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. Review the process recording assignment guidelines for SOW 5532 with Field Instructor at least 2 weeks prior to the due date (see syllabus) and then complete the process recording assignment. e. Complete the Group Proposal Assignment for SOW 5324 and discuss evaluation of client groups with Field Instructor.	
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 (individuals, families, groups, organizations, and communities) to monitor progress. b. Discuss intervention outcomes with clients, including client(s) reported barriers for progress. c. Discuss intervention and agency/program outcomes with Field Instructor, specifically assessing all potential 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.	
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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.

Student Signature

Field Instructor Signature

Seminar Instructor Signature

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

Florida International University
 School of Social Work | Office of Field Education

MSW II FINAL FIELD EVALUATION

Student's Name:

Field Instructor:

Agency:

Semester/Year:

Competencies, Behaviors, Dimensions	Select the number and words below that most accurately describe the student's performance:		Evaluative Ratings: Field Instructor's Assessment of Student Behaviors
<p>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.</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>	5	Exceptional	Intern excels at this behavior.
	4	Above Satisfactory	Intern's performance exceeded expectations
	3	Satisfactory	Intern's performance of behavior met expectations.
	2	Below Satisfactory	Intern's performance of behavior has not yet met expectations; but there is evidence the student will be able to do so in the near future. *
	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. *
	*Rating requires a written explanation in the narrative section below.		

COMPETENCY 1 – Demonstrate Ethical and Professional Behavior		
Behaviors	Required Field Learning Tasks	Rating
21. Identify and understand professional strengths, limitations, and challenges.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. 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. c. Obtain constructive feedback from Field Instructor on observed professional strengths, limitations, and challenges to identify areas for improvement. d. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision. 	<input type="text"/>
22. Apply ethical decision-making skills to issues specific to clinical social work.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Identify possible ethical challenges in clinical practice and discuss with Field Instructor. b. Identify ethical dilemmas as they surface in their clinical practice and analyze them during supervision from different perspectives (client, social worker, supervisor). 	<input type="text"/>
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> <ul style="list-style-type: none"> a. Engage in self-reflection by presenting in supervision a case where personal biases, positionality, and values have impacted client interactions. b. Identify ways to conduct oneself ethically in the therapeutic relationship with individuals, families, and client groups and discuss with Field Instructor. c. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision. 	<input type="text"/>
24. Engage in reflective practice and demonstrate professional use of self with clients.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Engage in self-reflection by presenting in supervision a case where personal biases, positionality, and values have impacted client interactions. b. 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 the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision. 	<input type="text"/>

<p>25. Communicate professional clinical judgments in oral, written, and electronic format.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Present and discussing client cases in supervision using clinical social work terminology and format. b. 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. 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. Attend agency/program staff meetings and discuss client cases with other professionals using social work terminology and format. e. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision. 	<input type="text"/>
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COMPETENCY 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Behaviors	Required Field Learning Tasks	
<p>26. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide clinical practice and advocacy.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. 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. Research evidence-informed interventions connected to assessment findings in relation to clients’ intersectional identities. c. Discuss assessment and research findings in supervision and how to use them to guide clinical practice and advocacy. 	<input type="text"/>
<p>27. Apply advocacy strategies that identify and eliminate oppressive structural barriers and promote equitable access to services and resources across systems.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> 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. Discuss advocacy strategies that can be used in work with clients during supervision. c. Engage in strategies that eliminate social, racial, economic, and environmental barriers to promote equitable access to services and resources 	<input type="text"/>

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><u>Student will:</u></p> <ul style="list-style-type: none"> a. 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 the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision. 	<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><u>Student will:</u></p> <ul style="list-style-type: none"> a. Research and review literature and media about historical and current contexts and intersectionality of clients’ identities. b. 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. 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. Engage clients to share their backgrounds and lived experiences while using acquired knowledge, cultural humility and anti-racist/anti-oppressive lenses. 	<input type="text"/>
30. Apply skills in clinical practice utilizing an anti-racist, anti-oppressive framework that promotes diversity and equity.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. 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. Use anti-racist and anti-oppressive lenses to discuss with Field Instructor if interventions are culturally responsive and identify areas for improvement. c. Engage clients to share their backgrounds and lived experiences while using acquired knowledge, cultural humility, and anti-racist/anti-oppressive lenses. 	<input type="text"/>

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.	<u>Student will:</u> a. Research evidence-informed, culturally responsive assessments and interventions that are most effective with the client population and discuss in supervision. b. Select appropriate evidence-informed, culturally responsive assessments and interventions, in consultation with Field Instructor, and utilize them with individuals, families, and client groups.	<input type="text"/>
32. Use research methodology to evaluate clinical practice effectiveness and/or outcomes.	<u>Student will:</u> a. Research appropriate culturally responsive evaluative tools for assessing interventions in their clinical practice setting. b. Implement appropriate anti-racist and anti-oppressive evaluation measures to assess intervention effectiveness. c. Discuss efficacy of intervention with Field Instructor and identify areas for improvement.	<input type="text"/>

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.	<u>Student will:</u> a. 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. 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. 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	<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	<input type="text"/>

environmental justice.	environmental justice and how to advocate for clients' human rights. b. Implement 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. 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"/>

COMPETENCY 6 – Engage with Individuals, Families, and Groups

Behaviors	Required Field Learning Tasks	Rating
36. Develop a culturally responsive therapeutic alliance.	<u>Student will:</u> a. Demonstrate understanding of the presenting problem from client's cultural perspectives by discussing it with Field Instructor. b. Use culturally responsive rapport and trust-building skills during individual, family, and client group engagement and present how this was accomplished during supervision. c. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision. d. Complete the SOW 6425 Case Assessment Assignment and discuss with Field Instructor within the context of developing a culturally responsive therapeutic alliance.	<input type="text"/>
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. Practice culturally responsive interviewing skills with individual clients, families, and client groups when reflecting content, reframing, and using clarifying questions to establish a professional therapeutic alliance and present how this was accomplished during supervision. b. Explore options and engage in setting mutually agreed-upon treatment goals with at least 6 individual clients, 2 families, and during at least 6 client group sessions. c. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision.	<input type="text"/>

<p>38. Attend to the interpersonal dynamics and contextual factors that potentially impact the therapeutic alliance.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Discuss in supervision how the therapeutic alliance is similar to and/or different from the student/supervisor relationship. b. Utilize supervision to review and process individual, family, and client group work while reflecting on how personal values and experiences may affect the therapeutic alliance. c. Examine cases in supervision where the therapeutic alliance may have been adversely affected and explore options to improve them. d. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision. 	<input type="text"/>
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COMPETENCY 7 – Assess Individuals, Families, and Groups		
Behaviors	Required Field Learning Tasks	Rating
<p>39. Use theoretical frameworks to guide bio-psycho-social-spiritual assessment and diagnostic classification systems in the formulation of comprehensive assessments.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Use theoretical frameworks when conducting at least 5 comprehensive bio-psycho-social-spiritual assessments. b. Utilize diagnostic criteria to develop diagnoses for client cases and obtain feedback from supervisor. c. Present and discuss assessment and diagnostic findings in supervision to guide case formulation. d. Complete the SOW 6425 Case Assessment Assignment and discuss with Field Instructor within the context of using theoretical frameworks to guide assessment and diagnostic classification. 	<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><u>Student will:</u></p> <ul style="list-style-type: none"> a. Use anti-racist and anti-oppressive lenses to discuss in supervision how historical and current contexts and intersectionality impact clients. b. Identify systemic factors that may oppress clients and discuss in supervision. c. Take into account systemic factors, as well as intersectionality of clients’ identities, identify clients’ strengths and vulnerabilities, and discuss in supervision. d. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision. 	<input type="text"/>

<p>41. Assess clients' capacity, readiness, and motivation for change.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Co-facilitate or facilitate at least 6 client group sessions. b. Present individual, family, and client group cases in supervision and discuss clients' history and patterns of behavior to gain understanding about their capacity, readiness, and motivation for change. c. Explore barriers to change with individuals, families, and client groups and discuss in supervision. d. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision. 	<input type="text"/>
<p>42. Assess clients' coping strategies to manage life situations, circumstances, and events.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Collaborate with individuals, families, and client groups to identify their adaptive and maladaptive coping skills. b. Discuss with Field Instructor how coping skills impact client's ability to manage life situations, circumstances, and events. c. Complete the two Clinical Engagement and Assessment process recordings for SOW 6533 (see syllabus) and discuss in supervision. 	<input type="text"/>
<p>43. Select and modify appropriate intervention strategies based on continuous clinical assessment.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Engage individuals, families, and client groups in discussing progress towards goals and effectiveness of intervention. b. Utilize evidence-informed and culturally responsive assessment techniques to determine effectiveness of interventions with at least 6 individual clients, 2 families, and 6 facilitated or co-facilitated client group sessions. c. Review the above in supervision and discuss how to modify interventions, if needed. 	<input type="text"/>
<p>44. Utilize knowledge of psychotropic medications in client assessments.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Research medications that are typically used for the most common mental health disorders presented by the clients in the agency/program. b. Discuss 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"/>

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><u>Student will:</u></p> <ul style="list-style-type: none"> a. Review evidence-informed and culturally responsive literature about modes of intervention used in agency/program with at least 6 individual clients, 2 families, and 6 facilitated or co-facilitated client group sessions and discuss in supervision. b. Research and review evidence-informed and culturally responsive literature relevant to clients' identities and situations and discuss with Field Instructor. c. Use the above findings to select and apply evidence-informed interventions that are culturally responsive to clients, their identities, and situations. d. Complete SOW 6425 Case Assessment Assignment and review with Field Instructor and discuss evaluating, selecting, and applying best practices and evidence-based interventions that are culturally responsive to clients' identities and situations. 	<input type="text"/>
46. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Discuss with Field Instructor how the assessment findings led to the selection of appropriate clinical techniques with at least 6 individual clients, 2 families, and 6 facilitated or co-facilitated client group sessions. b. Implement evidence-informed and culturally responsive clinical interventions in practice with at least 6 individual clients, 2 families, and 6 facilitated or co-facilitated client group sessions. 	<input type="text"/>
47. Use interprofessional collaboration and actively participate in coordination of treatment interventions.	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Attend agency/program interprofessional case conferences to gain further understanding of case conceptualization and actively participate in coordination of treatment interventions. b. 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"/>

COMPETENCY 9: Evaluate Practice with Individuals, Families, and Groups		
Behaviors	Required Field Learning Tasks	Rating
48. Conduct ongoing evaluation to improve clinical practice.	<u>Student will:</u> a. Research appropriate clinical evaluative tools for assessing interventions in the agency/program. b. Research and utilize, with Field Instructor approval, a culturally responsive evaluation tool for at least 6 individual clients, 2 families, and at least one co-facilitated or facilitated client group and discuss within supervision. c. Complete SOW 6425 Case Assessment Assignment and review with Field Instructor and discuss evaluation of evidence-based interventions implemented with clients.	<input type="text"/>
49. Use clinical evaluation to analyze and report treatment outcomes.	<u>Student will:</u> a. Implement appropriate clinical evaluation measures to assess intervention effectiveness. b. Analyze efficacy of interventions by reviewing treatment outcomes with at least 6 individual clients, 2 families, and at least one co-facilitated or facilitated client group, 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.

Student Signature

Field Instructor Signature

Seminar Instructor Signature

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Florida International University
 School of Social Work | Office of Field Education

MSW III FINAL FIELD EVALUATION

Student's Name:

Field Instructor:

Agency:

Semester/Year:

Competencies, Behaviors, Dimensions	Select the number and words below that most accurately describe the student's performance:		Evaluative Ratings: Field Instructor's Assessment of Student Behaviors
<p>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.</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>	5	Exceptional	Intern excels at this behavior.
	4	Above Satisfactory	Intern's performance exceeded expectations
	3	Satisfactory	Intern's performance of behavior met expectations.
	2	Below Satisfactory	Intern's performance of behavior has not yet met expectations; but there is evidence the student will be able to do so in the near future. *
	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. *
*Rating requires a written explanation in the narrative section below.			

COMPETENCY 1 – Demonstrate Ethical and Professional Behavior		
Behaviors	Required Field Learning Tasks	Rating
21. Identify and understand professional strengths, limitations, and challenges.	<p><u>Student will:</u></p> <p>a. Continue to prepare 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 to identify areas for improvement.</p> <p>d. Complete the two Clinical Intervention and Evaluation process recordings 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><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 their 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><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 with individuals, families, and client groups and discuss with Field Instructor.</p> <p>c. Complete the two Clinical Intervention and Evaluation process recordings 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><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 the two Clinical Intervention and Evaluation process recordings for SOW 6534 (see syllabus) and discuss in supervision.</p>	<input type="text"/>

<p>25. Communicate professional clinical judgments in oral, written, and electronic format.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> 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 cases with other professionals using social work terminology and format. e. Complete the two Clinical Intervention and Evaluation process recordings for SOW 6534 (see syllabus) and discuss in supervision. 	<input type="text"/>
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COMPETENCY 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Behaviors	Required Field Learning Tasks	Rating
<p>26. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide clinical practice and advocacy.</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 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"/>
<p>27. Apply advocacy strategies that identify and eliminate oppressive structural barriers and promote equitable access to services and resources across systems.</p>	<p><u>Student will:</u></p> <ul style="list-style-type: none"> a. Continue to discuss and identify 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"/>

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><u>Student will:</u></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 the two Clinical Intervention and Evaluation process recordings 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><u>Student will:</u></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 type="text"/>
30. Apply skills in clinical practice utilizing an anti-racist, anti-oppressive framework that promotes diversity and equity.	<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 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"/>

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.	<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 individuals, families, and client groups	<input type="text"/>
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.	<input type="text"/>

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.	<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.	<input type="text"/>

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.	<input type="text"/>
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.	<input type="text"/>

COMPETENCY 6 – Engage with Individuals, Families, and Groups

Behaviors	Required Field Learning Tasks	Rating
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 individual, family, and client group engagement and present how this was accomplished during supervision. c. Complete the SOW 6351 Family Intervention Paper Assignment and discuss with Field Instructor within the context of developing a culturally responsive therapeutic alliance.	<input type="text"/>
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 with individual clients, families, and client groups 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 in setting mutually agreed-upon treatment goals with at least 6 individual clients, 2 families, and during at least 6 client group sessions.	<input type="text"/>
38. Attend to the interpersonal dynamics and	<u>Student will:</u> a. Continue to discuss in supervision how the therapeutic alliance is similar to	<input type="text"/>

contextual factors that potentially impact the therapeutic alliance.	<p>and/or different from the student/supervisor relationship.</p> <p>b. Continue to utilize supervision to review and process individual, family, and client group work 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>	
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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><u>Student will:</u></p> <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> <p>d. Complete the SOW 6351 Family Intervention Paper Assignment and discuss with Field Instructor within the context of using theoretical frameworks to guide the assessment and diagnostic classification process.</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><u>Student will:</u></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"/>
41. Assess clients’ capacity, readiness, and motivation for change.	<p><u>Student will:</u></p> <p>a. Co-facilitate or facilitate at least 6 client group sessions.</p> <p>b. Continue presenting individual, family, and client group 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"/>

	c. Continue to explore barriers to change with individuals, families, and client groups and discuss in supervision.	
42. Assess clients' coping strategies to manage life situations, circumstances, and events.	<u>Student will:</u> a. Continue collaborating with individuals, families, and client groups to identify their adaptive and maladaptive coping skills. b. Continue discussing with Field Instructor how 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.	<u>Student will:</u> a. Continue to engage individuals, families, and client groups 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 with at least 6 individual clients, 2 families, and 6 co-facilitated or facilitated client group sessions. 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.	<u>Student will:</u> 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"/>

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.	<u>Student will:</u> a. Continue to review evidence-informed and culturally responsive literature about modes of intervention used in agency/program with at least 6 individual clients, 2 families, and 6 facilitated or co-facilitated client group sessions 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.	<input type="text"/>

	<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> <p>d. Complete the SOW 6351 Family Intervention Paper Assignment and discuss with Field Instructor the intervention selection and implementation process.</p>	
46. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment.	<p><u>Student will:</u></p> <p>a. Continue to discuss with Field Instructor how the assessment findings led to the selection of appropriate clinical techniques with at least 6 individual clients, 2 families, and 6 facilitated or co-facilitated client group sessions.</p> <p>b. Continue implementing evidence-informed and culturally responsive clinical interventions in practice with at least 6 individual clients, 2 families, and 6 facilitated or co-facilitated client group sessions.</p> <p>c. Complete the two Clinical Intervention and Evaluation process recordings for SOW 6534 (see syllabus) and discuss in supervision.</p>	<input type="text"/>
47. Use interprofessional collaboration and actively participate in coordination of treatment interventions.	<p><u>Student will:</u></p> <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"/>

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

Behaviors	Required Field Learning Tasks	Rating
48. Conduct ongoing evaluation to improve clinical practice.	<p><u>Student will:</u></p> <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 6 individual clients, 2 families, and at least one facilitated or co-facilitated client group.</p> <p>c. Complete the SOW 6351 Family Intervention Paper Assignment and discuss with Field Instructor within the context of evaluation to improve practice.</p>	<input type="text"/>

	d. Complete the two Clinical Intervention and Evaluation process recordings for SOW 6534 (see syllabus) and discuss in 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 with at least 6 individual clients, 2 families, and at least one facilitated or co-facilitated client group, identify areas for improvement and discuss with Field Instructor.	

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.

Student Signature [Click to sign completed document](#)

Field Instructor Signature [Click to sign completed document](#)

Seminar Instructor Signature [Click to sign completed document](#)

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EVALUATION OF FIELD PRACTICUM EXPERIENCE

Student's Name:

Field Agency:

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.	
b.	Provided adequate resources for good learning (space, supplies, telephone, access to agency records).	
c.	Provided orientation to the agency's mission, philosophy, and goals.	
d.	Reflected the values of social work.	
e.	Provided my Field Instructor adequate release time for my field instruction.	
f.	Provided at least 75% direct client contact (telephone, in-person).	
g.	Provided an environment that was respectful to and inclusive of me.	
h.	Comments...	

2. My Field Instructor ...

a.	Facilitated an open learning environment.	
b.	Provided me with an orientation to the field placement.	
c.	Went over agency safety plan with me.	
d.	Took the time to inquire about my learning needs and learning style.	
e.	Listened and accepted student feedback.	
f.	Was accessible for discussion, questions, etc.	
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.	
h.	Kept me sufficiently informed of case(s), agency policy and procedures.	
i.	Informed me of expectations regarding my performance.	
j.	Demonstrated good professional social work knowledge.	
k.	Assisted me in becoming part of the agency culture/team.	
l.	Provided adequate training in order for me to carry out assignments.	
m.	Honored my role as a student and supported the completion of my learning contract.	
n.	Provided diverse and challenging assignments.	

o.	Assigned tasks appropriate for my level of practice.	
p.	Was effective in providing training on the NASW Code of Ethics.	
q.	Was effective in providing information on cultural competency and cultural humility	
r.	Maintained professional boundaries (avoided dual relationships).	
s.	Provided an environment that was respectful to and inclusive of me.	
t.	Comments ...	

3. I was able to ...

a.	Demonstrate ethical and professional behavior.	
b.	Advance Human Rights and Social, Racial, Economic, and Environmental Justice.	
c.	Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in practice.	
d.	Engage in Practice-Informed Research and Research-Informed Practice.	
e.	Engage in policy practice.	
f.	Engage with individuals, families, groups, organizations, and communities.	
g.	Assess individuals, families, groups, organizations, and communities.	
h.	Intervene with individuals, families, groups, organizations, and communities.	
i.	Evaluate practice with individuals, families, groups, organizations, and communities.	
j.	Comments ...	

4. Overall field experience:

Overall, how would you rate your field experience at this agency?	
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5. Would you recommend this internship to another social work student intern?

6. Were the following methods used in supervision?

a.	Self-report by student	
b.	Direct observation by Field Instructor	
c.	Process recordings	
d.	Co-facilitation with task supervisor(s)	
e.	Supervision Agenda	

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

9. My Office of Field Education ...

a.	Was knowledgeable in field policy	
b.	Provided adequate field orientation	
c.	Provided assistance/support to me and my Field Instructor	
d.	Was fair in intervention and mediation when issues were presented	
e.	Provided an environment that was respectful to and inclusive of me.	
f.	Comments ...	

Student's Signature: [Click to sign completed document](#)

Seminar Instructor's Signature: [Click to sign completed document](#)

APPENDIX B: AFFILIATED AGENCIES

Students are not to contact agencies prior to placement

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 Anthem, Inc.
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
Blank
Borinquen Medical Center
Brain Center (Neuroscience Centers of FL Foundation, Inc.)
Branches
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. (Adoption/Reunification)

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)
Community Recovery and Wellness
Compassionate Care Hospice/Amedisys
Dade Family Counseling CMHC, Inc. - North
Dade Family Counseling CMHC, Inc.-South
Devereux Florida
Early Learning Coalition-Early Head Start
East Ridge at Cutler Bay
Espiga Health LLC
Everglades Preparatory Academy (Charter School)
Family and Co-Parenting Enrichment Services, LLC
Family Central, Inc. - Broward
Family Central, Inc. - Miami-Dade
Family Recovery Specialists
Family Resource Center of S. Florida
Faye Clark's New Horizons
FHEM-Florida House Experience Management
FIU Counseling and Psychological Services
Florida Innocence Project
Florida PACE Centers, Inc
Fresenius Medical Care Gang Alternative, Inc.
Genesis Hopeful Haven
Gilda's Club of South Florida
Gomez Behavior Services
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
His House Children's Home
Hispanic Unity of Florida
Homestead Hospital
Hope for Miami
House of Hope and Stepping Stones
Inspire4Purpose
Institute for Child & Family Health
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 Children's Hospital & The Women's Hospital JAFCO (Jewish Adoption & Foster Care Options) Jessie Trice Community Health Center, Inc.
Joe DiMaggio Children's Hospital at Memorial
Kendall Regional Hospital
Kidney Spa
Kristi House
Leukemia & Lymphoma Society,
The Life Alliance Organ Recovery Agency Lifeway Programs Inc.
Lotus House Women's Shelter
Lutheran Services of Florida
Memorial Health--Day Diversion Program
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
Molina Healthcare of Florida
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
Passageway Community
Pride Center
PsychSolutions, Inc. Main Office
PsychSolutions, Inc. South Location
Refugee Assistance Alliance

Regis House-North Regis House-South
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
Sunflowers Academy (Head Start Program)
Sunrise Community, Inc.
SunServe
Survivors' Pathway
Susan B. Anthony Recovery
Tenet Healthcare
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-Healthy Start
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
WellCare Health Plans
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 C: REFERENCES

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