ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH & SOCIAL WORK

SCHOOL OF SOCIAL WORK
MSW FIELD EDUCATION MANUAL

Revised December 2018
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ACKNOWLEDGEMENTS

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

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

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

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

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

Florida International University is a vibrant, student-centered public research university, ideally located in Miami, that is worlds ahead in its commitment to learning, research, entrepreneurship, innovation, and creativity so that our graduate are prepared to succeed in the global market. FIU has two major campuses: Modesto A. Maidique Campus in West Miami-Dade County, and Biscayne Bay Campus in North Miami Beach. FIU also has various other locations which include the Engineering Center, near MMC, the FIU at I-75 in Pembroke Pines, the business center in Downtown Brickell, the Miami Beach Urban Studios (MBUS) and the Wolfsonian FIU on South Beach.

II. ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH & SOCIAL WORK

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

III. MSW PROGRAM MISSION STATEMENT

Rooted in the valued and ethics of the social work profession, the mission of the graduate social work program at Florida International University is to prepare students for advanced clinical social work practice with an emphasis on individuals and families. As an integral partner of the South Florida community, the program is dedicated to educating its students to promote human and social well-being and to contribute to refining and advancing social work practice through research based practice and collaborative engagement in diverse urban settings.

GOALS

The goals of the MSW are to:

A. Provide curricula for advance clinical practice that builds on the generalist foundation offered in the first year (or BSW program).

B. Educate students to identify as professional social workers including the incorporation of
its values and ethics and contribute to refining and advancing social work practice through research-based practice and collaborative engagement.

C. Educate students to synthesize and apply a broad range of interdisciplinary evidence-based knowledge and skills.

D. Educate advanced clinical practice students to engage, assess, intervene, and evaluate individuals within group, family and ecological contexts in order to promote human and social well-being.

E. Prepare students to use critical thinking to engage in self-reflection and discriminate and differentially apply advanced clinical social work skills and knowledge in their practice.

F. Prepare students to apply knowledge and skills of human behavior and the social environment to work with diverse and multi-cultural populations in urban settings with an emphasis on South Florida.

IV. SOCIAL WORK AS A PROFESSION

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

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

V. THE MSW PROGRAM

A. OVERVIEW

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

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

All students will be required to acquire or to possess the core competencies in the areas of professional study considered essential in social work education: professional identity, ethics, critical thinking, diversity, social and economic justice, human behavior and the social environment, policy practice, research, societal contexts, and practice including
engagement, assessment, interventions, and evaluations 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 concentration in advanced clinical practice and students complete a field practicum program that supports practice in that concentration. With the help of faculty, students will develop individualized programs in the concentration to meet their educational needs, advanced practice behaviors, 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 PRACTICE BEHAVIORS

The core practice competencies are designated in the 2008 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE). CSWE has operationalized these competencies for generalist practice by identifying 41 practice behaviors defined as “a set of measurable practice behaviors that are comprised of knowledge, value and skills.”

*Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.*

**Practice Behaviors (PB)**
1. Advocate for client access to the services of social work;
2. Practice personal reflection and self-correction to assure continual professional development;
3. Attend to professional roles and boundaries;
4. Demonstrate professional demeanor in behavior, appearance, and communication;
5. Engage in career-long learning; and
6. Use supervision and consultation.

*Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.*

**Practice Behaviors:**
7. Recognize and manage personal values in a way that allows professional values to guide practice;
8. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
9. Tolerate ambiguity in resolving ethical conflicts; and
10. Apply strategies of ethical reasoning to arrive at principled decisions.

*Educational Policy 2.1.3—Apply critical thinking to inform and communicate*
professional judgments.

**Practice Behaviors:**
11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
12. Analyze models of assessment, prevention, intervention, and evaluation; and
13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Educational Policy 2.1.4—Engage diversity and difference in practice.**

**Practice Behaviors:**
14. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate or create or enhance privilege or power;
15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
16. Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
17. View themselves as learners and engage those with whom they work as informants.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.**

**Practice Behaviors:**
18. Understand the forms and mechanisms of oppression and discrimination;
19. Advocate for human rights and social and economic justice; and
20. Engage in practices that advance social and economic justice.

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.**

**Practice Behaviors:**
21. Use practice experience to inform scientific inquiry and
22. Use research evidence to inform practice.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**

**Practice Behaviors:**
23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
24. Critique and apply knowledge to understand person and environment.

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic**
well-being and to deliver effective social work services.

Practice Behaviors:
25. Analyze, formulate, and advocate for policies that advance social well-being; and
26. Collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Practice Behaviors:
27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)-(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Educational Policy 2.1.10(a)—Engagement

Practice Behaviors:
29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
30. Use empathy and other interpersonal skills; and
31. Develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Practice Behaviors:
32. Collect, organize, and interpret client data;
33. Assess client strengths and limitations;
34. Develop mutually agreed-on intervention goals and objectives; and
35. Select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Practice Behaviors:
36. Initiate actions to achieve organizational goals;
37. Implement prevention interventions that enhance client capacities;
38. Help clients resolve problems;
39. Negotiate, mediate, and advocate for clients; and
40. Facilitate transitions and endings.

*Education Policy 2.1.10(d)—Evaluation*

**Practice Behaviors:**
41. Critically analyze, monitor, and evaluate interventions.

**C. ADVANCED CLINICAL PRACTICE COMPETENCIES AND CORRESPONDING PRACTICE BEHAVIORS**

The core practice competencies are designated in the 2008 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 advanced clinical practice with 30 practice behaviors defined as “a set of measurable practice behaviors that are comprised of knowledge, value and skills.”

*Education Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.*

**Practice Behaviors**
42. Understand and identify professional strengths, limitations, and challenges

*Education Policy 2.1.2—Apply social work ethical principles to guide professional practice.*

**Practice Behaviors:**
43. Apply ethical decision-making skills to issues specific to clinical social work;
44. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients’ well-being.

*Education Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.*

**Practice Behaviors:**
45. Engage in reflective practice;
46. Identify and articulate clients’ strengths and vulnerabilities;
47. Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations;
48. Communicate professional judgments to other social workers and/or professionals from other disciplines, in both oral and written formats.
Educational Policy 2.1.4—Engage diversity and difference in practice.

Practice Behaviors:
49. Research and apply knowledge of diverse populations to enhance client well-being;
50. Work effectively with diverse populations.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Practice Behaviors:
51. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

Practice Behaviors:
52. Use the evidence-based practice process in clinical assessment and intervention with clients;
53. Use research methodology to evaluate clinical practice effectiveness and/or outcomes.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

Practice Behaviors:
54. Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice;
55. Use bio-psycho-social-spiritual theories and diagnostic classification systems in formulation of comprehensive assessments.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Practice Behaviors:
56. Advocate with and inform administrators and legislators to influence policies that affect clients and service;
57. Communicate to stakeholders the implication of policies and policy change in the lives of clients.
Educational Policy 2.1.9—Respond to contexts that shape practice.

Practice Behaviors:
58. Assess the quality of clients’ interactions within their social contexts;
59. Develop intervention plans to accomplish systemic change.

Educational Policy 2.1.10(a)-(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Educational Policy 2.1.10(a)—Engagement

Practice Behaviors:
60. Develop a culturally responsive therapeutic relationship;
61. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes;
62. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.

Educational Policy 2.1.10(b)—Assessment

Practice Behaviors:
63. Use multidimensional bio-psycho-social-spiritual assessment tools;
64. Assess clients’ readiness for change;
65. Assess clients’ coping strategies to reinforce and improve adaptation to life situations, circumstances, and events;
66. Select and modify appropriate intervention strategies based on continuous clinical assessment;
67. Use differential diagnosis.

Educational Policy 2.1.10(c)—Intervention

Practice Behaviors:
68. Critically evaluate, select, and apply best practices and evidence-based interventions;
69. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed;
70. Collaborate with other professionals to coordinate treatment interventions.

Educational Policy 2.1.10(d)—Evaluation
**Practice Behaviors:**
71. Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.

**VI. FIELD EDUCATION**

Field Education is considered the signature pedagogy of Social Work Education according to the Council on Social Work Education (CSWE, 2008). The field practicum provides an opportunity for supervised practice in the delivery of social services. During the internship, students are able to engage in all the practice behaviors set forth by CSWE and the School of Social Work as well as the meet the 10 core competencies set forth by CSWE. Through this experience most students confirm their choice of social work as a career. A few students, however, may reconsider their career choices and decide to transfer to other fields. Such an outcome can be constructive and should not be considered a failure for either the student or the Field Instructor.

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

Important Field Education Roles:

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

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

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

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

**Field Instructor:** MSW with at least 2 years of post-masters’ experience responsible for educational supervision of student in the field practicum setting.
Task Supervisor: If Field Instructor is not on-site at agency or in the assigned program, person responsible for day-to-day supervision

Field Seminar Instructor: Plans and teaches the field seminar courses, reviews forms, communicates with Field Liaisons regarding student concerns, assigns student grades and reviews student’s evaluation of the agency

A. FIELD FORMS

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

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

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

2. MSW FIELD PRACTICUM II (SOW 6533)

   Information Regarding Application for Advanced Standing Students
   Field Practicum II Application
   Confirmation of Placement Form
   Supervision Log of Hours
   Student Log of Hours
   Learning Contract
   Field Internship Contract
   Criminal Background/After Hours Form
   Mid-Semester Evaluation of Student Performance for Advanced Clinical Field Practicum
B. MSW FIELD PRACTICUM REQUIREMENTS

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

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

TWO YEAR MSW PROGRAM

1. Prerequisite Requirements

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

- SOW 5105  Human Behavior and the Social Environment
- SOW 5235  Social Welfare Policy and Services I
- SOW 5342  Social Work Practice with Individuals and Families
- SOW 5344  Theory and Practice with Communities and Organizations
- SOW 5404  Social Work Research Methodology
SOW 5379L  Interviewing Skills Lab (must take along with SOW 5342)

Field Practicum II
A student is eligible for Field Practicum II upon attainment of: a passing grade in Field Practicum I, maintenance of a cumulative GPA of 3.0 by the date of application to the field, and successful completion (a grade of “B” or better) of the following required coursework:
  - SOW 5324  Theory and Practice with Groups
  - SOW 5629  Social Work Practice with Diverse Populations

Field Practicum III
A student is eligible for Field Practicum III upon attainment of a passing grade in Field Practicum II, maintenance of a cumulative GPA of 3.0, and successful completion (a grade of “B” or better) of the following required coursework:
  - SOW 6125  Human Behavior and the Social Environment – Psychopathology
  - SOW 6236  Social Welfare Policy and Services II
  - SOW 6435  Evaluating Empirically Based Practice
  - SOW 6425  Clinical Assessment and Intervention Planning

2. Pre or Co-Requisites Requirements

Field Practicum I
  - SOW 5629  Social Work Practice with Diverse Populations

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

3. Co-Requisites Requirements

Field Practicum I concurrently take:
  - SOW 5324  Theory and Practice with Groups
  - SOW ___  Elective (Optional)

Field Practicum II concurrently take:
  - SOW 6425  Clinical Assessment and Intervention Planning

Field Practicum III concurrently take:
  - SOW 6351  Clinical Intervention in Couple and Family Social Work Practice

ADVANCED STANDING STATUS

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

Field Practicum III
A student is eligible for Field Practicum III upon attainment of a passing grade in Field Practicum II, maintenance of a cumulative GPA of 3.0, and successful completion (a grade of “B” or better) of the following required coursework:
- SOW 6125 Human Behavior and the Social Environment – Psychopathology
- SOW 6236 Social Welfare Policy and Services II
- SOW 6435 Evaluating Empirically Based Practice
- SOW 6425 Clinical Assessment and Intervention Planning

2. Pre or Co-Requisite Requirements for Field Practicum II
- SOW 6125 Human Behavior and the Social Environment II – Psychopathology
- SOW 6236 Social Welfare Policy and Services II
- SOW 6435 Evaluating Empirically Based Social Work Practice

3. Co-Requisite Requirements for Field Practicum II and III
Field Practicum II concurrently take:
- SOW 6425 Clinical Assessment and Intervention Planning

Field Practicum III concurrently take:
- SOW 6351 Clinical Intervention in Couple and Family Social Work Practice

Course Requirements
Students in Field Practicum I are required to complete a total of 344 hours in the semester which is 22 hours per week in fall/spring
Summer field placement is not available for Field Practicum I
Students in Field Practicum II are required to complete a total of 576 hours which consists of two consecutive semesters of 288 hours each semester (18 hours per week in fall/spring and 24 hours per week in summer) at the same agency.
Specific scheduling of the weekly requirement of hours is coordinated between the student and the Field Instructor.

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

Clinical Foundation Educational Objectives
At completion of the first-year field practicum, students are expected to achieve the following core social work competencies by successfully demonstrating the corresponding practice behaviors:
1. **Identify as a professional social worker and conduct oneself accordingly.**
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. (PB 1, 2, 3, 4, 5, 6)

2. **Apply social work ethical principles to guide professional practice.**
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. (PB 7, 8, 9, 10)

3. **Apply critical thinking to inform and communicate professional judgments.**
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. (PB 11, 12, 13)

4. **Engage diversity and difference in practice.**
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. (PB 14, 15, 16, 17)

5. **Advance human rights and social and economic justice.**
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. (PB 18, 19, 20)

6. **Engage in research-informed practice and practice-informed research.**
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. (PB 21, 22)

7. **Apply knowledge of human behavior and the social environment.**
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. (PB 23, 24)

8. **Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. (PB 25, 26)

9. **Respond to contexts that shape practice.**
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic and use knowledge and skill to respond proactively. (PB 27, 28)

10. **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. (PB 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41)

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

**Advanced Clinical 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 practice behaviors:

1. **Identify as a professional social worker and conduct oneself accordingly.**
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. (PB 42)

2. **Apply social work ethical principles to guide professional practice.**
Social workers have an obligation to conduct themselves ethically and to engage in
ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. (PB 43, 44)

3. **Apply critical thinking to inform and communicate professional judgments.**
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. (PB 45, 46, 47, 48)

4. **Engage diversity and difference in practice.**
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. (PB 49, 50)

5. **Advance human rights and social and economic justice.**
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. (PB 51)

6. **Engage in research-informed practice and practice-informed research.**
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. (PB 52, 53)

7. **Apply knowledge of human behavior and the social environment.**
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. (PB 54, 55)

8. **Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
Social work practitioners understand that policy affects service delivery, and they
actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. (PB 56, 57)

9. **Respond to contexts that shape practice.**
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic and use knowledge and skill to respond proactively. (PB 58, 59)

10. **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. (PB 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71)

E. **CAPSTONE PRESENTATION**

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

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

In terms of personal and professional growth, students analyze the challenges they encountered in their work with this client system, including those related to values and ethics, and they discuss how they have demonstrated attainment of at least one competency in their practicum. An additional ten (10) minutes is allotted for feedback from the panel. In addition, students provide the panel with copies of the assessment, treatment plan, and a hard 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 ten (10) core competencies. The rubric contains a five-point scale for each of the competencies. A score of one indicates unacceptable performance, a score of two indicates not yet competent performance, a score of three indicates competent performance, a score of four indicates above expectations performance, and a score of five indicates exceptional performance. The scores for each of the ten items are totaled and the final total score provides the faculty with a reflection of the students’ readiness for clinical social work practice. A passing score requires that the student receive a minimum of 30 points for their presentation and no score less than 3 on any competency. A total score of less than 30 and/or a score below 3 on more than one competency represents a failing score.

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.

1. OVERVIEW OF CAPSTONE PRESENTATION

The Capstone presentation is a practicum-related learning experience designed to have you demonstrate the knowledge and skills of advanced clinical social work to a case situation. You are asked to present a clinical case situation from your advanced clinical placement to a panel of two faculty members and one field instructor.
Using PowerPoint, you are asked to address the following areas:

a. Present an overview of your in-depth psychosocial assessment and treatment plan.
   a. In the overview of the assessment, please include:
      • strengths and supports
      • risk factors
      • coping skills
      • the effects of oppression, discrimination, or historical trauma on the client(s)
   b. As one of your slides on assessment, present an eco-map of your client. (Note: Do not orally present a detailed assessment, but focus on specific areas: strengths and supports, risk factors, etc.)

b. Discuss the guiding theoretical framework for your assessment and treatment.

c. Present an analysis of evidence-based methodologies informing your choice of intervention strategies. Refer to and provide at least three (3) peer-reviewed research articles supporting your choice.

d. Discuss the evaluation process for this intervention strategy and the intervention’s overall effectiveness.

e. Link your research-based knowledge on working with diverse populations into your discussion of the assessment, intervention, and/or evaluation.

f. Identify and briefly describe one social policy that impacts service delivery at your agency. What changes do you recommend should be made to this policy in order to enhance service delivery?

g. Analyze the professional challenges that you encountered during this internship; include challenges related to social work values and ethics.

h. Select one Council on Social Work Education (CSWE) competency and discuss how you demonstrated attainment of that competency in your practicum.

The presentation should not exceed twenty (20) minutes. Ten (10) additional minutes are reserved for feedback from the faculty. You will not receive your score at that time.

- You must submit your final Capstone PowerPoint presentation, in-depth psychosocial assessment, and treatment plan by the 6534 syllabus due date. You must write the assessment and treatment plan. No check-off lists or computer-generated plans or assessments will be accepted. The presentation will be uploaded for your presentation date and time, and the assessment and treatment plan will be shared with the panel members prior to the presentation.

- You must provide three (3) copies of your PowerPoint presentation, assessment, treatment plan and evidence-based research articles to the panel on the date you present.

- Dates for Capstone presentation will be randomly selected by students in SOW 6534.
- Students who fail to submit their Capstone presentation by the deadline will have points deducted from the final score.

Your presentation will be scored using the Assessment Rubric for MSW Capstone Presentation. A passing score is an average score of 30 or above and only one score below 3 on one competency.
2. ASSESSMENT RUBRIC FOR MSW CAPSTONE PRESENTATION

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>1 Unacceptable</th>
<th>2 Not Yet Competent</th>
<th>3 Competent</th>
<th>4 Above Expectations</th>
<th>5 Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify as a professional social worker &amp; conduct oneself accordingly</td>
<td>Does not demonstrate any professional use of self (does not identify professional strengths or limitations nor reflect on how at least one competency was reached)</td>
<td>Superficially addresses professional use of self but does not demonstrate any depth of reflection on strengths or challenges and/or how at least one competency was reached</td>
<td>Discusses and is able to elaborate upon professional use of self (includes both strengths/challenges &amp; reflecting on how at least one competency was reached)</td>
<td>Discusses and is able to elaborate significantly upon professional use of self (includes both strengths/limitations &amp; how at least one competency was reached)</td>
<td>Discusses and is able to elaborate upon professional use of self in an insightful, in-depth manner beyond professional strengths or limitations and explains how more than one competency was attained</td>
</tr>
<tr>
<td>Apply social work ethical principles to guide professional practice</td>
<td>Does not apply ethical decision making and/or does not show an ability to recognize &amp; manage personal biases</td>
<td>Shows limited application of ethical decision making and/or limited ability to recognize &amp; manage personal biases</td>
<td>Demonstrates the ability to apply ethical decision making and recognizes &amp; manages personal biases</td>
<td>Demonstrates the ability to apply ethical decision making in a complex manner and recognizes &amp; manages personal biases at an advanced level</td>
<td>Demonstrates significant knowledge about ethical issues, legal parameters, and shifting mores that affect the therapeutic relationship</td>
</tr>
<tr>
<td>Apply critical thinking to inform &amp; communicate professional judgments</td>
<td>Does not clearly communicate orally or in writing (makes frequent grammar/spelling mistakes that affect the clarity &amp; comprehension). Communicates using unprofessional/colloquial language in writing or orally</td>
<td>Makes some grammar/spelling mistakes. Demonstrates a limited ability to communicate clearly &amp; professionally</td>
<td>Demonstrates clear, professional oral &amp; written communication (limited grammar/spelling errors)</td>
<td>Demonstrates professional oral &amp; written communication with no grammar/spelling errors</td>
<td>Demonstrates professional oral &amp; written communication (no grammar/spelling errors) &amp; the communication skills enhance the presentation and written documentation considerably</td>
</tr>
<tr>
<td>Engage diversity &amp; difference in practice</td>
<td>Does not show evidence of having researched &amp; applied knowledge of diverse populations in practice with client(s)</td>
<td>Shows limited research and application of knowledge to working with diverse populations</td>
<td>Demonstrates sufficient research and application of knowledge to working with diverse populations into practice (assessment, intervention, or evaluation)</td>
<td>Incorporates research &amp; knowledge of diverse populations into practice in more than one area (assessment, intervention, and/or evaluation)</td>
<td>Demonstrates knowledge of the ways diversity affects the therapeutic relationship as well as clients’ presenting issues</td>
</tr>
<tr>
<td>Advance human rights &amp; social &amp; economic justice</td>
<td>Does not demonstrate an understanding of how human rights and social justice relates to clients/client systems</td>
<td>Shows a limited ability to discuss how human rights &amp; social justice may relate to clients/client</td>
<td>Discusses the effects of oppression, discrimination, or historical trauma on clients</td>
<td>Discusses the effects of oppression, discrimination, or historical trauma on clients and</td>
<td>Demonstrates knowledge of the effects of oppression, discrimination, or historical justice</td>
</tr>
</tbody>
</table>

20
| **Engage in research-informed practice & practice-informed research** | Does not discuss or provide research to support the use of the particular intervention; Does not understand the link between research & practice | Provides limited or not applicable research to support the use of the particular intervention; shows limited understanding of the link between research & practice | Provides appropriate research to support use of intervention and is able to discuss how the literature supports the choice | Provides substantial research to support use of intervention and demonstrates exceptional understanding of the link between research & practice | Demonstrates extensive knowledge of evidence-based interventions, best practices, & the evidence-based research process |
| **Apply knowledge of human behavior & the social environment** | Does not provide an assessment and/or does not link theory to the choice of intervention & assessment; Does not demonstrate an understanding of the chosen theory & its link to the intervention | Provides an assessment but is limited in the application of theory to assessment & intervention and/or demonstrated limited understanding of the theory & its link to the intervention | Provides an assessment & appropriately applies theory to assessment & intervention; demonstrated an accurate understanding of the theory and its link to the intervention | Provides an assessment & applied theory to the assessment & intervention and demonstrated an in-depth understanding of the theory & its link to the intervention | Demonstrated an ability to synthesize & differentially apply multiple theories & discussed their applicability to the assessment & interventions |
| **Engage in policy practice to advance social & economic well-being & to deliver effective social work services** | Does not identify a policy that impacts service delivery at the agency nor what changes the student would advocate for in the policy | Does not identify a relevant policy and/or does not clearly explain the impact of the policy on service delivery at the agency; recommended changes are not relevant or appropriate to the policy or population | Identifies a relevant policy and clearly explains its impact on service delivery at the agency; recommended changes are relevant & appropriate to the policy & population | Identifies a relevant policy & explains its complex impact on service delivery; recommended changes are relevant, appropriate, creative, & complex | Identifies a relevant policy & explains its complex impact on service delivery; recommended changes are relevant, appropriate, creative, & complex; demonstrates a knowledge of advocacy methods that could contribute to effective policies |
| **Respond to contexts that shape practice** | Does not provide a treatment plan and/or does not discuss the | Provides a limited treatment plan and cannot | Provides an appropriate treatment plan and | Provides a complex, appropriate treatment plan and | Provides a complex, appropriate |
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, & communities

<table>
<thead>
<tr>
<th>treatment plan</th>
<th>sufficiently explain the plan</th>
<th>sufficiently explains it</th>
<th>elaborates on it, connecting the treatment plan back to the chosen intervention &amp; theory</th>
<th>treatment plan and elaborates on it, connecting the treatment plan back to the chosen intervention &amp; theory; demonstrates an understanding of clients’ interactions within their social contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not identify the client’s strengths, weaknesses, vulnerabilities, and coping skills; does not discuss evaluation process</td>
<td>Provides a limited discussion of client’s strengths, weaknesses, vulnerabilities, and coping skills; describes an insufficient evaluation process or cannot explain the evaluation process clearly</td>
<td>Provides an appropriate discussion of client’s strengths, weaknesses, vulnerabilities, &amp; coping skills; uses appropriate evaluation tools and is able to explain them clearly</td>
<td>Discusses client’s strengths, weaknesses, vulnerabilities, &amp; coping skills and connects to intervention; uses appropriate evaluation tools and is able to explain them clearly, demonstrating knowledge of the instruments</td>
<td>Discusses client’s strengths, weaknesses, vulnerabilities, &amp; coping skills in an insightful manner; presents evaluation tools in the absence of any available at agency or explains the given evaluation process, demonstrating an advanced understanding</td>
</tr>
</tbody>
</table>

PLEASE NOTE: The measurement of each competency is defined within the five (5) scores. The wording of the competencies in and of themselves should not be used to evaluate the students’ performance on the competency.

Scoring for Each Competency: Unacceptable = 1; Not Yet Competent = 2; Competent = 3; Above Expectations = 4; Exceptional = 5

Total Score = Sum of Scores for Each Competency; Overall Score by Panel = Average of Total Scores

Summary score reflects readiness for advanced clinical social work practice:
Unacceptable = There is little evidence of readiness for advanced clinical social work practice. Not Yet Competent = There is some evidence of readiness for advanced clinical social work practice but it has not met an acceptable level. Acceptable = There is sufficient evidence of satisfactory readiness for advanced clinical social work practice, but one competency area needs some improvement. Competent = There is clear evidence of satisfactory readiness for advanced clinical social work practice. Above Expectations = There is convincing evidence of above satisfactory readiness for advanced clinical social work practice.
Exceptional = There is convincing evidence of superior readiness for advanced clinical social work practice in every competency.

Exceptional = 48-50; Above Expectations = 40 – 47.99 and no score less than 3 on any competency; Competent = 30 – 39.99 and no score less than 3 on any competency; Acceptable: 30 or higher and only one score below 3 on one competency; Not Yet Competent = 20 – 29.99 and only one score below 3 on one competency; Unacceptable = Less than 20 and/or a score below 3 on more than one competency

A passing score is an average score of 30 or above and only one score below 3 on one competency.

VII. RESPONSIBILITIES AND REQUIREMENTS IN THE FIELD

A. THE FIELD AGENCY AND THE UNIVERSITY

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

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

The field agency assumes the following responsibilities:

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

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

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

d. **Orientation, safety, and assignments of students**
   **Orientation:** Although the individual Field Instructor bears responsibility for the orientation of the student, the agency may provide general orientation sessions, especially in settings in which several students are in placement. The agency makes clear to the School and the student just what the role of the student can be in the particular setting.
   **Safety:** The agency provides reasonable measures to protect the student’s safety. The Safety Checklist assignment is completed by all students with their Field Instructor within the first two weeks of field placement.
   **Assignments:** The agency makes cases, groups, and agency or community projects available to Field Instructors for selection and assignment of students. Changes in supervision are communicated to the Office of Field Education as soon as possible in order to make necessary arrangements for changes in assignment, if indicated.

3. Responsibilities of the University

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

a. Two-day Field Instructor trainings that earn each participant a total of 16 CEU’s.

b. Other CEU trainings as scheduled.

c. Assignment of Field Liaison from the University.

d. Tuition fee waivers which are available to Field Instructors who complete 300 clock hours of supervision. This entitles the Field Instructor to register at any state university for up to 6 hours in one term of instruction, including courses offered through continuing education programs of the state university. Certificates of Participation or Tuition fee waivers must be used within three (3) years of date of issuance.

e. The availability of the University Library and Media resources

B. OFFICE OF FIELD EDUCATION

1. The Office of Field Education Responsibilities

The Office of Field Education is responsible to:

a. Develop affiliations with agencies in the community.

b. Offer training to Field Instructors.

c. Orient students to field education and make available all performance objectives, policies, procedures, evaluations, the NASW Code of Ethics, and other pertinent information.

d. Arrange field practicum experiences for students

e. Monitor field practicum experiences and offer support and counsel to agency Field Instructor and student.

f. Teach seminars.

g. Serve as a conduit for the flow of information between the School and community agencies.

h. Maintain records concerning cooperating agencies and Field Instructors

i. Assign grades to individual students for their field practicum experience as well as for the seminars.

j. Keep all faculty members informed about the development of the field program and participate actively in curriculum work that contributes to the integration of classroom and field learning.

k. Engage in continuous evaluation of the field program as a whole and conducting special studies, as appropriate, in order to strengthen the program.

2. Responsibilities of the Field Education Faculty and Staff

The Field Education faculty and staff are, the BSSW Field Education Coordinator, the MSW Field Education Coordinator, the Field Liaisons, and a Program Assistant who work as a team to assure a high quality educational experience for students.

Additionally, part of the responsibilities of the Associate Director of the School of Social Work is to oversee the field component of the School.
a. BSSW Field Education Coordinator

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

1) Plan and implement the BSSW field orientation for students
2) Assure that the School’s philosophy, policy, learning objectives, and core competencies are reflected in the implementation of the BSSW field education program.
3) Work with BSSW Field Liaisons to resolve concerns and problems related to field education.
4) Participate in the resolution of problems and concerns which cannot be reconciled by the faculty liaison and/or Field Instructors and students.
5) Select Field Agencies appropriate for BSSW students, negotiate Affiliation Agreements, and monitor each agency as an educational resource.
6) Prepare, publish and distribute documents for the BSSW Field Education program, including the BSSW Field Education Manual, Field Orientation, and others.
7) Plan and implement with Field Faculty BSSW Seminars for students in field courses.
8) Assist in planning and implementing workshops and ongoing seminars for Field Instructors new in the role for the School of Social Work.
9) Participate in planning for ongoing field education activities at the School for experienced Field Instructors.
10) Plan and implement innovations to enhance the BSSW field education program.
11) Negotiate changes in BSSW field internship assignments of students after thorough evaluation and discussions with all involved, when the need arises.
12) Review BSSW student field applications for readiness to enter field.
13) Match BSSW students with agencies.
14) Recommend and implement standards for field agencies and Field Instructors.
15) Provide educational opportunities for Field Instructors.
16) Ensure that Field Instructors and agencies meet the standards set by CSWE.
17) Function as the central contact for information requests concerning BSSW Field Education.
18) Assist in the coordination of activities of the Field Education Advisory Committee.
19) Serve on the Student Review Committee in matters pertaining to BSSW Field Education.
20) Monitor educational outcomes of BSSW field courses to assure consistency with Program curriculum and maintenance of standards set by the Program, School and CSWE.
21) Represent the School at the Florida Field Consortium and other Field Education related meetings internal to or external to the School.
b. MSW Field Education Coordinator

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

Specific responsibilities are:
1) Plan and implement the MSW field orientation for students.
2) Assure that the School’s philosophy, policy, learning objectives, and core competencies are reflected in the implementation of the MSW Field Education program.
3) Work with MSW Field Liaisons to resolve concerns and problems related to field education.
4) Participate in the resolution of problems and concerns which cannot be reconciled by the faculty liaison and/or Field Instructors and students.
5) Select Field Agencies appropriate for MSW students, negotiate Affiliation Agreements, and monitor each agency as an educational resource.
6) Prepare, publish and distribute documents for the MSW Field Education program, including the MSW Field Education Manual, Field Orientation, and others.
7) Plan and implement with Field Faculty MSW Seminars for students in field courses.
8) Assist in planning and implementing workshops and ongoing seminars for Field Instructors new in the role for the School of Social Work.
9) Participate in planning for ongoing field education activities at the School for experienced Field Instructors.
10) Plan and implement innovations to enhance the MSW field education program.
11) Negotiate changes in MSW field internship assignments of students after thorough evaluation and discussions with all involved, when the need arises.
12) Review MSW student field applications for readiness to enter field.
13) Match MSW students with agencies.
14) Recommend and implement standards for field agencies and Field Instructors.
15) Provide educational opportunities for Field Instructors.
16) Ensure that Field Instructors and agencies meet the standards set by CSWE.
17) Function as the central contact for information requests concerning MSW Field Education.
18) Assist in the coordination of activities of the Field Education Advisory Committee.
19) Serve on the Student Review Committee in matters pertaining to MSW Field Education.
20) Monitor educational outcomes of MSW field courses to assure consistency with Program curriculum and maintenance of standards set by the Program, School and CSWE.
21) Represent the School at the Florida Field Consortium and other Field
c. Field Liaison

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

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

Specific Field Liaison responsibilities include:

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

d. Seminar Instructor

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

C. THE FIELD INSTRUCTOR

1. Requirements
Field Instructors are required to have a Master’s Degree in Social Work from a CSWE-accredited program and two years of post-master’s professional experience in social work. All new Field Instructors are required to attend a sixteen-hour course on supervision, specifically geared towards Field Instruction. The Office of Field Education tracks field instructor’s attendance at the supervisory course in the intern placement tracking system and informs instructors of the need to attend a training after a 5 year lapse since the last attendance.

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

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

4. Field Instructor Responsibilities
The Field Instructor is expected to:
a. Have a willingness and ability to teach social work concepts and practice on a one-to-one basis
b. Maintain an interest in and keep abreast of new developments in the profession and in social work education.
c. Attend and participate in the Field Instructors’ course, field seminars and other special activities offered by the school to enhance the Field Instructor’s professional development.
d. Negotiate field education expectations with other departments and personnel with the field education agency including background screenings, specialized training, orientation, and administrative concerns.
e. Advocate for the student to gain access to learning experiences within the agency and the professional community.
f. Provide an educational climate that challenges the student to expand professional skills, knowledge, and values.
g. Plan for each student a series of educational assignments that will provide learning experiences appropriate to his/her level of professional development and the student’s learning contract. In some instances, the Field Instructor may need to develop special assignments different from those of regular staff members.
h. Provide weekly supervisory conferences (at least one hour weekly) with the student as protected time for teaching, educational support, and administrative supervision. The Field Instructor who has more than one student may use group conferences at the BSSW level and MSW foundation level (MSW I), but individual conferences are required at the advanced clinical MSW level (MSW II/III).
i. Be available to the student in emergency situations or arrange emergency coverage if the agency-based field education will not be available to the student to assist with emergencies.
j. Make arrangements for coverage with another qualified agency-based Field Instructor during vacation or other extended absence. If the absence is two weeks or less and another qualified Field Instructor is not available within the agency, the interim supervision may be provided by a Task Supervisor. If the absence is to last more than two weeks and another qualified educator is not available within the agency, the agency Field Instructor should notify the Office of Field Education as soon as possible of the need for qualified supervision coverage until they can return to the agency. The Office of Field Education and the agency will endeavor to arrange interim coverage but may have to make other agency-based field education arrangements for the student if this is not possible.

k. Be available (or make plans for a Task Supervisor to be available) if student needs consultation between regularly scheduled conferences.

l. Read and be familiar with the School of Social Work’s Field Education Manual.

m. Help the student to integrate theoretical knowledge and knowledge from previous experience with the student’s present practice.

n. Require students to prepare an agenda for weekly supervision.

o. Provide students continuous feedback on their performance.

p. Utilize, review, and comment on process recordings as required by the student’s learning contract.

q. Maintain supervisory records of the student’s experience with the agency.

r. Maintain contact with the Office of Field Education for discussion of questions arising about the requirements of the school or about the learning needs of an individual student.

s. Prepare the mid-term and final evaluations of the student’s performance and return them to the School of Social Work by the deadline dates

D. THE TASK SUPERVISOR

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

2. Task Supervisor Responsibilities
   a. Participate in planning the field education experience.
   b. Provide some supervision of the student’s daily activities.
   c. Review with the Field Instructor the assignment of cases and projects congruent with the student’s educational goals.
   d. Orient students to the agency and their assignments.
e. Provide on-the-spot positive and constructive feedback to students regarding their performance.

f. Focus on the students’ skill development.

g. Maintain records of student activities for the Field Instructor.

h. Consult with the Field Instructor about the student’s skill development and coordinate planning for promoting optimal student development.

i. Assist in the preparation of the mid-semester evaluation and final student evaluations.

j. Provide ongoing feedback to the Field Instructor about the students’ progress in meeting learning goals, identifying any performance issues requiring follow-up.

k. Be available to students in emergency situations or arrange coverage for the students for emergencies that may arise in their absence.

**E. RESPONSIBILITIES OF THE STUDENT**

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

**1. Students’ Responsibilities**

Students must:

a. Complete and submit the application for field placement by the School’s announced deadline.

b. Attend all mandatory Field Orientation meetings.

c. Enter field practicum with a readiness to learn and to become involved in all appropriate aspects of the field practicum.

d. Comply with all agency policies and procedures, including but not limited to physicals, drug screens, HIV testing, liability insurance, dress codes, immunizations, fingerprinting, criminal background checks, body adornment policies, and oaths of allegiance. (Every effort will be made by the Office of Field Education to notify students of agency screening have difficulties with any of these requirements).

e. Sign and fulfill a Learning Contract for the field placement.

f. Sign and fulfill the Field Internship Contract.

g. Be sensitive to the norms and climate of the agency and conduct themselves in a manner appropriate to the setting.

h. Prepare for and participate in weekly supervision with Field Instructors.

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

If a student feels that a field placement is not meeting his/her needs, he/she must follow the procedures outlined in the “Student Dissatisfaction with Field Practicum Setting” of the manual. The student must be actively involved in the educational process necessary to attain required social work skills. Therefore, students must continually assess their learning needs, strengths, and problems as reflected in the Learning Contract. This continuous assessment provides a foundation for both the student and the Field Instructor for the development of supervisory conferences and a successful field practicum. Students need to be pro-active and openly discuss with the Field Instructor and the Office of Field Education their learning needs or any problems they encounter at their placement.

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

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

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

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

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

If a student’s drug screening comes back positive, the MSW Field Coordinator will meet with the student. Following the meeting, the MSW Field Coordinator may: (1) terminate the student from the field and, therefore, program; or (2) refer the student to Counseling and Psychological Services (CAPS) at FIU for a substance abuse assessment. The student must then provide the MSW Field Coordinator with a letter from CAPS stating that there are no substance abuse concerns in order to move forward in the field. If the letter states there is a substance abuse concern, or the student is unable or unwilling to get the substance abuse assessment, the student will
not be able to move forward in the field or program.

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

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

4. **Home Visits**

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

5. **Safety Policy**

Social work student interns need to be aware of safety risks associated with their field internship. The location of an agency, although accessible to clients being served, might present safety risks. Home visits, street interviews, and community group work are some assignments associated with additional risks. Clients experiencing severe distress, the prevalence of drug and alcohol use, and frustrations about obtaining needed services constitute further risk factors. Such risks are not exclusively student risks, but risks that social workers must cope with throughout their careers. Field Instructor s are asked to inform students of known or unreasonable risks in their particular settings, and to provide relevant warnings, instructions, and training to help ensure the reasonable safety of all agency personnel and clients. Students also have a responsibility to request information and seek instruction to ensure their own safety, and to avoid behaviors associated with an unacceptable, increased risk of injury. 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:

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

6. Disabilities

The School of Social Work complies with the Americans with Disabilities Act (ADA) of 1990, the 1973 Rehabilitation Act (Section 504), and the Florida Equity Act in providing auxiliary aids and services to persons with disabilities. The Disability Resource Center (DRC) provides assistance to students having physical, visual, hearing, speech, learning, psychological, chronic, and temporary disabilities. Students who wish to seek services and accommodations are advised to contact the DRC prior to the beginning of each semester. In arranging for accommodations for field practicum, students are advised to contact the DRC upon applying to the field practicum for the following semester. The DRC will inform the Office of Field Education faculty of specific classroom, course, and internship accommodations consistent with ADA guidelines. In addition, any student who feels that he or she will experience difficulty on a Field Education assignment because of a disability is encouraged to discuss these concerns with the Office of Field Education when submitting the application for field placement. The School will work with students registered with the DRC and requiring accommodations, as well as potential placement agencies, to plan and make reasonable accommodations to student’s needs.

7. Pre-placement Hours

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

8. Conference Attendance

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

9. 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. 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.

11. Field Practicum Coverage during Semester Breaks

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

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

12. Compensatory Time and Emergency Leave for Students

a. Students are not to schedule vacations or breaks during the scheduled field practicum.
b. Students are expected to adhere to agency hours and holidays. University holidays and breaks do not apply.
c. A total of two (2) days of leave is allowed for illness and personal reasons for each undergraduate and graduate practicum.
d. If for any reason a student needs to be out of placement for more than the time allowed for illness and family emergencies, the student must contact the

Field Education Coordinator or designee for prior approval. If the additional time is approved by the Field Education Coordinator or designee, the student must then obtain the approval of the Field Instructor, outline a plan to make up the missed time, and provide the Office of Field Education with a copy of the written plan. Approval by the Field Instructor or other staff at the placement agency does not constitute permission to take additional time off from the field practicum or make up hours. Students must consult with both the Field Instructor and the Field Education Coordinator or designee in all such matters.
f. Students may not bank hours in advance in order to end the placement prior to the last scheduled day of field practicum.

g. 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.

h. Students are expected to keep a weekly log of hours and log of supervision hours to be initialed weekly by the student and Field Instructor and signed by the Field Instructor and student upon completion of the field practicum. These logs are to be submitted to the Office of Field Education along with their evaluations.

i. Breaks for meals and travel to/from field practicum are not included in hours.

VIII. THE PLACEMENT PROCESS

Steps for Field Practicum Placement

The placement process is a collaborative effort between Florida International University, the School of Social Work, the agency, and the student. The School of Social Work is committed to finding the best possible placement according to the student’s individual interests or needs. Under no circumstances is a student to make arrangements for his/her own placement. Any suggestions for future placement opportunities can be directed to the Office of Field Education for determination of eligibility.

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

Field practicum placement sites and internship details are available for students to review on the Placement Tracking system (IPT) website. The Field Coordinators assist students in finding the best match given the student’s interests and needs. Students cannot be guaranteed an assignment to a requested agency as agencies do not request students every semester. All students must apply for the field on the Intern Placement Tracking system (IPT) not by downloading forms from the website. Both completion of the application and submission will occur via the IPT system. The student must:

A. Assure that all prerequisites for field practicum are met before beginning the application process.

B. Assure that grade point average (GPA) is acceptable (3.0 or above for MSWs admitted under fall 2012 criteria); the GPA must meet the requirement at the time the application is submitted.

C. Demonstrate readiness for the field practicum experience.

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

1. Classroom performance
2. Advisor and Faculty feedback (Professional Development Assessment)
3. Personal interview with Coordinators of Field Education

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

1. Identify as a professional social worker and conduct oneself accordingly:
   a. Practice personal reflection and self-correction to assure continual professional development
   b. Attend to professional roles and boundaries
   c. Demonstrate professional demeanor in behavior, appearance, and communication
   d. Respect the inherent dignity and worth of the person
   e. Behave in a trustworthy manner
   f. Treat colleagues with respect
2. Apply social work ethical principles to guide professional practice
   a. Recognize and manage personal values in a way that allows professional values to guide practice
   b. Make ethical decisions by applying standards of NASW Code of Ethics
   c. Apply strategies of ethical reasoning to arrive at principled decisions
3. Apply critical thinking to inform and communicate judgments
   Demonstrate effective oral and written communication
4. Engage diversity and difference in practice
   a. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
   b. Understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
   c. Demonstrate sensitivity to cultural and ethnic diversity

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

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

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

September 5th       Spring Semester
May 5th            Fall Semester
Note: Summer field practicum is not offered for MSW I students

Application Deadline Dates for MSW Field Practicum II are by 11:59 pm on the following dates:
September 5th  Spring Semester
January 5th  Summer Semester
May 5th  Fall Semester

Same Agency Application Deadline Dates for MSW III students who are completing the second semester of this practicum experience (as required) right after the first (MSW II):
November 1  Spring Semester
March 1  Summer Semester
July 1  Fall Semester

Application Deadline Dates for MSW III students who are returning to the second semester of this practicum experience after a break due to emergent reasons, the deadlines are by 11:59pm on the following dates:
September 5th  Spring Semester
January 5th  Summer Semester
May 5th  Fall Semester

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

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

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

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

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

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

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

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

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

**Students who do not enter the field as scheduled due to not meeting requirements or personal circumstances must reapply and submit their applications prior to the due date.**

F. Eligible field practicum students must watch a mandatory, online field orientation. Students watch the online orientation during the dates provided by the Office of Field Education. The orientation informs students of important field policies, procedures, and responsibilities.

G. Each student must also schedule a face-to-face interview with field faculty after watching the orientation. All communication from the Office of Field Education will use students’ FIU e-mail accounts.

H. MSW students meet individually with the Field Coordinators to discuss specific placement possibilities. Whenever possible, the Office of Field Education attempts to arrange a placement which takes into account the student’s preferences as indicated on
his/her field application. However, this may not be possible in all cases. Students may not refuse a placement assignment for non-educational reasons after the Office of Field Education has determined that the agency offered to the student for the pre-placement interview is the best possible match for the student’s learning.

**Important Placement Rules:**

1. MSW Students may not be placed in the same agency at which they were placed for their undergraduate or MSW I placement.
2. Students may not be placed in agencies where they have volunteered or worked in the past or where they work currently.
3. While all alternatives should be assessed prior to requesting an employment-based placement, MSW I students interested in this rare option can complete the application which MUST be submitted to the Office of Field Education no later than field application due date.
4. Evening/late-afternoon and weekend placements are not available for MSW I students.
5. Evening/late-afternoon and weekend placements are extremely limited for MSW II/III students and are granted only as an exception in extreme circumstances. The Office of Field Education will hold a lottery for students needing such placements. Although every effort will be made to accommodate full-time working students, those students requesting such placements may be required to postpone practicum until such time as an evening placement becomes available. The School of Social Work is under no obligation to provide such placements. Consequently, practicum placement cannot be guaranteed students who require evening and weekend placements and all students must have at least 8 weekday, daytime hours available per week during their practicum experience in order to meet education requirements at the agency.

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

**Policy Statement for the Graduate Practicum in Employment Setting**

Practicum agencies are selected based on their ability to provide learning opportunities consistent with the core competencies of the School of Social Work. In addition, the agency must provide the student with an understanding of professional roles, knowledge, functions, values, methods in social work intervention, and social problems, as well as an appreciation of ethical concerns. Before the student is placed in an agency, representatives of the University and the agency sign a formal affiliation agreement which specifies respective areas of responsibility, the types of learning experiences provided, and the availability of MSW field instruction.
The School of Social Work believes that all alternatives must be explored by the student and the School to provide students with the opportunity to complete the field practicum in a setting other than their employing Agency. However, if the employment setting can offer a viable educational opportunity that meets certain conditions, it is possible for first year MSW students to complete the practicum in their place of employment with the permission of the MSW Field Coordinator.

The field education experience is designed to offer students new learning opportunities in new practice settings. Therefore, students generally may not complete their agency experience within their current employment. Students who would like to have their special circumstance considered must submit the request in writing, following the policy and utilizing the proposal/application for an Own Agency Placement. The field faculty member working with the student and the MSW Field Coordinator must approve these requests. Approval is only granted under exceptional circumstances where an agency is large enough to offer a different learning experience and is willing to allow the students’ educational needs to take precedence over any work expectations that would normally pertain to their employment. Additionally, the agency field education experience must be a new position supervised by a new agency field instructor who has not previously supervised the student (the agency field instructor must be qualified and meet the previously stated guidelines) and the student must be working with a population, interventions, and practice experience that presents new learning for the student. The agency must meet all other field agency requirements as outlined above.

This option is limited to first year MSW students only and is an exception to the field practicum experience and reviewed on a case by case basis. The student must be in his/her present employment position and not on probation for a minimum of six months by the field application due date.

The following conditions must be met:

The Agency agrees to:

1. Provide the student with an MSW Field Instructor. This person must have no previous or current supervisory relationship with the student and must meet the same qualifications of the School of Social Work as other Field Instructors.

2. Provide the student with educationally focused learning opportunities that differ from his/her regular job responsibilities or extend those responsibilities.


4. Be able to meet School of Social Work’s Learning Contract requirements for the student at the agency (see Appendix C)

5. Continue with the student’s learning plan for the designated time (semester), and not
alter this plan to meet the Employer’s needs.

6. Not use 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.

2. Be available for consultation with the Agency Director, Field Instructors, and students to discuss various aspects of the field practicum.

3. Provide the Agency and Field Instructor with core competencies and practice behaviors, curriculum, and policies of the School.

4. Develop and coordinate seminars for Field Instructors, and to acquaint them with pertinent educational opportunities.

(SOW 5532) GRADUATE FIELD PRACTICUM I IN EMPLOYMENT SETTING

APPLICATION

Student’s Name: ______________________________________________________

Panther ID #______________

Address: _____________________________________________________________

City/State/Zip: ________________________________________________________

Telephone: Work (____) ___________ Home: (____) _________________________

Cell: (____) ___________________ FIU Email: _____________________________

Name of Employer: _____________________________________________________

Division/Dept: _________________________________________________________

Address: ___________________________ Zip: _____________________________

Telephone: ____________________________________________________________

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Student’s Current Job Title: _____________________________________________

Student’s Current Supervisor: ____________________________________________

Current’s Supervisor’ Title: ______________________________________________

**Student’s Current Job Description:** (Attach additional page if necessary)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Proposed Field Practicum Plan**

Describe the role, responsibilities, and assignments that will be assumed by the student during the Field Practicum and explain how these differ from the student’s responsibilities as employee. Indicate the student’s title if a new one is to be assumed for Practicum purposes and identify the Division or Department and/or site if different from that stated above.

**Proposed Weekly Schedule of Practicum Hours:** (Must total minimum of 344 clock hours through the semester)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Agency Department or Division: ____________________________________________

Agency Address: __________________________________________________________ Zip: ______

Phone: ______________________________ Fax: ______________________________

Student Signature: ______________________________ Date: ______

Field Instructor’s Signature: ______________________________ Date: ______

Agency Administrator Signature: ______________________________ Date: ______
CONTACT: FIELD PRACTICUM I IN EMPLOYING AGENCY (CONTINUED)

<table>
<thead>
<tr>
<th>Proposed MSW Field Instructor:</th>
<th>(Print)</th>
</tr>
</thead>
</table>

Title: ___________________________________________ Phone: __________________

Degree: ___________________ School: __________________________ Date: ________

****NOTE: FIELD INSTRUCTOR PLEASE PROVIDE CURRENT RESUME ALONG WITH THIS APPLICATION****

All Field Instructors are required to have attended FIU School of Social Work’s 16-hour Field Instructors’ Training within the last two years in order to supervise students.

___ I agree to attend the next available FIU School of Social Work’s 16-hour Field Instructors’ Training

Proposed Field Instructor: ___________________________ __________________

Signature Date

APPROVED: ____________________________________________ __________________

Signature, MSW Field Coordinator Date

The next section applies to the student only.

Acknowledgement of Risk in the Field Placement

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

1. **Liability Insurance**: Professional liability coverage is provided through FIU for students in field internships. Additional coverage is available through membership in NASW and other companies. NASW membership applications are available online at 222.naswdc.org or at 1-800-421-6694. 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.
2. **Automobile Liability Insurance**: Students are strongly advised not to transport clients or their family members unless the agency provides a vehicle for this purpose, and the student has the required license and insurance. Check with your insurance company for a clear understanding of your coverage. If you choose to transport clients against our recommendation, ask your insurance company what coverage you have if something happens while transporting a client.

3. **TB Skin Test (PPD-S)**: The prevalence of TB in society has seen an increase in recent years. If you anticipate an internship setting that serves populations at risk for TB, it is recommended that you take this test prior to entering the field. Some agency settings may require this test. You can be tested at the Student Health Center.

4. **Client Office Visits**: You may have a client in your office who becomes agitated or hostile. It is important that you discuss such matters with your field instructor early in your internship to be informed of agency policy and recommended courses of action should such an event happen.

5. **Institutional Settings**: Mental health and correctional institution settings serve a client population whose behavior may be unpredictable. It is important that you learn strategies for handling clients whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your field instructor. It is acceptable to have your field instructor or another staff person accompany you when visiting such clients.

6. **Home Visits**: It is common for social workers in a variety of social service settings to conduct home visits. Such visits do expose you to risks. It is important that all home visits be made with the full knowledge of your agency field instructor, sharing such information as the time of departure, time of return, other activities while on the trip, etc. Do not conduct a home visit when you feel uncomfortable or threatened in the situation. Return to the agency and report your experiences to your field instructor. Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of alcohol or drugs is detected. It may be appropriate for you to make visits accompanied by your field instructor or other agency staff. **Do not take risks.** Know whom to call and what steps to take if you should experience a vehicle breakdown.

7. **After Hours Meetings**: Some social service settings have activities that occur beyond normal office hours. Be aware of the location or neighborhood where such activities take place, note street lighting, open spaces, shrubs, and other growth that might impair vision. It is suggested that you always be accompanied by your field instructor or someone else when going to your car after dark. **Do not take risks.**

8. **Hepatitis B Vaccine**: Working with high risk clients means there is a chance of being exposed to blood-borne pathogens; it is recommended that you get this vaccination. This involves a series of three injections over a six month period of time. The second injection is given one month following the first, with the third coming five months later. Given the time requirements for this protection, it is important that you begin immunization at a time that would give you protection when you enter your internship. This series of immunizations can be administered by the Student Health Center. There is a cost for these series.

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

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

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

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

________________________  ______________
Student Signature          Date

I. Students are to immediately contact the potential Field Instructor indicated on the notice to arrange an appointment for a pre-placement interview. The purpose of this interview is to introduce the student to the Agency and the Field Instructor to determine the appropriateness of the student for the agency. This should be treated as a job interview and professionalism is essential. Students are expected to discuss their learning styles and needs as well as their objectives for learning in the field practicum during the pre-placement interview.

The number of students sent to interview with an agency will never exceed the number of placements available at that agency. In other words, students will not be expected to compete for field placements with other FIU students. Students will sometimes be competing for placements with other universities.

J. 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 student and Field Instructor at the time of the pre-placement interview if the student is accepted for placement; the student should then fax, 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.

K. Student must complete all required agency orientations, background checks, drug testing and health record verifications/immunizations prior to entering field placement.

L. In rare cases where the placement is not accepted, the process will be repeated from
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 Associate Director, the MSW Field Education Coordinator or designee, another Faculty member of the Office of Field Education, and 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:

1. Re-application for field at a later time after the student addresses difficulties according to a remediation plan developed at this meeting.
2. An additional referral(s) for field placement; or
3. Re-assessment of appropriateness of the student for the social work profession.

M. 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 the GPA not meeting the requirement that would deem him/her ineligible 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 he/she is 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 had been made. The student must then reapply for field by the deadline date once he/she is retaking the course(s) in question and/or the GPA meets the requirement at the time of re-application.

N. 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 School of Social Work 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.

MSW Field Practicum III students generally remain at the same agency as the prior semester. In these situations, students must submit the applications indicating continuance of the same Field Placement (“Application for MSW Field Practicum III - Same Agency Placement”) signed by both student and Field Instructor by the application deadline. If a student feels that
the field placement is not meeting his/her needs, and meetings with the Field Education Coordinator or designee have resulted in a decision to change the field practicum, the student must submit an application requesting a new agency placement.

IX. FIELD SEMINARS

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

A. A commitment to examine their feelings, values, and attitudes as related to client systems and a broad range of problem areas within a multi-racial, multi-cultural, and multi-ethnic society.

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

C. A substantial ability to recognize the differences and similarities in role functions and responsibilities of the social worker in different settings through a sharing process in the classroom.

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

X. PROBLEM-SOLVING IN THE FIELD PRACTICUM

STUDENT CONCERNS REGARDING PRACTICUM

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

A. Student submits a written request to the MSW Field Coordinator, or designee, for another field placement within five (5) business days of the meeting with the Faculty Field Liaison and Field Instructor. The written request should state the reason(s) for the
change of placement, a description of any attempts made to rectify the situation, and the results of those actions.

B. Within five (5) business days of receipt of the written request, the MSW Field Coordinator or designee and the Faculty Field Liaison meet with the student to address concerns regarding the current placement and to determine whether there is a need for a change of placement. The following determinations may be made by the MSW Field Coordinator or designee as a result of this meeting:

1. Student is to remain in the same placement with a Performance Improvement Plan or written action plan to rectify any concerns; or
2. Student is to be placed in a new agency and carry hours over from previous placement; or
3. Student is to be placed in a new agency and not be able to carry hours over from the previous placement.

C. Please note that the MSW Field Coordinator, or designee, will address each student’s concern on a case-by-case basis, including but not limited to awareness of time constraints, learning needs/expectations, and learning opportunities. If a student is re-placed, the placement choice will be entirely made by the field faculty.

D. Within five (5) business days of the meeting with the Liaison, the MSW Field Coordinator, or designee, and student, the student is to receive a written notice of the Field Coordinator’s decision.

E. If the student continues to be dissatisfied with the field practicum situation, he/she may appeal to the Associate Director of the School of Social Work in writing within five (5) business days of receipt of the MSW Field Coordinator’s letter.

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

A. Notify the Field Instructor and terminate appropriately under the direction of his/her Field Instructor.

B. Notify the Faculty Field Liaison and/or MSW Field Coordinator or designee.

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

SEE NEXT PAGE FOR STUDENT CONCERNS WITH PLACEMENT FLOWCHART
STUDENT IDENTIFIES A CONCERN WITH PLACEMENT

ISSUE IS RESOLVED ➔ STUDENT MAKES FIELD INSTRUCTOR (FI) AWARE & ATTEMPT TO RESOLVE TOGETHER

RESOLUTION NOT REACHED

STUDENT CONTACTS FIELD LIAISON (FL) WHO COACHES STUDENT REGARDING POTENTIAL APPROACHES; IF NECESSARY, FL CONTACTS FI TO ASSESS SITUATION

ISSUE IS RESOLVED ➔ STUDENT AND FI DISCUSS ISSUE AGAIN

RESOLUTION NOT REACHED

STUDENT NOTIFIES FL WHO SCHEDULES MTG WITH STUDENT & FI

ISSUE IS RESOLVED OR PLAN DEVELOPED TO ADDRESS ➔ FL FACILITATES MTG WITH STUDENT & FI

NO RESOLUTION REACHED

STDT WRITES TO MSW FIELD COORD WITHIN 5 BUSINESS DAYS OF MEETING WITH FL & FI

MSW FIELD COORDINATOR SCHEDULES MTG WITH STDT & FL TO ADDRESS CONCERNS

STDT PLACED IN NEW AGENCY & NOT CARRY OVER HRS ➔ STDT PLACED IN NEW AGENCY & CARRIES OVER HRS ➔ REMAIN IN PLACEMENT WITH PLAN IN PLACE
STUDENT CONTINUES TO BE DISSATISFIED

STUDENT WRITES ASSOC DIRECTOR WITHIN 5 BUSINESS DAYS OF RECEIPT OF FIELD COORD DECISION. IF NO RESOLUTION, ASSOC DIR CONSULTS WITH DIRECTOR

FIELD INSTRUCTOR CONCERNS REGARDING STUDENT

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

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

SEE NEXT PAGE FOR STUDENT CONCERNS WITH PLACEMENT FLOWCHART
FIELD INSTRUCTOR (FI) IDENTIFIES A CONCERN

ISSUE IS RESOLVED  IF DISCUSSES WITH STUDENT

RESOLUTION NOT REACHED

FI CONSULTS WITH FIELD LIAISON (FL) WHO COACHES FI REGARDING POTENTIAL SOLUTIONS

ISSUE IS RESOLVED  STUDENT AND FI DISCUSS ISSUE AGAIN

RESOLUTION NOT REACHED

FI NOTIFIES FL WHO SCHEDULES MTG WITH STUDENT & FI

ISSUE IS RESOLVED OR PLAN DEVELOPED TO ADDRESS  FL FACILITATES MTG WITH STUDENT & FI

NO RESOLUTION REACHED
XI. EVALUATIONS

The field evaluation process begins on the first day the student enters the agency. This process is an ongoing appraisal of the student’s performance. The Faculty Field Liaison monitors the performance of students through a variety of means including but not limited to: site visits, discussion with Field Instructor, discussion with students, process recordings (for Master level), the Mid-Semester Evaluation, Final Evaluation, and consultation with the Field Seminar Instructor. The Mid-Semester Evaluation helps assure an ongoing evaluation process between the Field Instructor, student, and Field Liaison and the early identification of areas in need of further growth. The Final Evaluation, prepared by both the Field Instructor and student at the end of the semester, should reflect a composite of material discussed in supervisory conferences and the site visit(s) throughout the semester. Evaluations are to be prepared in accordance with the outlines provided by the Office of Field Education. The final grade is assigned by the Field Seminar Instructor with recommendations from the Faculty Field Liaison, and input from the Field Instructor.

A. Mid-Semester Evaluation of Student Performance for Advanced Clinical Field Practicum

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

B. Final Evaluation of Student Performance for Advanced Clinical Field Practicum

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

C. Student Evaluation of the Field Practicum

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

D. Grade Options
The following indicates the three grade options available:

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

Incomplete (IN)
Students may receive an “IN” if they have not completed the field practicum due to a serious interruption not caused by the student's own negligence. A specified time frame for completion of the field practicum will be designated by the Faculty Instructor and/or Faculty Field Liaison. Students who receive an “IN” need not re-register for the course.

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

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

E. Applying to the Field after a Withdrawal or Incomplete

When a student withdraws or receives an incomplete for the field practicum, his/her re-application to the field must be submitted to the Office of Field Education prior to the due
date for the requested semester of placement (May 5th for fall semester, September 5th for spring semester, and January 5th for summer semester). The re-application will be reviewed prior to acceptance and re-placement. A meeting may be scheduled within ten (10) business days of the application deadline with the student, the Field Coordinator or designee, and the MSW Field Coordinator in order to determine the student’s readiness to return to the field and decide if the student will be given credit for prior internship hours.

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

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

**F. Performance Improvement Plan**

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

Once the unsatisfactory performance, related actions, and a target date are identified, all parties will sign the plan. The Field Liaison will return to the site on that target date to meet with the student and Field Instructor and evaluate the student’s progress on the Performance Improvement Plan. Depending on the feedback of the Field Instructor and student, the student may: continue at the placement with no further need for a Performance Improvement Plan, extend the target date of the Performance Improvement Plan, or be terminated from the placement. The student’s failure to correct unsatisfactory performance within the identified time frame may result in termination from the field with a failing grade.
Performance Improvement Plan

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

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

________________________________________
Student Signature

________________________________________
Field Instructor Signature

___________________________
Faculty Liaison/Coordinator

_____/ ____/ ___
Date

G. Criteria for Evaluation of Academic and Professional Performance
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 continuing progress in the Social Work Program.
The guiding principles central to ensuring professional competence by all social work students are the Council on Social Work Education’s (CSWE) ten (10) core competencies as well as adherence to a set of values, principles, and ethical standards set forth by the National Association of Social Workers (NASW), and universally accepted by the social work profession. Some of the possible reasons that would result in initiation of the Student Review and Termination Procedures are:
1. Academic performance matters, or
2. Professional performance matters in the classroom, field setting, or other relevant locations.

1. Academic Performance

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 or referral to the University’s Faculty Fellow for Academic Integrity.

The following academic performance issues meet the criteria for Academic Performance Review although 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 (http://integrity.fiu.edu/misconducts.html)
   b. Failure to maintain a 3.0 GPA (MSW) or beyond 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 Field Education Coordinator or the Director of the School.
   d. A failing grade for any semester of the field practicum.

2. Professional Performance

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 Code of Conduct as well as a failure to meet the CSWE core competencies.

Professional Development Readiness Assessment

In order to assess students’ professional development and readiness for the social work profession and/or the field practicum experience, the School has faculty evaluate all BSSW students in certain courses according to the Professional Development Assessment Rubric (see Appendix C).
Process:

1. Faculty teaching SOW 5379L (Interviewing Skills Lab) complete a Professional Development Assessment Rubric for each student in the class by the end of the semester.

2. Faculty teaching SOW 5629 (Social Work Practice with Diverse Populations) will complete a Professional Development Assessment Rubric for each student in the class by mid-semester (end of 8 weeks for fall/spring; end of 6 weeks for summer).

3. The Associate Director reviews all completed assessments. Any concerns regarding readiness that arise on the assessments will be clarified with the faculty, shared with the MSW Program Coordinator, and addressed with the student.

4. The Associate Director and/or MSW Program Coordinator will meet with the student to discuss any significant readiness concerns (meeting may include other faculty or administration/staff depending on the issues). For students who have applied to the field for the following semester, the meeting will involve the MSW Field Coordinator.

5. After such a meeting, the Associate Director/MSW Program Coordinator may develop a remedial plan or refer the student to a Student Review and Termination Committee (see XII). Students may be denied acceptance into field placement because of this assessment.

Criteria for Professional Misconduct Review

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

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

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

XII. STUDENT PROFESSIONAL AND ACADEMIC MISCONDUCT PROCEDURES

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

6. The Process

a. The Director will review the issue and may refer it to the Chairperson of the Student Review and Termination Committee for initiation of a Student Review and Termination Committee.

b. The Student Review and Termination Committee will arrange for a meeting with the student to address the appeal within ten (10) working days of notice by the Director.

c. Members of the faculty involved with the identified issue may be required to meet with the Student Review and Termination Committee.

d. The student may choose to bring a personal advocate (not legal representation) to this meeting provided the student notifies the Committee within five working days prior to the meeting of the name of the advocate, and the role to be served by the advocate at the meeting. The student may confer with his/her personal advocate or advisor, verbally or in writing, during the Student Review and Termination Committee meeting but the advocate may not speak for the student or represent the student to the committee.

e. The Student Review and Termination Committee meeting will convene and present written recommendations based upon their findings to the Director of the School within five working days of this meeting.

f. Written notification of the Director’s decision will be sent to the student within five working days of receipt of the recommendations of the Student Review and Termination Committee. Possible actions by the Director include:

- A determination that the matter is so egregious as to warrant immediate termination from the Program;
- Referral of the matter to the MSW Program Coordinator or MSW Field Coordinator to create with the student a plan for remediation of the problem. Rules governing remediation plans include:
  - A time line will be developed for completion of the plan
  - The agreed upon plan will be put into written form and signed by all parties. A copy will be given to all participants and placed in the student’s file and given to the Director of the School of Social Work
The plan will be monitored and reviewed by the individual designated by the Committee and assessed for progress and completion of requirements.

If the student does not successfully meet the requirements specified in the plan, the student will be dismissed from the program. The student will be notified of this dismissal in writing by the Director of the School.

This procedure does not apply to automatic dismissals for failure to maintain sufficient academic progress.

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

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

B. Academic Performance Procedures

For issues related to academic misconduct, as defined by the University in the *FIU Student Handbook*, the School follows the University process. [http://integrity.fiu.edu/misconducts.html](http://integrity.fiu.edu/misconducts.html)

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

a. The Director will review the issue and may refer it to the Chairperson of the Student Review and Termination Committee for initiation of a Student Review and Termination Committee.

b. The Student Review and Termination Committee will arrange for a meeting with the student to address the appeal within ten (10) working days of notice by the Director.

c. Members of the faculty involved with the identified issue may be required to meet with the Student Review and Termination Committee.

d. The student may choose to bring a personal advocate (not legal representation) to this meeting provided the student notifies the Committee within five working days prior to the meeting of the name of the advocate, and the role to be served by the advocate at the meeting. The student may confer with his/her personal advocate or advisor, verbally or in writing, during the Student Review
and Termination Committee meeting but the advocate may not speak for the student or represent the student to the committee.

e. The Student Review and Termination Committee meeting will convene and present written recommendations based upon their findings to the Director of the School within five working days of this meeting.

f. Written notification of the Director’s decision will be sent to the student within five working days of receipt of the recommendations of the Student Review and Termination Committee. Possible actions by the Director include:

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

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

C. Student Review and Termination Committee Membership

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

a. The Associate Director or designee will serve as the chair to the Committee.
b. The MSW Field Education Coordinator or designee and a member of the Field Advisory Committee or an agency field instructor will serve on the committee if a field practicum issue is brought to the Committee.

c. A student representative from the School of Social Work in the second year of the MSW program will serve on the committee.

d. A faculty member from the School of Social Work will serve on the Committee.

D. Reinstatement after Termination

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

The composition of the Reinstatement Committee will be the same as the composition of a Student Review and Termination Committee outlined above. Within ten (10) working days of receiving notice from the Director, the Reinstatement Committee will meet with the student, following the procedures for the Student Review and Termination Committees above. The Committee can recommend reinstatement to the degree program, with or without a remediation plan, or the Committee can deny reinstatement. The Committee will base its recommendation on (1) the student’s understanding of the reasons for her or his termination from the program, (2) the steps the student has taken to remediate the problem(s) that resulted in termination, and (3) the Committee’s judgment of the student’s potential for completing the degree program. Within five (5) working days after the meeting with the student, the committee will make a recommendation to the Director, who may accept or reject the recommendation of the Committee.

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

XIII. ACADEMIC AND PROFESSIONAL PERFORMANCE GRIEVANCE PROCEDURE
A. Academic Grievances

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

1. Graduate students must attempt to resolve informally an academic grievance as soon as possible. A student must initiate informal resolution procedures by contacting the instructor, committee chairperson, or Director of the School with whom there is a complaint no later than ten business days after classes begin in the semester following that in which the complaint arose, or the grievance will be deemed untimely. The student must first attempt to resolve the grievance through an informal meeting with the instructor, committee chairperson, or administrator. If the matter is resolved through that meeting, no further steps need occur.

2. If the matter is not resolved in the informal meeting or the instructor/chairperson/director cannot be reached, the student will meet with the Director of the School or Associate Dean of the College (for complaints against the Director). The informal grievance process is terminated at the departmental level. The student and the instructor or Associate Dean shall formalize a mutually agreeable resolution through a notation in the student’s file that is initialed.

3. If the matter is not resolved at the informal level, the student may follow the formal academic grievance procedures of the University:

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

B. Professional Performance Grievances

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

1. Graduate students must attempt to resolve informally a professional grievance as soon as possible. A student must initiate informal resolution procedures by contacting the instructor, committee chairperson, or Director of the School with whom there is a complaint no later than ten business days after classes begin in the semester following that in which the complaint arose, or the grievance will be deemed untimely. The student must first attempt to resolve the grievance through an informal meeting with the instructor, committee chairperson, or administrator. If the matter is resolved through that meeting, no further steps need occur.

2. If the matter cannot be resolved, or if the person with whom there is a complaint cannot be reached, the student may make a written appeal to the School’s Director within ten days of the failure to resolve the matter informally. Complainants against the School Director should go to step #7. The written appeal should include a description of the nature of the issue and a summary of previous resolution efforts. The Director of the School will meet with the student and faculty member in an attempt to resolve the grievance. Possible actions by the Director may include but are not limited to:
   - Referral of the appeal to a designated Student Review and Termination Committee by notifying the Chairperson of the Student Review and Termination Committee;
   - Upholding the decision of the faculty member (student may appeal this decision by progressing to step #7).

3. If the Director refers the appeal to a Student Review and Termination Committee, the Committee will arrange for a meeting with the student to address the appeal within ten working days of notice by the Director. Members of the faculty involved with the identified issue may be requested to meet with the Student Review and Termination Committee.

4. The student may choose to bring a personal advocate or advisor (not legal representation) to this meeting provided the student notifies the Committee within
five (5) working days prior to the meeting of the name of the advocate, and the role to be served by the advocate at the meeting. The student may confer with his/her personal advocate or advisor, orally or in writing, during the Student Review and Termination Committee meeting but his/her personal advocate or advisor may not speak for the student or represent the student to the Committee.

5. The Student Review and Termination Committee meeting will convene and present written recommendations based upon their findings to the Director of the School of Social Work within five working days of the meeting.

6. Written notification of the Director’s decision will be sent to the student within ten working days of receipt of the recommendations of the Student Review and Termination Committee. Possible actions by the Director may include but are not limited to:

- Upholding the decision
- Remediation of the problem.

7. If satisfaction is not achieved at this level or the complaint was against the School Director, the student may file a written appeal to the Associate Dean of Academic Affairs of the College. The complaint must be filed within ten (10) working days of the date the student received the written notification of the Director’s decision.

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

- Any grievance related to the field internship should follow the Problem-Solving in Field Placement steps in Section X of this handbook.

- If the problem is unresolved using those steps, the student should refer back to #2 above.

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

**XIV. SEXUAL OR GENDER-BASED HARASSMENT POLICY**

Sexual harassment is a form of sexual discrimination prohibited by Title VII of the Civil Rights Act of 1964 and addressed in higher education under Title IX. Whether the harassment comes
from the field instructor, 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.

**Definition**

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

**Sexual or Gender-Based Harassment includes**

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

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

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

Students are strongly encouraged to contact their Field Liaison, Field Instructor, BSSW/MSW Field Coordinator, or any faculty or staff in the Office of Field Education with whom they feel most comfortable about a sexual harassment complaint. We understand that students are not always sure if their concern reaches the level of sexual harassment or are afraid of retaliation. A faculty member from the Office of Field Education will support the student and assist them through any agency complaint procedure, assessing and ensuring the safety of the student intern. If the agency does not have a sexual harassment process, the student can make complaints to the FIU Office of Equal Opportunity Program and Diversity (EOPD) https://hrapps.fiu.edu/index.php?name=equal_opportunity_programs.

Resources

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

Additional information regarding sexual harassment and procedures for filing sexual harassment complaints may be found in the appendix and in the FIU Student Handbook: https://studentaffairs.fiu.edu/about/student-handbook/index.php.

XV. TECHNOLOGY GUIDELINES FOR SOCIAL WORK INTERNS

Technology brings with it many advantages as well as some hidden disadvantages. Social media, for example, allows us to easily collaborate and socialize with colleagues, friends, and family who may be in different cities, states, or countries. Yet, as social workers and future social workers, we must be cognizant of the fact that crucial elements of our profession’s standards, contained in the National Association of Social Workers Code of Ethics as well as the Council on Social Work Education (CSWE)’s core competencies, are challenged by technology. Confidentiality, boundaries, and privacy, for example, must be maintained in the face of complex forms of communication such as social networks, blogs, and texts. Likewise, we must be aware of the following core competencies as they apply to these technological challenges: (1) Identify as a professional social worker and conduct oneself accordingly (2.1.1); (2) Apply social work ethical principles to guide professional practice (2.1.2); (3) Apply critical thinking to inform and communicate professional judgments (2.1.3); (4) Respond to contexts that shape practice (2.1.9); and (5) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
In order to assist our students in navigating these fairly new and 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 in the Code of Ethics, as soon as they begin the program—whether the behavior is in person or online. Any behavior construed as unprofessional may have negative consequences for students in the School, among their colleagues and clients, and for their social work career.

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

1. It is inappropriate for students to refer to any field agency, client, or client situation on their personal social media pages (Facebook, Instagram, Snapchat, Twitter, Blog) regardless of the level of privacy settings. Students should not post any photographs or videos of clients on these sites (regardless of permission from a client or agency).

2. Students should use the highest privacy settings available on any social media pages in order to safeguard personal information; clients, colleagues, faculty, supervisors, future employers, etc. can easily search for students. Please keep in mind that even the highest security settings are not absolute and all information posted on the internet is permanent. Students should, therefore, be cautious regarding what they post and should regularly monitor their own internet presence in order to make sure that professional and personal information online is, to the extent possible, appropriate and accurate.

3. It is not appropriate for students to search for information regarding a client. Such searches can quickly lead to boundary violations, impacting the client’s sense of safety and the therapeutic alliance.

4. In line with the Code of Ethics’ policy on conflict of interest and dual relationships, students should not “friend” current clients on personal or professional social media sites. The School highly recommends that students do not “friend” past clients on personal or professional social media sites.

5. Students should not share personal contact information, including personal cell phone numbers, emails, address etc., with current or previous clients.

6. As future social workers, students are representing the social work profession in their online presence. Remember that posts, pictures, comments, etc. can easily be taken out of context.

7. The security of email cannot be guaranteed, therefore, students should check with their Field Instructors regarding agency policy regarding email.

8. Interactions in texts, Whatsapp and other forms of instant messaging or social media with peers, colleagues, or supervisors (if allowed) should be cautiously used due to the ease of impulsive, reactive, and potentially out-of-context communications.
9. Always check the policies of the University and 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*.
SCHOOL OF SOCIAL WORK OFFICE OF FIELD EDUCATION

AGENCY AFFILIATION DATA SHEET

1. Name of Agency___________________________________________________________

2. Address__________________________________________________________________

__________________________________________________________________________

__________________________________________________Zip____________________

3. Telephone: (____) _______________ Fax: (____) _______________________________

Web Address:  www._______________________________________________________

4. Administrator/Director_____________________________________________________

5. Does your agency require student:    To be finger printed? ____yes _____no

To have a background check? ____yes _____no

If yes, will agency assume costs? _____yes _____no

6. Does your agency require students to carry malpractice liability insurance?
(Students carry liability insurance, through the school, in the amounts of 1million
incident/3 million maximum) _____yes _____no

7. Is your agency accessible to students with disabilities? _____yes _____no

8. Please specify any meetings or trainings that students are REQUIRED to attend and
when these are scheduled.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

9. Indicate what level student your agency is willing to receive:

_____BSW       _____1st year MSW       _____2nd year MSW

10. Agency Description. (Please print/type and use no more than 200 words)

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
11. Check the areas of focus at your agency:

- Child Welfare/Family Services
- Developmental Disabilities
- Elderly Services
- Addictions
- Health Care
- Justice System
- Mental Health
- Other (Specify) __________

12. Is your agency:
   - Public __________
   - Private __________
   - Not for profit __________
   - For profit __________

   List agency funding source(s):

13. Description of Target Population(s) -- age, ethnicity, sex, other characteristics, etc.

14. Please list locations to which student might be assigned, if different than address on page one.

15. Days and hours of agency operation when student can complete practicum.
   This question refers to the hours when the student can be at the agency and not the hours agency is open for business.

16. Which of the following methods are used by your agency? Please prioritize by placing a number, beginning with 1, to indicate utilization:

   Assessment/I&R ______  Group Counseling ______
   Case Management ______  Macro Only ______
   Individual Counseling ______  Home Visits ______
   Family Counseling ______  Crisis Intervention ______
   Other (Please Specify) ____________________________

17. Will student be reimbursed for mileage when traveling on agency assignments (home visits, visits to schools, etc.)? ______ yes ______ no

18. A social work field intern placed at your agency will become involved with which of the following methods?

   Assessment/I&R ______  Group Counseling ______
   Case Management ______  Macro Only ______
   Individual Counseling ______  Home Visits ______
   Family Counseling ______  Crisis Intervention ______
   Other (Please Specify) ____________________________

19. Please provide any further information that is relevant to social work field intern placement:

   ____________________________
   ____________________________
   ____________________________

20. Describe your agency's staff composition:

   Disciplines                         Number
   a) Masters in Social Work ________
   b) Bachelors in Social Work ________
c) Other (please Specify) ________________________________________________

21. List other universities and programs that your agency is affiliated with in relation to interns:

____________________________________________________________________
____________________________________________________________________

22. Name and title of the person who will be directly responsible for providing clinical supervision to students.

____________________________________________________________________

23. Field Instructor email address (please print): ____________________________

________________________________________
Date

________________________________________
Signature of person completing form

________________________________________
Title
APPLICATION FOR SOW 5532 – MSW FIELD PRACTICUM I

INFORMATION AND INSTRUCTIONS

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

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

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

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

Prior to matching, a Field Coordinator will meet with you to get your further input. You will sign up for this interview once you have been accepted into the field. The Coordinator will make every effort to take into consideration your interests and preferences, however, it should be understood that for a variety of educationally based and/or agency related reasons, placement with specifically requested populations or agencies is not always possible or appropriate. Please do not call agencies directly prior to your match; work with your Field Coordinator. Moreover, while every effort is made to meet the scheduling needs of all students, it is agency hours and supervision that determine what can be accommodated. As a result, there are no placements available with the majority of field hours outside of regular working hours (8:30am-5pm weekdays) or on weekends.

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

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

ELIGIBILITY FOR ADMISSION TO SOW 5532 – MSW FIELD PRACTICUM I

A student is eligible for Field Practicum I once fully admitted to the program, upon maintenance of a cumulative GPA of 3.0 by the date of application to the field, and successful completion (a grade of “B” or better) of the following required course work:
• SOW 5105 – Human Behavior and the Social Environment I
• SOW 5235 – Social Welfare Policy and Services I
• SOW 5342 – Social Work Practice with Individuals and Families
• SOW 5404 – Social Work Research Methods
• SOW 5379L – Interviewing Skills Lab

Required Co-Requisites:
• SOW 5324 – Theory & Practice with Groups

Pre- or Co-requisites:
• SOW 5629 – Social Work Practice with Diverse Populations
• SOW 5344 – Theory and Practice with Communities and Organizations

Date Received: _________________________

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

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

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

2. Address: Street [ ]
   City [ ] State [ ] Zip [ ]

3. Phone: Home [ ] Business [ ] Cell [ ]
   FIU e-mail: [ ]

4. Undergrad Degree [ ] Date [ ] Major [ ] College [ ]
   Advanced Degree completed [ ] Date [ ] Major [ ] College [ ]

5. Language(s) in which you are fluent (other than English): [ ]
6. Please specify days and hours available for Field Placement:

7. With the understanding that placement in preferred areas is not always possible or appropriate, please check five areas of practice in which you have interest.

- Child Welfare/Family Services
- Developmental Disabilities
- Elderly Services
- Addictions
- Health Care
- Justice System
- Mental Health
- GLBTQ
- Homeless Services
- School Social Work
- Other:

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

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

10. Current Employer: Position:

    Employer:  
    Address:  
    Zip:  

    Employment Schedule: (Days & Hours)

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

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

    Name:  
    Relationship:  
    Address:  
    Business Phone  
    Home Phone  

13. Are you registered to get a Certificate in Practice with the Elderly? Yes No

14. Please describe below what has led you to a career in social work. Additionally, include personal strengths, talents, skills and/or experiences that demonstrate your suitability for
I have read the "Information and Instructions" section preface to this application. I further certify that the data contained in this application is true and correct to the best of my knowledge. I understand that a copy of this application will be given to my (tentatively) assigned practicum agency and regarded as confidential.

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

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

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

Student Signature: ____________________________________________________________________

Student Name: ________________________________________________________________

Acknowledgement of Risk in the Field Placement

Student Name: [_________________] Panther ID #: [__________________]

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

1. **Liability Insurance**: Professional liability coverage is provided through FIU for students in field internships. Additional coverage is available through membership in NASW and other companies. NASW membership applications are available online at 222.naswdc.org or at 1-800-421-6694. An important aspect of professional practice is recognizing the limits of your knowledge and skills and avoiding helping situations that are not within your area of competence. Whenever you have a question about the handling of a particular case or whether a given intervention is appropriate, discuss this with your agency field instructor.

2. **TB Skin Test (PPD-S)**: The prevalence of TB in society has seen an increase in recent years. If you anticipate an internship setting that serves populations at risk for TB, it is recommended that you take this test prior to entering the field. Some agency settings may require this test. You can be tested at the Student Health Center.

3. **Client Office Visits**: You may have a client in your office who becomes agitated or hostile. It is important that you discuss such matters with your field instructor early in your internship to be informed of agency policy and recommended courses of action should such an event happen.
4. **Institutional Settings**: Mental health and correctional institution settings serve a client population whose behavior may be unpredictable. It is important that you learn strategies for handling clients whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your field instructor. It is acceptable to have your field instructor or another staff person accompany you when visiting such clients.

5. **Home Visits**: It is common for social workers in a variety of social service settings to conduct home visits. Such visits do expose you to risks. It is important that all home visits be made with the full knowledge of your agency field instructor, sharing such information as the time of departure, time of return, other activities while on the trip, etc. Do not conduct a home visit when you feel uncomfortable or threatened in the situation. Return to the agency and report your experiences to your field instructor. Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of alcohol or drugs is detected. It may be appropriate for you to make visits accompanied by your field instructor or other agency staff. **Do not take risks.** Know whom to call and what steps to take if you should experience a vehicle breakdown.

6. **After Hours Meetings**: Some social service settings have activities that occur beyond normal office hours. Be aware of the location or neighborhood where such activities take place, note street lighting, open spaces, shrubs, and other growth that might impair vision. It is suggested that you always be accompanied by your field instructor or someone else when going to your car after dark. **Do not take risks.**

7. **Hepatitis B Vaccine**: Working with high risk clients means there is a chance of being exposed to blood-borne pathogens; it is recommended that you get this vaccination. This involves a series of three injections over a six month period of time. The second injection is given one month following the first, with the third coming five months later. Given the time requirements for this protection, it is important that you begin immunization at a time that would give you protection when you enter your internship. This series of immunizations can be administered by the Student Health Center. There is a cost for these series.

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

Student Signature: ____________________________________________________________

Student Name: ______________________________________________________________
APPLICATION FOR SOW 6533 – MSW FIELD PRACTICUM II

INFORMATION AND INSTRUCTIONS

DUE DATES:

- Spring Term Practicum: September 5th
- Summer Term Practicum: January 5th
- Fall Term Practicum: May 5th

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

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

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

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

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

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

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

ELIGIBILITY FOR ADMISSION TO MSW FIELD PRACTICUM II
1. A **two-year status** student is eligible for Field Practicum II upon attainment of:
   - A passing grade in Field Practicum I, maintenance of a cumulative GPA of 3.0 by the date of the application to the field, no incompletes, and successful completion (a grade of “B” or better) of the following required course work:
     
     SOW 5324 – Theory and Practice with Groups  
     SOW 5629 – Social Work Practice with Diverse Populations  
     SOW 5344 – Theory and Practice with Communities and Organizations

2. An **advanced standing** status student is eligible for Field Practicum II if they are fully admitted and have a BSSW/BSW degree with advanced standing status and:
   - Maintenance of a cumulative GPA of 3.0 by the date of the application to the field and no incompletes

3. Pre- or Co-requisites for **all students** in MSW II, SOW 6533:
   
   SOW 6125 – Human Behavior and the Social Environment II – Psychopathology  
   SOW 6236 – Social Welfare Policy and Services II  
   SOW 6435 – Evaluating Empirically Based Social Work Practice

4. **Co-requisite for all MSW II students:**
   
   SOW 6425 – Field Assessment and Intervention Planning

Date Received: __________

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

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

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

2. Address: ___________
   Street ___________
   City ___________  
   State __ Zip __

3. Phone: ___________
   Home ___________
   Business ___________
   Cell ___________
   FIU e-mail: ___________

4. Undergrad Degree:
   Date ___________  
   Major ___________________  
   College ___________________
5. Language(s) in which you are fluent (other than English):

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

7. With the understanding that placement in preferred areas is not always possible or appropriate, please check five areas of practice in which you have interest.

- Child Welfare/Family Services
- Developmental Disabilities
- Elderly Services
- Addictions
- Health Care
- Justice System
- Mental Health
- GLBTQ
- Homeless Services
- School Social Work

- Other:

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

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

10. Current Employer:
    Position:
    Address:             Zip:
    Employment Schedule: (Days & Hours)

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

12. Whom do you want contacted in the event of an emergency while in the field placement? (List a close, local person)
    Name:                      Relationship:
    Address:
    Business Phone             Home Phone

13. Are you registered to get a Certificate in Practice with the Elderly?
    Yes
    No
14. Please describe below what has led you to a career in social work. Additionally, include personal strengths, talents, skills and/or experiences that demonstrate your suitability for this career path.

15. Please detail any additional information pertinent to practicum planning that has not been addressed in this application. (If you have a disability which will require an accommodation, please address these needs here).

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

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

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

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

Student Signature: ________________________________

Student Name: __________________________________

Acknowledgement of Risk in the Field Placement

Student Name: __________________ Panther ID #: ______________

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

1. **Liability Insurance**: Professional liability coverage is provided through FIU for students in field internships. Additional coverage is available through membership in NASW and other companies. NASW membership applications are available online at 222.naswdc.org or at 1-800-421-6694. An important aspect of professional practice is recognizing the limits of your knowledge and skills and avoiding helping situations that are not within your area of competence. Whenever you have a question about the handling of a particular case or whether a given intervention is appropriate, discuss this with your agency field instructor.

2. **TB Skin Test (PPD-S)**: The prevalence of TB in society has seen an increase in recent years. If you anticipate an internship setting that serves populations at risk for TB, it is recommended that you take this test prior to entering the field. Some agency settings may require this test. You can be tested at the Student Health Center.

3. **Client Office Visits**: You may have a client in your office who becomes agitated or hostile. It is important that you discuss such matters with your field instructor early in your internship to be informed of agency policy and recommended courses of action should such an event happen.
4. **Institutional Settings**: Mental health and correctional institution settings serve a client population whose behavior may be unpredictable. It is important that you learn strategies for handling clients whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your field instructor. It is acceptable to have your field instructor or another staff person accompany you when visiting such clients.

5. **Home Visits**: It is common for social workers in a variety of social service settings to conduct home visits. Such visits do expose you to risks. It is important that all home visits be made with the full knowledge of your agency field instructor, sharing such information as the time of departure, time of return, other activities while on the trip, etc. Do not conduct a home visit when you feel uncomfortable or threatened in the situation. Return to the agency and report your experiences to your field instructor. Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of alcohol or drugs is detected. It may be appropriate for you to make visits accompanied by your field instructor or other agency staff. **Do not take risks.** Know whom to call and what steps to take if you should experience a vehicle breakdown.

6. **After Hours Meetings**: Some social service settings have activities that occur beyond normal office hours. Be aware of the location or neighborhood where such activities take place, note street lighting, open spaces, shrubs, and other growth that might impair vision. It is suggested that you always be accompanied by your field instructor or someone else when going to your car after dark. **Do not take risks.**

7. **Hepatitis B Vaccine**: Working with high risk clients means there is a chance of being exposed to blood-borne pathogens; it is recommended that you get this vaccination. This involves a series of three injections over a six month period of time. The second injection is given one month following the first, with the third coming five months later. Given the time requirements for this protection, it is important that you begin immunization at a time that would give you protection when you enter your internship. This series of immunizations can be administered by the Student Health Center. There is a cost for these series.

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

Student Signature: __________________________________________________________

Student Name: ____________________________________________________________
APPLICATION FOR MSW FIELD PRACTICUM III
SAME AGENCY PLACEMENT

INFORMATION AND INSTRUCTIONS

DUE DATES:

- Spring Term Practicum: November 1st
- Summer Term Practicum: March 1st
- Fall Term Practicum: July 1st

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

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

ELIGIBILITY FOR ADMISSION TO SOW 6534 – FIELD PRACTICUM III

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

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

Co-requisites:

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

FIELD PRACTICUM III APPLICATION - REMAINING AT THE SAME AGENCY

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

Student’s Name: [ ]

Mailing Address: [ ]

Apt # City State Zip

Home Telephone: [ ] Work: [ ] Cell: [ ]

FIU Email: [ ]
Agency Name: 
Street Address:  
City State Zip

Location or Site Where Student will be Located if different than above:
Street Address:  
City State Zip

Telephone :

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

Task Supervisor: (If Appropriate)

CHECK AND SIGN IF ACCEPTABLE:

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

Student’s Signature: ______________________________________________________

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

Field Instructor’s Signature: ________________________________________________

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

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

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

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

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

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

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

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

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 by the date of application to the field, and successful completion (a grade of “B” or better) of the following required course work:

- SOW 6125 – 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

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

APPLICATION FOR MSW FIELD PRACTICUM III (not remaining at 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 e-mail: ______________________

4. Undergrad Degree: □ Date ______ Major ______________________ College ______________________
   Advanced Degree: □ 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. Language(s) in which you are fluent (other than English):

7. Indicate specific days and hours available for Field Practicum:

8. With the understanding that placement in preferred areas is not always possible or appropriate please rank, in order of preference, five areas of practice in which you have interest:
9. Please list previous social work related employment experience specifying dates, titles and employers.

10. Please list previous social work related internships and/or volunteer experiences specifying setting, 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? Yes or No

13. Are you registered to get a Certificate in Practice with the Elderly? Yes or No

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

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

16. Whom do you want contacted in the event of an emergency while in the field practicum? (List close, local person)
    Name: Relationship: 
    Address: 
    Phone: Home Business 

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

Signature of Student: ________________________________________________________________

Acknowledgement of Risk in the Field Placement

Student Name: __________________________ Panther ID # __________________________

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

1. **Liability Insurance**: Professional liability coverage is provided through FIU for students in field internships. Additional coverage is available through membership in NASW and other companies. NASW membership applications are available online at 222.naswdc.org or at 1-800-421-6694. An important aspect of professional practice is recognizing the limits of your knowledge and skills and avoiding helping situations that are not within your area of competence. Whenever you have a question about the handling of a particular case or whether a given intervention is appropriate, discuss this with your agency field instructor.

2. **Automobile Liability Insurance**: Students are strongly advised not to transport clients or their family members unless the agency provides a vehicle for this purpose, and the student has the required license and insurance. Check with your insurance company for a clear understanding of your coverage. If you choose to transport clients against our recommendation, ask your insurance company what coverage you have if something happens while transporting a client.

3. **TB Skin Test (PPD-S)**: The prevalence of TB in society has seen an increase in recent years. If you anticipate an internship setting that serves populations at risk for TB, it is recommended that you take this test prior to entering the field. Some agency settings may require this test. You can be tested at the Student Health Center.

4. **Client Office Visits**: You may have a client in your office who becomes agitated or hostile. It is important that you discuss such matters with your field instructor early in your internship to be informed of agency policy and recommended courses of action should such an event happen.

5. **Institutional Settings**: Mental health and correctional institution settings serve a client population whose behavior may be unpredictable. It is important that you learn strategies for handling clients whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your field instructor. It is acceptable to have your field instructor or another staff person accompany you when visiting such clients.

6. **Home Visits**: It is common for social workers in a variety of social service settings to conduct home visits. Such visits do expose you to risks. It is important that all home visits be made with the full knowledge of your agency field instructor, sharing such information as the time of departure, time of return, other activities while on the trip, etc. Do not conduct a home visit when you feel uncomfortable or threatened in the situation. Return to the agency and report your experiences to your field instructor. Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of alcohol or drugs is detected. It may be appropriate for you to make visits accompanied by your field instructor or other agency staff. **Do not take risks.** Know whom to call and what steps to take if you should experience a vehicle breakdown.

7. **After Hours Meetings**: Some social service settings have activities that occur beyond normal office hours. Be aware of the location or neighborhood where such activities take place, note street lighting, open spaces, shrubs, and other growth that might impair vision. It is suggested that you
always be accompanied by your field instructor or someone else when going to your car after
dark. **Do not take risks.**

8. **Hepatitis B Vaccine:** Working with high risk clients means there is a chance of being exposed to
blood-borne pathogens; it is recommended that you get this vaccination. This involves a series of
three injections over a six month period of time. The second injection is given one month following
the first, with the third coming five months later. Given the time requirements for this protection, it
is important that you begin immunization at a time that would give you protection when you enter
your internship. This series of immunizations can be administered by the Student Health Center.
There is a cost for these series.

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

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

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

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

Student Signature: ___________________________________________________________

Student Name: _______________________________________________________________
CONFIRMATION OF PLACEMENT

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

Course #:       ____ BSW I     ____ BSW II    ____ MSW I     ___ MSW II     ____ MSW III

Placement Period:   From: __________________ 20_____To: _________________ 20_____

Student will report to placement on: ____________________ at: ________________AM/PM

Student Name: _______________________________ Student ID #:  ___________________________

Phone Number: Home: (_____) __________________ Work: (_____) __________________

Agency Name: _______________________________________________________________________

Agency Address: ________________________________________________________________

Phone Number:   (_____) _______________________________________________________

Fax Number:   (_____) _______________________________________________________

Designated Field Educator: __________________________________________________________

Field Educators’ email:  _____________________________________________________________

Please Indicate Title:     MSW            2 Years’ Experience              Yes               No              LCSW  

Have you ever taken the Field Educators’ Training:             Yes                    No

If yes, was it at FIU? Yes   No

Field Educator off-site?    Yes   No

If yes, indicate contact #: (_____) __________________________

Placement Name/Address: ___________________________________________________________

Phone Number at the above location: (_____) __________________________________________

Agency Contact/Coordinator: ______________________________________________________

(if not same as Field Educator)        

Coordinator Phone Number: (_____) __________________________________________________

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

Field Educator: ___________________________________________________ Date: _____________

Signature                   Title

Student:______________________________________ Date: _____________

Signature

The Student must fax this completed & signed form to the Office of Field Education after the placement interview. Failure to submit this form will result in an administrative drop of field and course.

Office of Field Education
ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH AND SOCIAL WORK
FLORIDA INTERNATIONAL UNIVERSITY
SCHOOL OF SOCIAL WORK

FIELD INSTRUCTOR’S CHECKLIST

Prior to student(s) beginning at your agency:
☐ Attend and participate in the Field Instructors’ Training(s) and other relevant trainings offered by the School to enhance professional development and student learning experience.

☐ Review School’s field policies and procedures in the field manuals at https://stempel.fiu.edu/academics/school-social-work/

☐ Review learning contracts (including competencies, practice behaviors and corresponding tasks), checklists, and evaluations that correspond to the level of the student(s) you will be supervising. Match tasks/activities on the learning contract to tasks/activities at the agency.

☐ Develop a plan with your staff to ensure student(s) will be assigned activities to meet the learning contract requirements.

☐ Orient agency staff and administration to the students’ learning goals and role at the agency.

☐ If necessary, assign an appropriate task supervisor who has the ability to provide the adequate one-one training to student(s).

☐ Orient the task supervisor to the students’ learning goals and role at the agency (if applicable) and train the task supervisor using the Task Supervisor Checklist.

☐ Provide Field Office with the Task Supervisor Data Sheet.

☐ Introduce student(s) to task supervisor prior to first day of placement (if applicable).

☐ Create an internship schedule with student(s).

☐ Discuss trainings/orientations and/or additional requirements student(s) must complete prior to or during field placement.

☐ Provide information to student(s) regarding dress code, parking, key/ID badge, lunch, and other details.

During the first two weeks of practicum:
☐ Review learning contract, including competencies, practice behaviors and required tasks, as well as checklists, and evaluations with student(s).

☐ Review due dates for all forms and assignments with student(s) during first meetings and interactions.

☐ Sign learning contract by the due date and have student(s) each print out a copy to bring to weekly supervision.

☐ Review the safety checklist in full with student(s) and sign by the due date.
Ask student(s) for a copy of the practicum/seminar syllabi as well as the co-requisite practice course syllabus and refer to assignments and relevant due dates as needed. Different levels of students (BSSW I, BSSW II, MSW I, MSW II, MSW III) will have different course syllabi.

Assign consistent weekly supervision meeting times and dates with student(s) and meet each week for a minimum of an hour as planned (individual or group for BSSWs and MSW Is, individual only for MSW II/IIIs).

Discuss with student(s) how to best communicate with you (via email, phone, text etc.) when they have questions and/or an emergency in between supervision meetings.

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

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

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

Throughout the practicum experience:

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

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

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

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

Initial Log of Hours on a weekly basis.

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

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

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

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

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

At mid-semester:

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

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

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

At the end of the semester:

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

Plan for second semester if applicable.

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

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

Review and sign Log of Hours by the due date.
Field Internship Contract
Responsibilities of Student

As an intern in FIU’s School of Social Work, I agree to the following academic contract:

1. To adhere to the Code of Ethics of the National Association of Social Workers.
2. To confer with the Office of Field Education regarding any possible changes in the field practicum experience, including scheduling needs.
3. To review and discuss the learning contract with the field instructor within the first three weeks of internship, including the plan for the intern to be able to engage in all practice behaviors and meet the core competencies by the end of the semester.
4. To be actively involved in professional social work development through use of regular, weekly supervision and assessment of my academic and personal aptitude and performance.
5. To engage in all practice behaviors and meet the ten core competencies by the end of the semester at a satisfactory or above level.
6. To proactively bring areas of concern to the Field Instructor and Field Liaison.
7. To follow the agency’s and FIU’s policies, programs and operating standards.
8. To regularly attend and actively participate in seminars with the assigned field faculty, which supplement field instructors’ supervision.
9. To participate in site visits with the Field Instructor and Field Liaison.
10. To act professionally and ethically to maintain confidentiality and to give priority to rights and needs of clients over my own.
11. To be sensitive to individual diversity, including differences in race, ethnicity, national origin, color, sex, gender, sexual orientation, age, marital status, political belief, religion, culture, and disability, treating each person in a caring and respectful manner.
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 entry into the social work profession.

___________________________                     ___________________________
Print Name  Signature

Date: ______________
# Final Evaluation of Student Performance for Generalist/Foundation Field Practicum

Submit this form on IPT by the deadline listed in your syllabus

Student Name: ____________________________________________________________
Field Instructor: __________________________________________________________
Agency: ___________________________________________________________________
Semester/Year: ____________________________________________________________

Please indicate present practicum level:

___ BSW I  ___ BSW II  ___ MSW I

## Competencies & Practice Behaviors

Directions:

The student competencies to be achieved and accompanying practice behaviors comprise the final evaluation for each field student. The practice behavior must be accomplished by the end of the semester; their purpose is to provide structure, clarity and guidance in achieving the required competencies.

The competencies 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.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1</td>
<td>Identify as a professional social worker and conduct oneself accordingly</td>
</tr>
</tbody>
</table>

## Evaluative Ratings: Field Instructor’s Assessment of Student Practice Behaviors

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Exceptional (Intern excels in this practice behavior)</td>
</tr>
<tr>
<td>4</td>
<td>Above Satisfactory (Intern’s performance of practice behavior has exceeded expectations)</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactory (Intern’s performance of practice behavior meets expectations)</td>
</tr>
<tr>
<td>2</td>
<td>Below Satisfactory (Intern’s performance of practice behavior has not yet met the expectations; there is evidence that the student will be able to do so in the near future)</td>
</tr>
<tr>
<td>1</td>
<td>Unacceptable (Intern’s performance of practice behavior has not met the expectations and shows no evidence of being able to do so in the near future)</td>
</tr>
<tr>
<td></td>
<td>Practice Behaviors</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 1. | Advocate for client access to the services of social work                         | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| 2. | Practice personal reflection and self-correction to assure continual professional development | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| 3. | Attend to professional roles and boundaries                                         | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| 4. | Demonstrate professional demeanor in behavior, appearance, and communication        | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| 5. | Engage in career-long learning                                                     | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| 6. | Use supervision and consultation                                                   | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |

**Competency:** 2.1.2 Apply social work ethical principles to guide professional practice

**Practice Behaviors**

<table>
<thead>
<tr>
<th></th>
<th>Practice Behaviors</th>
<th>Quality Levels</th>
</tr>
</thead>
</table>
| 7. | Recognize and manage personal values in a way that allows professional values to guide practice | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| 8. | Make ethical decisions by applying standards of the NASW Code of Ethics             | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| 9. | Tolerate ambiguity in resolving ethical conflicts                                   | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
<p>| Competency: 2.1.3  Apply critical thinking to inform and communicate professional judgments |</p>
<table>
<thead>
<tr>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Apply strategies of ethical reasoning to arrive at principled decisions</td>
</tr>
<tr>
<td>1. Unacceptable</td>
</tr>
<tr>
<td>2. Below Satisfactory</td>
</tr>
<tr>
<td>3. Satisfactory</td>
</tr>
<tr>
<td>4. Above Satisfactory</td>
</tr>
<tr>
<td>5. Exceptional</td>
</tr>
</tbody>
</table>

<p>| Competency: 2.1.4  Engage diversity and difference in practice |</p>
<table>
<thead>
<tr>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</td>
</tr>
<tr>
<td>1. Unacceptable</td>
</tr>
<tr>
<td>2. Below Satisfactory</td>
</tr>
<tr>
<td>3. Satisfactory</td>
</tr>
<tr>
<td>4. Above Satisfactory</td>
</tr>
<tr>
<td>5. Exceptional</td>
</tr>
</tbody>
</table>

<p>| Competency: 2.1.5  Advance human rights and social and economic justice |</p>
<table>
<thead>
<tr>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Analyze models of assessment, prevention, intervention, and evaluation</td>
</tr>
<tr>
<td>1. Unacceptable</td>
</tr>
<tr>
<td>2. Below Satisfactory</td>
</tr>
<tr>
<td>3. Satisfactory</td>
</tr>
<tr>
<td>4. Above Satisfactory</td>
</tr>
<tr>
<td>5. Exceptional</td>
</tr>
</tbody>
</table>

<p>| Competency: 2.1.4  Engage diversity and difference in practice |</p>
<table>
<thead>
<tr>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues</td>
</tr>
<tr>
<td>1. Unacceptable</td>
</tr>
<tr>
<td>2. Below Satisfactory</td>
</tr>
<tr>
<td>3. Satisfactory</td>
</tr>
<tr>
<td>4. Above Satisfactory</td>
</tr>
<tr>
<td>5. Exceptional</td>
</tr>
</tbody>
</table>

<p>| Competency: 2.1.5  Advance human rights and social and economic justice |</p>
<table>
<thead>
<tr>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
</tr>
<tr>
<td>1. Unacceptable</td>
</tr>
<tr>
<td>2. Below Satisfactory</td>
</tr>
<tr>
<td>3. Satisfactory</td>
</tr>
<tr>
<td>4. Above Satisfactory</td>
</tr>
<tr>
<td>5. Exceptional</td>
</tr>
</tbody>
</table>

<p>| Competency: 2.1.5  Advance human rights and social and economic justice |</p>
<table>
<thead>
<tr>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
</tr>
<tr>
<td>1. Unacceptable</td>
</tr>
<tr>
<td>2. Below Satisfactory</td>
</tr>
<tr>
<td>3. Satisfactory</td>
</tr>
<tr>
<td>4. Above Satisfactory</td>
</tr>
<tr>
<td>5. Exceptional</td>
</tr>
</tbody>
</table>

<p>| Competency: 2.1.5  Advance human rights and social and economic justice |</p>
<table>
<thead>
<tr>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Recognize and communicate their understanding of the importance of difference in shaping life experiences</td>
</tr>
<tr>
<td>1. Unacceptable</td>
</tr>
<tr>
<td>2. Below Satisfactory</td>
</tr>
<tr>
<td>3. Satisfactory</td>
</tr>
<tr>
<td>4. Above Satisfactory</td>
</tr>
<tr>
<td>5. Exceptional</td>
</tr>
</tbody>
</table>

<p>| Competency: 2.1.5  Advance human rights and social and economic justice |</p>
<table>
<thead>
<tr>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. View themselves as learners and engage those with whom they work as informants</td>
</tr>
<tr>
<td>1. Unacceptable</td>
</tr>
<tr>
<td>2. Below Satisfactory</td>
</tr>
<tr>
<td>3. Satisfactory</td>
</tr>
<tr>
<td>4. Above Satisfactory</td>
</tr>
<tr>
<td>5. Exceptional</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
</tbody>
</table>
| 18. Understand the forms and mechanisms of oppression and discrimination | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| 19. Advocate for human rights and social and economic justice | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| 20. Engage in practices that advance social and economic justice | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |

**Competency: 2.1.6 Engage in research-informed practice and practice-informed research**

**Practice Behaviors**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 21. Use practice experience to inform scientific inquiry | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| 22. Use research evidence to inform practice | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |

**Competency: 2.1.7 Apply knowledge of human behavior and the social environment**

**Practice Behaviors**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| 24. Critique and apply knowledge to understand person and environment | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |

**Competency: 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

**Practice Behaviors**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 25. Analyze, formulate, and advocate for policies that advance social well-being | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
26. Collaborate with colleagues and clients for effective policy action

| Competency: 2.1.9 Respond to contexts that shape practice |
| Practice Behaviors |
| 27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services |
| 28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services |

| Competency: 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities |
| Practice Behaviors |
| Engagement |
| 29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities |
| 30. Use empathy and other interpersonal skills |
| 31. Develop a mutually agreed-on focus of work and desired outcomes |

<p>| Assessment |
| 32. Collect, organize, and interpret client data |
| 33. Assess client strengths and limitations |
| 34. Develop mutually agreed-on intervention goals and objectives |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 35. Select appropriate intervention strategies | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| 36. Initiate actions to achieve organizational goals | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| 37. Implement prevention interventions that enhance client capacities | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| 38. Help clients resolve problems | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| 39. Negotiate, mediate, and advocate for clients | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| 40. Facilitate transitions and endings | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| 41. Critically analyze, monitor, and evaluate interventions | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |

**Narrative Summary**

1. Please elaborate on any ratings of 1 (Unacceptable) or 2 (Below Satisfactory).

2. Describe efforts made to assist student in these areas and student’s response.

3. Overall, what adjectives best describe student’s performance?

4. Do you see this student’s career choice as suitable? Please comment.
5. Please indicate any recommendations you have regarding considerations for the student’s future education or experience.

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

Field Supervisor Signature___________________________________________

Student Signature __________________________________________________

Seminar Instructor Signature__________________________________________
ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH AND SOCIAL WORK
FLORIDA INTERNATIONAL UNIVERSITY
SCHOOL OF SOCIAL WORK

FINAL EVALUATION OF STUDENT PERFORMANCE FOR ADVANCED CLINICAL FIELD PRACTICUM

Student Name: ______________________________________________
Field Instructor: _____________________________________________
Agency: ____________________________________________________
Semester/Year: ____________
Level of Student: _____ MSW II       _____ MSW III

Competencies & Practice Behaviors

Directions:

The student competencies to be achieved and accompanying practice behaviors comprise the final evaluation for each advanced clinical, MSW field student. Each practice behavior must be accomplished by the end of the semester; their purpose is to provide structure, clarity and guidance in achieving the required competencies.

The competencies 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.

<table>
<thead>
<tr>
<th>Competency Level</th>
<th>Evaluative Ratings: Field Instructor’s Assessment of Student Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Exceptional</td>
<td>(Intern excels in this practice behavior)</td>
</tr>
<tr>
<td>4 Above Satisfactory</td>
<td>(Intern’s performance of practice behavior has exceeded expectations)</td>
</tr>
<tr>
<td>3 Satisfactory</td>
<td>(Intern’s performance of practice behavior meets expectations)</td>
</tr>
<tr>
<td>2 Below Satisfactory</td>
<td>(Intern’s performance of practice behavior has not yet met the expectations; there is evidence that the student will be able to do so in the near future)</td>
</tr>
<tr>
<td>1 Unacceptable</td>
<td>(Intern’s performance of practice behavior has not met the expectations and shows no evidence of being able to do so in the near future)</td>
</tr>
</tbody>
</table>

Select the number and words below that most accurately describe the student’s performance.
### Competency: 2.1.1 Identify as a professional social worker and conduct oneself accordingly

**Practice Behaviors**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Unacceptable</th>
<th>Below Satisfactory</th>
<th>Satisfactory</th>
<th>Above Satisfactory</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>42. Understand and identify professional strengths, limitations, and challenges</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Competency: 2.1.2 Apply social work ethical principles to guide professional practice

**Practice Behaviors**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Unacceptable</th>
<th>Below Satisfactory</th>
<th>Satisfactory</th>
<th>Above Satisfactory</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>43. Apply ethical decision-making skills to issues specific to clinical social work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients’ well-being</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Competency: 2.1.3 Apply critical thinking to inform and communicate professional judgments

**Practice Behaviors**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Unacceptable</th>
<th>Below Satisfactory</th>
<th>Satisfactory</th>
<th>Above Satisfactory</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>45. Engage in reflective practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46. Identify and articulate clients’ strengths and vulnerabilities</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>47. Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>48. Communicate professional judgments to other social workers and/or professionals from other disciplines, in both verbal and written formats</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Competency: 2.1.4 Engage diversity and difference in practice

**Practice Behaviors**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Unacceptable</th>
<th>Below Satisfactory</th>
<th>Satisfactory</th>
<th>Above Satisfactory</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>49. Research and apply knowledge of diverse populations to enhance client well-being</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
50. Work effectively with diverse populations


**Competency:** 2.1.5 Advance human rights and social and economic justice

*Practice Behaviors*


51. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention

**Competency:** 2.1.6 Engage in research-informed practice and practice-informed research

*Practice Behaviors*


52. Use the evidence-based practice process in clinical assessment and intervention with clients

53. Use research methodology to evaluate clinical practice effectiveness and/or outcomes

**Competency:** 2.1.7 Apply knowledge of human behavior and the social environment

*Practice Behaviors*


54. Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice

55. Use bio-psycho-social theories and diagnostic classification systems in formulation of comprehensive assessments

**Competency:** 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services

*Practice Behaviors*


56. Advocate with and inform administrators and legislators to influence policies that affect clients and service

57. Communicate to stakeholders the implication of policies and policy change in the lives of clients
### Competency: 2.1.9 Respond to contexts that shape practice

**Practice Behaviors**

| 58. Assess the quality of clients’ interactions within their social contexts | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| --- | --- |
| 59. Develop intervention plans to accomplish systemic change | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |

### Competency: 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities

**Practice Behaviors**

| Engagement  
60. Develop culturally responsive therapeutic relationship | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| --- | --- |
| 61. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| 62. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |

| Assessment  
63. Use multidimensional bi-psycho-social assessment tools | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| --- | --- |
| 64. Assess clients’ readiness for change | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| 65. Assess clients’ coping strategies to reinforce and improve adaptation to life situations, circumstances, and events | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| 66. Select and modify appropriate intervention strategies based on continuous clinical assessment | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
67. Use differential diagnosis

|-------------|-----------------|-----------------------|----------------|----------------------|--------------|

**Narrative Summary**

1. Please elaborate on any ratings of 1 (Unacceptable) or 2 (Below Satisfactory).

2. Describe efforts made to assist student in these areas and student’s response.

3. Overall, what adjectives best describe student’s performance?

4. Do you see this student’s career choice as suitable? Please comment.

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

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

Field Supervisor Signature

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Student ID #</th>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Level:</th>
<th>BSSW I _____</th>
<th>MSW I ______</th>
<th>Total Hours:</th>
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<tbody>
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<td></td>
<td>BSSWII ____</td>
<td>MSW II ______</td>
<td></td>
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<tr>
<td></td>
<td>MEWS III _____</td>
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</table>

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOTAL HOURS PER WEEK</th>
<th>FIELD INSTRUCTOR INITIALS</th>
<th>STUDENT INITIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
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<td>Week 2:</td>
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<td>Week 13:</td>
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<td>Week 14:</td>
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<td>Week 15*:</td>
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<tr>
<td>Week 16*:</td>
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</tr>
</tbody>
</table>

*Summer does not include weeks 15 & 16.

I submit this as an accurate record of my cumulative practicum hours during

the [ ] Semester, [ ] (year).

Student’s Signature: ____________________________________________________________

Student Name: ______________________________________________________________

Field Instructor’s Signature: ___________________________________________________

Field Instructor Name: _________________________________________________________

Seminar Instructor’s Signature: ________________________________________________

Seminar Instructor Name: ______________________________________________________


Submit this form on IPT by the deadline listed in your syllabus

Student Name: ________________________________________________

Field Instructor: ________________________________________________

Agency: _________________________________________________________

Number of Hours Completed to Date: ___________ Semester/Year: _______________

Please indicate present practicum level: ___BSW I  ___BSW II  ___MSW I
**Competency**: 2.1.1 Identify as a professional social worker and conduct oneself accordingly

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Evaluative Ratings: Field Instructor’s Assessment of Student Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Advocate for client access to the services of social work</strong></td>
<td>0. Not Yet Started</td>
</tr>
<tr>
<td></td>
<td>1. Unacceptable</td>
</tr>
<tr>
<td></td>
<td>2. Below Satisfactory</td>
</tr>
<tr>
<td></td>
<td>3. Satisfactory</td>
</tr>
<tr>
<td></td>
<td>4. Above Satisfactory</td>
</tr>
<tr>
<td></td>
<td>5. Exceptional</td>
</tr>
<tr>
<td><strong>2. Practice personal reflection and self-correction to assure continual</strong></td>
<td>0. Not Yet Started</td>
</tr>
<tr>
<td>professional development</td>
<td>1. Unacceptable</td>
</tr>
<tr>
<td></td>
<td>2. Below Satisfactory</td>
</tr>
<tr>
<td></td>
<td>3. Satisfactory</td>
</tr>
<tr>
<td></td>
<td>4. Above Satisfactory</td>
</tr>
<tr>
<td></td>
<td>5. Exceptional</td>
</tr>
<tr>
<td><strong>3. Attend to professional roles and boundaries</strong></td>
<td>0. Not Yet Started</td>
</tr>
<tr>
<td></td>
<td>1. Unacceptable</td>
</tr>
<tr>
<td></td>
<td>2. Below Satisfactory</td>
</tr>
<tr>
<td></td>
<td>3. Satisfactory</td>
</tr>
<tr>
<td></td>
<td>4. Above Satisfactory</td>
</tr>
<tr>
<td></td>
<td>5. Exceptional</td>
</tr>
<tr>
<td><strong>4. Demonstrate professional demeanor in behavior, appearance, and</strong></td>
<td>0. Not Yet Started</td>
</tr>
<tr>
<td>communication</td>
<td>1. Unacceptable</td>
</tr>
<tr>
<td></td>
<td>2. Below Satisfactory</td>
</tr>
<tr>
<td></td>
<td>3. Satisfactory</td>
</tr>
<tr>
<td></td>
<td>4. Above Satisfactory</td>
</tr>
<tr>
<td></td>
<td>Competency: 2.1.2  Apply social work ethical principles to guide professional practice</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5.</td>
<td>Engage in career-long learning</td>
</tr>
<tr>
<td>6.</td>
<td>Use supervision and consultation</td>
</tr>
</tbody>
</table>

**Practice Behaviors**

<table>
<thead>
<tr>
<th></th>
<th>Competency: 2.1.3  Apply critical thinking to inform and communicate professional judgments</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Recognize and manage personal values in a way that allows professional values to guide practice</td>
</tr>
<tr>
<td>8.</td>
<td>Make ethical decisions by applying standards of the NASW Code of Ethics</td>
</tr>
<tr>
<td>9.</td>
<td>Tolerate ambiguity in resolving ethical conflicts</td>
</tr>
<tr>
<td>10.</td>
<td>Apply strategies of ethical reasoning to arrive at principled decisions</td>
</tr>
<tr>
<td>11.</td>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</td>
</tr>
<tr>
<td>Competency: 2.1.4 Engage diversity and difference in practice</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Practice Behaviors</td>
<td></td>
</tr>
<tr>
<td>12. Analyze models of assessment, prevention, intervention, and evaluation</td>
<td></td>
</tr>
<tr>
<td>13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency: 2.1.5 Advance human rights and social and economic justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Behaviors</td>
</tr>
<tr>
<td>14. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
</tr>
<tr>
<td>15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
</tr>
<tr>
<td>16. Recognize and communicate their understanding of the importance of difference in shaping life experiences</td>
</tr>
<tr>
<td>17. View themselves as learners and engage those with whom they work as informants</td>
</tr>
</tbody>
</table>

<p>| 18. Understand the forms and mechanisms of oppression and discrimination |
| 19. Advocate for human rights and social and economic justice |
| Competency: 2.1.6 Engage in research-informed practice and practice-informed research |</p>
<table>
<thead>
<tr>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Use practice experience to inform scientific inquiry</td>
</tr>
<tr>
<td>Practice Behaviors</td>
</tr>
<tr>
<td>22. Use research evidence to inform practice</td>
</tr>
<tr>
<td>Competency: 2.1.7 Apply knowledge of human behavior and the social environment</td>
</tr>
<tr>
<td>Practice Behaviors</td>
</tr>
<tr>
<td>23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
</tr>
<tr>
<td>Competency: 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
</tr>
<tr>
<td>Practice Behaviors</td>
</tr>
<tr>
<td>25. Analyze, formulate, and advocate for policies that advance social well-being</td>
</tr>
<tr>
<td>26. Collaborate with colleagues and clients for effective policy action</td>
</tr>
<tr>
<td>Competency: 2.1.9 Respond to contexts that shape practice</td>
</tr>
<tr>
<td>Practice Behaviors</td>
</tr>
</tbody>
</table>
27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

0. Not Yet Started
1. Unacceptable
2. Below Satisfactory
3. Satisfactory
4. Above Satisfactory
5. Exceptional

28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

0. Not Yet Started
1. Unacceptable
2. Below Satisfactory
3. Satisfactory
4. Above Satisfactory
5. Exceptional

**Competency:** 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities

**Practice Behaviors**

**Engagement**

29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities

0. Not Yet Started
1. Unacceptable
2. Below Satisfactory
3. Satisfactory
4. Above Satisfactory
5. Exceptional

30. Use empathy and other interpersonal skills

0. Not Yet Started
1. Unacceptable
2. Below Satisfactory
3. Satisfactory
4. Above Satisfactory
5. Exceptional

31. Develop a mutually agreed-on focus of work and desired outcomes

0. Not Yet Started
1. Unacceptable
2. Below Satisfactory
3. Satisfactory
4. Above Satisfactory
5. Exceptional

**Assessment**

32. Collect, organize, and interpret client data

0. Not Yet Started
1. Unacceptable
2. Below Satisfactory
3. Satisfactory
4. Above Satisfactory
5. Exceptional

33. Assess client strengths and limitations

0. Not Yet Started
1. Unacceptable
2. Below Satisfactory
3. Satisfactory
4. Above Satisfactory
5. Exceptional

34. Develop mutually agreed-on intervention goals and objectives

0. Not Yet Started
1. Unacceptable
2. Below Satisfactory
3. Satisfactory
4. Above Satisfactory
5. Exceptional
<table>
<thead>
<tr>
<th></th>
<th>Intervention</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>35.</td>
<td>Select appropriate intervention strategies</td>
<td></td>
</tr>
<tr>
<td>36.</td>
<td>Initiate actions to achieve organizational goals</td>
<td></td>
</tr>
<tr>
<td>37.</td>
<td>Implement prevention interventions that enhance client capacities</td>
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</tr>
<tr>
<td>38.</td>
<td>Help clients resolve problems</td>
<td></td>
</tr>
<tr>
<td>39.</td>
<td>Negotiate, mediate, and advocate for clients</td>
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</tr>
<tr>
<td>40.</td>
<td>Facilitate transitions and endings</td>
<td></td>
</tr>
<tr>
<td>41.</td>
<td>Critically analyze, monitor, and evaluate interventions</td>
<td></td>
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</tbody>
</table>

**Evaluation**

<table>
<thead>
<tr>
<th></th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td>35.</td>
<td>Select appropriate intervention strategies</td>
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<td>36.</td>
<td>Initiate actions to achieve organizational goals</td>
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<td>38.</td>
<td>Help clients resolve problems</td>
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<tr>
<td>39.</td>
<td>Negotiate, mediate, and advocate for clients</td>
<td></td>
</tr>
<tr>
<td>40.</td>
<td>Facilitate transitions and endings</td>
<td></td>
</tr>
</tbody>
</table>

**Narrative Summary**

1. Please identify student strengths.

2. Please elaborate on any ratings of 0 (Not Yet Started), 1 (Unacceptable), or 2 (Below Satisfactory).

3. Describe efforts made to assist student in these areas and student’s response.
4. Please describe what efforts will be made for the remainder of the semester to address these areas of needed growth.

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

Field Supervisor Signature_____________________________________________

Student Signature ____________________________________________________

Seminar Instructor Signature____________________________________________

Field Liaison Signature_______________________________
MID-SEMESTER EVALUATION FOR ADVANCED CLINICAL FIELD PRACTICUM

Student Name: ______________________________________________

Field Instructor: _____________________________________________

Agency: ___________________________________________________

Semester/Year: ______________________________________________

Number of Hours Completed to Date: ______________

Level of Student:  _____ MSW II  _____ MSW III

<table>
<thead>
<tr>
<th>Competencies &amp; Practice Behaviors</th>
<th>Evaluative Ratings: Field Instructor’s Assessment of Student Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directions:</td>
<td>Select the <strong>number and words</strong> below that most accurately describe the student’s performance.</td>
</tr>
<tr>
<td></td>
<td>5 Exceptional  (Intern excels in this practice behavior)</td>
</tr>
<tr>
<td></td>
<td>4 Above Satisfactory  (Intern’s performance of practice behavior has exceeded expectations)</td>
</tr>
<tr>
<td></td>
<td>3 Satisfactory  (Intern’s performance of practice behavior meets expectations)</td>
</tr>
<tr>
<td></td>
<td>2 Below Satisfactory  (Intern’s performance of practice behavior has not yet met the expectations; there is evidence that the student will be able to do so in the near future)</td>
</tr>
<tr>
<td></td>
<td>1 Unacceptable  (Intern’s performance of practice behavior has not met the expectations and shows no evidence of being able to do so in the near future)</td>
</tr>
<tr>
<td></td>
<td>0 Not Yet Started  (There has been no opportunity for the student to engage in this practice behavior as of yet. Please note: This could occur in the first half of hours of placement. However, all learning outcomes and practice behaviors should be completed when all hours of field placement are achieved. These competencies and practice behaviors cannot be left for future semesters.)</td>
</tr>
</tbody>
</table>

**Competency:** 2.1.1- Identify as a professional social worker and conduct oneself accordingly

**Practice Behaviors**
<table>
<thead>
<tr>
<th>Competency: 2.1.2 Apply social work ethical principles to guide professional practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Behaviors</td>
</tr>
<tr>
<td><strong>43.</strong> Apply ethical decision-making skills to issues specific to clinical social work</td>
</tr>
<tr>
<td>0. Not Yet Started</td>
</tr>
<tr>
<td>1. Unacceptable</td>
</tr>
<tr>
<td>2. Below Satisfactory</td>
</tr>
<tr>
<td>3. Satisfactory</td>
</tr>
<tr>
<td>4. Above Satisfactory</td>
</tr>
<tr>
<td>5. Exceptional</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency: 2.1.3 Apply critical thinking to inform and communicate professional judgments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Behaviors</td>
</tr>
<tr>
<td><strong>45.</strong> Engage in reflective practice</td>
</tr>
<tr>
<td>0. Not Yet Started</td>
</tr>
<tr>
<td>1. Unacceptable</td>
</tr>
<tr>
<td>2. Below Satisfactory</td>
</tr>
<tr>
<td>3. Satisfactory</td>
</tr>
<tr>
<td>4. Above Satisfactory</td>
</tr>
<tr>
<td>5. Exceptional</td>
</tr>
</tbody>
</table>

| **46.** Identify and articulate clients’ strengths and vulnerabilities |
| 0. Not Yet Started |
| 1. Unacceptable |
| 2. Below Satisfactory |
| 3. Satisfactory |
| 4. Above Satisfactory |
| 5. Exceptional |

| **47.** Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations |
| 0. Not Yet Started |
| 1. Unacceptable |
| 2. Below Satisfactory |
| 3. Satisfactory |
| 4. Above Satisfactory |
| 5. Exceptional |

| **48.** Communicate professional judgments to other social workers and/or professionals from other disciplines, in both verbal and written formats |
| 0. Not Yet Started |
| 1. Unacceptable |
| 2. Below Satisfactory |
| 3. Satisfactory |
| 4. Above Satisfactory |
| 5. Exceptional |

<table>
<thead>
<tr>
<th>Competency: 2.1.4 Engage diversity and difference in practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Behaviors</td>
</tr>
<tr>
<td><strong>49.</strong> Research and apply knowledge of diverse populations to enhance client well-being</td>
</tr>
<tr>
<td>0. Not Yet Started</td>
</tr>
<tr>
<td>1. Unacceptable</td>
</tr>
<tr>
<td>2. Below Satisfactory</td>
</tr>
<tr>
<td>Competency: 2.1.5 Advance human rights and social and economic justice</td>
</tr>
<tr>
<td>Practice Behaviors</td>
</tr>
<tr>
<td>---</td>
</tr>
</tbody>
</table>
| 50. Work effectively with diverse populations | 0. Not Yet Started  
1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |

| Competency: 2.1.6 Engage in research-informed practice and practice-informed research |
| Practice Behaviors |
| --- | --- |
| 51. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention | 0. Not Yet Started  
1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |

| Competency: 2.1.7 Apply knowledge of human behavior and the social environment |
| Practice Behaviors |
| --- | --- |
| 52. Use the evidence-based practice process in clinical assessment and intervention with clients | 0. Not Yet Started  
1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| 53. Use research methodology to evaluate clinical practice effectiveness and/or outcomes | 0. Not Yet Started  
1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |

| Competency: 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services |
| Practice Behaviors |
| --- | --- |
| 54. Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice | 0. Not Yet Started  
1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| 55. Use bio-psycho-social theories and diagnostic classification systems in formulation of comprehensive assessments | 0. Not Yet Started  
1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |

| 56. Advocate with and inform administrators and legislators to influence policies that affect clients and service | 0. Not Yet Started  
1. Unacceptable |
|  | 2. Below Satisfactory |
|  | 3. Satisfactory |
|  | 4. Above Satisfactory |
|  | 5. Exceptional |

57. Communicate to stakeholders the implication of policies and policy change in the lives of clients

|  | 0. Not Yet Started |
|  | 1. Unacceptable |
|  | 2. Below Satisfactory |
|  | 3. Satisfactory |
|  | 4. Above Satisfactory |
|  | 5. Exceptional |

**Competency:** 2.1.9 Respond to contexts that shape practice

**Practice Behaviors**

|  | 0. Not Yet Started |
|  | 1. Unacceptable |
|  | 2. Below Satisfactory |
|  | 3. Satisfactory |
|  | 4. Above Satisfactory |
|  | 5. Exceptional |

58. Assess the quality of clients’ interactions within their social contexts

|  | 0. Not Yet Started |
|  | 1. Unacceptable |
|  | 2. Below Satisfactory |
|  | 3. Satisfactory |
|  | 4. Above Satisfactory |
|  | 5. Exceptional |

59. Develop intervention plans to accomplish systemic change

|  | 0. Not Yet Started |
|  | 1. Unacceptable |
|  | 2. Below Satisfactory |
|  | 3. Satisfactory |
|  | 4. Above Satisfactory |
|  | 5. Exceptional |

**Competency:** 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities

**Practice Behaviors**

|  | 0. Not Yet Started |
|  | 1. Unacceptable |
|  | 2. Below Satisfactory |
|  | 3. Satisfactory |
|  | 4. Above Satisfactory |
|  | 5. Exceptional |

Engagement

60. Develop culturally responsive therapeutic relationship

|  | 0. Not Yet Started |
|  | 1. Unacceptable |
|  | 2. Below Satisfactory |
|  | 3. Satisfactory |
|  | 4. Above Satisfactory |
|  | 5. Exceptional |

61. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes

|  | 0. Not Yet Started |
|  | 1. Unacceptable |
|  | 2. Below Satisfactory |
|  | 3. Satisfactory |
|  | 4. Above Satisfactory |
|  | 5. Exceptional |

62. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance

|  | 0. Not Yet Started |
|  | 1. Unacceptable |
|  | 2. Below Satisfactory |
|  | 3. Satisfactory |
|  | 4. Above Satisfactory |
|  | 5. Exceptional |

Assessment

63. Use multidimensional bi-psycho-social assessment tools

<p>|  | 0. Not Yet Started |
|  | 1. Unacceptable |
|  | 2. Below Satisfactory |
|  | 3. Satisfactory |
|  | 4. Above Satisfactory |
|  | 5. Exceptional |</p>
<table>
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</table>
| 64. Assess clients’ readiness for change | 0. Not Yet Started | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| 65. Assess clients’ coping strategies to reinforce and improve adaptation to life situations, circumstances, and events | 0. Not Yet Started | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| 66. Select and modify appropriate intervention strategies based on continuous clinical assessment | 0. Not Yet Started | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| 67. Use differential diagnosis | 0. Not Yet Started | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| **Intervention**  
68. Critically evaluate, select, and apply best practices and evidence-based interventions | 0. Not Yet Started | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| 69. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed | 0. Not Yet Started | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| 70. Collaborate with other professionals to coordinate treatment interventions | 0. Not Yet Started | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
| **Evaluation**  
71. Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of biopsychosocial conditions | 0. Not Yet Started | 1. Unacceptable  
2. Below Satisfactory  
3. Satisfactory  
4. Above Satisfactory  
5. Exceptional |
1. Please identify student strengths.

2. Please elaborate on any ratings of 0 (Not Yet Started), 1 (Unacceptable), or 2 (Below Satisfactory).

3. Describe efforts made to assist student in these areas and student’s response.

4. Please describe what efforts will be made for the remainder of the semester to address these areas of needed growth.

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

Field Supervisor Signature: _______________________________________________________

Student Signature: _____________________________________________________________

Seminar Instructor Signature: ___________________________________________________

Field Liaison Signature: _______________________________________________________
The student learning contract is designed to give direction and learning structure to the field experience and is developed around the core practice competencies that are designated in the 2008 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE).

List of Ten Core Competencies Identified by CSWE

2.1 Identify as a professional social worker and conduct oneself accordingly.
2.2 Apply social work ethical principles to guide professional practice.
2.3 Apply critical thinking to inform and communicate professional judgments.
2.4 Incorporate diversity into practice.
2.5 Advocate for human rights and social justice.
2.6 Engage in research-informed practice and practice-informed research.
2.7 Apply knowledge of human behavior in the social environment.
2.8 Engage in policy practice to advance social and economic well-being.
2.9 Respond to contexts that shape practice.
2.10 Engage, assess, intervene and evaluate with individuals, families groups, organizations and communities.

CSWE has operationalized these competencies by identifying 41 practice behaviors defined as "a set of measurable practice behaviors that are comprised of knowledge, value and skills." The internship plays a key role in teaching practice behaviors to students while measuring and reflecting the student’s ability to demonstrate capacity in the ten core competency areas identified by CSWE.

It is the joint responsibility of the student and field instructor to review the learning contract content within the first weeks of the field placement. This learning contract outlines the core competencies and practice behaviors that all accredited social work programs are required to measure. Each practice behavior has student tasks which relate directly to the behavior.

Students must complete all tasks on the learning contract regardless of setting,
population, or field experience. Please contact your field liaison if you have additional questions.
2.1.1 COMPETENCY: PROFESSIONALISM

| PRACTICE BEHAVIORS: | Identify With the Social Work Profession
The intern identifies as a professional social worker and conducts her/himself accordingly |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------|
|                     | 1. The intern advocates for client access to the services of social work
2. The intern practices personal reflection and self-correction to assure continual professional development
3. The intern attends to professional roles and boundaries
4. The intern demonstrates professional demeanor in behavior, appearance and communication
5. The intern engages in career-long learning
6. The intern uses supervision and consultation |

Tasks/Activities
1. Advocates for client access to the services of social work
   a. Research commonly used resources for clients & most effective referral process
   b. Assess clients’ needs and eligibility for services and support clients as they access resources
2. Practices personal reflection and self-correction to assure continual professional development
   a. Seek Field Instructor’s feedback about opportunities to develop social work skills more effectively. Discuss and implement feedback where possible
   b. Keep reflective journal log of professional development & challenges; discuss in supervision
   c. Complete at least two process recordings as per SOW 5532 assignment (see syllabus)
3. Attends to professional roles and boundaries
   a. Discuss appropriate roles & boundaries of a student intern in supervision; practice these behaviors
   b. Discuss and clarify expectations and communication protocols with field instructor and/or task supervisor
   c. Complete at least two process recordings as per SOW 5532 assignment (see syllabus)
4. Demonstrates professional demeanor in behavior, appearance and communication
   a. Dress according to agency policy
   b. Utilize clear, appropriate communication at all times (writing, oral) and seek feedback from Field Instructor
   c. Demonstrate behavior that abides by the NASW Code of Ethics
   c. Demonstrate behavior that abides by the NASW Code of Ethics
   d. Complete at least two process recordings as per SOW 5532 assignment (see syllabus)
5. Engages in career-long learning
   a. Research and read professional journal articles that relate to social work practice and discuss with Field Instructor
b. Participate in trainings related to social work offered by the agency or in the community

6. Uses supervision and consultation
   a. Participate in weekly supervision meetings
   b. Prepare an agenda with topics to discuss with Field Instructor for weekly supervision meetings
   c. Present and discuss client cases in supervision
   d. Complete at least two process recordings as per SOW 5532 assignment (see syllabus)

<table>
<thead>
<tr>
<th>2.1.2 COMPETENCY: ETHICS</th>
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<tbody>
<tr>
<td>Apply Ethical Principles in Practice</td>
</tr>
<tr>
<td>The intern applies social work ethical principles to guide her/his professional practice</td>
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<tr>
<td>PRACTICE BEHAVIORS:</td>
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<tr>
<td>7. The intern recognizes and manages personal values in a way that allows professional values to guide practice</td>
</tr>
<tr>
<td>8. The intern makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics</td>
</tr>
<tr>
<td>9. The intern tolerates ambiguity in resolving ethical conflicts</td>
</tr>
<tr>
<td>10. The intern applies strategies of ethical reasoning to arrive at principled decisions</td>
</tr>
</tbody>
</table>

Tasks/Activities

7. Recognize and manage personal values in a way that allows for professional values to guide practice
   a. Identify and discuss personal values and how they correspond to professional values in supervision; discuss how to manage these values if they do not correspond with your field instructor
   b. Keep reflective journal of professional development & challenges; discuss in supervision
   c. Complete at least two process recordings as per SOW 5532 assignment (see syllabus)

8. Make ethical decisions by applying standards of the NASW Code of Ethics
   a. Discuss NASW Code of Ethics with Field Instructor and apply to a case in supervision
   b. Identify and discuss ethical dilemmas in the agency in supervision

9. Tolerate ambiguity in resolving ethical conflicts
   a. Identify an ethical dilemma that has several potential solutions and discuss in supervision
   b. Identify agency & client ethical dilemmas caused by external factors (for example, funding cuts or insurance coverage for treatment) and discuss in supervision

10. Apply strategies of ethical reasoning to arrive at principled decisions
    a. Discuss how social work professionals solve ethical dilemmas and utilize the NASW Code of Ethics
    b. Apply strategies of ethical reasoning to a case and discuss in supervision
<table>
<thead>
<tr>
<th>Tasks/Activities</th>
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<tbody>
<tr>
<td>11. Distinguish, appraise and integrate multiples sources of knowledge, including research-based knowledge and practice wisdom</td>
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<tr>
<td>a. Interview members of a treatment team or other professionals in the agency for varying perspectives on client interventions</td>
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<td>b. Read professional journal articles that relate to practice and discuss with Field Instructor</td>
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<tr>
<td>c. Identify a problem related to human rights, social, and/or economic justice for a client population served by the agency and discuss in supervision with Field Instructor as well as colleagues in seminar class</td>
</tr>
<tr>
<td>d. Identify a social policy that impacts the problem identified above and discuss in supervision with Field Instructor as well as colleagues in seminar class</td>
</tr>
<tr>
<td>e. Using the above problem and social policy, complete the following: 1) identify changes to be made to the social policy that could enhance services, and 2) identify two policy advocacy strategies that could be implemented by the intern and two policy advocacy strategies that could be implemented by the agency. Discuss in supervision with Field Instructor as well as colleagues in seminar class</td>
</tr>
<tr>
<td>12. Analyze models of assessment, prevention, intervention and evaluation</td>
</tr>
<tr>
<td>a. Identify assessment tools used with clients at the agency and discuss their effectiveness in supervision</td>
</tr>
<tr>
<td>b. Identify treatment and/or prevention models used with clients at the agency and discuss their effectiveness in supervision</td>
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<tr>
<td>13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues</td>
</tr>
<tr>
<td>a. Present at least one case to Field Instructor and solicit feedback regarding communication skills</td>
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<td>b. Complete at least one process recording with a client as per SOW 5532 syllabus and discuss in supervision</td>
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<tr>
<td>c. Demonstrate concise and understandable documentation skills, paying close attention to grammar, spelling and meaning</td>
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<td>2.1.4 COMPETENCY:</td>
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<td>Tasks/Activities</td>
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<tr>
<td>PRACTICE</td>
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<tr>
<td>BEHAVIORS:</td>
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Tasks/Activities

14. Recognize the extent to which a culture’s structure and values may oppress, marginalize, alienate, create or enhance privilege and power
   a. Identify and discuss in supervision how clients at the agency may be oppressed, marginalized, or alienated in our society
   b. Identify and discuss in supervision how oppression, marginalization, or alienation impacts clients

15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
   a. Identify areas where your personal values might impact client interactions
   b. Keep reflective journal of professional challenges to record observations and personal reactions to clients
   c. Use process recording to gain self-awareness of your personal biases during interaction with clients (see SOW 5532 syllabus for process recording assignment)

16. Recognize and communicate an understanding of importance of difference in shaping life experience
   a. Discuss how diversity has impacted a client’s life experience in supervision
   b. Research and apply knowledge related to diversity issues raised by clients

17. View self as a learner and engage those with whom he/she works as informants
   a. Request to be assigned a diverse caseload of clients
   b. Use assessment process to understand clients’ backgrounds and how clients’ life experiences inform their understanding of the presenting problem
   c. Complete at least two process recordings as per SOW 5532 assignment (see syllabus)
Advocate for Human Rights and Social Justice
The intern will advance human rights and social and economic justice

| PRACTICE BEHAVIORS: | 18. The intern will understand the forms and mechanisms of oppression and discrimination
19. The intern will advocate for human rights and social and economic justice
20. The intern will engage in practices that advance social and economic justice |

Tasks/Activities

18. Understands the forms and mechanisms of oppression and discrimination
   a. Identify and discuss in supervision how clients may be oppressed, marginalized, or alienated in our society
   b. Identify and discuss in supervision how oppression, marginalization, or alienation impacts clients

19. Advocates for human rights and social and economic justice
   a. Identify a problem related to human rights, social, and/or economic justice for a client population served by the agency and discuss in supervision with Field Instructor as well as colleagues in seminar class
   b. Identify a social policy that impacts the problem identified above and discuss in supervision with Field Instructor as well as colleagues in seminar class
   c. Using the above problem and social policy, complete the following: 1) identify changes to be made to the social policy that could enhance services, and 2) identify two policy advocacy strategies that could be implemented by the intern and two policy advocacy strategies that could be implemented by the agency. Discuss in supervision with Field Instructor as well as colleagues in seminar class

20. Engages in practices that advance social and economic justice
   a. Identify a problem related to human rights, social, and/or economic justice for a client population served by the agency and discuss in supervision with Field Instructor as well as colleagues in seminar class
   b. Identify a social policy that impacts the problem identified above and discuss in supervision with Field Instructor as well as colleagues in seminar class
   c. Using the above problem and social policy, complete the following: 1) identify changes to be made to the social policy that could enhance services, and 2) identify two policy advocacy strategies that could be implemented by the intern and two policy advocacy strategies that could be implemented by the agency. Discuss in supervision with Field Instructor as well as colleagues in seminar class

2.1.6 COMPETENCY: INFORMED RESEARCH AND EVIDENCE BASED PRACTICE
### Tasks/Activities

#### 21. Uses practice experience to inform scientific inquiry
   a. Identify and discuss interventions used in the agency with the Field Instructor
   b. Discuss the effectiveness of interventions used in the agency with the Field Instructor

#### 22. Uses research evidence to inform practice
   a. Explore research related to agency target population; review findings with Field Instructor
   b. Practice using evidence-based interventions related to client population with guidance from field instructor
   c. Present and discuss the [Standards for Social Work Practice with Groups](#) with Field Instructor

#### 2.1.7 COMPETENCY: PERSON IN ENVIRONMENT

| PRACTICE BEHAVIORS: | 21. The intern uses practice experience to inform scientific inquiry
|                     | 22. The intern uses research evidence to inform practice

| PRACTICE BEHAVIORS: | 23. The intern utilizes conceptual frameworks to guide the processes of assessment, intervention and evaluation
|                     | 24. The intern critiques and applies knowledge to understand person and environment

### Tasks/Activities

#### 23. Utilization of conceptual frameworks to guide the processes of assessment, intervention and evaluation
   a. Become familiar with different assessment tools & the strengths/limitations of each tool
   b. Demonstrate understanding of developmental stages of client population & integrate this into assessment process

#### 24. Critique and apply knowledge to understand person and environment
   a. Complete three intake assessments and treatment plans (identify goals and barriers to goals)
   b. Explore clients’ strengths, limitations, coping skills, and resources from the perspective of the client

### 2.1.8 COMPETENCY: POLICY
Tasks/Activities

25. Analyze, formulate and advocate for policies that advance social well-being
   a. Identify a problem related to human rights, social, and/or economic justice for a client population served by the agency and discuss in supervision with Field Instructor as well as colleagues in seminar class
   b. Identify a social policy that impacts the problem identified above and discuss in supervision with Field Instructor as well as colleagues in seminar class
   c. Using the above problem and social policy, complete the following: 1) identify changes to be made to the social policy that could enhance services, and 2) identify two policy advocacy strategies that could be implemented by the intern and two policy advocacy strategies that could be implemented by the agency. Discuss in supervision with Field Instructor as well as colleagues in seminar class

26. Collaborate with colleagues and clients for effective policy action
   a. Attend an agency policy development meeting
   b. Identify a problem related to human rights, social, and/or economic justice for a client population served by the agency and discuss in supervision with Field Instructor as well as colleagues in seminar class
   c. Identify a social policy that impacts the problem identified above and discuss in supervision with Field Instructor as well as colleagues in seminar class
   d. Using the above problem and social policy, complete the following: 1) identify changes to be made to the social policy that could enhance services, and 2) identify two policy advocacy strategies that could be implemented by the intern and two policy advocacy strategies that could be implemented by the agency. Discuss in supervision with Field Instructor as well as colleagues in seminar class

2.1.9 COMPETENCY: RESPONDING to CONTEXTS

Respond to Contexts That Shape Practice
The intern will respond to the contexts that shape practice

PRACTICE BEHAVIORS:

27. The intern will continuously discover, appraise and attend to changing locales, populations, scientific
28. The intern will provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
Tasks/Activities

27. Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services
   a. Research and read professional journal articles that relate to social work practice and discuss with Field Instructor
   b. Participate in local trainings or workshops relevant to agency issues and/or client population
   c. Present and discuss the Standards for Social Work Practice with Groups with Field Instructor

28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
   a. Participate in a community event in support of social services (NASW or SSWA/Phi Alpha event)
   b. Using the above problem and social policy, complete the following: 1) identify changes to be made to the social policy that could enhance services, and 2) identify two policy advocacy strategies that could be implemented by the intern and two policy advocacy strategies that could be implemented by the agency. Discuss in supervision with Field Instructor as well as colleagues in seminar class

<table>
<thead>
<tr>
<th>2.1.10 COMPETENCY: PRACTICE SKILLS</th>
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<tbody>
<tr>
<td>Engage, Assess, Intervene and Evaluate With Individuals, Families, Groups, Organizations and Communities</td>
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<tr>
<td>The intern will engage, assess, intervene and evaluate individuals, families, groups, organizations and community’s social work services</td>
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<tr>
<th>PRACTICE BEHAVIORS</th>
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<tr>
<td>29. The intern will substantively and effectively prepare for action with individuals, families, groups, organizations and communities</td>
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<tr>
<td>30. The intern will use empathy and other interpersonal skills</td>
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<td>31. The intern will develop a mutually agreed-on focus of work and desired outcomes</td>
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<td>32. The intern will collect, organize and interpret client data</td>
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<td>33. The intern will assess client strengths and limitations</td>
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<td>34. The intern will develop mutually agreed-on intervention goals and objectives</td>
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<td>35. The intern will select appropriate intervention strategies</td>
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<td>36. The intern will initiate actions to achieve organizational goals</td>
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<td>37. The intern will implement interventions that enhance client capacities</td>
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<td>38. The intern will help clients resolve problems</td>
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<td>39. The intern will negotiate, mediate and advocate for clients</td>
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<tr>
<td>40. The intern will facilitate transitions and endings</td>
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</table>
The intern will critically analyze, monitor and evaluate interventions

**Tasks/Activities**

**ENGAGEMENT**

29. Substantively and effectively prepare for action with individuals, families, groups, organizations and communities
   a. Seek feedback from Field Instructor about ways to build rapport & trust with client population
   b. Observe/Shadow at least 5 staff interactions with client population

30. Use empathy and other interpersonal skills
   a. Use basic social work interviewing skills of reflecting content, reframing, and clarifying questions to establish a professional social worker-client relationship
   b. Engage clients and have staff observe and discuss areas for growth and strengthening of social work skills

31. Develop a mutually agreed-on focus of work and desired outcomes
   a. Role play with Field Instructor how to negotiate and set goals & objectives with clients
   b. Develop goals and identify barriers to goals with clients
   c. Complete at least two process recordings as per SOW 5532 assignment (see syllabus)

**ASSESSMENT**

32. Collect, organize and interpret client data
   a. Develop a written assessment of client through direct or observed client contact
   b. Create a family genogram and/or eco-map based on an assessment and share with Field Instructor

33. Assess client strengths and limitations
   a. Role play with Field Instructor how to identify clients’ strengths and limitations
   b. Explore client’s strengths and limitations to understand client’s perception of presenting problem; discuss with Field Instructor
   c. Complete at least two process recordings as per SOW 5532 assignment (see syllabus)

34. Develop mutually agreed-on intervention goals and objectives
   a. Develop at least 3 intervention plans
   b. Continually review goals and objectives with client to monitor progress

35. Select appropriate intervention strategies
   a. Discuss evidence-based interventions relevant to agency client population with Field Instructor
   b. Shadow Field Instructor/agency staff to observe intervention styles and methods with at least 3 clients and discuss observations with Field Instructor
   c. Complete at least two process recordings as per SOW 5532 assignment (see syllabus)

**INTERVENTION**
36. Initiate actions to achieve organizational goals
   a. Advocate for and facilitate referral process of clients to another agency, when appropriate
   b. Participate in staff meetings to understand agency purpose, policies and mission
37. Implement interventions that enhance client capacities
   a. Begin practice of evidence based interventions relevant to client population with guidance from Field Instructor/staff
   b. Implement at least 3 treatment plans with clients
38. Help clients resolve problems
   a. Empower clients as they access resources and work towards goals within treatment plan time frame
   b. Complete at least two process recordings as per SOW 5532 assignment (see syllabus)
39. Negotiate, mediate and advocate for clients
   a. Advocate for and facilitate referral process of clients to another agency, when appropriate
   b. Follow up with clients that were referred and document if referral was successful or not, and why
40. Facilitate transitions and endings
   a. Role play with Field Instructor strategies for termination with clients
   b. Review client progress throughout termination phase; prepare client for final sessions/meetings
   c. Advocate for and facilitate referral process of clients to another staff, when appropriate
   d. Complete at least two process recordings as per SOW 5532 assignment (see syllabus)

EVALUATION

41. Critically analyze, monitor and evaluate interventions
   a. Discuss and evaluate assessments/data collection & intervention practices used with clients during supervision
   b. Review client file(s) to determine progress toward agreed upon goals between client & intern
   c. Complete at least two process recordings as per SOW 5532 assignment (see syllabus)

(Student - name):
Student’s Signature

(Field Instructor - name):
Field Instructor’s Signature

(Seminar Instructor - name):
Seminar Instructor’s Signature

(Faculty Field Liaison - name):
Faculty Field Liaison’s Signature
Florida International University
SCHOOL OF SOCIAL WORK OFFICE OF FIELD EDUCATION

MSW II LEARNING CONTRACT

Student's Name: Field
Agency:

The student learning contract is designed to give direction and learning structure to the field experience and is developed around the core practice competencies that are designated in the 2008 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE).

List of Ten Core Competencies Identified by CSWE

2.1 Identify as a professional social worker and conduct oneself accordingly.
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2.5 Advocate for human rights and social justice.
2.6 Engage in research-informed practice and practice-informed research.
2.7 Apply knowledge of human behavior in the social environment.
2.8 Engage in policy practice to advance social and economic well-being.
2.9 Respond to contexts that shape practice.
2.10 Engage, assess, intervene and evaluate with individuals, families groups, organizations and communities.

FIU’s School of Social Work has operationalized these competencies by identifying 30 advanced practice behaviors defined as “a set of measurable practice behaviors that are comprised of knowledge, value and skills.” The internship plays a key role in teaching practice behaviors to students while measuring and reflecting the student’s ability to demonstrate capacity in the ten core competency areas identified by CSWE.

It is the joint responsibility of the student and field instructor to review the learning contract content within the first weeks of the field placement. This learning contract outlines the core competencies and practice behaviors that all accredited social work programs are required to measure. Each practice behavior has student tasks which relate directly to the behavior.
Students must complete all tasks on the learning contract regardless of setting, population, or field experience by the end of the semester. Please contact your field liaison if you have additional questions.

2.1.1 COMPETENCY: PROFESSIONALISM

<table>
<thead>
<tr>
<th>PRACTICE BEHAVIORS:</th>
<th>42. Understand and identify professional strengths, limitations, and challenges</th>
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</table>
| Identify With the Social Work Profession  
The intern identifies as a professional social worker and conducts her/himself accordingly |

Tasks/Activities

42. Understand and identify professional strengths, limitations, and challenges
   a. Use supervision to discuss and obtain feedback on observed professional strengths, limitations and challenges
   b. Engage in self-reflection to identify areas of improvement and steps to address limitations and challenges; discuss in supervision
   c. Complete at least two process recordings (per SOW 6533 syllabus) and discuss with Field Instructor

2.1.2 COMPETENCY: ETHICS

| PRACTICE BEHAVIORS: | 43. Apply ethical decision-making skills to issues specific to clinical social work  
44. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients’ well-being |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Apply Ethical Principles in Practice  
The intern applies social work ethical principles to guide her/his professional practice |

Tasks/Activities

43. Apply ethical decision-making skills to issues specific to clinical social work
   a. Identify possible ethical challenges in clinical practice and discuss in supervision
   b. Analyze at least one ethical dilemma in your clinical practice from different perspectives (client, social worker, supervisor) and discuss in supervision

44. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients’ well-being
   a. Engage in self-reflection to identify personal biases that could adversely affect the therapeutic relationship and discuss in supervision
   b. Identify ways to conduct oneself ethically in the therapeutic relationship; discuss in supervision
   c.
Complete at least two process recordings (per SOW 6533 syllabus) and discuss with Field Instructor

2.1.3 COMPETENCY: CRITICAL THINKING AND JUDGMENT

| PRACTICE BEHAVIORS: | 45. Engage in reflective practice  
46. Identify and articulate clients’ strengths and vulnerabilities  
47. Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations  
48. Communicate professional judgments to other social workers and/or professionals from other disciplines, in both verbal and written formats |

Tasks/Activities
45. Engage in reflective practice
   a. Create an agenda for weekly supervision that includes questions regarding your clinical practice with clients; present the agenda and participate actively in weekly supervision
   b. Complete at least two process recordings as per SOW 6533 syllabus and discuss in supervision

46. Identify and articulate clients’ strengths and vulnerabilities
   a. Assess and document clients’ strengths and risk factors as well as positive and negative coping skills
   b. Create at least one eco-map as part of an assessment and share with Field Instructor
   c. Identify vulnerable populations of which your clients may be a part and how that impacts their risk factors; discuss in supervision

47. Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations
   a. Research and review at least 3 theoretical perspectives that may apply to client population
   b. Develop and participate in role play using these 3 theoretical perspectives in supervision; discuss the strengths and weaknesses of each perspective with this client population

48. Communicate professional judgments to other social workers and/or professionals from other disciplines, in both verbal and written formats
   a. Attend agency staff meetings and discuss client cases with other professionals
   b. Complete at least two process recordings as per SOW 6533 syllabus and discuss in supervision
   c. Complete agency documentation (assessment, treatment plans, progress notes)

2.1.4 COMPETENCY: DIVERSITY AND CULTURAL COMPETENCY
### Tasks/Activities

**49. Research and apply knowledge of diverse populations to enhance client well-being**

- a. Research and review professional literature and identify best practices in clinical settings with relevant diverse populations
- b. Utilize one intervention that has been proven beneficial when working with a particular diverse client population

**50. Work effectively with diverse populations**

- a. Demonstrate cultural competency during case consultation in supervision
- b. Discuss efficacy of intervention with supervisor and identify areas for improvement

#### 2.1.5 COMPETENCY: ADVOCACY AND SOCIAL JUSTICE

<table>
<thead>
<tr>
<th>PRACTICE BEHAVIORS:</th>
<th>51. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention</th>
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<tbody>
<tr>
<td>Advocate for Human Rights and Social Justice</td>
<td>The intern will advance human rights and social and economic justice</td>
</tr>
</tbody>
</table>

### Tasks/Activities

**51. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.**

- a. Discuss client population in supervision to inform practice with vulnerable and oppressed client groups
- b. Develop intervention plans demonstrating an understanding of vulnerable and oppressed client populations

#### 2.1.6 COMPETENCY: INFORMED RESEARCH AND EVIDENCE BASED PRACTICE

| PRACTICE BEHAVIORS: | 52. Use the evidence-based practice process in clinical assessment and intervention with clients  
53. Use research methodology to evaluate clinical practice effectiveness and/or outcomes |
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<tr>
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<tbody>
<tr>
<td>Engage in Informed Research</td>
<td>The intern engages in research-informed practice and practice-informed research</td>
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</table>

Tasks/Activities
52. Use the evidence-based practice process in clinical assessment and intervention with clients
   a. Research evidence-based assessments and interventions most effective with client population; discuss in supervision
   b. Select appropriate evidence-based assessments and interventions and utilize with clients
53. Use research methodology to evaluate clinical practice effectiveness and/or outcomes
   a. Research appropriate evaluative tools for assessing interventions in your clinical practice setting.
   b. Implement appropriate evaluation measures to assess intervention effectiveness
   c. Discuss efficacy of intervention with Field Instructor and identify areas for improvement

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<tr>
<th>2.1.7 COMPETENCY:</th>
<th>PERSON IN ENVIRONMENT</th>
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<td>Apply knowledge of human behavior in the social environment</td>
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<td>55. Use bio-psycho-social-spiritual theories and diagnostic classification systems in formulation of comprehensive assessments</td>
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Tasks/Activities
54. Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice
   a. Discuss at least two theories of human behavior and the social environment in relation to a client case in supervision
   b. Select and apply one intervention relevant to a client case by using a theory of human behavior and the social environment as guidance
   c. Complete at least two process recordings (per SOW 6533 syllabus) and discuss with Field Instructor
55. Use bio-psycho-social theories and diagnostic classification systems in formulation of comprehensive assessments
   a. Complete at least 5 bio-psycho-social assessments
   b. Provide diagnosis for at least 5 clients

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<tr>
<th>2.1.8 COMPETENCY:</th>
<th>POLICY</th>
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<tr>
<td>Engage in Policy Practice to Advance Social and Economic Well-being</td>
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<td>The intern will engage in policy practice to advance social and economic well-being and deliver effective social services</td>
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<td>56.</td>
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</table>
Tasks/Activities

56. Advocate with and inform administrators and legislators to influence policies that affect clients and service
   a. Identify social welfare policies that enhance or diminish services to client population; discuss in supervision
   b. Discuss with at least one administrator at the agency any recommendations for how the agency could advocate for social welfare policy change to enhance services to client population

57. Communicate to stakeholders the implication of policies and policy change in the lives of clients
   a. Identify vital stakeholders in the community relevant to your client population and discuss ways to reach them in supervision
   b. Participate in one community/stakeholders meeting related to your client population

2.1.9 COMPETENCY: RESPONDING to CONTEXTS

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<tr>
<th>PRACTICE BEHAVIORS:</th>
<th>Respond to Contexts That Shape Practice</th>
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<td>59. Develop intervention plans to accomplish systemic change</td>
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Tasks/Activities

58. Assess the quality of clients’ interactions within their social contexts
   a. While meeting with client, develop an eco-map as part of a client assessment
   b. Discuss eco-map and its implications with Field Instructor in supervision

59. Develop intervention plans to accomplish systemic change
   a. Discuss and prioritize pertinent concerns revealed on the eco-map with client
   b. Create an intervention plan that addresses issues highlighted on the eco-map

2.1.10 COMPETENCY: PRACTICE SKILLS

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<td>Engage, Assess, Intervene and Evaluate With Individuals, Families, Groups, Organizations and Communities</td>
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<td>The intern will engage, assess, intervene and evaluate individuals, families, groups, organizations and community’s social work services</td>
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PRACTICE BEHAVIORS:

60. Develop a culturally responsive therapeutic relationship
   a. Discuss how client’s values affect his/her understanding of the presenting problem in supervision
   b. Demonstrate understanding of the presenting problem from client’s cultural perspective by addressing with Field Instructor
   c. Complete at least two process recordings (per SOW 6533 syllabus) and discuss with Field Instructor

61. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes
   a. Discuss client/social worker alliance in supervision and similarities to student/supervisor relationship
   b. Set goals with active participation of client after discussing different options
   c. Complete at least two process recordings (per SOW 6533 syllabus) and discuss with Field Instructor

62. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance

63. Use multidimensional bio-psycho-social-spiritual assessment tools

64. Assess clients’ readiness for change

65. Assess clients’ coping strategies to reinforce and improve adaptation to life situations, circumstances, and events

66. Select and modify appropriate intervention strategies based on continuous clinical assessment

67. Use differential diagnosis

68. Critically evaluate, select, and apply best practices and evidence-based interventions

69. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed

70. Collaborate with other professionals to coordinate treatment interventions

71. Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions

Tasks/Activities

ENGAGEMENT:

60. Develop a culturally responsive therapeutic relationship
   a. Discuss how client’s values affect his/her understanding of the presenting problem in supervision
   b. Demonstrate understanding of the presenting problem from client’s cultural perspective by addressing with Field Instructor
   c. Complete at least two process recordings (per SOW 6533 syllabus) and discuss with Field Instructor

61. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes
   a. Discuss client/social worker alliance in supervision and similarities to student/supervisor relationship
   b. Set goals with active participation of client after discussing different options
   c. Complete at least two process recordings (per SOW 6533 syllabus) and discuss with Field Instructor

62. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance
a. Utilize supervision to review and process client cases, and understand how personal biases and issues may impact therapeutic alliance
b. Examine at least one case in supervision where the effectiveness of the alliance is in question; discuss potential factors that may be impeding the therapeutic alliance and problem solve
c. Complete at least two process recordings (per SOW 6533 syllabus) and discuss with Field Instructor

ASSESSMENT

63. Use multidimensional bio-psycho-social assessment tools
   a. Conduct at least 5 bio-psycho-social assessments
   b. Discuss assessment findings in supervision

64. Assess clients’ readiness for change
   a. Assess client’s patterns of behavior and motivation for change

65. Assess clients’ coping strategies to reinforce and improve adaptation to life situations, circumstances, and events
   a. Assess and document client’s positive and negative coping skills
   b. Discuss use of positive coping skills with client

66. Select and modify appropriate intervention strategies based on continuous clinical assessment
   a. Review evidence-based interventions related to specific client assessments
   b. Implement evidence-based intervention with clients
   c. Assess on-going interventions with clients; discuss in supervision whether or not to continue with interventions based on continuous clinical assessment

67. Use differential diagnosis
   a. Research and discuss use of diagnosing clients in supervision
   b. Utilize diagnosing criteria to develop diagnoses for client cases and obtain feedback from supervisor

INTERVENTION

68. Critically evaluate, select, and apply best practices and evidence-based interventions
   a. Review evidence-based literature about modes of intervention used in agency, and discuss in supervision
   b. Research and review evidence-based literature regarding client population; discuss with Field Instructor
   c. Utilize evidence-based interventions in practice with clients

69. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed
   a. Discuss evidence-based practice and its link with assessment in supervision
   b. Implement evidence-based interventions that stem from assessment in practice with clients
Collaborate with other professionals to coordinate treatment interventions

a. Attend agency case conferences to gain an understanding of case conceptualization and coordination of treatment interventions
b. Discuss client’s progress with treatment team and in supervision

EVALUATION

Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social conditions

a. Research appropriate clinical evaluative tools for assessing interventions in your practice setting.

b. Implement appropriate clinical evaluation measures to assess intervention effectiveness
c. Discuss efficacy of intervention with Field Instructor and identify areas for improvement

((Student - name)):
Student’s Signature

((Field Instructor - name)):
Field Instructor’s Signature

((Seminar Instructor - name)):
Seminar Instructor’s Signature

((Faculty Field Liaison - name)):
Faculty Field Liaison’s Signature
MSW III LEARNING CONTRACT

Student's Name:
Field Agency:

The student learning contract is designed to give direction and learning structure to the field experience and is developed around the core practice competencies that are designated in the 2008 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE).

List of Ten Core Competencies Identified by CSWE

2.1 Identify as a professional social worker and conduct oneself accordingly.
2.2 Apply social work ethical principles to guide professional practice.
2.3 Apply critical thinking to inform and communicate professional judgments.
2.4 Incorporate diversity into practice.
2.5 Advocate for human rights and social justice.
2.6 Engage in research-informed practice and practice-informed research.
2.7 Apply knowledge of human behavior in the social environment.
2.8 Engage in policy practice to advance social and economic well-being.
2.9 Respond to contexts that shape practice.
2.10 Engage, assess, intervene and evaluate with individuals, families groups, organizations and communities.

FIU’s School of Social Work has operationalized these competencies by identifying 30 advanced practice behaviors defined as “a set of measurable practice behaviors that are comprised of knowledge, value and skills.” The internship plays a key role in teaching practice behaviors to students while measuring and reflecting the student’s ability to demonstrate capacity in the ten core competency areas identified by CSWE.

It is the joint responsibility of the student and field instructor to review the learning contract content within the first weeks of the field placement. This learning contract outlines the core competencies and practice behaviors that all accredited social work programs are required to measure. Each practice behavior has student tasks which relate directly to the behavior.
Students must complete all tasks on the learning contract regardless of setting, population, or field experience by the end of the semester. Please contact your field liaison if you have additional questions.

<table>
<thead>
<tr>
<th>2.1.1 COMPETENCY:</th>
<th>PROFESSIONALISM</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Identify With the Social Work Profession&lt;br&gt;The intern identifies as a professional social worker and conducts her/himself accordingly</td>
</tr>
<tr>
<td>PRACTICE BEHAVIORS:</td>
<td>42. Understand and identify professional strengths, limitations, and challenges</td>
</tr>
</tbody>
</table>

Tasks/Activities

42. Understand and identify professional strengths, limitations, and challenges
   a. Continue to use supervision to discuss and obtain feedback on observed professional strengths, limitations and challenges
   b. Develop Capstone and present identified areas of improvement and steps to address limitations and challenges (see Capstone Presentation)
   c. Complete at least two process recordings (per SOW 6534 syllabus) and discuss with Field Instructor

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<th>2.1.2 COMPETENCY:</th>
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<td>Apply Ethical Principles in Practice&lt;br&gt;The intern applies social work ethical principles to guide her/his professional practice</td>
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<td>PRACTICE BEHAVIORS:</td>
<td>43. Apply ethical decision-making skills to issues specific to clinical social work&lt;br&gt;44. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients’ well-being</td>
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</table>

Tasks/Activities

43. Apply ethical decision-making skills to issues specific to clinical social work
   a. Discuss ethical challenges as they arise in your clinical practice during supervision
   b. Identify two common ethical dilemmas that appear to arise in your agency’s clinical practice; discuss how to reach a solution to these dilemmas in supervision

44. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients’ well-being
   a. Continue to engage in self-reflection to identify personal biases that could adversely affect the therapeutic relationship and discuss in supervision
   b. Complete at least two process recordings (see SOW 6534 syllabus) and discuss in supervision
**2.1.3 COMPETENCY: CRITICAL THINKING AND JUDGMENT**

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<th>PRACTICE BEHAVIORS:</th>
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<td>45. Engage in reflective practice</td>
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<td>46. Identify and articulate clients’ strengths and vulnerabilities</td>
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<td>48. Communicate professional judgments to other social workers and/or professionals from other disciplines, in both verbal and written formats</td>
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**Tasks/Activities**

45. Engage in reflective practice
   - a. Continue to create an agenda for weekly supervision that includes questions regarding your clinical practice with clients; present the agenda and participate actively in weekly supervision
   - b. Complete at least two process recordings (see SOW 6534 syllabus) and discuss in supervision

46. Identify and articulate clients’ strengths and vulnerabilities
   - a. Assess and document client’s strengths, risk factors, as well as positive and negative coping skills, and present them as part of the Capstone
   - b. Develop an eco-map as part of the Capstone Presentation

47. Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations
   - a. Select appropriate interventions based on prior research regarding relevant theoretical perspectives for client population, including individuals, couples and families
   - b. Practice interventions with clients and seek feedback from supervisor
   - c. Develop and present Capstone using evidence-based intervention from selected theoretical framework

48. Communicate professional judgments to other social workers and/or professionals from other disciplines, in both verbal and written formats
   - a. Continue to attend agency staff meetings and discuss client cases with other professionals
   - b. Complete at least two process recordings (see SOW 6534 syllabus) and discuss in supervision
   - c. Continue to complete agency documentation (assessment, treatment plans, progress notes)

**2.1.4 COMPETENCY: DIVERSITY AND CULTURAL COMPETENCY**

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<tbody>
<tr>
<td>Incorporate Diversity into Practice</td>
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<tr>
<td>The intern will engage in diversity and difference in practice</td>
</tr>
</tbody>
</table>
## Tasks/Activities

### 49. Research and apply knowledge of diverse populations to enhance client well-being
- a. Continue to review professional literature and identify best practices in clinical settings with relevant diverse populations
- b. Implement best practice interventions with client population, including individuals, couples, and families

### 50. Work effectively with diverse populations
- a. Complete at least one process recording and discuss in supervision
- b. Continue to discuss efficacy of intervention with supervisor and identify areas for improvement

### 2.1.5 COMPETENCY: ADVOCACY AND SOCIAL JUSTICE

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<tr>
<th>PRACTICE BEHAVIORS:</th>
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<td>Advocate for Human Rights and Social Justice</td>
<td>The intern will advance human rights and social and economic justice</td>
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</table>

## Tasks/Activities

### 51. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.
- a. Continue to discuss client population in supervision to inform practice with vulnerable and oppressed client groups
- b. Develop and implement intervention plans demonstrating an understanding of vulnerable and oppressed client populations

### 2.1.6 COMPETENCY: INFORMED RESEARCH AND EVIDENCE BASED PRACTICE

| PRACTICE BEHAVIORS: | 52. Use the evidence-based practice process in clinical assessment and intervention with clients  
53. Use research methodology to evaluate clinical practice effectiveness and/or outcomes |
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## Tasks/Activities

### 52. Use the evidence-based practice process in clinical assessment and intervention with clients
- 53. Use research methodology to evaluate clinical practice effectiveness and/or outcomes
52. Use the evidence-based practice process in clinical assessment and intervention with clients
   a. Continue to utilize evidence-based assessments and interventions
   b. Present evidence-based assessment and intervention as part of the Capstone
53. Use research methodology to evaluate clinical practice effectiveness and/or outcomes
   a. Continue to discuss efficacy of interventions with supervisor and identify areas for improvement
   b. Present evaluation measures and outcomes and intervention effectiveness as part of the Capstone

2.1.7 COMPETENCY: PERSON IN ENVIRONMENT

| PRACTICE BEHAVIORS: | Apply knowledge of human behavior in the social environment  
The intern applies knowledge of human behavior in the social environment |
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Tasks/Activities
54. Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice
   a. Continue to discuss theories of human behavior and the social environment in relation to a client case in supervision
   b. Continue to apply intervention relevant to a client case by using a theory of human behavior and the social environment as guidance for individuals, couples and families
   c. Complete at least two process recordings (per SOW 6534 syllabus) and discuss with Field Instructor
55. Use bio-psycho-social theories and diagnostic classification systems in formulation of comprehensive assessments
   a. Continue completing bio-psycho-social assessments and present one with the Capstone
   b. Continue providing diagnoses for clients and present one with the Capstone
   c. Complete at least one bio-psycho-social assessment with a family or couple

2.1.8 COMPETENCY: POLICY

| PRACTICE BEHAVIORS: | Engage in Policy Practice to Advance Social and Economic Well-being  
The intern will engage in policy practice to advance social and economic well-being and deliver effective social services |
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<td>56. Advocate with and inform administrators and legislators to influence policies that affect clients and service</td>
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57. Communicate to stakeholders the implication of policies and policy change in the lives of clients

Tasks/Activities

56. Advocate with and inform administrators and legislators to influence policies that affect clients and service
   a. Continue to identify social welfare policies that enhance or diminish services to client population; discuss in supervision
   b. Present recommendations for changes to a social welfare policy in order to enhance services to client population as part of the Capstone

57. Communicate to stakeholders the implication of policies and policy change in the lives of clients
   a. Continue to discuss policies that impact client population in supervision and how stakeholders can be reached to communicate this information
   b. Identify at least one policy that relates directly to client case and present as part of the Capstone to a social worker from a community agency and 2 faculty

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<th>2.1.9 COMPETENCY:</th>
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</table>

Tasks/Activities

58. Assess the quality of clients’ interactions within their social contexts
   a. Document clients’ relationships from clients’ perspective
   b. Present an eco-map as part of the Capstone

59. Develop intervention plans to accomplish systemic change
   a. Discuss and prioritize pertinent concerns revealed on the eco-map with the client to be presented at Capstone
   b. Include salient presenting issues from the eco-map on the intervention plan presented at Capstone

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<th>2.1.10 COMPETENCY:</th>
<th>PRACTICE SKILLS</th>
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</table>

### Tasks/Activities ENGAGEMENT

**60. Develop a culturally responsive therapeutic relationship**

- a. Continue to assess how client’s cultural values affect his/her understanding of the presenting problem
- b. Utilize client’s assessment of presenting problem to develop and implement intervention strategies
- c. Complete at least two process recordings (per SOW 6534 syllabus) and discuss with Field Instructor

**61. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes**

- a. Continue to discuss client/social worker relationship in supervision and similarities to student/supervisor relationship
- b. Complete at least 5 treatment plans, at least one with a family or couple, with client input and present one as part of the Capstone
- c. Complete at least two process recordings (per SOW 6534 syllabus) and discuss with Field Instructor

**62. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance**
a. Continue to utilize supervision to review and process client cases and understand how personal biases and issues may impact therapeutic alliance

b. Continue to note cases where the effectiveness of the therapeutic alliance is in question and reflect on potential factors that may be impeding it; discuss and select approaches to these obstacles

c. Complete at least two process recordings (per SOW 6534 syllabus) and discuss with Field Instructor

**ASSESSMENT**

63. Use multidimensional bio-psycho-social assessment tools
   a. Conduct at least 5 bio-psycho-social assessments this semester, at least one with a family or couple
   b. Present a bio-psycho-social assessment as part of the Capstone

64. Assess clients’ readiness for change
   a. Continue to assess client’s patterns of behavior and motivation for change

65. Assess clients’ coping strategies to reinforce and improve adaptation to life situations, circumstances, and events
   a. Continue to assess and document client’s positive and negative coping skills
   b. Implement utilization of positive coping skills and monitor client’s progress

66. Select and modify appropriate intervention strategies based on continuous clinical assessment
   a. Continue to assess on-going interventions and discuss in supervision whether or not to continue with interventions based on continuous clinical assessment
   b. Present evidence-based intervention with client as a result of clinical assessment as part of the Capstone

67. Use differential diagnosis
   a. Continue to utilize diagnosing criteria for client cases and obtain feedback from supervisor
   b. Present diagnosis for client case as part of the Capstone

**INTERVENTION**

68. Critically evaluate, select, and apply best practices and evidence-based interventions
   a. Continue to review and utilize evidence-based interventions with clients
   b. Present evidence-based intervention with client as part of the Capstone and explain to panel the rationale behind the selection

69. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed
   a. Implement evidence-based interventions based on the assessment in practice with clients
   b. Discuss effectiveness of evidence-based intervention with Field Instructor. Address challenges encountered during implementation of intervention

70. Collaborate with other professionals to coordinate treatment interventions
a. Continue to attend agency case conferences to gain an understanding of case conceptualization and coordination of treatment interventions
b. Continue to discuss client’s progress with treatment team and in supervision

EVALUATION

71. Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social conditions
   a. Continue to discuss efficacy of intervention with supervisor and identify areas for improvement
   b. Present evaluation measures and outcomes and intervention effectiveness as part of the Capstone

([Student - name]):
Student’s Signature

([Field Instructor - name]):
Field Instructor’s Signature

([Seminar Instructor - name]): Seminar Instructor’s Signature

([Faculty Field Liaison - name]): Faculty Field Liaison’s Signature
NEW AGENCY SITE VISIT REPORT

Date of visit: _____________   Field Faculty at Visit: ___________________________

Agency Staff met with at visit: _____________________________________________

1. General Agency Data

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

2. Agency Setting

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

3. Target Population

| Children          |  |
| Adolescents       |  |
| Adults            |  |
| Elderly           |  |

4. Agency Description


Does the agency have other social work interns?
   _____Yes   _____No   If yes, from what universities? ______________________________

5. Program Names/Descriptions

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6. Field Instructor Information

<table>
<thead>
<tr>
<th>Name:</th>
<th>Address:</th>
<th>Phone:</th>
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Does the Field Instructor have an MSW with two years post-graduate experience?
   _____Yes   _____No   (attach CV)

Is the Field Instructor licensed?
   _____Yes   _____No (note: not a requirement)

Has the Field Instructor attended a Field Instructor’s Training?
   _____Yes   _____No   If yes, where and when? ___________________________________

Has the Field Instructor ever served as a Field Instructor before?
   _____Yes   _____No   If yes, when and for what university? _______________________ 

Will a Task Supervisor be utilized?
   _____Yes   _____No   If yes, name/phone/email/degree: ____________________________

7. Modalities/Tasks Available to Students

<table>
<thead>
<tr>
<th>Case Management</th>
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<tr>
<td>Information and Referral</td>
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<td>Assessment</td>
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<tr>
<td>Group Facilitation/Co-Facilitation</td>
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<td>Individual Counseling</td>
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<tr>
<td>Family Interaction/Counseling</td>
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<tr>
<td>Couples Counseling</td>
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<td>Macro Activities</td>
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<td>Other:</td>
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8. **Student Requirements**

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

If level differs with program, explain here:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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

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

Is mileage reimbursed by agency? _____ Yes _____ No

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

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

________________________________________________________________________

Hours available (specify if after hours/weekends):

________________________________________________________________________

9. **Final Evaluation**

Does this site appear to provide a valuable learning opportunity for our students?  
_____ Yes  _____ No

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

_____ Yes  _____ No

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

_____ Yes  _____ No

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

If no on any of above, elaborate: ________________________________________________________________

________________________________________________________________________

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Any additional concerns about the site or Field Instruction? __________________________

Additional comments: ____________________________________________________________

______________________________________________________________________________

 Printed Name of Field Faculty                           Signature of Field Faculty
SAFETY IN PRACTICUM CHECKLIST

Student Name: ____________________________________________________________

Safety at the Practicum Agency

☐ Student has read and discussed with the Field Instructor the safety related policies and procedures for the practicum agency.

☐ Student has read and discussed with the Field Instructor the policies and reporting procedures related to sexual harassment in the practicum agency.

☐ Student has discussed with the Field Instructor and practiced how to enter and leave the building safely (including after dark).

☐ Student has discussed with the Field Instructor and practiced the check-in and check-out procedures.

☐ Student has learned any internal code asking for help (i.e. Dr. Armstrong is needed in room)

☐ Student has discussed with the Field Instructor if it is acceptable to work with client with the door open.

☐ Student has learned the procedures for handling blood related incidents (bloody noses, etc.).

☐ Student knows where the nearest fire extinguisher is; nearest stairway?

☐ Student has learned what to do and where to go in case of a fire (or fire drill) or any mandatory evacuation of the building.

☐ Student has discussed with the Field Instructor and knows what to do if another staff person makes 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 he/she is 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 to 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 he/she is 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 his/herself (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: _____________________________________________________________
## Student Performance:

<table>
<thead>
<tr>
<th>Progress towards core competencies and completion of practice behaviors as evidenced by discussion of learning contract at site visit:</th>
</tr>
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<tbody>
<tr>
<td>• Not Met</td>
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<table>
<thead>
<tr>
<th>2.1.1 Identify as a professional social worker and conduct oneself accordingly</th>
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<td>• Not Met</td>
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<table>
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<tr>
<th>2.1.2 Apply social work ethical principles to guide professional practice</th>
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<td>• Not Met</td>
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<tr>
<th>2.1.3 Apply critical thinking to inform and communicate professional judgments</th>
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<td>• Not Met</td>
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<th>2.1.4 Engage diversity and difference in practice</th>
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<td>• Not Met</td>
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<tr>
<th>2.1.5 Advance human rights and social and economic justice</th>
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<td>• Not Met</td>
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<table>
<thead>
<tr>
<th>2.1.6 Engage in research-informed practice and practice-informed research</th>
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<td>• Not Met</td>
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<tr>
<td>2.1.7 Apply knowledge of human behavior and the social environment</td>
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<td>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
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<td>2.1.9 Respond to contexts that shape practice</td>
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<tr>
<td>2.1.10 (a) – (d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
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Please elaborate on those areas indicated above as unmet or partially met and/or identify others:

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

Performance Improvement Plan: □
Follow-up Phone Call: □
Additional site visit: □
Other: □

Liaison Signature: ______________________________
# Student Evaluation of Field Practicum Experience

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

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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### 1. My field agency…

<table>
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<tr>
<th>Provided a work environment that accepted and supported my field placement.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tr>
<th>Provided adequate resources for good learning (space, supplies, telephone, access to agency records).</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tr>
<th>Provided orientation to the agency's mission, philosophy and goals.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tr>
<th>Reflected the values of social work.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tr>
<th>Provided my field instructor adequate release time for my field instruction.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tr>
<th>Provided at least 75% direct client contact (telephone, in-person)</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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| Comments: | |
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### 2. My Field Instructor…

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<tr>
<th>Facilitated an open learning environment.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<thead>
<tr>
<th>Provided me with an orientation to the field placement.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<th>Went over agency safety plan with me.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tr>
<th>Took the time to inquire about my learning needs and learning style.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tr>
<th>Listened and accepted student feedback.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<th>Was accessible for discussion, questions, etc.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tr>
<th>Allotted sufficient time for supervision (1 hour per week; group</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
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165
for BSSW/MSW I and individually for MSW II/III) and honored scheduled meetings with me.

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<td>h. Kept me sufficiently informed of case(s), agency policy and procedures.</td>
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</tr>
<tr>
<td>i. Informed me of expectations regarding my performance.</td>
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<td>2</td>
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<tr>
<td>j. Demonstrated good professional social work knowledge.</td>
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</tr>
<tr>
<td>k. Assisted me in becoming part of the agency culture/team.</td>
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<td>2</td>
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</tr>
<tr>
<td>l. Provided adequate training in order for me to carry out assignments.</td>
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<td>2</td>
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</tr>
<tr>
<td>m. Honored my role as a student and supported the completion of my learning contract.</td>
<td>1</td>
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<tr>
<td>n. Provided diverse and challenging assignments.</td>
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<td>2</td>
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<tr>
<td>o. Assigned tasks appropriate for my level of practice.</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>p. Was effective in providing training on the NASW Code of Ethics.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>q. Was effective in providing information on cultural competency issues.</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>r. Maintained professional boundaries (avoided dual relationships).</td>
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<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>s. Was effective as a supervisor.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>t. Comments:</td>
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</table>

3. I was able to....

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</thead>
<tbody>
<tr>
<td>a. Identify as a professional social worker and conduct oneself accordingly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Apply social work ethical principles to guide professional practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. Apply critical thinking to inform and communicate professional judgments.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. Engage diversity and difference in practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. Advance human rights and social and economic justice.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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</tr>
<tr>
<td></td>
<td>Engage in research-informed practice and practice-informed research.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>g.</td>
<td>Apply knowledge of human behavior and the social environment.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>h.</td>
<td>Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>i.</td>
<td>Respond to contexts that shape practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>j.</td>
<td>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>k.</td>
<td>Comments:</td>
<td></td>
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</tr>
</tbody>
</table>

4. Overall field experience:  
Overall, how would you rate your field experience at this agency?  

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Undecided</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

5. Would you recommend this internship to another social work intern?  
Yes | No

6. Were the following methods used in supervision?  

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>a. Self-report by student</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Direct observation by field instructor</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Process recordings</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Co-facilitation with task supervisor(s)</td>
<td>Yes</td>
<td>No</td>
<td></td>
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</tr>
</tbody>
</table>

7. Describe how supervision could have been improved:  
Comments/issues/concerns:

8. My University Field Liaison…  

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td>Explained his or her role and responsibilities as a university field supervisor.</td>
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<td>2</td>
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<td>---</td>
<td>------------------------------------------------------------------</td>
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</tr>
<tr>
<td>a.</td>
<td>Provided me with his or her contact information.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>b.</td>
<td>Was accessible when I requested consultation or assistance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>c.</td>
<td>Provided my agency field supervisor and me with information/clarification on FIU's field policies.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d.</td>
<td>Was fair in his or her intervention and mediation when there were issues between my agency field supervisor and me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e.</td>
<td>Was an effective field liaison.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>f.</td>
<td>Comments:</td>
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</tbody>
</table>

### 9. My Field Education Office...

<table>
<thead>
<tr>
<th></th>
<th>Was knowledgeable in field policy</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Provided adequate field orientation</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tr>
<tr>
<td>b.</td>
<td>Gave students a choice in their placement</td>
<td>1</td>
<td>2</td>
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<td>5</td>
</tr>
<tr>
<td>c.</td>
<td>Provided assistance/support to me and my field instructor</td>
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</tr>
<tr>
<td>d.</td>
<td>Was fair in intervention and mediation when issues were presented</td>
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<td>2</td>
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<tr>
<td>e.</td>
<td>Comments:</td>
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</table>

Student's Signature: ________________________________________________

Seminar Instructor's Signature: ________________________________________

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Student ID #</th>
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<tbody>
<tr>
<td>Level:</td>
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<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Time (e.g. 1-2pm)</th>
<th>Type (individual or group)</th>
<th>Student Initials</th>
<th>Field Instructor Initials</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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</table>
*Summer does not include weeks 15 & 16.

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

Student’s Signature: ______________________________________________________________

Student Name: ___________________________________________________________________

Field Instructor’s Signature: ______________________________________________________

Field Instructor Name: _____________________________________________________________

Seminar Instructor’s Signature: ___________________________________________________

Seminar Instructor Name: ___________________________________________________________
TASK SUPERVISOR’S CHECKLIST

Prior to student(s) beginning at your agency:

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

During the first two weeks of practicum:

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

Throughout the practicum experience:

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

At mid-semester:

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

At the end of the semester:

☐ Provide Field Instructor and student feedback regarding progress for final evaluation and attendance
☐ Plan with Field Instructor and student regarding the next semester’s learning opportunities and expectations (if applicable)
APPENDIX B

Affiliated Agencies (Subject to change)

Academir Charter School
Advocate Program
Alliance for Aging, Inc.
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, Inc. / Children & Families South
Banyan Health Systems, Inc. Children & Families Outpatient
Banyan Health Systems, Inc./Broward Outpatient
Baptist Hospital
Better Way of Miami
Big Brothers, Big Sisters of Miami
Broward County Sheriff’s Office
Broward Meals on Wheels
Camillus Health Concern, Inc.
Camillus House - ACT Program
Camillus House - Day Center Program
Camillus House - ISPA (Residential TX Program)
Camillus House - Jail Diversion Program
Camillus House - Lazarus Project
Camillus House - Project Phoenix
Camillus House - St. Michael's Residences
Camillus House Shelter
Care Resource - Broward
Carrfour Supportive Housing, Inc.
Casa Valentina
Catalyst Miami
Center for Children and Families (CCF)
Center for Family & Child Enrichment (Clinical)
Center for Family and Child Enrichment, Inc. (Adopt/Reun)
Chapman Partnership
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
Citrus Health Network Inc.
Cleveland Clinic Florida
Communities in Schools of Miami
Community Care Plan (CCP)
Community Connections for Life, Inc.
Correct Care, LLC - Florida City
Correct Care, LLC - Pembroke Pines
Dade Family Counseling CMHC, Inc.
Doctors Hospital
Early Learning Coalition-Early Head Start
Emmaus Place Boy's Program
Family Central, Inc. - Broward
Family Central, Inc. - Miami-Dade
Family Resource Center of S. Florida
FHEM-Florida House Experience Management
Florida PACE Centers, Inc
Gilda's Club of South Florida
Guardianship Program of Dade County, Inc.
Gulf Coast JFCS /Florida Center for Survivors of Torture
His House Children's Home
Homestead Hospital
Hope for Miami
Independent Living Systems
Inspirations for Youth and Family
International Recovery Center
Jackson Behavioral Health Hospital
Jackson Memorial Hospital
Jackson Memorial Hospital - Miami Transplant Institute
Jackson Memorial Hospital - South
JAFCO (Jewish Adoption & Foster Care Options)
Jessie Trice Community Health Center, Inc.
Joe DiMaggio Children's Hospital at Memorial
Johnson and Wales University Student Counseling Services
Kindred Hospice
Kristi House
Larkin Community Hospital - Hollywood
Leukemia & Lymphoma Society, The
Memorial Hospital Pembroke
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 V.A. Healthcare Services, Healthcare for Homeless Vets
Miami Vet Center
Miami-Dade County CAHSD Action Community Resource Center
Miami-Dade County CAHSD New Direction Adult Residential
Miami-Dade County CAHSD Wynwood Neighborhood Center
Miami-Dade County Greater Miami Service Corps
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  
Michael Ann Russell Jewish Community Center  
Miramar Police Dept. Victim Services  
Multicultural Care Centers  
National Multiple Sclerosis Society/S. FL Chapter  
NeighborhoodHELP  
Neuroscience Centers of FL Foundation, Inc.  
New Horizons Community Mental Health Center, Inc  
Nicklaus Children's Hospital  
Our Kids, Inc.  
PACE Center for Girls, Inc. Broward  
Park Summit of Coral Springs  
Pride Center  
Pridelines  
PsychSolutions, Inc.  
Seasons Hospice & Palliative Care  
Seasons Hospice & Palliative Care of Broward Florida  
South Miami Hospital  
Sunrise Community, Inc.  
SunServe  
Survivors' Pathway  
Touching Miami with Love - Homestead  
Touching Miami with Love - Overtown  
Trinity Church - Peacemakers Family Center  
TrueCore Behavioral Solutions, LLC-Florida City  
TrueCore Behavioral Solutions, LLC-Kendall  
UM-Mailman Center Child Protection Team (CPT)  
UM-Mailman Center Debbie School/Cleft Lip & Palate  
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  
United Home Care Services  
University of Miami Hospital  
Veteran’s Administration Medical Center  
Village South, The -- Westcare Foundation  
Vitas Innovative Hospice Care - Dade  
West Kendall Baptist Hospital  
William Bill Kling VA Outpatient Clinic
### APPENDIX C

**PROFESSIONAL DEVELOPMENT ASSESSMENT RUBRIC**

Adapted from University of Vermont, TCU, and GSSW

<table>
<thead>
<tr>
<th>Professional Characteristics</th>
<th>1 Unacceptable</th>
<th>2 Of Concern</th>
<th>3 Acceptable</th>
<th>4 Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance and Punctuality: Attend classes and meetings.</td>
<td>Missed 15% or more of total class time; late to class or left early from class three or more times in any given semester</td>
<td>Missed 10% of total class time; late to class or left early no more than twice per semester.</td>
<td>Attends all classes except in rare circumstances; on time and present for entire class in all classes except in rare circumstances.</td>
<td>Attends all class days; Always on time and present until class ends.</td>
</tr>
<tr>
<td>2. Class Participation &amp; Attentiveness: Be attentive to and participate in classroom activities.</td>
<td>Rarely or never participates willingly in classroom learning activities; rarely is attentive and off-task activity is chronic.</td>
<td>Occasionally participates willingly in classroom activities; sometimes is attentive in class and during discussions. Frequently engages in off-task activities such as leaving the classroom, electronic use not related to learning activities, and “packing up” prior to the end of class.</td>
<td>Generally participates willingly in classroom activities; usually gives attention to lecture and class discussion. Usually does not engage in off-task activities such as leaving the classroom, electronic use not related to learning activities, and “packing up” prior to the end of class.</td>
<td>Always participates willingly in classroom activities; consistently gives careful attention to lecture and discussion. Does not engage in off-task activities such as leaving the classroom, electronic use not related to learning activities, and “packing up” prior to the end of class.</td>
</tr>
<tr>
<td>3. Communication: Manage communications and contacts.</td>
<td>Rarely contacts instructor to inform her/him of tardiness to or absence from class and provides no rationale. Rarely demonstrates professionalism when emailing or meeting with instructor.</td>
<td>Contacts the instructor to inform her/him of tardiness/absence after class is completed. Occasionally demonstrates professionalism when emailing or meeting with instructor.</td>
<td>Generally contacts the instructor prior to class regarding tardiness or absence except in emergencies and then contacts the instructor immediately thereafter. Generally demonstrates professionalism when emailing or meeting with instructor.</td>
<td>Always contacts instructor prior to the beginning of class regarding anticipated tardiness, illness, etc. Always demonstrates professionalism when emailing or meeting with instructor.</td>
</tr>
<tr>
<td>4. Respect: Demonstrate respect and support in relationships.</td>
<td>Frequently disrespectful to and non-supportive of classmates, staff, faculty or administration.</td>
<td>Occasionally disrespectful to and non-supportive of classmates, staff, faculty or administration.</td>
<td>Generally respectful and supportive to classmates, staff, faculty and administration.</td>
<td>Always respectful and supportive to classmates, staff, faculty and administration.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1 Unacceptable</th>
<th>2 Of Concern</th>
<th>3 Acceptable</th>
<th>4 Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Respect: Demonstrate respect and support in relationships.</td>
<td>Occasionally aware of the impact of her/his verbal</td>
<td>Generally maintains a high level of awareness of the</td>
<td>Always maintains a high level of awareness about</td>
<td>Always maintains a high level of awareness about</td>
</tr>
<tr>
<td>5. <strong>Self-awareness:</strong> Demonstrate impact of actions &amp; communication</td>
<td>impact of her/his verbal and non-verbal communications and behaviors; sometimes appears unaware of &amp; unwilling to examine &amp;/or address beliefs, judgments, values, and/or personal history.</td>
<td>and non-verbal communications and behaviors; sometimes appears aware of &amp; willing to examine &amp;/or address beliefs, judgments, values, and/or personal history.</td>
<td>impact of his/her verbal and non-verbal communications and behaviors; usually appears aware of &amp; willing to examine &amp;/or address beliefs, judgments, values, and/or personal history.</td>
<td>the impact of his/her verbal and non-verbal communications and behaviors; consistently appears aware of &amp; willing to examine &amp;/or address beliefs, judgments, values, and/or personal history.</td>
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<tr>
<td>6. <strong>Collaboration:</strong> Demonstrates collegiality and collaborative interactions.</td>
<td>Has not demonstrated skills in working with others, and relationships with classmates have been negatively affected; rarely demonstrates use of social work skills.</td>
<td>Reluctant to collaborate with others and struggles with maintaining positive relationships; occasionally demonstrates use of social work skills.</td>
<td>Generally works well with all team members while relating easily and positively with others; demonstrates use of some social work skills.</td>
<td>Always work well with all team members, while relating easily and positively with others; demonstrates appropriate use of many social work skills.</td>
</tr>
<tr>
<td>7. <strong>Oral expression:</strong> Speaks in a professional manner</td>
<td>Consistently gets feedback from instructors that oral expression is unprofessional.</td>
<td>Professional oral expression may contain grammatical errors or slang words or may be poorly organized.</td>
<td>Generally articulate and professional in oral expression.</td>
<td>Always articulate and professional in oral expression.</td>
</tr>
<tr>
<td>8. <strong>Written Expression:</strong> Written work is professional</td>
<td>Consistently gets feedback that written expression is unacceptable or unprofessional. Paper grades may be reduced significantly because of the writing.</td>
<td>Written work lacks clarity and has some errors. When asked to use APA guidelines, this is done incorrectly.</td>
<td>Generally expresses ideas/concepts clearly with very few errors and uses APA guidelines when required.</td>
<td>Always expresses ideas/concepts clearly with an absence of errors, and uses APA referencing accurately.</td>
</tr>
<tr>
<td>9. <strong>Initiative:</strong> Demonstrates initiative to complete assignments.</td>
<td>Occasionally plans and completes work in a timely manner. Occasionally gets reading done or leaves enough time to turn in best work. Occasionally seeks out opportunities when presented in class to demonstrate professional social work demeanor.</td>
<td>Generally plans and completes work in a timely manner. Generally gets reading done or leaves enough time to turn in best work. Generally seeks out opportunities when presented in class to demonstrate professional social work demeanor.</td>
<td>Always plans and completes work in a timely manner. Always gets reading done or leaves enough time to turn in best work. Always seeks out opportunities when presented in class to demonstrate professional social work demeanor.</td>
<td></td>
</tr>
<tr>
<td>10. Use of Feedback</td>
<td>Rarely open to constructive feedback and does not engage in self-correction.</td>
<td>Sometimes open to constructive feedback and incorporates it into self-correction.</td>
<td>Usually open to constructive feedback and incorporates it into self-correction.</td>
<td>Consistently open to constructive feedback and incorporates it into self-correction.</td>
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</tr>
<tr>
<td>Demstrate openness to feedback and engage in self-correction.</td>
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<tr>
<td>11. Ethical Conduct &amp; Integrity</td>
<td>Rarely communicates honestly and directly with instructor or peers; has engaged in academic misconduct and/or professional misconduct in the classroom as per the University’s Student Code of Conduct and/or the NASW Code of Ethics.</td>
<td>Sometimes communicates honestly and directly with instructor or peers; often needs reminders about ethical behavior regarding coursework or behaviors as per the University’s Student Code of Conduct and/or the NASW Code of Ethics.</td>
<td>Usually communicates honestly and directly with instructor and peers; often demonstrates ethical behavior as per the University’s Student Code of Conduct and/or the NASW Code of Ethics.</td>
<td>Consistently communicates honestly and directly with instructor and peers; demonstrates ethical behavior as per the University’s Student Code of Conduct and/or the NASW Code of Ethics.</td>
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<tr>
<td>Demonstrate honesty in communications and behaviors.</td>
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<td>12. Professional Boundaries</td>
<td>Rarely demonstrates respect for professional roles and boundaries when interacting with peers, instructors, staff, administration, etc.</td>
<td>Often needs reminders about professional roles when interacting with peers, instructors, staff, administration, etc.</td>
<td>Usually attends to professional roles when interacting with peers, instructors, staff, administration, etc.</td>
<td>Consistently attends to professional roles when interacting with peers, instructors, staff, administration, etc.</td>
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<tr>
<td>Demonstrate professional roles &amp; boundaries with instructors, staff, peers, administration, etc.</td>
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<td>13. Diversity</td>
<td>Rarely demonstrates respect for diversity &amp; difference; appears resistant to diverse populations. Does not engage in classroom discussions or activities when related to diversity &amp; difference.</td>
<td>Demonstrates some resistance to diverse populations. Limited engagement in classroom discussions or activities when related to diversity &amp; difference. Inconsistent respect shown for diversity &amp; difference.</td>
<td>Usually engages in classroom discussions or activities related to diversity &amp; difference. Demonstrates respect &amp; sensitivity towards diverse populations.</td>
<td>Consistently engages in classroom discussion or activities related to diversity &amp; difference. Appears eager to receive additional information regarding diverse populations.</td>
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<tr>
<td>Engage diversity &amp; difference and demonstrate openness &amp; sensitivity towards diverse populations</td>
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</tbody>
</table>
Field Readiness:

☐ Student appears ready for a field internship.
☐ Student does not appear ready for a field internship.

Program Readiness:

☐ Student is an appropriate fit for the major/degree program.
☐ Student is not an appropriate fit for the major/degree program.
APPENDIX D

REFERENCES

