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PREFACE

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

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

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

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

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

FIU has two major campuses: FIU has two major campuses: Modesto A. Maidique Campus in West Miami-Dade County, and Biscayne Bay Campus in North Miami Beach.

FIU also has various other locations which include the Engineering Center, near MMC, the FIU at I-75 in Pembroke Pines, the business center in Downtown Brickell, the Miami Beach Urban Studios (MBUS), the Wolfsonian FIU, and the Jewish Museum of Florida—FIU on South Beach.

II. ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH & SOCIAL WORK

The School of Social Work is housed within the Robert Stempel College of Public Health & Social Work (Stempel College), accredited by the Council on Education for Public Health (CEPH). The Robert Stempel College of Public Health & Social Work is unique among the nation’s accredited schools of public health in its interdisciplinary structure which combines the five major disciplines of public health in partnership with the disciplines of nutrition, dietetics, social work as well as the Academy for International Disaster Preparedness. This special blend of disciplines and programs afford students with the opportunity to better explore and understand the interrelatedness of social, biological, environmental and cultural determinants 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 bio-psychosocial model within the context of a social systems framework to understand client systems, address problems and develop
The Master of Social Work Program at Florida International University is accredited by the Council on Social Work Education (CSWE). The program is grounded in the core competencies set forth by CSWE. Students are expected to meet all core competencies, including generalist and specialization behaviors and the dimensions of which the competencies and behaviors are comprised, by the end of their studies. Students are also provided grounding in basic public health knowledge.

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

B. GENERALIST PRACTICE: COMPETENCIES AND CORRESPONDING BEHAVIORS AND DIMENSIONS

The core practice competencies are designated in the 2015 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE). These competencies “describe the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of competency.” CSWE has broken down the competencies into 33 generalist behaviors, which “are observable components of the competencies” that integrate at least one of the four dimensions: values, skills, knowledge, and/or cognitive and affective processes

Competency 1—Demonstrate Ethical and Professional Behavior

Behaviors:
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context (Dimensions: skills, values, cognitive and affective processes);
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (Dimensions: skills, values, cognitive and affective processes);
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (Dimensions: skills, values);
4. Use technology ethically and appropriately to facilitate practice outcomes and (Dimensions: skills, values);
5. Use supervision and consultation to guide professional judgment and behavior (Dimensions: skills, cognitive and affective processes).

Competency 2—Engage Diversity and Difference in Practice

Behaviors:
6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (Dimensions: knowledge, skills, values);
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences (Dimensions: knowledge, skills, values);
8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (Dimensions: skills, values, cognitive and affective processes);
9. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

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

Behaviors:
10. Understand the forms and mechanism of oppression and discrimination (Dimensions: knowledge, skills, values);
11. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (Dimensions: knowledge, skills, values);
12. Engage in practices that advance social, economic, and environmental justice (Dimensions: skills, values).

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

Behaviors:
13. Use practice experience and theory to inform scientific inquiry and research (Dimension; knowledge, skills);
14. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (Dimensions: knowledge, skills);
15. Use and translate research evidence to inform and improve practice, policy, and service delivery (Dimensions: knowledge, skills).
Competency 5—Engage in Policy Practice

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

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

Behaviors:
19. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (Dimensions: knowledge, skills);
20. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (Dimensions: skills, cognitive and affective processes).

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

Behaviors:
21. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies (Dimensions: knowledge, skills);
22. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies (Dimensions: knowledge, skills);
23. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (Dimensions: knowledge, skills, values);
24. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (Dimensions: knowledge, skills, values).

Competency 8—Intervene with Individuals, Families, Groups, Organizations, and Communities
Behaviors:
25. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (Dimensions: knowledge, skills);
26. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (Dimensions: knowledge, skills);
27. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes (Dimensions: skills);
28. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies (Dimensions: knowledge, skills);
29. Facilitate effective transitions and endings that advance mutually agreed-on goals (Dimensions: skills).

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

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

C. CLINICAL PRACTICE SPECIALIZATION
COMPETENCIES AND CORRESPONDING BEHAVIORS AND DIMENSIONS

The core competencies are designated in the 2015 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE). FIU’s School of Social Work has chosen to operationalize these competencies for the clinical practice specialization with behaviors that integrate at least one of four dimensions: values, skills, knowledge, and/or cognitive and affective processes.
**Competency 1—Demonstrate Ethical and Professional Behavior.**

**Behaviors:**
34. Understand and identify professional strengths, limitations, and challenges.
35. Apply ethical decision-making skills to issues specific to clinical social work.
36. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients’ well-being.
37. Engage in reflective practice and demonstrate professional use of self with clients.
38. Communicate professional clinical judgments in oral, written, and electronic format.

**Competency 2—Engage Diversity and Difference in Practice.**

**Behaviors:**
39. Research historical contexts and intersectionality of clients’ identities.
40. Apply knowledge of diversity and differences to enhance the effectiveness of clinical practice.
41. Understand how sociocultural contexts influence definitions of psychopathology, risk factors and resilience.

**Competency 3—Advance Human Rights and Social, Economic, and Environmental Justice.**

**Behaviors:**
42. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems as well as the resilience of client and client systems to guide treatment planning and intervention.
43. Apply advocacy strategies designed to eliminate oppressive structural barriers and promote equitable access to services and resources.

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

**Behaviors:**
44. Use the evidence-informed process in clinical assessment and intervention with clients.
45. Use research methodology to evaluate clinical practice effectiveness and/or outcomes.

**Competency 5—Engage in Policy Practice.**

**Behaviors:**
46. Advocate with and inform administrators and legislators to influence policies that affect clients and services.
47. Communicate to stakeholders the implication of policies and policy change in the lives of clients.
Competency 6—Engage with Individuals, Families, Groups, Organizations, and Communities.

Behaviors:
48. Develop a culturally responsive therapeutic relationship.
49. Establish therapeutic relationship that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.
50. Attend to the interpersonal dynamics and contextual factors that potentially impact the therapeutic alliance.

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

Behaviors:
51. Use multidimensional bio-psycho-social-spiritual assessment theories and diagnostic classification systems in the formulation of comprehensive assessments.
52. Identify and articulate clients’ strengths and vulnerabilities while recognizing the role of historical contexts and intersectionality of clients’ identities.
53. Assess clients’ readiness for change.
54. Assess clients’ coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.
55. Select and modify appropriate intervention strategies based on continuous clinical assessment.
56. Use differential diagnosis.
57. Utilize knowledge of psychotropic medications that are typically used in treatment of mental health disorders including expected results and side effects.

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

Behaviors:
58. Critically evaluate, select, and apply best practices and evidence-informed interventions.
59. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.
60. Collaborate with other professionals to coordinate treatment interventions.
61. Evaluate the strengths and weaknesses of multiple theoretical perspectives and choose interventions that are culturally responsive to clients’ identities and situations.

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

Behaviors:
62. Use clinical evaluation to analyze and report treatment outcomes and apply evaluation findings to improve clinical practice.
63. Ensure that historical contexts and intersectionality of clients’ identities are integrated in the evaluation process.

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

3. **MSW FIELD PRACTICUM III (SOW 6534)**

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

**B. MSW FIELD PRACTICUM REQUIREMENTS**

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

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

**TWO YEAR MSW PROGRAM**

1. **Prerequisite Requirements**

**Field Practicum I**

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

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

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
- SOW 5344 Theory and Practice with Communities and Organizations

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

3. Co-Requisites Requirements

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

Field Practicum II concurrently take:
- SOW 6425 Clinical Assessment and Intervention Planning
Field Practicum III concurrently take:
   SOW 6351  Clinical Intervention in Couple and Family Social Work Practice

ADVANCED STANDING STATUS

1. Prerequisite Requirements

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

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) MSW

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

1. Demonstrate ethical and professional behavior. (Bs 1, 2, 3, 4, 5)
2. Engage diversity and difference in practice. (Bs 6, 7, 8, 9)
3. Advance human rights and social, economic, and environmental justice. (Bs 10, 11, 12)
4. Engage in research-informed practice and practice-informed research. (Bs 13, 14, 15)
5. Engage in policy practice. (Bs 16, 17, 18)
6. Engage with individuals, families, groups, organizations, and communities. (Bs 19, 20)
7. Assess individuals, families, groups, organizations, and communities. (Bs 21, 22, 23, 24)
8. Intervene with individuals, families, groups, organizations, and communities. (Bs 25, 26, 27, 28, 29)
9. Evaluate practice with individuals, families, groups, organizations, and communities. (Bs 30, 31, 32, 33)

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

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

1. Demonstrate ethical and professional behavior. (Bs 34, 35, 36, 37, 38)
2. Engage diversity and difference in practice. (Bs 39, 40, 41)
3. Advance human rights and social, economic, and environmental justice. (Bs 42, 43)
4. Engage in research-informed practice and practice-informed research. (Bs 44, 45)
5. Engage in policy practice. (Bs 46, 47)
6. Engage with individuals, families, groups, organizations, and communities. (Bs 48, 49, 50)
7. Assess individuals, families, groups, organizations, and communities. (Bs 51, 52, 53, 54, 55, 56, 57)
8. Intervene with individuals, families, groups, organizations, and communities. (Bs 58, 59, 60, 61)

9. Evaluate practice with individuals, families, groups, organizations, and communities. (Bs 62, 63)

E. CAPSTONE PRESENTATION

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

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

In terms of personal and professional growth, students analyze the challenges they encountered in their work with this client system, including those related to values and ethics, and they discuss how they have demonstrated attainment of at least one competency in their practicum. 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 nine (9) core competencies. The rubric contains a five-point scale for each of the competencies. A score of one indicates unacceptable performance, a score of two indicates not yet competent performance, a score of three indicates competent performance, a score of four indicates above expectations performance, and a score of five indicates exceptional performance. The scores for each of the nine items are totaled and the final total score provides the faculty with a reflection of the students’ readiness for clinical social work practice. Passing score is an average score of 27 or above and only one score below 3 on one
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.

Format:
Using MS PowerPoint, students must include the following areas:

1. Introduce your agency, services provided, population served, and your role as social work intern
2. Introduce your client (individual, family, group) using the information you collected from completing the biopsychosocial assessment with your client
   a. Present Client Demographics:
      i. Name: (do not use client’s real name to protect confidentiality)
      ii. Age
      iii. Gender: How does the client identify? What pronouns do they prefer?
      iv. Race and Ethnicity: How does the client identify?
      v. Housing/Living situation: Who lives with client and what are their relationships to the client? How long has the client lived in that location?
      vi. Occupation/Job history (for children, what grade are they in?)
3. Present an ecomap using your client’s biopsychosocial information
4. Present the client’s presenting problem(s) and how client’s needs/goals were prioritized with the client’s participation. Present a DSM diagnosis, if used at the agency or discussed with supervisor.
5. Present client’s strengths and risk factors, copings skills (positive and/or negative), and the impacts of oppression, discrimination and/or historical trauma on your client’s life.
6. Present your research-based knowledge of working with diverse populations as it relates to working with your client during the assessment process or the intervention process or the evaluation process.
7. Present the social work theory (theories) that guided your intervention process with the client, including why you chose that theory as it relates to the intervention.
8. Present the evidence-informed intervention you chose to use with the client.
9. Present a summary of at least three, peer-reviewed, research articles supporting the evidence-informed intervention you chose to use with the client, including the research outcomes.
10. Present a summary of the intervention plan developed with the client.
11. Present the evaluation process for the intervention and its overall effectiveness
    a. Explain the assessment tools you used to evaluate the effectiveness of interventions used (client self-report, pre/post assessments administered, others)
    b. Present the evaluation outcomes
12. **Present** the name and a brief description of one federal, state, or local social policy that impacts the client population at the agency.
   a. Present one change to the social policy that you would recommend to improve clients’ lives and/or client services.
   b. Explain what action(s) you could take to advocate for that change.

13. **Present** at least one professional challenge that you encountered during internship using the NASW Code of Ethics and how you managed that challenge (use of supervision, counseling, etc.).

14. **Present** how you demonstrated attainment of at least one Council on Social Work Education (CSWE) competency using detailed examples.

### 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><strong>#1 Demonstrate Ethical &amp; Professional Behavior</strong></td>
<td>□ No professional challenge or 2015 CSWE competency were presented.</td>
<td>□ Presented a limited reflection on a professional challenge experienced and/or how the challenge was managed, using the NASW Code of Ethics <strong>and/or</strong> did not present how one 2015 CSWE competency was reached.</td>
<td>□ Presented sufficiently reflection on a professional challenge experienced and how the challenge was managed, using the NASW Code of Ethics <strong>and</strong> how one 2015 CSWE competency was reached.</td>
<td>□ Presented significant reflection on a professional challenge experienced and how the challenge was managed, using the NASW Code of Ethics <strong>and</strong> how at least one 2015 CSWE competency was reached.</td>
<td>□ Presented extensive reflection on a professional challenge experienced and how the challenge was managed, using the NASW Code of Ethics <strong>and</strong> how at least one 2015 CSWE competency was reached.</td>
</tr>
<tr>
<td><strong>#2 Engage diversity and difference in practice</strong></td>
<td>□ Did not present evidence of having researched and applied knowledge of working with diverse populations during the assessment, intervention, or evaluation process.</td>
<td>□ Presented limited evidence of having researched and applied knowledge of working with diverse populations during the assessment, intervention, or evaluation process.</td>
<td>□ Presented sufficient evidence of having researched and applied knowledge of working with diverse populations during the assessment, intervention, or evaluation process.</td>
<td>□ Presented significant evidence of having researched and applied knowledge of working with diverse populations for more than one area: assessment, intervention, or evaluation process.</td>
<td>□ Presented extensive evidence of having researched and applied knowledge of working with diverse populations for all areas: assessment, intervention, and evaluation processes.</td>
</tr>
<tr>
<td><strong>#3 Advance human rights</strong></td>
<td>□ Did not present an evidence of having researched and applied knowledge of working with diverse populations.</td>
<td>□ Presented limited evidence of having researched and applied knowledge of working with diverse populations during the assessment, intervention, or evaluation process.</td>
<td>□ Sufficiently</td>
<td>□ Significantly</td>
<td>□ Extensively</td>
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<td>and social, economic, and environmental justice</td>
<td>understanding of the impacts of oppression, discrimination and/or historical trauma on clients/client systems.</td>
<td>understanding of the impacts of oppression, discrimination and/or historical trauma on clients/client systems.</td>
<td>presented the impacts of oppression, discrimination and/or historical trauma on clients/client systems.</td>
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<tr>
<td><strong>#4 Engage in research-informed practice and practice-informed research</strong></td>
<td>□ Did not present or provide at least 3, peer-reviewed research articles for the use of the evidence-informed intervention selected.</td>
<td>□ Presented limited or not applicable research (3 or less, peer-reviewed articles) for the use of the evidence-informed intervention selected; demonstrated limited understanding of the link between research and practice.</td>
<td>□ Sufficiently presented 3, peer-reviewed research articles for the use of the evidence-informed intervention selected; demonstrated understanding of the link between research and practice.</td>
<td>□ Sufficiently presented 3, peer-reviewed research articles for the use of the evidence-informed intervention selected; demonstrated substantial understanding of the link between research and practice.</td>
<td>□ Extensively presented 3, peer-reviewed research articles for the use of the evidence-informed intervention selected; demonstrated extensive knowledge and understanding of the link between research and practice.</td>
</tr>
<tr>
<td><strong>#5 Engage in Policy Practice</strong></td>
<td>□ Did not present a federal, state, or local social policy that impacts the client population at the agency and/or recommended changes to improve clients’ lives and/or client services.</td>
<td>□ Did not clearly present a federal, state, or local social policy that impacts the client population at the agency and/or did not clearly present a recommended change to improve clients’ lives and/or client services and one activity to advocate for that change.</td>
<td>□ Sufficiently presented a federal, state, or local social policy that impacts the client population at the agency and presented a recommended change to improve clients’ lives and/or client services and one activity to advocate for that change.</td>
<td>□ Sufficiently presented a federal, state, or local social policy that impacts the client population at the agency and presented a recommended change to improve clients’ lives and/or client services and one activity to advocate for that change.</td>
<td>□ Extensively presented a federal, state, or local social policy that impacts the client population at the agency and presented a recommended change to improve clients’ lives and/or client services and one activity to advocate for that change.</td>
</tr>
<tr>
<td><strong>#6 Engage with Individuals, Families, Groups, Organizations, and Communities</strong></td>
<td>□ Did not discuss client’s presenting problem or how client’s needs/goals were prioritized with client’s participation.</td>
<td>□ Presented limited information about client’s presenting problem or how client’s needs/goals were prioritized with client’s participation.</td>
<td>□ Sufficiently presented client’s presenting problem and how client’s needs/goals were prioritized with client’s participation.</td>
<td>□ Sufficiently presented client’s presenting problem and how client’s needs/goals were prioritized with client’s participation.</td>
<td>□ Extensively presented client’s presenting problem and how client’s needs/goals were prioritized with client’s participation.</td>
</tr>
<tr>
<td><strong>#7 Assess Individuals, Families, Groups, Organizations, and Communities</strong></td>
<td>□ Did not present client demographics, ecomap, or strengths and risk factors.</td>
<td>□ Required biopsychosocial assessment was not provided.</td>
<td>□ Presented limited information about client demographics, ecomap, and strengths and risk factors.</td>
<td>□ Required biopsychosocial assessment was provided and followed format guidelines.</td>
<td>□ Extensively presented client demographics, ecomap, and strengths and risk factors.</td>
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<td></td>
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<td></td>
<td>□ Required biopsychosocial assessment was provided and followed format guidelines.</td>
<td></td>
<td>□ Extensively presented biopsychosocial assessment was provided and followed format guidelines.</td>
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<td>#8 Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
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<tr>
<td>□ Did not present a summary of the client’s intervention plan, how the evidence-informed intervention was implemented or a relevant social work theory that guided the intervention process.</td>
<td>□ Presented limited information about client’s intervention plan, how the evidence-informed intervention was implemented, and a relevant social work theory that guided the intervention process.</td>
<td>□ Sufficiently presented a summary of the client’s intervention plan, how the evidence-informed intervention was implemented, and a relevant social work theory that guided the intervention process.</td>
<td>□ Significantly presented a summary of the client’s intervention plan, how the evidence-informed intervention was implemented and a relevant social work theory that guided the intervention process.</td>
<td>□ Extensively presented a summary of the client’s intervention plan, how the evidence-informed intervention was implemented and a relevant social work theory that guided the intervention process.</td>
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<tr>
<td>□ Required intervention plan was not provided.</td>
<td>□ Required intervention plan was provided but was incomplete and/or did not follow format guidelines.</td>
<td>□ Required intervention plan was provided and followed format guidelines.</td>
<td>□ Required intervention plan was provided and followed format guidelines.</td>
<td>□ Extensively presented a summary of the client’s intervention plan, how the evidence-informed intervention was implemented and a relevant social work theory that guided the intervention process.</td>
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</tbody>
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<tr>
<th>#9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</th>
<th>format guidelines.</th>
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<th>format guidelines.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Did not present evaluation outcomes or evaluation tools used to assess the effectiveness of the intervention selected.</td>
<td>□ Did not clearly and/or fully present evaluation outcomes or evaluation tools used to assess the effectiveness of the intervention selected.</td>
<td>□ Sufficiently presented evaluation outcomes and evaluation tools used to assess the effectiveness of the intervention selected.</td>
<td>□ Substantially presented evaluation outcomes and evaluation tools with substantial information about how the effectiveness of the intervention selected was assessed.</td>
<td>□ Presented evaluation outcomes and evaluation tools with extensive information about how the effectiveness of the intervention selected was assessed, including discussion about researched evaluation tools that could have been used even though the agency does not require that.</td>
<td></td>
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</tbody>
</table>
VII. RESPONSIBILITIES AND REQUIREMENTS IN THE FIELD

A. THE FIELD AGENCY AND THE UNIVERSITY

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

1. Affiliation Agreements

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

2. Responsibilities of the Agency

The field agency assumes the following responsibilities:

a. Agency Liaison

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

b. Physical Facilities and Resources

The agency provides adequate working space for students, with provision for privacy and for use of telephones in providing agency service. In some instances, students may share offices with other agency personnel, provided that other space is available for interviews, group meetings, and other responsibilities. The agency is expected to have clear policies regarding the student’s use of agency resources - clerical assistance, use of agency library, etc.
c. **Plan for Agency Field Instructors**
   The agency designates those persons who may be asked to assume responsibility for supervision of individual students. The Field Education Coordinators review the qualifications of the potential Field Instructor in light of the requirements of the school. The agency regulates the workload and assignment of Field Instructors to be sure that they have time and resources to fulfill the role of Field Instructor. The agency must consider not only the time spent in planning and supervision of the individual student, but also time for seminars and other learning experiences that the school provides for its Field Instructors.

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

3. **Responsibilities of the University**
   Although Field Instructors are not appointed as members of the faculty, the University provides educational direction, and gives training and recognition to Field Instructors through:
   a. Two-day Field Instructor trainings that earns each participant a total of 16 CEU’s.
   b. Other CEU trainings as scheduled.
   c. Assignment of Field Liaison from the University.
   d. Tuition fee waivers which are available to Field Instructors who complete 300 clock hours of supervision. This entitles the Field Instructor to register at any state university for up to 6 hours in one term of instruction, including courses offered through continuing education programs of the state university. Certificates of Participation or Tuition fee waivers must be used within three (3) years of date of issuance.
   e. The availability of the University Library and Media resources

**B. OFFICE OF FIELD EDUCATION**

1. **The Office of Field Education Responsibilities**
   The Office of Field Education is responsible to:
   a. Develop affiliations with agencies in the community.
   b. Offer training to Field Instructors.
   c. Orient students to field education and make available all performance objectives,
policies, procedures, evaluations, the NASW Code of Ethics, and other pertinent information.

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

2. Responsibilities of the Field Education Faculty and Staff

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

a. BSSW Field Education Coordinator

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

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

b. MSW Field Education Coordinator

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

c. Field Liaison

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

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

Specific Field Liaison responsibilities include:

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

3) Assist the Field Instructor in developing a Performance Improvement Plan to address identified areas of concern, if the student is experiencing difficulties.

4) Provide a written site visit report concerning each student visit, as well as additional documentation regarding the student’s progress (e.g., Performance Improvement Plan) as needed.

5) Assure the students’ conduct is in keeping with the School’s standards as well as the NASW Code of Ethics.

6) Inform the agency of the program’s expectations regarding the content and structure of the field internship.

7) Inform and confer with the MSW Field Education Coordinator about any significant changes in the agency, the field experience, or student individual performance.

8) Confer with the student and the Field Instructor about the student’s experience and performance in accordance with the program’s educational expectations.

9) Review of the student’s evaluation of the agency, identification of opportunities to improve the internship experience and improve student matching.

10) Review of the mid-semester evaluation, final field evaluation, log of hours and log of supervision hours as well as the safety checklist; alert Field Coordinator of any resulting identified issues.

d. Seminar Instructor

The Seminar Instructor’s responsibilities include:

1) Review of the mid-semester evaluation, final field evaluation, log of hours and log of supervision hours and safety checklist; alert Field Liaison(s) and Field Coordinator(s) of any resulting identified issues.

2) Plan Field Seminars in consultation with the Office of Field Education Faculty.

3) Communicate with Field Liaison(s) regarding student concerns discussed in seminar.

4) Assignment of the student’s grade.

5) Review of the student’s evaluation of the agency, identification of opportunities to improve the internship experience and improve student matching.

C. THE FIELD INSTRUCTOR

1. Requirements

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

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

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

4. Field Instructor Responsibilities
The Field Instructor is expected to:
   a. Have a willingness and ability to teach social work concepts and practice on a
      one-to-one basis
   b. Maintain an interest in and keep abreast of new developments in the profession
      and in social work education.
   c. Attend and participate in the Field Instructors’ course, field seminars and other
      special activities offered by the school to enhance the Field Instructor’s
      professional development.
   d. Negotiate field education expectations with other departments and personnel with
      the field education agency including background screenings, specialized training,
      orientation, and administrative concerns.
   e. Advocate for the student to gain access to learning experiences within the agency
      and the professional community.
   f. Provide an educational climate that challenges the student to expand professional
      skills, knowledge, and values.
g. Plan for each student a series of educational assignments that will provide learning experiences appropriate to his/her level of professional development and the student’s learning contract. In some instances, the Field Instructor may need to develop special assignments different from those of regular staff members.

i. 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).

k. 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.

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 invaluable assessment and treatment tools by many agencies. Students are usually expected to use their own car or public transportation to make home visits. Whenever possible, agencies arrange to pay students the same mileage allowance offered to their staff. If it is not possible to reimburse students for mileage, the distance traveled is often restricted.

5. **Safety Policy**

Social work student interns need to be aware of safety risks associated with their field internship. The location of an agency, although accessible to clients being served, might present safety risks. Home visits, street interviews, and community group work are some assignments associated with additional risks. Clients experiencing severe distress, the prevalence of drug and alcohol use, and frustrations about obtaining needed services constitute further risk factors. Due to students’ frequent interactions with clients and staff, infectious diseases are another potential hazard. Such risks are not exclusively student risks but risks that social workers must cope with throughout their careers. Students are recommended to consult with health professionals prior to beginning their practicum to make sure they have appropriate health screenings and immunizations. Agencies and field instructors should inform students of any personal
protective equipment (PPE) that they may need and whether the agency is able to provide them with it. Agencies and Field Instructors are also asked to inform students of known or unreasonable risks in their settings, and to provide relevant warnings, instructions, and training to help ensure the reasonable safety of all agency personnel and clients. Students also have a responsibility to request information and seek instruction to ensure their own safety, and to avoid behaviors and situations associated with an unacceptable, increased risk of injury or illness. Finally, students should always communicate any safety issues or concerns with the Field Instructor and the Office of Field Education.

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

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

6. Disabilties

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

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

7. Pre-placement Hours

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

8. Conference Attendance

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

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

10. **Jury Duty**

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

a. They can use one (or both) of their 2 days of allowed leave for jury duty without needing to make-up the time; or

b. They can take the days and make-up the time missed. Students are expected to come up with a plan to make-up missed hours and get approval from their Field Liaison and Field Instructor.

11. **Tropical Storm/Hurricane**

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

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

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

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

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

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

b. Students are expected to adhere to agency hours and holidays. University holidays and breaks do not apply.

c. A total of two (2) days of leave is allowed for illness and personal reasons for each undergraduate and graduate practicum.

d. If for any reason a student needs to be out of placement for more than the time allowed for illness, religious holidays, family emergencies, the student must contact the Field Education Coordinator or designee for prior approval. If the additional time is approved by the Field Education Coordinator or designee, the student must then obtain the approval of the Field Instructor, outline a plan to make up the missed time, and provide the Office of Field Education with a copy of the written plan. Approval by the Field Instructor or other staff at the placement agency does not constitute permission to take additional time off from the field practicum or make up hours. Students must consult with both the Field Instructor and the Field Education Coordinator or designee in all such matters.

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

f. Any paid holiday for agency personnel that occurs on the student’s scheduled day for field placement is also to be considered a holiday for the student. This time does not need to be made up.

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

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

VIII. THE PLACEMENT PROCESS

Steps for Field Practicum Placement

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

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

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

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

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

C. Demonstrate readiness for the field practicum experience.

**Definition of Readiness for Field**

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

1. Classroom performance
2. Advisor and Faculty feedback (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 Coordinator for the Office of Field Education no later than 12pm (noon) on the date of the application deadline (see above for note on weekends and holidays). These students must then submit a new application.

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

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

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

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

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

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

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

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

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

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

Important Placement Rules:

1. MSW Students may not be placed in the same agency at which they were placed for their undergraduate or MSW I placement.
2. Students may not be placed in agencies where they have volunteered or worked in the past.
3. While all alternatives should be assessed prior to requesting an employment-based placement, 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 extremely limited. The Office of Field Education will hold a lottery for students needing such placements. Although every effort will be made to accommodate full-time working students, those students requesting such placements may be required to postpone practicum until such time as an evening placement becomes available. 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 Employment Setting Practicum

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 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 Employment Setting Practicum. 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 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.

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

MSW I Employment Setting Practicum Application

- All completed applications are reviewed on a case by case basis.
- The student must have completed 6 months of employment and not be on probation by the field application due date.
- FIU School of Social Work must be affiliated with any field practicum agency prior to student placement.

Student Name:________________________________________
Date Submitted:______________________________
*Completed applications must be submitted by the field application due date.
Semester for Practicum Placement (check one): _____Fall _____Spring
POLICY STATEMENT FOR THE EMPLOYMENT SETTING PRACTICUM

Practicum agencies are selected on the basis of 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 discuss the types of learning experiences provided and the availability of a qualified MSW for field instruction, as well as sign a formal affiliation agreement that specifies respective areas of responsibility.

The field education experience is designed to offer students new learning opportunities in new practice settings. It is possible for MSW students to complete the practicum in their place of employment with the permission of the MSW Field Coordinator. Students must follow the policy and utilize the application for the Employment Setting Practicum. Approval is only granted under 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 below.

The following conditions must be met:

The Agency agrees to:

1. Provide the student with an MSW Field Instructor who has two years of post-graduate experience. 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.


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

5. Continue with the student’s learning plan for the designated time (one 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 training for Field Instructors.

Florida International University
School of Social Work

(SOW 5532) EMPLOYMENT SETTING PRACTICUM APPLICATION

Student's Name: ____________________________________________
Panther ID # _________________
Address: ___________________________________________________
City/State/Zip: ______________________________________________

Telephone: Work (    ) __________________ Home: (    ) ________________
Cell: (    ) ________________ FIU Email: ________________________

Name of Employer: __________________________________________
Is the agency currently affiliated with FIU School of Social Work? ____Yes ____No
Division/Dept.: ______________________________________________
Date Hired: ____________________ Are you on probation? ____Yes ____No
Agency Address: ______________________________________________ Zip: _______
Telephone: (    ) ________________ Fax: (    ) ________________

Student's Current Job Title: ________________________________
POLICY STATEMENT FOR THE EMPLOYMENT SETTING PRACTICUM

Practicum agencies are selected on the basis of 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 discuss the types of learning experiences provided and the availability of a qualified MSW for field instruction, as well as sign a formal affiliation agreement that specifies respective areas of responsibility.

The field education experience is designed to offer students new learning opportunities in new practice settings. It is possible for MSW II students to complete the practicum in their place of employment with the permission of the MSW Field Coordinator. Students must follow the policy and utilize the application for the Employment Setting Practicum. Approval is only granted under 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 below.

**The following conditions must be met:**

**The Agency agrees to:**

7. Provide the student with an MSW Field Instructor who has two years of post-graduate experience. 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.

8. Provide the student with educationally focused learning opportunities that differ from his/her regular job responsibilities.


10. Be able to meet School of Social Work’s Learning Contract requirements for the student at the agency (see MSW II and MSW III Learning Contracts).

11. Continue with the student’s learning plan for the designated time (two consecutive semesters), and not alter this plan to meet the Employer’s needs.

12. 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:**

5. Provide Faculty Liaison to the Agency/Student to support and monitor the educational arrangement.

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

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

8. Develop and coordinate training for Field Instructors.
Florida International University  
School of Social Work  

(SOW 6533 & 6534) EMPLOYMENT SETTING PRACTICUM APPLICATION  

Student’s Name: ___________________________________________

Panther ID # ________________

Address: ____________________________________________________

City/State/Zip: _______________________________________________

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

Cell: (____) ___________ FIU Email: ____________________________

Name of Employer: ___________________________________________

Is the agency currently affiliated with FIU School of Social Work? _____Yes _____No

Division/Dept.: ______________________________________________

Date Hired: ___________________________ Are you on probation? _____Yes _____No

Agency Address: _______________________________________________ Zip: _______

Telephone: (____) _______________ Fax: (____) ________________

Student’s Current Job Title: ___________________________________________

Student’s Current Supervisor: ___________________________________________

Current Supervisor’s Title: ___________________________________________

*Required: Attach student’s current job description: (Please provide details if necessary)
Proposed Field Practicum Plan
The MSW II field experience is an advanced clinical practice internship. 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.

Proposed Weekly Schedule: (Must total minimum of 288 hours through the semester. Fall and spring semesters = 18 hours per week for 16 weeks, each semester. Summer semester = 24 hours per week for 12 weeks.
Monday: ___________________________ Tuesday: ___________________________
Wednesday: _______________ Thursday: _______________
Friday: _______________ Saturday: _______________
Sunday: _______________

Agency Department or Division: _______________________________________________________
Agency Address: ________________________________________________________________
Phone: __________________ Fax: __________________

Proposed MSW Field Instructor: (print name) ___________________________________________
Title: ______________________________________ Phone: _______________________
Degree: _________________________ School: _________________________ Date: ______
Student’s Signature: _________________________________ Date: ______
Field Instructor’s Signature: _______________________________ Date: ______
Agency Administrator’s Signature: _________________________________ Date: ______

FIELD INSTRUCTOR MUST PROVIDE CURRENT RESUME ALONG WITH THIS APPLICATION

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

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

Proposed Field Instructor: __________________________________________________________
Signature Date
IX. FIELD SEMINARS

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

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

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

X. PROBLEM-SOLVING IN THE FIELD PRACTICUM

STUDENT CONCERNS REGARDING PRACTICUM

If the student has concerns with the practicum, the student must first make the Field Instructor aware of this issue and attempt to rectify the situation. If such a discussion does not resolve the concern, the student must notify the Faculty Field Liaison immediately. At that time, the Faculty Field Liaison will coach the student regarding potential approaches to resolving the situation with the Field Instructor. If necessary, the Field Liaison may telephone the Field Instructor to assess the situation further. The student must then meet with the Field Instructor again to attempt to resolve the matter. If those meetings do not resolve the issues, the student should contact the Field Liaison, who will then visit the agency and meet with the student and Field Instructor 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 replaced, 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
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
XI. EVALUATIONS

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

A. Mid-Semester Evaluation of Student Performance

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

B. Final Evaluation of Student Performance

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

C. Student Evaluation of the Field Practicum

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

D. Grade Options

The following indicates the three grade options available:

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

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

**Failing grade (F)**

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

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

**E. Applying to the Field after a Withdrawal or Incomplete**

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

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

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

**F. Performance Improvement Plan**

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

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

**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>
</tr>
</thead>
</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

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

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

1. Academic Performance & Misconduct

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

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

a. Plagiarism, cheating, or any other form of academic misconduct as defined by the University in the Student Conduct & Honor Code.

b. Failure to maintain a 3.0 GPA (MSW) or more than one semester of academic probation.

c. Failure to follow course sequencing as scheduled and/or advised, unless other arrangements were made and approved in writing by the MSW Program
Coordinator or Director of the School.
d. A failing grade for any semester of the field practicum.

2. **Professional Performance**

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

XII. STUDENT PROFESSIONAL AND ACADEMIC MISCONDUCT PROCEDURES

A. Professional Misconduct Procedures

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

1. The Process

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

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

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

B. Academic Performance & Misconduct Procedures

For issues related to academic misconduct, as defined by the University’s Student Conduct & Honor Code, the School follows the University process as outlined in the Student Conduct & Honor Code. Prior to initiation of the University process, the MSW Program Coordinator and involved faculty will meet with the student. The School may also initiate a Student Review and Termination Procedure as these matters fall under Professional Performance Misconduct as well due to their violation of the National Association of Social Workers’ Code of Ethics.

For all other academic performance issues, as defined in section XI of this manual:
a. The Director will review the issue and may refer it to the Chairperson of the Student Review and Termination Committee for initiation of a Student Review and Termination Committee.

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

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

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

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

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

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

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

C. Student Review and Termination Committee Membership

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

a. The Associate Director or designee will serve as the chair to the Committee.

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

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

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

D. Reinstatement after Termination

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

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

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

XIII. ACADEMIC AND PROFESSIONAL PERFORMANCE GRIEVANCE PROCEDURE

A. Academic Grievances

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

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

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

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

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

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

B. Professional Performance Grievances

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

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

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

- Referral of the appeal to a designated Student Review and Termination Committee by notifying the Chairperson of the Student Review and Termination Committee;
- Upholding the decision of the faculty member (student may appeal this decision by progressing to step #7).

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

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

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

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

- Upholding the decision
- Remediation of the problem.

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

**If the issue is field related, the following informal resolution procedure should be followed** (replacing step #1 above):
• Any grievance related to the field internship should follow the Problem-Solving in Field Placement steps in Section X of this handbook.

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

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

XIV. SEXUAL OR GENDER-BASED HARASSMENT POLICY

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

Definition

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

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

Conduct which falls into the definition of sexual harassment includes, but is not limited to:
1. Unwelcome physical contact of a sexual nature such as patting, pinching, or unnecessary touching.

2. Overt or implied threats against an individual to induce him or her to provide sexual favors or to engage in an unwelcome sexual relationship.

3. Verbal harassment or abuse of a sexual nature, including intimating by way of suggestion a desire for sexual relations, or making jokes or remarks of a sexual nature which are not germane to academic course content.

4. Use of sexually suggestive terms or gestures to describe a person’s body, clothing, or sexual activities.

5. Displaying or posting through any medium, including, but not limited to, electronic communication, offensive sexually suggestive pictures, or materials in the workplace.

Process for a Complaint in the Field

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

Resources

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

Additional information regarding sexual harassment and procedures for filing sexual harassment complaints may be found in the appendix and in the FIU Student Handbook: [https://studentaffairs.fiu.edu/about/student-handbook/index.php](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 nine core competencies as they apply to these technological challenges. Please be sure to review and refer to the NASW, ASWB, CSWE, & CSWA Standards for Technology in Social Work Practice.

In order to assist our students in navigating these ever-changing waters, FIU’s School of Social Work has created this set of guidelines that highlights particular field-related common questions/issues. 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.
### Name of Agency

### Address

Address for client services if different from main location:

### Telephone and Fax

### Web Address

www.

### Agency Status

Public    Private    Not for profit    For profit

### Name of Internship Coordinator

### Internship Coordinator Telephone Number

### Internship Coordinator Email Address

### Check all areas of social work practice provided at your agency

- [ ] Child Welfare
- [ ] Corrections/Criminal Justice
- [ ] Family Services
- [ ] Hospice
- [ ] Aging/Gerontology
- [ ] Persons with Disabilities
- [ ] Health Care/Hospital
- [ ] Substance Use/Addictions
- [ ] Homeless/Displaced Persons
- [ ] LGBTQ+ Services
- [ ] Immigration/Refugee
- [ ] Domestic Violence/Victim Services
- [ ] Public Assistance/Public Welfare
- [ ] Community Planning/Advocacy
- [ ] School Social Work
- [ ] Youth/Young Adult Services
Check all level(s) of students your agency is willing to accept for field placement. ***Students must be able to work face-to-face with clients 75% of their hours at the agency.

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

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

<table>
<thead>
<tr>
<th>Field Instructor</th>
<th>Field Instructors’ Training: Date Trained and Location:</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Field Instructor</td>
<td></td>
<td>Email:</td>
</tr>
<tr>
<td>2. Field Instructor</td>
<td></td>
<td>Phone:</td>
</tr>
<tr>
<td>3. Field Instructor</td>
<td></td>
<td>Email:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Phone:</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is your agency accessible to students with disabilities? Please explain:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your agency have gender-neutral bathrooms?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does a student need a car to provide services to clients (in schools, homes, and community-based sites)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If a car is required, does the agency reimburse for mileage when traveling on agency assignments (home visits, visits to schools, etc.)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do students have to pay a fee for parking at the agency?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If yes, what is that cost to the student? $_____________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is your agency faith-based?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does a student need to speak Spanish to provide services to clients?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If no, does the agency prefer Spanish-speaking students when possible?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does a student need to speak Creole to provide services to clients?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If no, does the agency prefer Creole-speaking students when possible?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please check or write YES or NO when answering these questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your agency require drug screening?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your agency require background screening?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your agency assume the costs of screenings?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If no, what is the approximate cost for students? $____________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your agency require students to carry additional malpractice liability insurance? (The School provides 1 million per incident/3 million maximum)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please specify any trainings, orientations and/or meetings students are required to attend during the field placement.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Dates</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation (often during the first 2 weeks of placement)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trainings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meetings (staff meetings, case conferences, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Name of Program 1:</th>
<th>Name of Program 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Years Established:</td>
<td>Number of Years Established:</td>
</tr>
<tr>
<td>Location (if different from address listed pg 1):</td>
<td>Location (if different from address listed pg 1):</td>
</tr>
</tbody>
</table>

## Program 1 Description and Services Provided:

<table>
<thead>
<tr>
<th>Services Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Program Description" /></td>
</tr>
</tbody>
</table>

## Program 2 Description and Services Provided:

<table>
<thead>
<tr>
<th>Services Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image2" alt="Program Description" /></td>
</tr>
</tbody>
</table>

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

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

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

- Students at this level must be able to complete the following after your orientation and training.
  - intake
  - biopsychosocial assessment
  - individual therapy
  - group therapy
  - family therapy
  - home/community-based visits
  - case conferences
  - staff meetings
  - other: ______________
Please list the days and hours that students can complete the field placement at the agency. 
***This question refers to the hours a student can work with clients and not just the hours the agency is open for business.*** Students must be able to work face-to-face with clients 75% of their hours.

<table>
<thead>
<tr>
<th>Days Client Services Are Provided</th>
<th>Agency Hours Client Services Are Provided</th>
<th>Client Services Provided During these Hours that Students Engage In (check all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>______am - ______pm</td>
<td>__intake</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td>__case management</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Please identify any day(s) that a student would not be allowed at the agency due to no supervision/agency policy:</td>
<td>__assessment and referrals</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td>__group therapy</td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td>__individual therapy</td>
</tr>
<tr>
<td>Saturday</td>
<td>______am - ______pm</td>
<td>__home/community-based visits</td>
</tr>
<tr>
<td>Sunday</td>
<td>Please identify any day(s) that a student would not be allowed at the agency due to no supervision/agency policy:</td>
<td>__case conferences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>__staff meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>other:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>___________________________</td>
</tr>
</tbody>
</table>
Please provide any additional information relevant to social work field placement for interns.

<table>
<thead>
<tr>
<th>Please identify your agency’s staff composition and those that will be working with social work students</th>
<th>Number</th>
<th>Worked with students previously</th>
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<tr>
<td>Masters in Social Work</td>
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<td>Yes</td>
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<td>Bachelors in Social Work</td>
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<td>Yes</td>
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<td>Other:</td>
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<th>Please list other universities that your agency is affiliated with for social work internships.</th>
<th>Number of Years Affiliated</th>
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<th>Printed name of person who signs affiliation agreement</th>
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Thank you for your interest in affiliating with FIU’s School of Social Work. We will review this information and contact you for next steps.

Please return this form to sowpracticum@fiu.edu.
APPLICATION FOR SOW 5532 – MSW FIELD PRACTICUM I

INFORMATION AND INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

    Address: ______________________  Zip: ______________________  
    Employment Schedule: (Days & Hours) ______________________

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

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

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

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

I have read the "Information and Instructions" section preface to this application. I further certify that the data contained in this application is true and correct to the best of my knowledge. I understand that a copy
of this application will be given to my (tentatively) assigned practicum agency and regarded as confidential. I hereby give my permission to the FIU School of Social Work to disclose to potential field instructors and agency supervisors any further information about me which will assist in the planning of appropriate field instruction or would be relevant to my performance of social work practice activities.

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

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

Student Signature: ____________________________________________

Student Name: ____________________________________________

Acknowledgement of Risk in the Field Placement

Student Name: __________ Panther ID # __________

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

1. **Liability Insurance**: Professional liability coverage is provided through FIU for students in field internships. Contact the Field Office if you are interested in purchasing additional liability insurance from NASW at a reasonable cost. An important aspect of professional practice is recognizing the limits of your knowledge and skills and avoiding helping situations that are not within your area of competence. Whenever you have a question about the handling of a particular case or whether a given intervention is appropriate, discuss this with your agency field instructor.

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

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

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

5. **Home Visits**: It is common for social workers in a variety of social service settings to conduct home visits. Such visits do expose you to risks. It is important that all home visits be made with the full knowledge of your agency field instructor, sharing such information as the time of departure, time of return, other activities while on the trip, etc. Do not conduct a home visit when you feel uncomfortable or threatened in the situation. Return to the agency and report your experiences to your field instructor. Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of alcohol or drugs is detected. It may be appropriate for you to make visits accompanied by your field instructor or other agency staff. **Do not take risks.** Know whom to call and what steps to take if you should experience a vehicle breakdown.
6. After Hours Meetings: Some social service settings have activities that occur beyond normal office hours. Be aware of the location or neighborhood where such activities take place, note street lighting, open spaces, shrubs, and other growth that might impair vision. It is suggested that you always be accompanied by your field instructor or someone else when going to your car after dark. Do not take risks.

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

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

Student Signature: _____________________________________________________________

Student Name: ________________________________________________________________

ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH AND SOCIAL WORK  
FLORIDA INTERNATIONAL UNIVERSITY  
SCHOOL OF SOCIAL WORK  
APPLICATION FOR SOW 6533 – MSW FIELD PRACTICUM II  
INFORMATION AND INSTRUCTIONS

DUE DATES:  
Spring Term Practicum  
Summer Term Practicum  
Fall Term Practicum  

September 5th  
January 5th  
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

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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 [ ]
   Advance Degree completed [ ] Date [ ] Major [ ] College [ ]

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

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

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

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

10. Current Position:

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

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

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

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

I hereby give my permission to the FIU School of Social Work to disclose to potential field instructors and agency supervisors any further information about me which will assist in the planning of appropriate field instruction or would be relevant to my performance of social work practice activities.
I also acknowledge that I am fully responsible for compliance with all deadline dates and the acquisition, understanding, and observance of all policies, procedures, and performance objectives applicable to my field placement. Failure to comply with any of the above will result in my termination from the placement.

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

Student Signature: ____________________________________________

Student Name: ________________________________________________

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Acknowledgement of Risk in the Field Placement

Student Name: __________________ Panther ID #: ________________

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

1. **Liability Insurance:** Professional liability coverage is provided through FIU for students in field internships. Contact the Field Office if you are interested in purchasing additional liability insurance from NASW at a reasonable cost. An important aspect of professional practice is recognizing the limits of your knowledge and skills and avoiding helping situations that are not within your area of competence. Whenever you have a question about the handling of a particular case or whether a given intervention is appropriate, discuss this with your agency field instructor.

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

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

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

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

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

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

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

Student Signature: ____________________________________________________________

Student Name: ________________________________________________________________

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

APPLICATION FOR MSW FIELD PRACTICUM III
SAME AGENCY PLACEMENT

INFORMATION AND INSTRUCTIONS

DUE DATES: Spring Term Practicum: November 1\textsuperscript{st}
Summer Term Practicum: March 1\textsuperscript{st}
Fall Term Practicum: July 1\textsuperscript{st}

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
- SOW 6351 – Clinical Interventions in Couple and Family Social Work Practice
FIELD PRACTICUM III APPLICATION - REMAINING AT THE SAME AGENCY

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

Student’s Name:

Mailing Address: 

Apt # City State Zip

Home Telephone: Work: Cell:

FIU Email:

Agency Name:

Street Address: 

City State Zip

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

Street Address: 

City State Zip

Telephone:

Field Instructor:

Field Instructors Phone # (if different than above):

Task Supervisor: (If Appropriate)
CHECK AND SIGN IF ACCEPTABLE:

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

Student’s Signature: ________________________________

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

Field Instructor’s Signature: ________________________________

Field Instructor Name: ________________________________

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

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

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

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

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

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

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

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

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

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

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

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

11. Current Position:

   Employer: __________________________
   Address: __________________________ Zip: __________________________

   Employment Schedule: (Days & Hours) __________________________

   ☐ Yes or ☐ No, will you have a car at your disposal during your field placement assignment?

   ☐ Yes or ☐ No, are you registered to get a Certificate in Practice with the Elderly?

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?

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

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<th>Relationship:</th>
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<tbody>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>Phone: Home</td>
<td>Business</td>
</tr>
</tbody>
</table>

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

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

Signature of Student: ____________________________________________

---

**Acknowledgement of Risk in the Field Placement**

**Student Name:** ___________________________ **Panther ID #** ___________________________

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

1. **Liability Insurance:** Professional liability coverage is provided through FIU for students in field internships. Contact the Field Office if you are interested in purchasing additional liability insurance from NASW at a reasonable cost. An important aspect of professional practice is recognizing the limits of your knowledge and skills and avoiding helping situations that are not within your area of competence. Whenever you have a question about the handling of a particular case or whether a given intervention is appropriate, discuss this with your agency field instructor.

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

3. **TB Skin Test (PPD-S):** The prevalence of TB in society has seen an increase in recent years. If you anticipate an internship setting that serves populations at risk for TB, it is recommended that you take this test prior to entering the field. Some agency settings may require this test. You can be tested at the Student Health Center.
4. **Client Office Visits**: You may have a client in your office who becomes agitated or hostile. It is important that you discuss such matters with your field instructor early in your internship to be informed of agency policy and recommended courses of action should such an event happen.

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

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

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

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

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

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

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

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

Student Signature: ____________________________________________

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

☐ 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.
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:________________________
Florida International University
SCHOOL OF SOCIAL WORK OFFICE OF FIELD EDUCATION
MSW I FINAL EVALUATION

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

<table>
<thead>
<tr>
<th>Competencies, Behaviors, and Dimensions</th>
<th>Evaluative Ratings: Field Instructor’s Assessment of Student 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</td>
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<tr>
<td></td>
<td>4  Above</td>
</tr>
<tr>
<td></td>
<td>3  Satisfactory</td>
</tr>
<tr>
<td></td>
<td>2  Below</td>
</tr>
<tr>
<td></td>
<td>1  Unacceptable</td>
</tr>
</tbody>
</table>

**COMPETENCY 1 – DEMONSTRATE ETHICAL & PROFESSIONAL BEHAVIOR**

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Required Field Learning Tasks</th>
<th>Rating</th>
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</thead>
</table>


|   | Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to conduct. Dimensions: Skills, Values, Cognitive and Affective Processes | a. Discuss NASW Code of Ethics with Field Instructor and apply to a case in supervision  
   b. Identify and discuss ongoing ethical dilemmas in the agency in supervision |
|---|---|---|
| 2. | Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. Dimensions: Skills, Values, Cognitive and Affective Processes | a. Identify and discuss personal values and how they correspond to professional values in supervision; discuss how to manage these values  
   b. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision |
| 3. | Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. Dimensions: Skills | a. Dress according to agency policy  
   b. Utilize clear, appropriate communication at all times (written, oral, electronic) and seek feedback from Field Instructor  
   c. Demonstrate behavior that abides by the NASW Code of Ethics  
   d. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision |
| 4. | Use technology ethically and appropriately to facilitate practice outcomes. Dimensions: Skills, Values | a. Discuss NASW, ASWB, CSWE & CSWA Standards for Technology in Social Work Practice with Field Instructor and apply to a case in supervision  
   b. Use technology according to agency policy  
   c. Review FIU School of Social Work Technology Guidelines For Social Work Interns |
| 5. | Use supervision and consultation to guide professional judgment and behavior. Dimensions: Skills, Cognitive and Affective Processes | 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 with clients for SOW 5532 (see syllabus) and discuss in supervision |

**COMPETENCY 2 – ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE**

|   | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. Dimensions: Knowledge, Skills, Values | a. Discuss in supervision how clients’ social positions (oppression and/or privilege) and identities have impacted clients’ life experiences across micro, mezzo, and macro levels  
   b. Research and apply knowledge across the micro, mezzo, and macro levels related to clients’ social positions (oppression and/or privilege) and identities as they apply to clients’ life experiences  
   c. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision |
| 7. | Present themselves as learners and engage clients and constituencies as experts of their own experiences.  
*Dimensions: Knowledge, Skills, Values* | a. | Use assessment process to understand clients’ backgrounds and how clients’ life experiences inform their understanding of the presenting problem and possible solutions and discuss with Field Instructor  
b. | Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision |
|---|---|---|---|---|---|
| 8. | Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.  
*Dimensions: Skills, Values, Cognitive and Affective Processes* | a. | Identify areas where your personal biases and values might impact client interactions and discuss in supervision  
b. | Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision  
c. | Share key points from SOW 5532 seminar discussions with Field Instructor |
| 9. | Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.  
*Dimensions: Knowledge, Values* | a. | Identify and discuss in supervision how clients at the agency may be oppressed, marginalized, alienated, and/or have privilege in our society  
b. | Identify and discuss in supervision how oppression, marginalization, alienation, and privilege impacts clients  
c. | Share key points from SOW 5532 seminar discussions with Field Instructor |

**COMPETENCY 3 – ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE**

| 10. | Understand the forms and mechanisms of oppression and discrimination.  
*Dimensions: Knowledge, Values* | a. | Identify and discuss in supervision how clients at the agency may be oppressed or discriminated against in our society  
b. | Identify and discuss in supervision how oppression and discrimination impacts clients and how you can address such issues in your work with clients  
c. | Share key points from SOW 5532 seminar discussions with Field Instructor |
| 11. | Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.  
*Dimensions: Knowledge, Skills, Values* | a. | Identify a problem related to human rights, social, economic, and/or environmental justice for a client population served by the agency and discuss how to advocate for human rights at the individual level with Field Instructor  
b. | Identify a problem related to human rights, social, economic, and/or environmental justice for a client population served by the agency and discuss how to advocate for human rights at the system level with Field Instructor |
| 12. | Engage in practices that advance social, economic, and environmental justice.  
*Dimensions: Skills, Values* | a. | Identify a problem related to human rights, social, economic, and/or environmental justice for a client population served by the agency and discuss with Field Instructor  
b. | Identify advocacy strategies to address the problem identified above and discuss with Field Instructor |

**COMPETENCY 4 – ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH**

| 13. | Use practice experience and theory to inform | a. | Identify and discuss interventions and theories used in the agency with |
### COMPETENCY 5 – ENGAGE IN POLICY PRACTICE

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
</table>
| 16.        | Identify social policy at the local, state, and federal level that impacts well-being, service-delivery, and access to social services. | a. Identify a problem related to human rights, social, economic, and/or environmental justice for a client population served by the agency and discuss with Field Instructor  
  b. Identify a social policy that impacts the problem identified above and discuss with Field Instructor, as well as how the social policy impacts well-being for clients and communities, service-delivery, and access to social services |
| 17.        | Assess how social welfare and economic policies impact the delivery of and access to social services. | a. Identify and discuss how the problem and policy identified above impact the delivery and access to social services at the agency with Field Instructor  
  b. Identify and discuss how the delivery and access issues identified above impact clients with Field Instructor |
| 18.        | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. | a. Identify a problem related to human rights, social, economic, and/or environmental justice for a client population served by the agency and discuss with Field Instructor  
  b. Identify a social policy that impacts the problem identified above and discuss with Field Instructor  
  c. Discuss potential policy advocacy opportunities for identified policy with Field Instructor |

### COMPETENCY 6 – ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other</td>
<td>a. Observe/shadow at least 5 staff interactions with client population and discuss person-in-environment factors with Field Instructor</td>
</tr>
<tr>
<td>Competency</td>
<td>Description</td>
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<tr>
<td><strong>COMPETENCY 7 – ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</strong></td>
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</tr>
<tr>
<td>20. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
<td>a. Identify and discuss ways to build rapport and trust with client population with Field Instructor&lt;br&gt;b. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision&lt;br&gt;c. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision</td>
<td></td>
</tr>
<tr>
<td><strong>Dimensions:</strong> Knowledge, Skills</td>
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<tr>
<td>21. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</td>
<td>a. Use basic social work interviewing skills of reflecting content, reframing, and clarifying questions to establish a professional social worker-client relationship and discuss in supervision&lt;br&gt;b. Engage diverse clients and constituencies and discuss areas for growth and strengthening of social work skills and discuss in supervision&lt;br&gt;c. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision</td>
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<tr>
<td><strong>Dimensions:</strong> Knowledge, Skills</td>
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<tr>
<td>22. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</td>
<td>a. Become familiar with different assessment tools and the strengths/limitations of each tool&lt;br&gt;b. Complete 3 assessments and discuss with Field Instructor&lt;br&gt;c. Create an ecomap based on an assessment and share with Field Instructor</td>
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<tr>
<td><strong>Dimensions:</strong> Knowledge, Skills</td>
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<tr>
<td>23. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</td>
<td>a. Explore clients’ and constituencies’ strengths, limitations, coping skills, and resources from the perspective of the client&lt;br&gt;b. Create an ecomap based on an assessment and discuss person-in-environment factors in supervision</td>
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<tr>
<td><strong>Dimensions:</strong> Knowledge, Skills</td>
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<tr>
<td>24. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
<td>a. Research potential intervention goals and objectives bases on assessments&lt;br&gt;b. Collaboratively develop intervention plans with at least 3 clients based on assessments and mutually agreed-on goals and objectives and discuss in supervision&lt;br&gt;c. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision</td>
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<tr>
<td><strong>Dimensions:</strong> Knowledge, Skills</td>
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<tr>
<td><strong>COMPETENCY 8 – INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</strong></td>
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</tr>
<tr>
<td>25. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</td>
<td>a. Shadow Field Instructor and/or agency staff to observe intervention styles and methods with at least 3 clients and discuss observations with Field Instructor&lt;br&gt;b. Practice of evidence-informed interventions relevant to client population</td>
<td></td>
</tr>
<tr>
<td><strong>Dimensions:</strong> Knowledge, Skills</td>
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</tbody>
</table>
with guidance from Field Instructor and/or staff  

c. Collaboratively develop with at least 3 clients intervention plans based on assessments and mutually agreed-on goals and objectives and discuss in supervision  
d. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision  

<table>
<thead>
<tr>
<th>26. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. Dimensions: Knowledge, Skills</th>
</tr>
</thead>
</table>
| a. Explain to Field Instructor how the 3 intervention plans developed above reflect person-in-environment approach and receive feedback  
b. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision  
c. Create an ecocomap based on an assessment and discuss appropriate interventions with Field Instructor |

<table>
<thead>
<tr>
<th>27. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. Dimensions: Skills</th>
</tr>
</thead>
</table>
| a. Participate in staff meetings to discuss collaborative ways to best work with clients  
b. Discuss inter-professional collaboration with Field Instructor and initiate when appropriate |

<table>
<thead>
<tr>
<th>28. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. Dimensions: Skills, Values</th>
</tr>
</thead>
</table>
| a. Advocate for clients and assist clients in self-advocacy at agency  
b. Follow up with clients if advocacy and referrals were successful or not, and why |

<table>
<thead>
<tr>
<th>29. Facilitate effective transitions and endings that advance mutually agreed-on goals. Dimensions: Skills</th>
</tr>
</thead>
</table>
| a. From the beginning, discuss transitions and endings with clients with guidance from Field Instructor  
b. Review work and progress made together with clients  
c. Facilitate referral and/or transition process of clients to another staff or agency, when appropriate |

**COMPELENCY 9 – EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES**

<table>
<thead>
<tr>
<th>30. Select and use appropriate methods for evaluation of outcomes. Dimensions: Skills</th>
</tr>
</thead>
</table>
| a. Identify and discuss evaluation practices used at agency with Field Instructor  
b. Research and implement evidence-informed evaluation measures applicable to client population |

<table>
<thead>
<tr>
<th>31. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. Dimensions: Knowledge, Skills</th>
</tr>
</thead>
</table>
| a. Discuss with clients to learn their perspective about their progress toward goals and objectives  
b. Review client files to determine progress toward agreed goals between client and intern  
c. Discuss outcomes with Field Instructor, specifically looking at multiple perspectives on reasons for progress and/or barriers to progress  
d. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision |

<table>
<thead>
<tr>
<th>32. Critically analyze, monitor, and evaluate intervention and program processes and outcomes. Dimensions: Knowledge, Skills</th>
</tr>
</thead>
</table>
| a. Continually review goals and objectives with clients to monitor progress  
b. Discuss intervention outcomes with clients, specifically their thoughts and feelings on reasons for progress and/or barriers to progress |
| 33. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. **Dimensions: Skills** | a. Use evaluation findings to discuss ways to improve practice effectiveness at micro, mezzo, and macro levels with Field Instructor  
| b. Make changes to practice at micro, mezzo, and macro levels |  
| c. Discuss intervention and program outcomes with Field Instructor, specifically looking at multiple perspectives on reasons for progress and/or barriers to progress  
| d. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision |  

**Narrative Summary**

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

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

Overall, what adjectives best describe student’s performance?

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

Please indicate any recommendations you have regarding considerations for student’s future education or experience.
Please add any additional comments that you believe may assist us in evaluating this student’s progress.

Field Supervisor Signature
Student Signature
Seminar Instructor Signature

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

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

<table>
<thead>
<tr>
<th>Competencies, Behaviors, and Dimensions</th>
<th>Evaluative Ratings: Field Instructor’s Assessment of Student Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directions: The final evaluation is based on student achievement of the competencies, behaviors, and dimensions, using the required field learning tasks. All tasks and behaviors must be completed by the end of the semester. Their purpose is to provide structure, clarity and guidance in achieving the required competencies. The competencies, behaviors, and dimensions below are set forth by the Council on Social Work Education in their Educational Policy and Accreditation Standards (EPAS) for all accredited social work education programs.</td>
<td>Select the <strong>number and words</strong> below that most accurately describe the student’s performance.</td>
</tr>
<tr>
<td>5 Exceptional Intern excels at this behavior</td>
<td></td>
</tr>
<tr>
<td>4 Above Satisfactory Intern’s performance of behavior has exceeded expectations</td>
<td></td>
</tr>
<tr>
<td>3 Satisfactory Intern’s performance of behavior meets expectations</td>
<td></td>
</tr>
<tr>
<td>COMPETENCY 1 – DEMONSTRATE ETHICAL &amp; PROFESSIONAL BEHAVIOR</td>
<td>Required Field Learning Tasks</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Behaviors</td>
<td>Required Field Learning Tasks</td>
</tr>
<tr>
<td>34. Understand and identify professional strengths,</td>
<td>a. Use supervision to discuss and obtain feedback on observed professional strengths, limitations, and challenges</td>
</tr>
<tr>
<td>limitations, and challenges.</td>
<td>b. Engage in self-reflection to identify areas of improvement and steps to address limitations and challenges and discussion in supervision</td>
</tr>
<tr>
<td><em>Dimensions: Knowledge, Cognitive and Affective Processes</em></td>
<td>c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision</td>
</tr>
<tr>
<td>35. Apply ethical decision-making skills to issues</td>
<td>a. Identify possible ethical challenges in clinical practice and discuss in supervision</td>
</tr>
<tr>
<td>specific to clinical social work.</td>
<td>b. Analyze at least one ethical dilemma in your clinical practice from different perspectives (client, social worker, supervisor) and discuss in supervision</td>
</tr>
<tr>
<td><em>Dimensions: Skills, Values</em></td>
<td></td>
</tr>
<tr>
<td>36. Recognize and manage personal biases as they affect</td>
<td>a. Engage in self-reflection to identify personal biases that could adversely affect the therapeutic relationship and discuss in supervision</td>
</tr>
<tr>
<td>the therapeutic relationship in the service of the</td>
<td>b. Identify ways to conduct oneself ethically in the therapeutic relationship and discuss in supervision</td>
</tr>
<tr>
<td>clients’ well-being</td>
<td>c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision</td>
</tr>
<tr>
<td><em>Dimensions: Knowledge, Skills, Cognitive and Affective Processes</em></td>
<td></td>
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<tr>
<td>37. Engage in reflective practice and demonstrate</td>
<td>a. Create an agenda for weekly supervision that includes questions regarding your clinical practice with clients and present the agenda and participate actively in weekly supervision</td>
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<tr>
<td>professional use of self with clients.</td>
<td>b. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision</td>
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<tr>
<td><em>Dimensions: Skills, Cognitive and Affective Practices</em></td>
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<tr>
<td>38. Communicate professional clinical judgments in oral,</td>
<td>a. Present and discuss client cases in supervision</td>
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<tr>
<td>written, and electronic format.</td>
<td>b. Complete agency documentation (assessment, treatment plans, progress)</td>
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</table>
| Dimensions: Skills, Cognitive and Affective Processes | notes) | c. Attend agency staff meetings and discuss client cases with other professionals  
| COMPETENCY 2 – ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE | d. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision |
| 39. Research historical contexts and intersectionality of clients’ identities,  
Dimensions: Skills, Values | a. Research and review literature and media about historical and current contexts and intersectionality of clients’ identities  
| | b. Discuss in supervision how historical and current contexts and intersectionality of clients’ identities interact with your clinical practice |
| 40. Apply knowledge of diversity and differences to enhance the effectiveness of clinical practice,  
Dimensions: Skills | a. Demonstrate cultural humility during case consultation in supervision  
| | b. Assess for impact of oppression at the micro, mezzo, and macro levels when assessing clients  
| | c. Discuss if interventions are culturally responsive with supervisor and identify areas for improvement |
| 41. Understand how sociocultural contexts influence definitions of psychopathology, risk factors, and resilience,  
Dimensions: Knowledge, Values | a. Discuss in supervision how dominant culture is normalized and its effects on how psychopathology, risk factors, and resilience is viewed by clinicians and clients  
| | b. Discuss in supervision how clients’ view psychopathology, risk factors, and resilience, as influenced by their cultural identities  
| | c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision |
| COMPETENCY 3 – ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE |  |
| 42. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems as well as the resilience of client and client systems to guide treatment planning and intervention,  
Dimensions: Knowledge, Skills, Values | a. Assess for impact of oppression at the micro, mezzo, and macro levels when assessing clients  
| | b. Research interventions connected to assessment findings in relation to clients’ intersectional identities  
| | c. Discuss assessment and research findings in supervision and how to use them to guide treatment planning and intervention |
| 43. Apply advocacy strategies designed to eliminate oppressive structural barriers and promote equitable access to services and resources,  
Dimensions: Skills, Values | a. Identify and discuss in supervision oppressive structural barriers that impact access to services and resources  
| | b. Discuss with supervisor how to incorporate discussion of advocacy into work with clients  
| | c. Propose strategies to promote equitable access to services and resources |
| COMPETENCY 4 – ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH |  |
| 44. Use the evidenced-informed practice process in clinical assessment and intervention with clients,  
Dimensions: Knowledge, Skills | a. Research evidence-informed assessments and interventions that are most effective with the client population and discuss in supervision  
| | b. Select appropriate evidence-informed assessments and interventions and utilize them with clients |
| 45. Use research methodology to evaluate clinical | a. Research appropriate evaluative tools for assessing interventions in your  

### COMPETENCY 5 – ENGAGE IN POLICY PRACTICE

| **46.** Advocate with and inform administrators and legislators to influence policies that affect clients and services. |
| **Dimensions:** Skills |
| a. Identify social welfare policies that enhance or diminish services to client population and 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 |

| **47.** Communicate to stakeholders the implication of policies and policy change in the lives of clients. |
| **Dimensions:** Skills |
| a. Identify stakeholders in the community relevant to your client population and discuss in supervision strategies to engage stakeholders |
| b. Participate in one community/stakeholders meeting related to client population |

### COMPETENCY 6 – ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

| **48.** Develop a culturally responsive therapeutic relationship. |
| **Dimensions:** Skills, Values |
| a. Discuss in supervision how clients’ values affect their understanding of the presenting problem |
| b. Demonstrate understanding of the presenting problem from clients’ cultural perspectives by discussing with Field Instructor |
| c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision |

| **49.** Establish therapeutic relationship that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes. |
| **Dimensions:** Skills, Cognitive and Affective Processes |
| a. Discuss client/social worker alliance in supervision and similarities to student/supervisor relationship |
| b. Set goals with active participation of clients after discussing different options |
| c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision |

| **50.** Attend to the interpersonal dynamics and contextual factors that potentially impact the therapeutic alliance. |
| **Dimensions:** Skills |
| a. Utilize supervision to review and process client cases, and understand how personal biases and issues may impact the therapeutic alliance |
| b. Examine at least one case in supervision where the effectiveness of the therapeutic alliance is in question, discuss potential factors that may be impacting it, and problem solve |
| c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision |

### COMPETENCY 7 – ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

| **51.** Use multidimensional bio-psycho-social-spiritual assessment theories and diagnostic classification systems in the formation of comprehensive assessments. |
| a. Conduct at least 5 bio-psycho-social-spiritual assessments |
| b. Consult assessment theories and diagnostic classification systems to guide case formulation |
| c. Discuss assessment findings in supervision |
| Dimension: Knowledge, Skills | 52. Identify and articulate clients’ strengths and vulnerabilities while recognizing the role of historical contexts and intersectionality of clients’ identities.  
*Dimensions: Knowledge, Skills, Values* | a. Identify systemic factors that may oppress clients and discuss in supervision  
b. Taking into account systemic factors as well as intersectionality of clients’ identities, identify clients’ strengths and vulnerabilities and discuss in supervision  
c. Reflect on your own definition of clients’ strengths and vulnerabilities based on your worldview/identity and discuss in supervision  
53. Assess clients’ readiness for change.  
*Dimensions: Skills, Values* | a. Assess clients’ patterns of behavior and motivation for change  
b. Present at least one case in supervision with the focus on client’s readiness for change  
54. Assess clients’ coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.  
*Dimensions: Skills* | a. Assess and document clients’ positive and negative coping skills  
b. Reflect on your own definition of clients’ positive and negative coping skills based on your worldview/identity and discuss in supervision  
c. Discuss use of positive coping skills with client  
55. Select and modify appropriate intervention strategies based on continuous clinical assessment.  
*Dimensions: Knowledge, Skills* | a. Assess interventions with clients by utilizing client feedback and their thoughts about how the intervention is going  
b. Utilize evidence-informed assessment techniques to determine effectiveness of interventions  
c. Discuss the above in supervision and how to modify interventions if needed  
56. Use differential diagnosis.  
*Dimensions: Skills* | a. Research use of diagnosing clients and discuss in supervision  
b. Utilize diagnostic criteria to develop diagnoses for client cases and obtain feedback from supervisor  
57. Utilize knowledge of psychotropic medications that are typically used in treatment of mental health disorders including expected results and side effects.  
*Dimensions: Knowledge, Skills* | a. Discuss in supervision medications that the clients are currently taking, the reason for that choice of medication, and the potential results and side effects  
b. Research what medications are typically used with the most common presenting mental health disorders presented by the clients in the agency  
**COMPETENCY 8 – INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES**  
58. Critically evaluate, select, and apply best practices and evidence-informed interventions.  
*Dimensions: Knowledge, Skills* | a. Review evidence-informed literature about modes of intervention used in agency and discuss in supervision  
b. Research and review evidence-informed literature regarding client population and discuss with Field Instructor  
c. Utilize evidence-informed interventions in practice with clients  
59. 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-informed practice and its link with assessment in supervision  
b. Implement evidence-informed interventions informed by assessment in practice with clients |
### Dimensions: Skills

<table>
<thead>
<tr>
<th><strong>60.</strong> Collaborate with other professionals to coordinate treatment interventions. <strong>Dimensions: Skills</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>61.</strong> Evaluate the strengths and weaknesses of multiple theoretical perspectives and choose interventions that are culturally responsive to clients’ identities and situations. <strong>Dimensions: Skills, Values</strong></td>
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</tbody>
</table>

| **62.** Use clinical evaluation to analyze and report treatment outcomes and apply evaluation findings to improve clinical practice. **Dimensions: Skills** |

| **63.** Ensure that historical contexts and intersectionality of clients’ identities are integrated in the evaluation process. **Dimensions: Knowledge, Values** |

### COMPETENCY 9 – EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

| **a.** Attend agency case conferences to gain an understanding of case conceptualization and coordination of treatment activities |
| **b.** Discuss clients’ progress with treatment team and in supervision |
| **a.** Discuss at least two theories, identifying their strengths and weaknesses, in relation to a client case in supervision |
| **b.** Select and apply one intervention relevant to a client case that is culturally responsive to the client and their identities and contexts |
| **c.** Discuss with Field Instructor the relationship between theoretical perspectives, interventions, and culturally responsive practice |
| **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 |
| **a.** Research a culturally responsive evaluation tool for one client case and discuss in supervision |
| **b.** Utilize a culturally responsive evaluation tool with at least one client case and discuss in supervision |

### Narrative Summary

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

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

Overall, what adjectives best describe student’s performance?
Do you see social work as a good fit for this student? Please comment.

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

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

Field Supervisor Signature
Student Signature
Seminar Instructor Signature

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

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

| Competencies, Behaviors, and Dimensions | Evaluative Ratings: Field Instructor’s Assessment of Student Behaviors |
Directions:
The final evaluation is based on student achievement of the competencies, behaviors, and dimensions, using the required field learning tasks. All tasks and behaviors must be completed by the end of the semester. Their purpose is to provide structure, clarity and guidance in achieving the required competencies.

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

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

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<thead>
<tr>
<th>Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>5</td>
<td>Exceptional</td>
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<tr>
<td>4</td>
<td>Above</td>
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<tr>
<td>3</td>
<td>Satisfactory</td>
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<td>2</td>
<td>Below</td>
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<tr>
<td>1</td>
<td>Unacceptable</td>
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</table>

**COMPETENCY 1 – DEMONSTRATE ETHICAL & PROFESSIONAL BEHAVIOR**

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Required Field Learning Tasks</th>
<th>Rating</th>
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</table>
| **34. Understand and identify professional strengths, limitations, and challenges.** *Dimensions: Knowledge, Cognitive and Affective Processes* | a. Continue to use supervision to discuss and obtain feedback on observed professional strengths, limitations, and challenges  
b. Present identified areas of improvement and steps to address limitations and challenges as part of Capstone  
c. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision |        |
| **35. Apply ethical decision-making skills to issues specific to clinical social work.** *Dimensions: Skills, Values* | a. Discuss in supervision ethical challenges as they arise in your clinical practice  
b. Identify two common ethical dilemmas that appear to arise in your agency’s clinical practice and discuss how to reach a solution to these dilemmas in supervision |        |
| **36. 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 |        |
| Dimensions: Knowledge, Skills, Cognitive and Affective Processes | b. Continue to identify ways to conduct oneself ethically in the therapeutic relationship and discuss in supervision  
c. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision |
| --- | --- |
| 37. Engage in reflective practice and demonstrate professional use of self with clients.  
*Dimensions: Skills, Cognitive and Affective Practices* | a. Continue to create an agenda for weekly supervision that includes questions regarding your clinical practice with clients and present the agenda and participate actively in weekly supervision  
b. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision |
| 38. Communicate professional clinical judgments in oral, written, and electronic format.  
*Dimensions: Skills, Cognitive and Affective Processes* | a. Continue to present and discuss client cases in supervision  
b. Continue to complete agency documentation (assessment, treatment plans, progress notes)  
c. Continue to attend agency staff meetings and discuss client cases with other professionals  
d. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision |

**COMPETENCY 2 – ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE**

| 39. Research historical contexts and intersectionality of clients’ identities.  
*Dimensions: Skills, Values* | a. Continue to research and review literature and media about historical contexts and intersectionality of clients’ identities  
b. Continue to discuss in supervision how historical contexts and intersectionality of clients’ identities interact with your clinical practice |
| 40. Apply knowledge of diversity and differences to enhance the effectiveness of clinical practice.  
*Dimensions: Skills* | a. Continue to demonstrate cultural humility during case consultation in supervision  
b. Continue to assess for impact of oppression at the micro, mezzo, and macro levels when assessing clients  
c. Continue to discuss if interventions are culturally responsive with supervisor and identify areas for improvement |
| 41. Understand how sociocultural contexts influence definitions of psychopathology, risk factors, and resilience.  
*Dimensions: Knowledge, Values* | a. Continue to discuss in supervision how dominant culture is normalized and its effects on how psychopathology, risk factors, and resilience is viewed by clinicians and clients  
b. Continue to discuss in supervision how clients’ view psychopathology, risk factors, and resilience, as influenced by their cultural identities  
c. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision |

**COMPETENCY 3 – ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE**

| 42. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems as well as the resilience of client and client systems to guide treatment planning and intervention. | a. Continue to assess for impact of oppression at the micro, mezzo, and macro levels when assessing clients  
b. Continue to research interventions connected to assessment findings in relation to clients’ intersectional identities  
c. Continue to discuss assessment and research findings in supervision and |
| Dimensions: Knowledge, Skills, Values | how to use them to guide treatment planning and intervention  
d. Develop and implement intervention plans demonstrating an understanding of the impact of oppression and clients’ intersectional identities |

| 43. Apply advocacy strategies designed to eliminate oppressive structural barriers and promote equitable access to services and resources.  
Dimensions: Skills, Values | a. Continue to identify and discuss in supervision oppressive structural barriers that impact access to services and resources  
b. Continue to discuss with supervisor how to incorporate discussion of advocacy into work with clients  
c. Continue to propose strategies to promote equitable access to services and resources |

| COMPETENCY 4 – ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH |  
| 44. Use the evidenced-informed practice process in clinical assessment and intervention with clients.  
Dimensions: Knowledge, Skills | a. Continue to research evidence-informed assessments and interventions that are most effective with the client population and discuss in supervision  
b. Continue to select appropriate evidence-informed assessments and interventions and utilize them with clients |

| 45. Use research methodology to evaluate clinical practice effectiveness and/or outcomes.  
Dimensions: Knowledge, Skills | a. Continue to research appropriate evaluative tools for assessing interventions in your clinical practice setting  
b. Continue to implement appropriate evaluation measures to assess intervention effectiveness  
c. Continue to discuss efficacy of intervention with Field Instructor and identify areas for improvement  
d. Present evaluation measures, outcomes, and intervention effectiveness as part of Capstone |

| COMPETENCY 5 – ENGAGE IN POLICY PRACTICE |  
| 46. Advocate with and inform administrators and legislators to influence policies that affect clients and services.  
Dimensions: Skills | a. Continue to identify social welfare policies that enhance or diminish services to client population and discuss in supervision  
b. Present recommendations for changes to a social welfare policy in order to enhance services to client population as part of Capstone |

| 47. Communicate to stakeholders the implication of policies and policy change in the lives of clients.  
Dimensions: Skills | a. Identify stakeholders in the community relevant to your client population and discuss in supervision strategies to engage stakeholders  
b. Participate in one community/stakeholders meeting related to client population |

| COMPETENCY 6 – ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES |  
| 48. Develop a culturally responsive therapeutic relationship.  
Dimensions: Skills, Values | a. Continue to discuss in supervision how clients’ values affect their understand of the presenting problem  
b. Utilize clients’ cultural perspectives and understanding of the presenting problem to develop and implement intervention strategies  
c. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision |
| **49.** Establish therapeutic relationship that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes. *Dimensions: Skills, Cognitive and Affective Processes* | a. Continue to discuss client/social worker alliance in supervision and similarities to student/supervisor relationship  
b. Complete at least 5 treatment plans with client input, at least one about a family or couple, and present one as part of Capstone  
c. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision |
| --- | --- |
| **50.** Attend to the interpersonal dynamics and contextual factors that potentially impact the therapeutic alliance. *Dimensions: Skills* | a. Continue to utilize supervision to review and process client cases, and understand how personal biases and issues may impact the therapeutic alliance  
b. Continue to discuss cases in supervision where the effectiveness of the therapeutic alliance is in question, reflect on potential factors that may be impacting it, and select approaches to resolve  
c. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision |
| **COMPETENCY 7 – ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES** | |
| **51.** Use multidimensional bio-psycho-social-spiritual assessment theories and diagnostic classification systems in the formation of comprehensive assessments. *Dimensions: Knowledge, Skills* | a. Conduct at least 5 bio-psycho-social-spiritual assessments this semester, at least one about a family or couple  
b. Continue to consult assessment theories and diagnostic classification systems to guide case formulation  
c. Continue to discuss assessment findings in supervision  
d. Present a bio-psycho-spiritual assessment as part of Capstone |
| **52.** Identify and articulate clients’ strengths and vulnerabilities while recognizing the role of historical contexts and intersectionality of clients’ identities. *Dimensions: Knowledge, Skills, Values* | a. Continue to identify systemic factors that may oppress clients and discuss in supervision  
b. Continue to identify clients’ strengths and vulnerabilities, taking into account systemic factors as well as intersectionality of clients’ identities, and discuss in supervision  
c. Continue to reflect on your own definition of clients’ strengths and vulnerabilities based on your worldview/identity and discuss in supervision  
d. Present on a client’s strengths and vulnerabilities, taking into account systemic factors as well as the client’s intersectional identity, as part of Capstone |
| **53.** Assess clients’ readiness for change. *Dimensions: Skills, Values* | a. Continue to assess clients’ patterns of behavior and motivation for change  
b. Continue to discuss cases in supervision with a focus on clients’ readiness for change |
| **54.** Assess clients’ coping strategies to reinforce and improve adaptation to life situations, circumstances, and events. *Dimensions: Skills* | a. Continue to assess and document clients’ positive and negative coping skills  
b. Continue to reflect on your own definition of clients’ positive and negative coping skills based on your worldview/identity and discuss in supervision |
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<th>COMPETENCY 8 – INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</th>
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| **55.** Select and modify appropriate intervention strategies based on continuous clinical assessment.  
*Dimensions: Knowledge, Skills* |
| c. Implement utilization of positive coping skills and monitor clients’ progress |
| a. Continue to assess interventions with clients by utilizing client feedback and their thoughts about how the intervention is going  
b. Continue to utilize evidence-informed assessment techniques to determine effectiveness of interventions  
c. Continue to discuss the above in supervision and how to modify interventions if needed  
d. Present evidence-informed intervention with client as a result of clinical assessment as part of Capstone |
| **56.** Use differential diagnosis.  
*Dimensions: Skills* |
| a. Continue to research use of diagnosing clients and discuss in supervision  
b. Continue to utilize diagnostic criteria to develop diagnoses for client cases and obtain feedback from supervisor  
c. Present diagnosis for client case as part of Capstone |
| **57.** Utilize knowledge of psychotropic medications that are typically used in treatment of mental health disorders including expected results and side effects.  
*Dimensions: Knowledge, Skills* |
| a. Continue to discuss in supervision medications that the clients are currently taking, the reason for that choice of medication, and the potential results and side effects  
b. Continue to research what medications are typically used with the most common presenting mental health disorders presented by the clients in the agency |
| **COMPETENCY 8 – INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES** |
| **58.** Critically evaluate, select, and apply best practices and evidence-informed interventions.  
*Dimensions: Knowledge, Skills* |
| a. Continue to review and utilize evidence-informed interventions with clients  
b. Present evidence-informed intervention with client as part of Capstone and explain to panel the rationale behind the selection |
| **59.** Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.  
*Dimensions: Skills* |
| a. Continue to implement evidence-informed interventions informed by assessment in practice with clients  
b. Discuss effectiveness of evidence-informed intervention with Field Instructor and address challenges encountered during implementation of intervention |
| **60.** Collaborate with other professionals to coordinate treatment interventions.  
*Dimensions: Skills* |
| a. Continue to attend agency case conferences to gain an understanding of case conceptualization and coordination of treatment activities  
b. Continue to discuss clients’ progress with treatment team and in supervision |
| **61.** Evaluate the strengths and weaknesses of multiple theoretical perspectives and choose interventions that are culturally responsive to clients’ identities and situations.  
*Dimensions: Skills, Values* |
| a. Continue to discuss theories, identifying their strengths and weaknesses, in relation to a client cases in supervision  
b. Continue to select and apply interventions that are culturally responsive to clients and their identities and contexts  
c. Present on the relationship between theoretical perspective and choice of intervention, in relation to a client’s identity and situation as part of |
### Capstone

<table>
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<tr>
<th>COMPETENCY 9 – EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</th>
</tr>
</thead>
</table>
| **62.** Use clinical evaluation to analyze and report treatment outcomes and apply evaluation findings to improve clinical practice. *Dimensions: Skills*
| a. Continue to research and implement appropriate clinical evaluative tools for assessing the effectiveness of interventions in your practice setting.  
  b. Continue to discuss efficacy of intervention with Field Instructor and identify areas for improvement.  
  c. Present evaluation measures, outcomes, and intervention effectiveness as part of Capstone. |
| **63.** Ensure that historical contexts and intersectionality of clients’ identities are integrated in the evaluation process. *Dimensions: Knowledge, Values*
| a. Continue to research culturally responsive evaluation tools for clients and discuss in supervision.  
  b. Present on the historical and current context and intersectionality of a client’s identity as part of the evaluation process as part of Capstone. |

#### Narrative Summary

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

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

Overall, what adjectives best describe student’s performance?

Do you see social work as a good fit for this student? Please comment.
Please indicate any recommendations you have regarding considerations for student’s future education or experience.

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

Field Supervisor Signature

Student Signature

Seminar Instructor 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.

Name ___________________________ Student ID # ___________________________

Level: BSSW I ________ MSW I ________ Total Hours: __________________________
BSSWII ________ MSW II ________
MSW III ________

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<th>DATES</th>
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<th>FIELD INSTRUCTOR INITIALS</th>
<th>STUDENT INITIALS</th>
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<td>Week 16*:</td>
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</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: ________________________________
Florida International University  
SCHOOL OF SOCIAL WORK OFFICE OF FIELD EDUCATION  
MSW I MID-SEMESTER EVALUATION

Student Name:  
Field Instructor:  
Agency:  
Semester/Year:  
Hours Completed to Date:  

<table>
<thead>
<tr>
<th>Competencies, Behaviors, and Dimensions</th>
<th>Evaluative Ratings: Field Instructor’s Assessment of Student Behaviors</th>
</tr>
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<tr>
<td>Directions: The mid-semester evaluation is based on student progress on the competencies, behaviors, and dimensions, using the required field learning tasks. All tasks and behaviors must be completed by the end of the semester. The competencies, behaviors, and dimensions below are set forth by the Council on Social Work Education in their Educational Policy and Accreditation Standards (EPAS) for all accredited social work education programs.</td>
<td>Select the <strong>number and words</strong> below that most accurately describe the student’s performance.</td>
</tr>
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<td>Intern excels at this behavior</td>
</tr>
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<td>Intern’s performance of behavior has exceeded expectations</td>
</tr>
<tr>
<td>3 Satisfactory</td>
<td>Intern’s performance of behavior meets expectations</td>
</tr>
<tr>
<td>2 Below Satisfactory</td>
<td>Intern’s performance of behavior has not met expectations; there is evidence the student will be able to do so in the near future. This rating requires an explanation.</td>
</tr>
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<td>1 Unacceptable</td>
<td>Intern’s performance of behavior has not met the expectations and shows no evidence of being able to do so in the near future. This rating requires an explanation.</td>
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<td>0 Not Yet Started</td>
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however, all field learning tasks and behaviors must be completed by the end of the semester. These competencies and behaviors cannot be left for future semesters. This rating requires an explanation.

| COMPETENCY 1 – DEMONSTRATE ETHICAL & PROFESSIONAL BEHAVIOR |
|---|---|---|
| Behaviors | Required Field Learning Tasks | Rating |
| 1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to conduct. *Dimensions: Skills, Values, Cognitive and Affective Processes* | a. Discuss NASW Code of Ethics with Field Instructor and apply to a case in supervision  
b. Identify and discuss ongoing ethical dilemmas in the agency in supervision | |
| 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. *Dimensions: Skills, Values, Cognitive and Affective Processes* | a. Identify and discuss personal values and how they correspond to professional values in supervision; discuss how to manage these values  
b. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision | |
| 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. *Dimensions: Skills* | a. Dress according to agency policy  
b. Utilize clear, appropriate communication at all times (written, oral, electronic) and seek feedback from Field Instructor  
c. Demonstrate behavior that abides by the NASW Code of Ethics  
d. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision | |
| 4. Use technology ethically and appropriately to facilitate practice outcomes. *Dimensions: Skills, Values* | a. Discuss NASW, ASWB, CSWE & CSWA Standards for Technology in Social Work Practice with Field Instructor and apply to a case in supervision  
b. Use technology according to agency policy  
c. Review FIU School of Social Work Technology Guidelines For Social Work Interns | |
| 5. Use supervision and consultation to guide | a. Participate in weekly supervision meetings | |
| Dimensions: Skills, Cognitive and Affective Processes | 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 with clients for SOW 5532 (see syllabus) and discuss in supervision |
|---|---|
| **COMPETENCY 2 – ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE** | a. Discuss in supervision how clients’ social positions (oppression and/or privilege) and identities have impacted clients’ life experiences across micro, mezzo, and macro levels  
b. Research and apply knowledge across the micro, mezzo, and macro levels related to clients’ social positions (oppression and/or privilege) and identities as they apply to clients’ life experiences  
c. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision |
| **6.** Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.  
*Dimensions: Knowledge, Skills, Values* | a. Use assessment process to understand clients’ backgrounds and how clients’ life experiences inform their understanding of the presenting problem and possible solutions and discuss with Field Instructor  
b. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision |
| **7.** Present themselves as learners and engage clients and constituencies as experts of their own experiences.  
*Dimensions: Knowledge, Skills, Values* | a. Identify areas where your personal biases and values might impact client interactions and discuss in supervision  
b. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision  
c. Share key points from SOW 5532 seminar discussions with Field Instructor |
| **8.** Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.  
*Dimensions: Skills, Values, Cognitive and Affective Processes* | a. Identify and discuss in supervision how clients at the agency may be oppressed, marginalized, alienated, and/or have privilege in our society  
b. Identify and discuss in supervision how oppression, marginalization, alienation, and privilege impacts clients  
c. Share key points from SOW 5532 seminar discussions with Field Instructor |
| **9.** Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.  
*Dimensions: Knowledge, Values* | a. Identify and discuss in supervision how clients at the agency may be oppressed, marginalized, alienated, and/or have privilege in our society  
b. Identify and discuss in supervision how oppression and discrimination impacts clients and how you can address such issues in your work with clients |
| **COMPETENCY 3 – ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE** | a. Identify and discuss in supervision how clients at the agency may be oppressed or discriminated against in our society  
b. Identify and discuss in supervision how oppression and discrimination impacts clients and how you can address such issues in your work with clients |
<table>
<thead>
<tr>
<th>COMPETENCY 4 – ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH</th>
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</table>
| **13.** Use practice experience and theory to inform scientific inquiry and research.  
*Dimensions: Knowledge, Skills* |
| a. Identify and discuss interventions and theories used in the agency with Field Instructor  
| b. Identify and discuss research gaps based on client population and practice experience |
| **14.** Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.  
*Dimensions: Knowledge, Skills* |
| a. Discuss the effectiveness of interventions used in the agency based on an analysis of quantitative and qualitative research with Field Instructor  
| b. Explore research related to agency target population and review findings with Field Instructor, with focus on analysis of quantitative and qualitative research  
| c. Identify potential evidence-informed practice related to client population with guidance from Field Instructor |
| **15.** Use and translate research evidence to inform and improve practice, policy, and service delivery.  
*Dimensions: Knowledge, Skills* |
| a. Practice using identified evidence-informed practice related to client population with guidance from Field Instructor  
| b. Complete SOW 5324 group proposal assignment (see syllabus), share with Field Instructor, and specifically discuss the evidence base to support the design of the group  
| c. Discuss the [Standards for Social Work Practice with Groups](https://www.aswsocialworkers.org/practice/standards) with Field Instructor |

**COMPETENCY 5 – ENGAGE IN POLICY PRACTICE**
<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Dimensions</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>16.</strong> Identify social policy at the local, state, and federal level that impacts well-being, service-delivery, and access to social services.</td>
<td></td>
<td>Knowledge</td>
<td>a. Identify a problem related to human rights, social, economic, and/or environmental justice for a client population served by the agency and discuss with Field Instructor &lt;br&gt;b. Identify a social policy that impacts the problem identified above and discuss with Field Instructor, as well as how the social policy impacts well-being for clients and communities, service-delivery, and access to social services</td>
</tr>
<tr>
<td><strong>17.</strong> Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
<td></td>
<td>Knowledge</td>
<td>a. Identify and discuss how the problem and policy identified above impact the delivery and access to social services at the agency with Field Instructor &lt;br&gt;b. Identify and discuss how the delivery and access issues identified above impact clients with Field Instructor</td>
</tr>
<tr>
<td><strong>18.</strong> Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
<td>Knowledge, Skills</td>
<td>a. Identify a problem related to human rights, social, economic, and/or environmental justice for a client population served by the agency and discuss with Field Instructor &lt;br&gt;b. Identify a social policy that impacts the problem identified above and discuss with Field Instructor &lt;br&gt;c. Discuss potential policy advocacy opportunities for identified policy with Field Instructor</td>
<td></td>
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<tr>
<td><strong>COMPETENCY 6 – ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</strong></td>
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<tr>
<td><strong>19.</strong> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</td>
<td>Knowledge, Skills</td>
<td>a. Observe/shadow at least 5 staff interactions with client population and discuss person-in-environment factors with Field Instructor &lt;br&gt;b. Identify and discuss ways to build rapport and trust with client population with Field Instructor &lt;br&gt;c. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision</td>
<td></td>
</tr>
<tr>
<td><strong>20.</strong> Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
<td>Skills, Cognitive and Affective Processes</td>
<td>a. Use basic social work interviewing skills of reflecting content, reframing, and clarifying questions to establish a professional social worker-client relationship and discuss in supervision &lt;br&gt;b. Engage diverse clients and constituencies and discuss areas for growth and strengthening of social work skills and discuss in supervision &lt;br&gt;c. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision</td>
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<tr>
<td><strong>COMPETENCY 7 – ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</strong></td>
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<tr>
<td><strong>21.</strong> Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</td>
<td></td>
<td></td>
<td>a. Become familiar with different assessment tools and the strengths/limitations of each tool &lt;br&gt;b. Complete 3 assessments and discuss with Field Instructor</td>
</tr>
</tbody>
</table>
22. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

**Dimensions: Knowledge, Skills**

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<th>Activity</th>
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<tbody>
<tr>
<td>a.</td>
<td>Explore clients’ and constituencies’ strengths, limitations, coping skills, and resources from the perspective of the client</td>
</tr>
<tr>
<td>b.</td>
<td>Create an ecomap based on an assessment and discuss person-in-environment factors in supervision</td>
</tr>
</tbody>
</table>

23. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

**Dimensions: Knowledge, Skills**

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<tbody>
<tr>
<td>a.</td>
<td>Research potential intervention goals and objectives bases on assessments</td>
</tr>
<tr>
<td>b.</td>
<td>Collaboratively develop intervention plans with at least 3 clients based on assessments and mutually agreed-on goals and objectives and discuss in supervision</td>
</tr>
</tbody>
</table>

24. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Dimensions: Knowledge, Skills**

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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Discuss evidence-informed practice relevant to agency client population as well as values and preferences of clients and constituencies with Field Instructor</td>
</tr>
<tr>
<td>b.</td>
<td>Collaboratively develop intervention plans with at least 3 clients based on assessments and mutually agreed-on goals and objectives and discuss in supervision</td>
</tr>
<tr>
<td>c.</td>
<td>Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision</td>
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</table>

**COMPETENCY 8 – INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES**

25. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

**Dimensions: Knowledge, Skills**

<table>
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<tbody>
<tr>
<td>a.</td>
<td>Shadow Field Instructor and/or agency staff to observe intervention styles and methods with at least 3 clients and discuss observations with Field Instructor</td>
</tr>
<tr>
<td>b.</td>
<td>Practice of evidence-informed interventions relevant to client population with guidance from Field Instructor and/or staff</td>
</tr>
<tr>
<td>c.</td>
<td>Collaboratively develop with at least 3 clients intervention plans based on assessments and mutually agreed-on goals and objectives and discuss in supervision</td>
</tr>
<tr>
<td>d.</td>
<td>Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision</td>
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26. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

**Dimensions: Knowledge, Skills**

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<tr>
<td>a.</td>
<td>Explain to Field Instructor how the 3 intervention plans developed above reflect person-in-environment approach and receive feedback</td>
</tr>
<tr>
<td>b.</td>
<td>Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision</td>
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<tr>
<td>c.</td>
<td>Create an ecomap based on an assessment and discuss appropriate interventions with Field Instructor</td>
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| **27. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.**  
*Dimensions: Skills* | a. Participate in staff meetings to discuss collaborative ways to best work with clients  
b. Discuss inter-professional collaboration with Field Instructor and initiate when appropriate |   |
|   |   |   |
| **28. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.**  
*Dimensions: Skills, Values* | a. Advocate for clients and assist clients in self-advocacy at agency  
b. Follow up with clients if advocacy and referrals were successful or not, and why |   |
|   |   |   |
| **29. Facilitate effective transitions and endings that advance mutually agreed-on goals.**  
*Dimensions: Skills* | a. From the beginning, discuss transitions and endings with clients with guidance from Field Instructor  
b. Review work and progress made together with clients  
c. Facilitate referral and/or transition process of clients to another staff or agency, when appropriate |   |
|   |   |   |
| **COMPETENCY 9 – EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES** |   |   |
| **30. Select and use appropriate methods for evaluation of outcomes.**  
*Dimensions: Skills* | a. Identify and discuss evaluation practices used at agency with Field Instructor  
b. Research and implement evidence-informed evaluation measures applicable to client population |   |
|   |   |   |
| **31. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.**  
*Dimensions: Knowledge, Skills* | a. Discuss with clients to learn their perspective about their progress toward goals and objectives  
b. Review client files to determine progress toward agreed goals between client and intern  
c. Discuss outcomes with Field Instructor, specifically looking at multiple perspectives on reasons for progress and/or barriers to progress  
d. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision |   |
|   |   |   |
| **32. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.**  
*Dimensions: Knowledge, Skills* | a. Continually review goals and objectives with clients to monitor progress  
b. Discuss intervention outcomes with clients, specifically their thoughts and feelings on reasons for progress and/or barriers to progress  
c. Discuss intervention and program outcomes with Field Instructor, specifically looking at multiple perspectives on reasons for progress and/or barriers to progress  
d. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision |   |
|   |   |   |
| **33. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.**  
*Dimensions: Skills* | a. Use evaluation findings to discuss ways to improve practice effectiveness at micro, mezzo, and macro levels with Field Instructor  
b. Make changes to practice at micro, mezzo, and macro levels |   |
Narrative Summary

Please identify student strengths.

If the student received any ratings of 0 (Not Yet Started), 1 (Unacceptable), 2 (Below Satisfactory), please provide details to explain the reasons for those scores. In your explanation, please cite the behavior for which a 0, 1, or 2 was received and the rationale behind the score.

For each behavior scored as a 0, 1, or 2, please document your efforts thus far to assist the student regarding the behaviors scored 0, 1, 2, and the student’s response.

For each behavior scored as a 0, 1, or 2, please describe what the action plan is for the remainder of the semester to address these areas (0, 1, 2).

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

Field Supervisor Signature
Student Signature
Seminar Instructor Signature
Student Name: 
Field Instructor: 
Agency: 
Semester/Year: 
Hours Completed to Date:

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### COMPETENCY 1 – DEMONSTRATE ETHICAL & PROFESSIONAL BEHAVIOR

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<tr>
<td><strong>34. Understand and identify professional strengths, limitations, and challenges.</strong>&lt;br&gt;Dimensions: Knowledge, Cognitive and Affective Processes</td>
<td>a. Use supervision to discuss and obtain feedback on observed professional strengths, limitations, and challenges&lt;br&gt;b. Engage in self-reflection to identify areas of improvement and steps to address limitations and challenges and discussion in supervision&lt;br&gt;c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision</td>
<td></td>
</tr>
<tr>
<td><strong>35. Apply ethical decision-making skills to issues specific to clinical social work.</strong>&lt;br&gt;Dimensions: Skills, Values</td>
<td>a. Identify possible ethical challenges in clinical practice and discuss in supervision&lt;br&gt;b. Analyze at least one ethical dilemma in your clinical practice from different perspectives (client, social worker, supervisor) and discuss in supervision</td>
<td></td>
</tr>
<tr>
<td><strong>36. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients’ well-being</strong>&lt;br&gt;Dimensions: Knowledge, Skills, Cognitive and Affective Processes</td>
<td>a. Engage in self-reflection to identify personal biases that could adversely affect the therapeutic relationship and discuss in supervision&lt;br&gt;b. Identify ways to conduct oneself ethically in the therapeutic relationship and discuss in supervision&lt;br&gt;c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision</td>
<td></td>
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<tr>
<td><strong>37. Engage in reflective practice and demonstrate professional use of self with clients.</strong>&lt;br&gt;Dimensions: Skills, Cognitive and Affective Practices</td>
<td>a. Create an agenda for weekly supervision that includes questions regarding your clinical practice with clients and present the agenda and participate actively in weekly supervision&lt;br&gt;b. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision</td>
<td></td>
</tr>
<tr>
<td><strong>38. Communicate professional clinical judgments in oral, written, and electronic format.</strong></td>
<td>a. Present and discuss client cases in supervision&lt;br&gt;b. Complete agency documentation (assessment, treatment plans, progress</td>
<td></td>
</tr>
<tr>
<td>Dimensions: Skills, Cognitive and Affective Processes</td>
<td>notes)</td>
<td>c. Attend agency staff meetings and discuss client cases with other professionals</td>
</tr>
</tbody>
</table>

**COMPETENCY 2 – ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE**

| 39. Research historical contexts and intersectionality of clients’ identities. Dimensions: Skills, Values | a. Research and review literature and media about historical and current contexts and intersectionality of clients’ identities | b. Discuss in supervision how historical and current contexts and intersectionality of clients’ identities interact with your clinical practice |

| 40. Apply knowledge of diversity and differences to enhance the effectiveness of clinical practice. Dimensions: Skills | a. Demonstrate cultural humility during case consultation in supervision | b. Assess for impact of oppression at the micro, mezzo, and macro levels when assessing clients | c. Discuss if interventions are culturally responsive with supervisor and identify areas for improvement |

| 41. Understand how sociocultural contexts influence definitions of psychopathology, risk factors, and resilience. Dimensions: Knowledge, Values | a. Discuss in supervision how dominant culture is normalized and its effects on how psychopathology, risk factors, and resilience is viewed by clinicians and clients | b. Discuss in supervision how clients’ view psychopathology, risk factors, and resilience, as influenced by their cultural identities | c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision |

**COMPETENCY 3 – ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE**

| 42. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems as well as the resilience of client and client systems to guide treatment planning and intervention. Dimensions: Knowledge, Skills, Values | a. Assess for impact of oppression at the micro, mezzo, and macro levels when assessing clients | b. Research interventions connected to assessment findings in relation to clients’ intersectional identities | c. Discuss assessment and research findings in supervision and how to use them to guide treatment planning and intervention |

| 43. Apply advocacy strategies designed to eliminate oppressive structural barriers and promote equitable access to services and resources. Dimensions: Skills, Values | a. Identify and discuss in supervision oppressive structural barriers that impact access to services and resources | b. Discuss with supervisor how to incorporate discussion of advocacy into work with clients | c. Propose strategies to promote equitable access to services and resources |

**COMPETENCY 4 – ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH**

| 44. Use the evidenced-informed practice process in | a. Research evidence-informed assessments and interventions that are most |
clinical assessment and intervention with clients.  
*Dimensions: Knowledge, Skills*  
- effective with the client population and discuss in supervision  
- Select appropriate evidence-informed assessments and interventions and utilize them with clients

### 45. Use research methodology to evaluate clinical practice effectiveness and/or outcomes.  
*Dimensions: Knowledge, Skills*  
- Research appropriate evaluative tools for assessing interventions in your clinical practice setting  
- Implement appropriate evaluation measures to assess intervention effectiveness  
- Discuss efficacy of intervention with Field Instructor and identify areas for improvement

### COMPETENCY 5 – ENGAGE IN POLICY PRACTICE

#### 46. Advocate with and inform administrators and legislators to influence policies that affect clients and services.  
*Dimensions: Skills*  
- Identify social welfare policies that enhance or diminish services to client population and discuss in supervision  
- 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

#### 47. Communicate to stakeholders the implication of policies and policy change in the lives of clients.  
*Dimensions: Skills*  
- Identify stakeholders in the community relevant to your client population and discuss in supervision strategies to engage stakeholders  
- Participate in one community/stakeholders meeting related to client population

### COMPETENCY 6 – ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

#### 48. Develop a culturally responsive therapeutic relationship.  
*Dimensions: Skills, Values*  
- Discuss in supervision how clients’ values affect their understanding of the presenting problem  
- Demonstrate understanding of the presenting problem from clients’ cultural perspectives by discussing with Field Instructor  
- Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision

#### 49. Establish therapeutic relationship that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.  
*Dimensions: Skills, Cognitive and Affective Processes*  
- Discuss client/social worker alliance in supervision and similarities to student/supervisor relationship  
- Set goals with active participation of clients after discussing different options  
- Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision

#### 50. Attend to the interpersonal dynamics and contextual factors that potentially impact the  
- Utilize supervision to review and process client cases, and understand how personal biases and issues may impact the therapeutic alliance
therapeutic alliance.  
*Dimensions: Skills*  
b. Examine at least one case in supervision where the effectiveness of the therapeutic alliance is in question, discuss potential factors that may be impacting it, and problem solve  
c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision

<table>
<thead>
<tr>
<th>COMPETENCY 7 – ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</th>
</tr>
</thead>
</table>
| **51. Use multidimensional bio-psycho-social-spiritual assessment theories and diagnostic classification systems in the formation of comprehensive assessments.**  
*Dimensions: Knowledge, Skills*  
a. Conduct at least 5 bio-psycho-social-spiritual assessments  
b. Consult assessment theories and diagnostic classification systems to guide case formulation  
c. Discuss assessment findings in supervision

| **52. Identify and articulate clients’ strengths and vulnerabilities while recognizing the role of historical contexts and intersectionality of clients’ identities.**  
*Dimensions: Knowledge, Skills, Values*  
a. Identify systemic factors that may oppress clients and discuss in supervision  
b. Taking into account systemic factors as well as intersectionality of clients’ identities, identify clients’ strengths and vulnerabilities and discuss in supervision  
c. Reflect on your own definition of clients’ strengths and vulnerabilities based on your worldview/identity and discuss in supervision

| **53. Assess clients’ readiness for change.**  
*Dimensions: Skills, Values*  
a. Assess clients’ patterns of behavior and motivation for change  
b. Present at least one case in supervision with the focus on client’s readiness for change

| **54. Assess clients’ coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.**  
*Dimensions: Skills*  
a. Assess and document clients’ positive and negative coping skills  
b. Reflect on your own definition of clients’ positive and negative coping skills based on your worldview/identity and discuss in supervision  
c. Discuss use of positive coping skills with client

| **55. Select and modify appropriate intervention strategies based on continuous clinical assessment.**  
*Dimensions: Knowledge, Skills*  
a. Assess interventions with clients by utilizing client feedback and their thoughts about how the intervention is going  
b. Utilize evidence-informed assessment techniques to determine effectiveness of interventions  
c. Discuss the above in supervision and how to modify interventions if needed

| **56. Use differential diagnosis.**  
*Dimensions: Skills*  
a. Research use of diagnosing clients and discuss in supervision  
b. Utilize diagnostic criteria to develop diagnoses for client cases and obtain feedback from supervisor

| **57. Utilize knowledge of psychotropic medications that are typically used in treatment of mental health**  
a. Discuss in supervision medications that the clients are currently taking, the reason for that choice of medication, and the potential results and
disorders including expected results and side effects.  
*Dimensions: Knowledge, Skills*

<table>
<thead>
<tr>
<th>COMPETENCY 8 – INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</th>
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</thead>
</table>
| **58.** Critically evaluate, select, and apply best practices and evidence-informed interventions.  
*Dimensions: Knowledge, Skills* |
| a. Review evidence-informed literature about modes of intervention used in agency and discuss in supervision  
| b. Research and review evidence-informed literature regarding client population and discuss with Field Instructor  
| c. Utilize evidence-informed interventions in practice with clients |
| **59.** Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.  
*Dimensions: Skills* |
| a. Discuss evidence-informed practice and its link with assessment in supervision  
| b. Implement evidence-informed interventions informed by assessment in practice with clients |
| **60.** Collaborate with other professionals to coordinate treatment interventions.  
*Dimensions: Skills* |
| a. Attend agency case conferences to gain an understanding of case conceptualization and coordination of treatment activities  
| b. Discuss clients’ progress with treatment team and in supervision |
| **61.** Evaluate the strengths and weaknesses of multiple theoretical perspectives and choose interventions that are culturally responsive to clients’ identities and situations.  
*Dimensions: Skills, Values* |
| a. Discuss at least two theories, identifying their strengths and weaknesses, in relation to a client case in supervision  
| b. Select and apply one intervention relevant to a client case that is culturally responsive to the client and their identities and contexts  
| c. Discuss with Field Instructor the relationship between theoretical perspectives, interventions, and culturally responsive practice |

<table>
<thead>
<tr>
<th>COMPETENCY 9 – EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</th>
</tr>
</thead>
</table>
| **62.** Use clinical evaluation to analyze and report treatment outcomes and apply evaluation findings to improve clinical practice.  
*Dimensions: Skills* |
| 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 |
| **63.** Ensure that historical contexts and intersectionality of clients’ identities are integrated in the evaluation process.  
*Dimensions: Knowledge, Values* |
| a. Research a culturally responsive evaluation tool for one client case and discuss in supervision  
| b. Utilize a culturally responsive evaluation tool with at least one client case and discuss in supervision |
Narrative Summary

Please identify student strengths.

If the student received any ratings of 0 (Not Yet Started), 1 (Unacceptable), 2 (Below Satisfactory), please provide details to explain the reasons for those scores. In your explanation, please cite the behavior for which a 0, 1, or 2 was received and the rationale behind the score.

For each behavior scored as a 0, 1, or 2, please document your efforts thus far to assist the student regarding the behaviors scored 0, 1, 2, and the student’s response.

For each behavior scored as a 0, 1, or 2, please describe what the action plan is for the remainder of the semester to address these areas (0, 1, 2).

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

Field Supervisor Signature

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

Student Name:
Field Instructor:
Agency:
Semester/Year:
Hours Completed to Date:

### Competencies, Behaviors, and Dimensions

**Directions:**
The mid-semester evaluation is based on student progress on the competencies, behaviors, and dimensions, using the required field learning tasks. All tasks and behaviors must be completed by the end of the semester.

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

<table>
<thead>
<tr>
<th>Competency</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Exceptional</td>
<td>Intern excels at this behavior</td>
</tr>
<tr>
<td>4 Above Satisfactory</td>
<td>Intern’s performance of behavior has exceeded expectations</td>
</tr>
<tr>
<td>3 Satisfactory</td>
<td>Intern’s performance of behavior meets expectations</td>
</tr>
<tr>
<td>2 Below Satisfactory</td>
<td>Intern’s performance of behavior has not yet met expectations; there is evidence the student will be able to do so in the near future. This rating requires an explanation.</td>
</tr>
<tr>
<td>1 Unacceptable</td>
<td>Intern’s performance of behavior has not met the expectations and shows no evidence of being able to do so in the near future. This rating requires an explanation.</td>
</tr>
</tbody>
</table>

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

Select the **number and words** below that most accurately describe the student’s performance.
<table>
<thead>
<tr>
<th>COMPETENCY 1 – DEMONSTRATE ETHICAL &amp; PROFESSIONAL BEHAVIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behaviors</strong></td>
</tr>
<tr>
<td>34. Understand and identify professional strengths,</td>
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<tr>
<td>limitations, and challenges.</td>
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<tr>
<td><em>Dimensions: Knowledge, Cognitive and Affective Processes</em></td>
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<tr>
<td>35. Apply ethical decision-making skills to issues</td>
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<tr>
<td>specific to clinical social work.</td>
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<tr>
<td><em>Dimensions: Skills, Values</em></td>
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<tr>
<td>36. Recognize and manage personal biases as they affect</td>
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<tr>
<td>the therapeutic relationship in the service of the clients’</td>
</tr>
<tr>
<td>well-being</td>
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<tr>
<td>*Dimensions: Knowledge, Skills, Cognitive and Affective</td>
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<tr>
<td>Processes</td>
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<tr>
<td>37. Engage in reflective practice and demonstrate professional use of self with clients.</td>
</tr>
<tr>
<td>COMPETENCY 2 – ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
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<tr>
<td><strong>38.</strong> Communicate professional clinical judgments in oral, written, and electronic format. <em>Dimensions: Skills, Cognitive and Affective Processes</em></td>
</tr>
<tr>
<td><strong>39.</strong> Research historical contexts and intersectionality of clients’ identities. <em>Dimensions: Skills, Values</em></td>
</tr>
<tr>
<td><strong>40.</strong> Apply knowledge of diversity and differences to enhance the effectiveness of clinical practice. <em>Dimensions: Skills</em></td>
</tr>
<tr>
<td><strong>41.</strong> Understand how sociocultural contexts influence definitions of psychopathology, risk factors, and resilience. <em>Dimensions: Knowledge, Values</em></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>COMPETENCY 3 – ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE</th>
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<tbody>
<tr>
<td><strong>42.</strong> Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems as well as the resilience of client and client systems to guide treatment planning and intervention. <em>Dimensions: Knowledge, Skills, Values</em></td>
<td>a. Continue to assess for impact of oppression at the micro, mezzo, and macro levels when assessing clients&lt;br&gt;b. Continue to research interventions connected to assessment findings in relation to clients’ intersectional identities&lt;br&gt;c. Continue to discuss assessment and research findings in supervision and how to use them to guide treatment planning and intervention&lt;br&gt;d. Develop and implement intervention plans demonstrating an understanding of the impact of oppression and clients’ intersectional identities</td>
</tr>
</tbody>
</table>
43. **Apply advocacy strategies designed to eliminate oppressive structural barriers and promote equitable access to services and resources.**
   *Dimensions: Skills, Values*
   
   a. Continue to identify and discuss in supervision oppressive structural barriers that impact access to services and resources
   b. Continue to discuss with supervisor how to incorporate discussion of advocacy into work with clients
   c. Continue to propose strategies to promote equitable access to services and resources

**COMPETENCY 4 – ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH**

44. **Use the evidenced-informed practice process in clinical assessment and intervention with clients.**
   *Dimensions: Knowledge, Skills*
   
   a. Continue to research evidence-informed assessments and interventions that are most effective with the client population and discuss in supervision
   b. Continue to select appropriate evidence-informed assessments and interventions and utilize them with clients

45. **Use research methodology to evaluate clinical practice effectiveness and/or outcomes.**
   *Dimensions: Knowledge, Skills*
   
   a. Continue to research appropriate evaluative tools for assessing interventions in your clinical practice setting
   b. Continue to implement appropriate evaluation measures to assess intervention effectiveness
   c. Continue to discuss efficacy of intervention with Field Instructor and identify areas for improvement
   d. Present evaluation measures, outcomes, and intervention effectiveness as part of Capstone

**COMPETENCY 5 – ENGAGE IN POLICY PRACTICE**

46. **Advocate with and inform administrators and legislators to influence policies that affect clients and services.**
   *Dimensions: Skills*
   
   a. Continue to identify social welfare policies that enhance or diminish services to client population and discuss in supervision
   b. Present recommendations for changes to a social welfare policy in order to enhance services to client population as part of Capstone

47. **Communicate to stakeholders the implication of policies and policy change in the lives of clients.**
   *Dimensions: Skills*
   
   a. Identify stakeholders in the community relevant to your client population and discuss in supervision strategies to engage stakeholders
   b. Participate in one community/stakeholders meeting related to client population

**COMPETENCY 6 – ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES**

48. **Develop a culturally responsive therapeutic relationship.**
   *Dimensions: Skills, Values*
   
   a. Continue to discuss in supervision how clients’ values affect their understand of the presenting problem
   b. Utilize clients’ cultural perspectives and understanding of the presenting problem to develop and implement intervention strategies
   c. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision
| **49.** Establish therapeutic relationship that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.  
*Dimensions: Skills, Cognitive and Affective Processes* | a. Continue to discuss client/social worker alliance in supervision and similarities to student-supervisor relationship  
b. Complete at least 5 treatment plans with client input, at least one about a family or couple, and present one as part of Capstone  
c. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision

| **50.** Attend to the interpersonal dynamics and contextual factors that potentially impact the therapeutic alliance.  
*Dimensions: Skills* | a. Continue to utilize supervision to review and process client cases, and understand how personal biases and issues may impact the therapeutic alliance  
b. Continue to discuss cases in supervision where the effectiveness of the therapeutic alliance is in question, reflect on potential factors that may be impacting it, and select approaches to resolve  
c. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision

| **COMPETENCY 7 – ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES** |  |
| **51.** Use multidimensional bio-psycho-social-spiritual assessment theories and diagnostic classification systems in the formation of comprehensive assessments.  
*Dimensions: Knowledge, Skills* | a. Conduct at least 5 bio-psycho-social-spiritual assessments this semester, at least one about a family or couple  
b. Continue to consult assessment theories and diagnostic classification systems to guide case formulation  
c. Continue to discuss assessment findings in supervision  
d. Present a bio-psycho-spiritual assessment as part of Capstone

| **52.** Identify and articulate clients’ strengths and vulnerabilities while recognizing the role of historical contexts and intersectionality of clients’ identities.  
*Dimensions: Knowledge, Skills, Values* | a. Continue to identify systemic factors that may oppress clients and discuss in supervision  
b. Continue to identify clients’ strengths and vulnerabilities, taking into account systemic factors as well as intersectionality of clients’ identities, and discuss in supervision  
c. Continue to reflect on your own definition of clients’ strengths and vulnerabilities based on your worldview/identity and discuss in supervision  
d. Present on a client’s strengths and vulnerabilities, taking into account systemic factors as well as the client’s intersectional identity, as part of Capstone

| **53.** Assess clients’ readiness for change.  
*Dimensions: Skills, Values* | a. Continue to assess clients’ patterns of behavior and motivation for change  
b. Continue to discuss cases in supervision with a focus on clients’ readiness for change |
| **54.** Assess clients’ coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.  
*Dimensions: Skills* | a. Continue to assess and document clients’ positive and negative coping skills  
b. Continue to reflect on your own definition of clients’ positive and negative coping skills based on your worldview/identity and discuss in supervision  
c. Implement utilization of positive coping skills and monitor clients’ progress |
| --- | --- |
| **55.** Select and modify appropriate intervention strategies based on continuous clinical assessment.  
*Dimensions: Knowledge, Skills* | a. Continue to assess interventions with clients by utilizing client feedback and their thoughts about how the intervention is going  
b. Continue to utilize evidence-informed assessment techniques to determine effectiveness of interventions  
c. Continue to discuss the above in supervision and how to modify interventions if needed  
d. Present evidence-informed intervention with client as a result of clinical assessment as part of Capstone |
| **56.** Use differential diagnosis.  
*Dimensions: Skills* | a. Continue to research use of diagnosing clients and discuss in supervision  
b. Continue to utilize diagnostic criteria to develop diagnoses for client cases and obtain feedback from supervisor  
c. Present diagnosis for client case as part of Capstone |
| **57.** Utilize knowledge of psychotropic medications that are typically used in treatment of mental health disorders including expected results and side effects.  
*Dimensions: Knowledge, Skills* | a. Continue to discuss in supervision medications that the clients are currently taking, the reason for that choice of medication, and the potential results and side effects  
b. Continue to research what medications are typically used with the most common presenting mental health disorders presented by the clients in the agency |
| **COMPETENCY 8 – INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES** |  |
| **58.** Critically evaluate, select, and apply best practices and evidence-informed interventions.  
*Dimensions: Knowledge, Skills* | a. Continue to review and utilize evidence-informed interventions with clients  
b. Present evidence-informed intervention with client as part of Capstone and explain to panel the rationale behind the selection |
| **59.** Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.  
*Dimensions: Skills* | a. Continue to implement evidence-informed interventions informed by assessment in practice with clients  
b. Discuss effectiveness of evidence-informed intervention with Field Instructor and address challenges encountered during implementation of intervention |
| **60.** 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 activities |
**Dimensions: Skills**

<table>
<thead>
<tr>
<th>61. Evaluate the strengths and weaknesses of multiple theoretical perspectives and choose interventions that are culturally responsive to clients’ identities and situations.</th>
<th>b. Continue to discuss clients’ progress with treatment team and in supervision</th>
</tr>
</thead>
</table>
| *Dimensions: Skills, Values* | a. Continue to discuss theories, identifying their strengths and weaknesses, in relation to a client cases in supervision  
| | b. Continue to select and apply interventions that are culturally responsive to clients and their identities and contexts  
| | c. Present on the relationship between theoretical perspective and choice of intervention, in relation to a client’s identity and situation as part of Capstone |

**COMPETENCY 9 – EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES**

| 62. Use clinical evaluation to analyze and report treatment outcomes and apply evaluation findings to improve clinical practice. | a. Continue to research and implement appropriate clinical evaluative tools for assessing the effectiveness of interventions in your practice setting  
|---|---|
| *Dimensions: Skills* | b. Continue to discuss efficacy of intervention with Field Instructor and identify areas for improvement  
| | c. Present evaluation measures, outcomes, and intervention effectiveness as part of Capstone |

| 63. Ensure that historical contexts and intersectionality of clients’ identities are integrated in the evaluation process. | a. Continue to research culturally responsive evaluation tools for clients and discuss in supervision  
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<tbody>
<tr>
<td><em>Dimensions: Knowledge, Values</em></td>
<td>b. Present on the historical and current context and intersectionality of a client’s identity as part of the evaluation process as part of Capstone</td>
</tr>
</tbody>
</table>

**Narrative Summary**

Please identify student strengths.

If the student received any ratings of 0 (Not Yet Started), 1 (Unacceptable), 2 (Below Satisfactory), please provide details to explain the reasons for those scores. In your explanation, please cite the behavior for which a 0, 1, or 2 was received and the rationale behind the score.
For each behavior scored as a 0, 1, or 2, please document your efforts thus far to assist the student regarding the behaviors scored 0, 1, 2, and the student’s response.

For each behavior scored as a 0, 1, or 2, please describe what the action plan is for the remainder of the semester to address these areas (0, 1, 2).

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

Field Supervisor Signature

Student Signature

Seminar Instructor Signature
### COMPETENCY 1 – DEMONSTRATE ETHICAL & PROFESSIONAL BEHAVIOR

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Required Field Learning Tasks</th>
</tr>
</thead>
</table>
| 1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to conduct. *Dimensions: Skills, Values, Cognitive and Affective Processes* | a. Discuss NASW Code of Ethics with Field Instructor and apply to a case in supervision  
  b. Identify and discuss ongoing ethical dilemmas in the agency in supervision |
| 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. *Dimensions: Skills, Values, Cognitive and Affective Processes* | a. Identify and discuss personal values and how they correspond to professional values in supervision; discuss how to manage these values  
  b. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision |
| 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. *Dimensions: Skills* | a. Dress according to agency policy  
  b. Utilize clear, appropriate communication at all times (written, oral, electronic) and seek feedback from Field Instructor  
  c. Demonstrate behavior that abides by the NASW Code of Ethics  
  d. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision |
| 4. Use technology ethically and appropriately to facilitate practice outcomes. *Dimensions: Skills, Values* | a. Discuss NASW, ASWB, CSWE & CSWA Standards for Technology in Social Work Practice with Field Instructor and apply to a case in supervision  
  b. Use technology according to agency policy  
  c. Review FIU School of Social Work Technology Guidelines For Social Work Interns |
| 5. Use supervision and consultation to guide professional judgment and behavior. *Dimensions: Skills, Cognitive and Affective Processes* | 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 with clients for SOW 5532 (see syllabus) and discuss in supervision |

### COMPETENCY 2 – ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Required Field Learning Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Apply and communicate understanding of the importance of diversity and difference in shaping life</td>
<td>a. Discuss in supervision how clients’ social positions (oppression and/or privilege) and identities have impacted clients’ life experiences across micro, mezzo, and macro levels</td>
</tr>
</tbody>
</table>
experiences in practice at the micro, mezzo, and macro levels.  
*Dimensions: Knowledge, Skills, Values*

### 7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.  
*Dimensions: Knowledge, Skills, Values*

**a.** Use assessment process to understand clients’ backgrounds and how clients’ life experiences inform their understanding of the presenting problem and possible solutions and discuss with Field Instructor  
**b.** Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision  

### 8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.  
*Dimensions: Skills, Values, Cognitive and Affective Processes*

**a.** Identify areas where your personal biases and values might impact client interactions and discuss in supervision  
**b.** Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision  
**c.** Share key points from SOW 5532 seminar discussions with Field Instructor  

### 9. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.  
*Dimensions: Knowledge, Values*

**a.** Identify and discuss in supervision how clients at the agency may be oppressed, marginalized, alienated, and/or have privilege in our society  
**b.** Identify and discuss in supervision how oppression, marginalization, alienation, and privilege impacts clients  
**c.** Share key points from SOW 5532 seminar discussions with Field Instructor  

### COMPETENCY 3 – ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

### 10. Understand the forms and mechanisms of oppression and discrimination.  
*Dimensions: Knowledge, Values*

**a.** Identify and discuss in supervision how clients at the agency may be oppressed or discriminated against in our society  
**b.** Identify and discuss in supervision how oppression and discrimination impacts clients and how you can address such issues in your work with clients  
**c.** Share key points from SOW 5532 seminar discussions with Field Instructor  

### 11. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.  
*Dimensions: Knowledge, Skills, Values*

**a.** Identify a problem related to human rights, social, economic, and/or environmental justice for a client population served by the agency and discuss how to advocate for human rights at the individual level with Field Instructor  
**b.** Identify a problem related to human rights, social, economic, and/or environmental justice for a client population served by the agency and discuss how to advocate for human rights at the system level with Field Instructor  

### 12. Engage in practices that advance social, economic, and environmental justice.  
*Dimensions: Skills, Values*

**a.** Identify a problem related to human rights, social, economic, and/or environmental justice for a client population served by the agency and discuss with Field Instructor  
**b.** Identify advocacy strategies to address the problem identified above and discuss with Field Instructor  

### COMPETENCY 4 – ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH
<table>
<thead>
<tr>
<th>COMPETENCY 5 – ENGAGE IN POLICY PRACTICE</th>
</tr>
</thead>
</table>
| **13.** Use practice experience and theory to inform scientific inquiry and research.  
*Dimensions: Knowledge, Skills* |
| a. Identify and discuss interventions and theories used in the agency with Field Instructor  
 b. Identify and discuss research gaps based on client population and practice experience |
| **14.** Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.  
*Dimensions: Knowledge, Skills* |
| a. Discuss the effectiveness of interventions used in the agency based on an analysis of quantitative and qualitative research with Field Instructor  
 b. Explore research related to agency target population and review findings with Field Instructor, with focus on analysis of quantitative and qualitative research  
 c. Identify potential evidence-informed practice related to client population with guidance from Field Instructor |
| **15.** Use and translate research evidence to inform and improve practice, policy, and service delivery.  
*Dimensions: Knowledge, Skills* |
| a. Practice using identified evidence-informed practice related to client population with guidance from Field Instructor  
 b. Complete SOW 5324 group proposal assignment (see syllabus), share with Field Instructor, and specifically discuss the evidence base to support the design of the group  
 c. Discuss the [Standards for Social Work Practice with Groups](#) with Field Instructor |

**COMPETENCY 6 – ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES**

| 16. Identify social policy at the local, state, and federal level that impacts well-being, service-delivery, and access to social services.  
*Dimensions: Knowledge* |
|---|
| a. Identify a problem related to human rights, social, economic, and/or environmental justice for a client population served by the agency and discuss with Field Instructor  
 b. Identify a social policy that impacts the problem identified above and discuss with Field Instructor, as well as how the social policy impacts well-being for clients and communities, service-delivery, and access to social services |
| 17. Assess how social welfare and economic policies impact the delivery of and access to social services.  
*Dimensions: Knowledge* |
| a. Identify and discuss how the problem and policy identified above impact the delivery and access to social services at the agency with Field Instructor  
 b. Identify and discuss how the delivery and access issues identified above impact clients with Field Instructor |
| 18. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.  
*Dimensions: Knowledge, Skills* |
| a. Identify a problem related to human rights, social, economic, and/or environmental justice for a client population served by the agency and discuss with Field Instructor  
 b. Identify a social policy that impacts the problem identified above and discuss with Field Instructor  
 c. Discuss potential policy advocacy opportunities for identified policy with Field Instructor |
| 19. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.  
*Dimensions: Knowledge, Skills* |
| a. Observe/shadow at least 5 staff interactions with client population and discuss person-in-environment factors with Field Instructor  
 b. Identify and discuss ways to build rapport and trust with client population with Field Instructor  
 c. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision |
20. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.  
**Dimensions: Skills, Cognitive and Affective Processes**
- a. Use basic social work interviewing skills of reflecting content, reframing, and clarifying questions to establish a professional social worker-client relationship and discuss in supervision
- b. Engage diverse clients and constituencies and discuss areas for growth and strengthening of social work skills and discuss in supervision
- c. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision

### COMPETENCY 7 – ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

21. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.  
**Dimensions: Knowledge, Skills**
- a. Become familiar with different assessment tools and the strengths/limitations of each tool
- b. Complete 3 assessments and discuss with Field Instructor
- c. Create an ecomap based on an assessment and share with Field Instructor

22. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.  
**Dimensions: Knowledge, Skills**
- a. Explore clients’ and constituencies’ strengths, limitations, coping skills, and resources from the perspective of the client
- b. Create an ecomap based on an assessment and discuss person-in-environment factors in supervision

23. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.  
**Dimensions: Knowledge, Skills, Values**
- a. Research potential intervention goals and objectives bases on assessments
- b. Collaboratively develop intervention plans with at least 3 clients based on assessments and mutually agreed-on goals and objectives and discuss in supervision

24. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.  
**Dimensions: Knowledge, Skills, Values**
- a. Discuss evidence-informed practice relevant to agency client population as well as values and preferences of clients and constituencies with Field Instructor
- b. Collaboratively develop intervention plans with at least 3 clients based on assessments and mutually agreed-on goals and objectives and discuss in supervision
- c. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision

### COMPETENCY 8 – INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

25. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.  
**Dimensions: Knowledge, Skills**
- a. Shadow Field Instructor and/or agency staff to observe intervention styles and methods with at least 3 clients and discuss observations with Field Instructor
- b. Practice of evidence-informed interventions relevant to client population with guidance from Field Instructor and/or staff
- c. Collaboratively develop with at least 3 clients intervention plans based on assessments and mutually agreed-on goals and objectives and discuss in supervision
- d. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision
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<th>Competency</th>
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| 26. | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. **Dimensions: Knowledge, Skills** | a. Explain to Field Instructor how the 3 intervention plans developed above reflect person-in-environment approach and receive feedback  
 b. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision  
 c. Create an ecomap based on an assessment and discuss appropriate interventions with Field Instructor |
| 27. | Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. **Dimensions: Skills** | a. Participate in staff meetings to discuss collaborative ways to best work with clients  
 b. Discuss inter-professional collaboration with Field Instructor and initiate when appropriate |
| 28. | Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. **Dimensions: Skills, Values** | a. Advocate for clients and assist clients in self-advocacy at agency  
 b. Follow up with clients if advocacy and referrals were successful or not, and why |
| 29. | Facilitate effective transitions and endings that advance mutually agreed-on goals. **Dimensions: Skills** | a. From the beginning, discuss transitions and endings with clients with guidance from Field Instructor  
 b. Review work and progress made together with clients  
 c. Facilitate referral and/or transition process of clients to another staff or agency, when appropriate |
| **COMPETENCY 9 – EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES** | | |
| 30. | Select and use appropriate methods for evaluation of outcomes. **Dimensions: Skills** | a. Identify and discuss evaluation practices used at agency with Field Instructor  
 b. Research and implement evidence-informed evaluation measures applicable to client population |
| 31. | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. **Dimensions: Knowledge, Skills** | a. Discuss with clients to learn their perspective about their progress toward goals and objectives  
 b. Review client files to determine progress toward agreed goals between client and intern  
 c. Discuss outcomes with Field Instructor, specifically looking at multiple perspectives on reasons for progress and/or barriers to progress  
 d. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision |
| 32. | Critically analyze, monitor, and evaluate intervention and program processes and outcomes. **Dimensions: Knowledge, Skills** | a. Continually review goals and objectives with clients to monitor progress  
 b. Discuss intervention outcomes with clients, specifically their thoughts and feelings on reasons for progress and/or barriers to progress  
 c. Discuss intervention and program outcomes with Field Instructor, specifically looking at multiple perspectives on reasons for progress and/or barriers to progress  
 d. Complete at least two process recordings with clients for SOW 5532 (see syllabus) and discuss in supervision |
| 33. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.  
*Dimensions: Skills* | a. Use evaluation findings to discuss ways to improve practice effectiveness at micro, mezzo, and macro levels with Field Instructor  
b. Make changes to practice at micro, mezzo, and macro levels |

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

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<tr>
<th>COMPETENCY 1 – DEMONSTRATE ETHICAL &amp; PROFESSIONAL BEHAVIOR</th>
<th><strong>Behaviors</strong></th>
<th><strong>Required Field Learning Tasks</strong></th>
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</thead>
</table>
| 34. Understand and identify professional strengths, limitations, and challenges.  
*Dimensions: Knowledge, Cognitive and Affective Processes* | 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 and discuss in supervision  
c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision |
| 35. Apply ethical decision-making skills to issues specific to clinical social work.  
*Dimensions: Skills, Values* | 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 |
| 36. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients’ well-being  
*Dimensions: Knowledge, Skills, Cognitive and Affective Processes* | 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 and discuss in supervision  
c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision |
| 37. Engage in reflective practice and demonstrate professional use of self with clients.  
*Dimensions: Skills, Cognitive and Affective Practices* | a. Create an agenda for weekly supervision that includes questions regarding your clinical practice with clients and present the agenda and participate actively in weekly supervision  
b. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision |
| 38. Communicate professional clinical judgments in oral, written, and electronic format.  
*Dimensions: Skills, Cognitive and Affective Processes* | a. Present and discuss client cases in supervision  
b. Complete agency documentation (assessment, treatment plans, progress notes)  
c. Attend agency staff meetings and discuss client cases with other professionals  
d. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision |
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<th>COMPETENCY 2 – ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE</th>
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| **39.** Research historical contexts and intersectionality of clients’ identities.  
*Dimensions: Skills, Values* | a. Research and review literature and media about historical and current contexts and intersectionality of clients’ identities  
b. Discuss in supervision how historical and current contexts and intersectionality of clients’ identities interact with your clinical practice |
| **40.** Apply knowledge of diversity and differences to enhance the effectiveness of clinical practice.  
*Dimensions: Skills* | a. Demonstrate cultural humility during case consultation in supervision  
b. Assess for impact of oppression at the micro, mezzo, and macro levels when assessing clients  
c. Discuss if interventions are culturally responsive with supervisor and identify areas for improvement |
| **41.** Understand how sociocultural contexts influence definitions of psychopathology, risk factors, and resilience.  
*Dimensions: Knowledge, Values* | a. Discuss in supervision how dominant culture is normalized and its effects on how psychopathology, risk factors, and resilience is viewed by clinicians and clients  
b. Discuss in supervision how clients’ view psychopathology, risk factors, and resilience, as influenced by their cultural identities  
c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision |

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<tr>
<th>COMPETENCY 3 – ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE</th>
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</table>
| **42.** Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems as well as the resilience of client and client systems to guide treatment planning and intervention.  
*Dimensions: Knowledge, Skills, Values* | a. Assess for impact of oppression at the micro, mezzo, and macro levels when assessing clients  
b. Research interventions connected to assessment findings in relation to clients’ intersectional identities  
c. Discuss assessment and research findings in supervision and how to use them to guide treatment planning and intervention |
| **43.** Apply advocacy strategies designed to eliminate oppressive structural barriers and promote equitable access to services and resources.  
*Dimensions: Skills* | a. Identify and discuss in supervision oppressive structural barriers that impact access to services and resources  
b. Discuss with supervisor how to incorporate discussion of advocacy into work with clients  
c. Propose strategies to promote equitable access to services and resources |

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<tr>
<th>COMPETENCY 4 – ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH</th>
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| **44.** Use the evidenced-informed practice process in clinical assessment and intervention with clients.  
*Dimensions: Knowledge, Skills* | a. Research evidence-informed assessments and interventions that are most effective with the client population and discuss in supervision  
b. Select appropriate evidence-informed assessments and interventions and utilize them with clients |
| **45.** Use research methodology to evaluate clinical practice effectiveness and/or outcomes.  
*Dimensions: Knowledge, Skills* | 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 |
### COMPETENCY 5 – ENGAGE IN POLICY PRACTICE

| **46.** Advocate with and inform administrators and legislators to influence policies that affect clients and services. | a. Identify social welfare policies that enhance or diminish services to client population and 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  
*Dimensions: Skills* |
| --- | --- |
| **47.** Communicate to stakeholders the implication of policies and policy change in the lives of clients. | a. Identify stakeholders in the community relevant to your client population and discuss in supervision strategies to engage stakeholders  
b. Participate in one community/stakeholders meeting related to client population  
*Dimensions: Skills* |

### COMPETENCY 6 – ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

| **48.** Develop a culturally responsive therapeutic relationship. | a. Discuss in supervision how clients’ values affect their understanding of the presenting problem  
b. Demonstrate understanding of the presenting problem from clients’ cultural perspectives by discussing with Field Instructor  
c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision  
*Dimensions: Skills, Values* |
| --- | --- |
| **49.** Establish therapeutic relationship 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 clients after discussing different options  
c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision  
*Dimensions: Skills, Cognitive and Affective Processes* |
| **50.** Attend to the interpersonal dynamics and contextual factors that potentially impact the therapeutic alliance. | a. Utilize supervision to review and process client cases, and understand how personal biases and issues may impact the therapeutic alliance  
b. Examine at least one case in supervision where the effectiveness of the therapeutic alliance is in question, discuss potential factors that may be impacting it, and problem solve  
c. Complete at least two process recordings with clients for SOW 6533 (see syllabus) and discuss in supervision  
*Dimensions: Skills* |

### COMPETENCY 7 – ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

| **51.** Use multidimensional bio-psycho-social-spiritual assessment theories and diagnostic classification systems in the formation of comprehensive assessments. | a. Conduct at least 5 bio-psycho-social-spiritual assessments  
b. Consult assessment theories and diagnostic classification systems to guide case formulation  
c. Discuss assessment findings in supervision  
*Dimensions: Knowledge, Skills* |
| --- | --- |
| **52.** Identify and articulate clients’ strengths and vulnerabilities while recognizing the role of historical contexts and intersectionality of clients’ identities. | a. Identify systemic factors that may oppress clients and discuss in supervision  
b. Taking into account systemic factors as well as intersectionality of clients’ identities, identify clients’ strengths and vulnerabilities and discuss in supervision  
c. Reflect on your own definition of clients’ strengths and vulnerabilities based on your  
*Dimensions: Knowledge, Skills, Values* |
| **53. Assess clients’ readiness for change.** | a. Assess clients’ patterns of behavior and motivation for change  
*Dimensions: Skills, Values*  
| b. Present at least one case in supervision with the focus on client’s readiness for change  
| **54. Assess clients’ coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.** | a. Assess and document clients’ positive and negative coping skills  
*Dimensions: Skills*  
| b. Reflect on your own definition of clients’ positive and negative coping skills based on your worldview/identity and discuss in supervision  
| c. Discuss use of positive coping skills with client  
| **55. Select and modify appropriate intervention strategies based on continuous clinical assessment.** | a. Assess interventions with clients by utilizing client feedback and their thoughts about how the intervention is going  
*Dimensions: Knowledge, Skills*  
| b. Utilize evidence-informed assessment techniques to determine effectiveness of interventions  
| c. Discuss the above in supervision and how to modify interventions if needed  
| **56. Use differential diagnosis.** | a. Research use of diagnosing clients and discuss in supervision  
*Dimensions: Skills*  
| b. Utilize diagnostic criteria to develop diagnoses for client cases and obtain feedback from supervisor  
| **57. Utilize knowledge of psychotropic medications that are typically used in treatment of mental health disorders including expected results and side effects.** | a. Discuss in supervision medications that the clients are currently taking, the reason for that choice of medication, and the potential results and side effects  
*Dimensions: Knowledge, Skills*  
| b. Research what medications are typically used with the most common presenting mental health disorders presented by the clients in the agency  
| **COMPETENCY 8 – INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES** |  
| **58. Critically evaluate, select, and apply best practices and evidence-informed interventions.** | a. Review evidence-informed literature about modes of intervention used in agency and discuss in supervision  
*Dimensions: Knowledge, Skills*  
| b. Research and review evidence-informed literature regarding client population and discuss with Field Instructor  
| c. Utilize evidence-informed interventions in practice with clients  
| **59. 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-informed practice and its link with assessment in supervision  
*Dimensions: Skills*  
| b. Implement evidence-informed interventions informed by assessment in practice with clients  
| **60. Collaborate with other professionals to coordinate treatment interventions.** | a. Attend agency case conferences to gain an understanding of case conceptualization and coordination of treatment activities  
*Dimensions: Skills*  
| b. Discuss clients’ progress with treatment team and in supervision  
| **61. Evaluate the strengths and weaknesses of multiple theoretical perspectives and choose interventions that are culturally responsive to clients’ identities and** | a. Discuss at least two theories, identifying their strengths and weaknesses, in relation to a client case in supervision  
| b. Select and apply one intervention relevant to a client case that is culturally responsive to the
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<tr>
<th>COMPETENCY 9 – EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</th>
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<tr>
<td><strong>62.</strong> Use clinical evaluation to analyze and report treatment outcomes and apply evaluation findings to improve clinical practice.</td>
</tr>
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</table>
| **Dimensions:** Skills  
| 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 |
| **63.** Ensure that historical contexts and intersectionality of clients’ identities are integrated in the evaluation process.  |
| **Dimensions:** Knowledge, Values  
| a. Research a culturally responsive evaluation tool for one client case and discuss in supervision  
<p>| b. Utilize a culturally responsive evaluation tool with at least one client case and discuss in supervision |</p>
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<tr>
<th>Competency</th>
<th>Description</th>
<th>Details</th>
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</table>
| **37.** | Engage in reflective practice and demonstrate professional use of self with clients. *Dimensions: Skills, Cognitive and Affective Practices* | a. Continue to create an agenda for weekly supervision that includes questions regarding your clinical practice with clients and present the agenda and participate actively in weekly supervision  
b. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision |
| **38.** | Communicate professional clinical judgments in oral, written, and electronic format. *Dimensions: Skills, Cognitive and Affective Practices* | a. Continue to present and discuss client cases in supervision  
b. Continue to complete agency documentation (assessment, treatment plans, progress notes)  
c. Continue to attend agency staff meetings and discuss client cases with other professionals  
d. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision |
| **COMPETENCY 2 – ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE** |  |
| **39.** | Research historical contexts and intersectionality of clients’ identities. *Dimensions: Skills, Values* | a. Continue to research and review literature and media about historical contexts and intersectionality of clients’ identities  
b. Continue to discuss in supervision how historical contexts and intersectionality of clients’ identities interact with your clinical practice |
| **40.** | Apply knowledge of diversity and differences to enhance the effectiveness of clinical practice. *Dimensions: Skills* | a. Continue to demonstrate cultural humility during case consultation in supervision  
b. Continue to assess for impact of oppression at the micro, mezzo, and macro levels when assessing clients  
c. Continue to discuss if interventions are culturally responsive with supervisor and identify areas for improvement |
| **41.** | Understand how sociocultural contexts influence definitions of psychopathology, risk factors, and resilience. *Dimensions: Knowledge, Values* | a. Continue to discuss in supervision how dominant culture is normalized and its effects on how psychopathology, risk factors, and resilience is viewed by clinicians and clients  
b. Continue to discuss in supervision how clients’ view psychopathology, risk factors, and resilience, as influenced by their cultural identities  
c. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision |
| **COMPETENCY 3 – ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE** |  |
| **42.** | Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems as well as the resilience of client and client systems to guide treatment planning and intervention. *Dimensions: Knowledge, Skills, Values* | a. Continue to assess for impact of oppression at the micro, mezzo, and macro levels when assessing clients  
b. Continue to research interventions connected to assessment findings in relation to clients’ intersectional identities  
c. Continue to discuss assessment and research findings in supervision and how to use them to guide treatment planning and intervention  
d. Develop and implement intervention plans demonstrating an understanding of the impact of oppression and clients’ intersectional identities |
| **43.** | Apply advocacy strategies designed to eliminate | a. Continue to identify and discuss in supervision oppressive structural barriers that impact |
| Oppressive structural barriers and promote equitable access to services and resources.  
*Dimensions: Skills, Values* | Access to services and resources  
b. Continue to discuss with supervisor how to incorporate discussion of advocacy into work with clients  
c. Continue to propose strategies to promote equitable access to services and resources  

**COMPETENCY 4 – ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH**

| 44. Use the evidenced-informed practice process in clinical assessment and intervention with clients.  
*Dimensions: Knowledge, Skills* | a. Continue to research evidence-informed assessments and interventions that are most effective with the client population and discuss in supervision  
b. Continue to select appropriate evidence-informed assessments and interventions and utilize them with clients  

45. Use research methodology to evaluate clinical practice effectiveness and/or outcomes.  
*Dimensions: Knowledge, Skills* | a. Continue to research appropriate evaluative tools for assessing interventions in your clinical practice setting  
b. Continue to implement appropriate evaluation measures to assess intervention effectiveness  
c. Continue to discuss efficacy of intervention with Field Instructor and identify areas for improvement  
d. Present evaluation measures, outcomes, and intervention effectiveness as part of Capstone  

**COMPETENCY 5 – ENGAGE IN POLICY PRACTICE**

| 46. Advocate with and inform administrators and legislators to influence policies that affect clients and services.  
*Dimensions: Skills* | a. Continue to identify social welfare policies that enhance or diminish services to client population and discuss in supervision  
b. Present recommendations for changes to a social welfare policy in order to enhance services to client population as part of Capstone  

47. Communicate to stakeholders the implication of policies and policy change in the lives of clients.  
*Dimensions: Skills* | a. Identify stakeholders in the community relevant to your client population and discuss in supervision strategies to engage stakeholders  
b. Participate in one community/stakeholders meeting related to client population  

**COMPETENCY 6 – ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES**

| 48. Develop a culturally responsive therapeutic relationship.  
*Dimensions: Skills, Values* | a. Continue to discuss in supervision how clients’ values affect their understand of the presenting problem  
b. Utilize clients’ cultural perspectives and understanding of the presenting problem to develop and implement intervention strategies  
c. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision  

49. Establish therapeutic relationship that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.  
*Dimensions: Skills, Cognitive and Affective Processes* | a. Continue to discuss client/social worker alliance in supervision and similarities to student/supervisor relationship  
b. Complete at least 5 treatment plans with client input, at least one about a family or couple, and present one as part of Capstone  
c. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision  |
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<tr>
<th>Competency</th>
<th>Description</th>
<th>Skill Dimensions</th>
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<tr>
<td>50.</td>
<td>Attend to the interpersonal dynamics and contextual factors that potentially impact the therapeutic alliance.</td>
<td><strong>Skills</strong></td>
</tr>
<tr>
<td>51. Use multidimensional bio-psycho-social-spiritual assessment theories and diagnostic classification systems in the formation of comprehensive assessments.</td>
<td><strong>Knowledge, Skills</strong></td>
<td></td>
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<tr>
<td>52. Identify and articulate clients’ strengths and vulnerabilities while recognizing the role of historical contexts and intersectionality of clients’ identities.</td>
<td><strong>Knowledge, Skills, Values</strong></td>
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<tr>
<td>53. Assess clients’ readiness for change.</td>
<td><strong>Skills, Values</strong></td>
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<tr>
<td>54. Assess clients’ coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.</td>
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<td>55. Select and modify appropriate intervention strategies based on continuous clinical assessment.</td>
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<tr>
<td>56. Use differential diagnosis.</td>
<td><strong>Skills</strong></td>
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**COMPETENCY 7 – ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES**

| 50. | a. Continue to utilize supervision to review and process client cases, and understand how personal biases and issues may impact the therapeutic alliance  
     b. Continue to discuss cases in supervision where the effectiveness of the therapeutic alliance is in question, reflect on potential factors that may be impacting it, and select approaches to resolve  
     c. Complete at least two process recordings with clients for SOW 6534 (see syllabus) and discuss in supervision | **Skills** |
| 51. | a. Conduct at least 5 bio-psycho-social-spiritual assessments this semester, at least one about a family or couple  
     b. Continue to consult assessment theories and diagnostic classification systems to guide case formulation  
     c. Continue to discuss assessment findings in supervision  
     d. Present a bio-psycho-spiritual assessment as part of Capstone | **Knowledge, Skills** |
| 52. | a. Continue to identify systemic factors that may oppress clients and discuss in supervision  
     b. Continue to identify clients’ strengths and vulnerabilities, taking into account systemic factors as well as intersectionality of clients’ identities, and discuss in supervision  
     c. Continue to reflect on your own definition of clients’ strengths and vulnerabilities based on your worldview/identity and discuss in supervision  
     d. Present on a client’s strengths and vulnerabilities, taking into account systemic factors as well as the client’s intersectional identity, as part of Capstone | **Knowledge, Skills, Values** |
| 53. | a. Continue to assess clients’ patterns of behavior and motivation for change  
     b. Continue to discuss cases in supervision with a focus on clients’ readiness for change | **Skills, Values** |
| 54. | a. Continue to assess and document clients’ positive and negative coping skills  
     b. Continue to reflect on your own definition of clients’ positive and negative coping skills based on your worldview/identity and discuss in supervision  
     c. Implement utilization of positive coping skills and monitor clients’ progress | **Skills** |
| 55. | a. Continue to assess interventions with clients by utilizing client feedback and their thoughts about how the intervention is going  
     b. Continue to utilize evidence-informed assessment techniques to determine effectiveness of interventions  
     c. Continue to discuss the above in supervision and how to modify interventions if needed  
     d. Present evidence-informed intervention with client as a result of clinical as assessment as part of Capstone | **Knowledge, Skills** |
| 56. | a. Continue to research use of diagnosing clients and discuss in supervision  
     b. Continue to utilize diagnostic criteria to develop diagnoses for client cases and obtain feedback from supervisor | **Skills** |
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<tr>
<th>Competency</th>
<th>Task</th>
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| **57.** Utilize knowledge of psychotropic medications that are typically used in treatment of mental health disorders including expected results and side effects.  
*Dimensions: Knowledge, Skills* | c. Present diagnosis for client case as part of Capstone |
| | a. Continue to discuss in supervision medications that the clients are currently taking, the reason for that choice of medication, and the potential results and side effects  
| | b. Continue to research what medications are typically used with the most common presenting mental health disorders presented by the clients in the agency |
| **COMPETENCY 8 – INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES** | |
| **58.** Critically evaluate, select, and apply best practices and evidence-informed interventions.  
*Dimensions: Knowledge, Skills* | |
| | a. Continue to review and utilize evidence-informed interventions with clients  
| | b. Present evidence-informed intervention with client as part of Capstone and explain to panel the rationale behind the selection |
| **59.** Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.  
*Dimensions: Skills* | a. Continue to implement evidence-informed interventions informed by assessment in practice with clients  
| | b. Discuss effectiveness of evidence-informed intervention with Field Instructor and address challenges encountered during implementation of intervention |
| **60.** Collaborate with other professionals to coordinate treatment interventions.  
*Dimensions: Skills* | a. Continue to attend agency case conferences to gain an understanding of case conceptualization and coordination of treatment activities  
| | b. Continue to discuss clients’ progress with treatment team and in supervision |
| **61.** Evaluate the strengths and weaknesses of multiple theoretical perspectives and choose interventions that are culturally responsive to clients’ identities and situations.  
*Dimensions: Skills, Values* | a. Continue to discuss theories, identifying their strengths and weaknesses, in relation to a client cases in supervision  
| | b. Continue to select and apply interventions that are culturally responsive to clients and their identities and contexts  
| | c. Present on the relationship between theoretical perspective and choice of intervention, in relation to a client’s identity and situation as part of Capstone |
| **COMPETENCY 9 – EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES** | |
| **62.** Use clinical evaluation to analyze and report treatment outcomes and apply evaluation findings to improve clinical practice.  
*Dimensions: Skills* | a. Continue to research and implement appropriate clinical evaluative tools for assessing the effectiveness of interventions in your practice setting  
| | b. Continue to discuss efficacy of intervention with Field Instructor and identify areas for improvement  
| | c. Present evaluation measures, outcomes, and intervention effectiveness as part of Capstone |
| **63.** Ensure that historical contexts and intersectionality of clients’ identities are integrated in the evaluation process.  
*Dimensions: Knowledge, Values* | a. Continue to research culturally responsive evaluation tools for clients and discuss in supervision  
| | b. Present on the historical and current context and intersectionality of a client’s identity as part of the evaluation process as part of Capstone |
NEW AGENCY SITE VISIT REPORT

Date of visit: ___________ Field Faculty at Visit: ______________________________

Agency Staff met with at visit: ______________________________

1. General Agency Data

<table>
<thead>
<tr>
<th>Agency Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>Phone:</td>
<td></td>
</tr>
<tr>
<td>Fax:</td>
<td></td>
</tr>
<tr>
<td>Contact Person:</td>
<td></td>
</tr>
<tr>
<td>Contact Phone:</td>
<td></td>
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<tr>
<td>Contact Fax:</td>
<td></td>
</tr>
<tr>
<td>Contact E-Mail:</td>
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</tbody>
</table>

2. Agency Setting

<table>
<thead>
<tr>
<th>Setting</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Welfare/Family Services</td>
<td></td>
</tr>
<tr>
<td>Elderly Services</td>
<td></td>
</tr>
<tr>
<td>Health Care</td>
<td></td>
</tr>
<tr>
<td>Mental Health</td>
<td></td>
</tr>
<tr>
<td>Developmental Disabilities</td>
<td></td>
</tr>
<tr>
<td>Addictions</td>
<td></td>
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<tr>
<td>Justice System</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

3. Target Population

<table>
<thead>
<tr>
<th>Population</th>
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</thead>
<tbody>
<tr>
<td>Children</td>
<td></td>
</tr>
<tr>
<td>Adolescents</td>
<td></td>
</tr>
<tr>
<td>Adults</td>
<td></td>
</tr>
<tr>
<td>Elderly</td>
<td></td>
</tr>
</tbody>
</table>

4. Agency Description


Does the agency have other social work interns?
___Yes___No  If yes, from what universities? ________________________________

5. Program Names/Descriptions

<table>
<thead>
<tr>
<th>Program Names/Descriptions</th>
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<tr>
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</table>

6. Field Instructor Information

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

Does the Field Instructor have an MSW with two years post-graduate experience?
___Yes___No  (attach CV)

Is the Field Instructor licensed?
___Yes___No (note: not a requirement)

Has the Field Instructor attended a Field Instructor’s Training?
___Yes___No  If yes, where and when? ________________________________

Has the Field Instructor ever served as a Field Instructor before?
___Yes___No  If yes, when and for what university? ________________________________

Will a Task Supervisor be utilized?
___Yes___No  If yes, name/phone/email/degree: ________________________________

7. Modalities/Tasks Available to Students

<table>
<thead>
<tr>
<th>Case Management</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Information and Referral</td>
<td></td>
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<tr>
<td>Assessment</td>
<td></td>
</tr>
<tr>
<td>Group Facilitation/Co-Facilitation</td>
<td></td>
</tr>
</tbody>
</table>

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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: ____________________________________________
Any additional concerns about the site or Field Instruction?

Additional comments:

Printed Name of Field Faculty  Signature of Field Faculty
ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH AND SOCIAL WORK
FLORIDA INTERNATIONAL UNIVERSITY
SCHOOL OF SOCIAL WORK

SAFETY IN PRACTICUM CHECKLIST

Student Name: ________________________________________________________________

Safety at the Practicum Agency

☐ Student has read and discussed with the Field Instructor the safety related policies and procedures for the practicum agency.

☐ Student has read and discussed with the Field Instructor the policies and reporting procedures related to sexual harassment in the practicum agency.

☐ Student has discussed with the Field Instructor and practiced how to enter and leave the building safely (including after dark).

☐ Student has discussed with the Field Instructor and practiced the check-in and check-out procedures.

☐ Student has learned any internal code asking for help (i.e. Dr. Armstrong is needed in room)

☐ Student has discussed with the Field Instructor if it is acceptable to work with client with the door open.

☐ Student has learned the procedures for handling blood related incidents (bloody noses, etc.).

☐ Student knows where the nearest fire extinguisher is; nearest stairway?

☐ Student has learned what to do and where to go in case of a fire (or fire drill) or any mandatory evacuation of the building.

☐ Student has discussed with the Field Instructor and knows what to do if another staff person makes 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: ____________________________________________________
ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH AND SOCIAL WORK
FLORIDA INTERNATIONAL UNIVERSITY
SCHOOL OF SOCIAL WORK

SITE VISIT REPORT

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

Student Name: ____________________________
Agency: ___________________________________
Field Instructor: ____________________________
Date: ____________________________
Liaison: ____________________________

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

Student Performance:

Progress towards core competencies and completion of practice behaviors as evidenced by discussion of learning contract at site visit:

☐ Not Met  ☐ Partially Met  ☐ Fully Met

2.1.1 Identify as a professional social worker and conduct oneself accordingly

☐ Not Met  ☐ Partially Met  ☐ Fully Met

2.1.2 Apply social work ethical principles to guide professional practice

☐ Not Met  ☐ Partially Met  ☐ Fully Met

2.1.3 Apply critical thinking to inform and communicate professional judgments

☐ Not Met  ☐ Partially Met  ☐ Fully Met

2.1.4 Engage diversity and difference in practice

☐ Not Met  ☐ Partially Met  ☐ Fully Met

2.1.5 Advance human rights and social and economic justice

☐ Not Met  ☐ Partially Met  ☐ Fully Met

2.1.6 Engage in research-informed practice and practice-informed research

☐ Not Met  ☐ Partially Met  ☐ Fully Met
<table>
<thead>
<tr>
<th>Objective</th>
<th>Not Met</th>
<th>Partially Met</th>
<th>Fully Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.7 Apply knowledge of human behavior and the social environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.1.9 Respond to contexts that shape practice</td>
<td></td>
<td></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>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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

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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. My field agency…</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Provided a work environment that accepted and supported my field placement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Provided adequate resources for good learning (space, supplies, telephone, access to agency records).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. Provided orientation to the agency’s mission, philosophy and goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. Reflected the values of social work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. Provided my field instructor adequate release time for my field instruction.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f. Provided at least 75% direct client contact (telephone, in-person)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>g. Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. My Field Instructor…</th>
<th>Strongly Disagree</th>
<th>Dis - agree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Facilitated an open learning environment.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Provided me with an orientation to the field placement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. Went over agency safety plan with me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. Took the time to inquire about my learning needs and learning style.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. Listened and accepted student feedback.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f. Was accessible for discussion, questions, etc.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>g. Allotted sufficient time for supervision (1 hour per week; group for BSSW/MSW I and individually</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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for MSW II/III) and honored scheduled meetings with me.

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<tbody>
<tr>
<td>h.</td>
<td>Kept me sufficiently informed of case(s), agency policy and procedures.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>i.</td>
<td>Informed me of expectations regarding my performance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>j.</td>
<td>Demonstrated good professional social work knowledge.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>k.</td>
<td>Assisted me in becoming part of the agency culture/team.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>l.</td>
<td>Provided adequate training in order for me to carry out assignments.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>m.</td>
<td>Honored my role as a student and supported the completion of my learning contract.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>n.</td>
<td>Provided diverse and challenging assignments.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>o.</td>
<td>Assigned tasks appropriate for my level of practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>p.</td>
<td>Was effective in providing training on the NASW Code of Ethics.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>q.</td>
<td>Was effective in providing information on cultural competency issues.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>r.</td>
<td>Maintained professional boundaries (avoided dual relationships).</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>s.</td>
<td>Was effective as a supervisor.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>t.</td>
<td>Comments:</td>
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### 3. I was able to....

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<tbody>
<tr>
<td>a.</td>
<td>Demonstrate ethical and professional behavior</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b.</td>
<td>Engage diversity and difference in practice</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c.</td>
<td>Advance human rights and social, economic, and environmental justice</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d.</td>
<td>Engage in research-informed practice and practice-informed research</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e.</td>
<td>Engage in policy practice</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<p>| | | | | | |</p>
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</thead>
<tbody>
<tr>
<td>f.</td>
<td>Engage with individuals, families, groups, organizations, and communities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>g.</td>
<td>Assess individuals, families, groups, organizations, and communities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>h.</td>
<td>Intervene with individuals, families, groups, organizations, and communities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>i.</td>
<td>Evaluate practice 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>
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</table>

### 4. Overall field experience:

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Undecided</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, how would you rate your field experience at this agency?</td>
<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?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

### 6. Were the following methods used in supervision?

<table>
<thead>
<tr>
<th></th>
<th>Self-report by student</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Direct observation by field instructor</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Process recordings</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Co-facilitation with task supervisor(s)</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

### 7. Describe how supervision could have been improved:

<table>
<thead>
<tr>
<th>Comments/issues/concerns:</th>
</tr>
</thead>
</table>

### 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>
</table>

178
<table>
<thead>
<tr>
<th></th>
<th>Explained his or her role and responsibilities as a university field supervisor.</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 me with his or her contact information.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b.</td>
<td>Was accessible when I requested consultation or assistance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<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>
<td>4</td>
<td>5</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>
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<tr>
<td>e.</td>
<td>Was an effective field liaison.</td>
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<tr>
<td>f.</td>
<td>Comments:</td>
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</table>

### 9. My Field Education Office…

<table>
<thead>
<tr>
<th></th>
<th>Was knowledgeable in field policy</th>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>Provided adequate field orientation</td>
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<tr>
<td>b.</td>
<td>Provided assistance/support to me and my field instructor</td>
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<td>c.</td>
<td>Was fair in intervention and mediation when issues were presented</td>
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<td>d.</td>
<td>Comments:</td>
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</table>

Student's Signature: ____________________________________________________________

Seminar Instructor's Signature: ________________________________________________
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>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>
</tr>
</thead>
<tbody>
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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).

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

**During the first two weeks of practicum:**

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

**Throughout the practicum experience:**

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

**At mid-semester:**

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

**At the end of the semester:**

- Provide Field Instructor and student feedback regarding progress for final evaluation and attendance
  - Plan with Field Instructor and student regarding the next semester’s learning
opportunities and expectations (if applicable)
APPENDIX B  
Affiliated Agencies (Subject to change)

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

Borinquen Medical Center
Brain Center (Neuroscience Centers of FL Foundation, Inc.)
BridgePrep Academy
Broward County (FSAD) Family Success Administration
Broward County Sheriff's Office - Juvenile Assessment Center
Broward Housing Solutions
Broward Meals on Wheels
Camillus Health Concern, Inc.
Camillus House - ACT Program
Camillus House - ISPA (Residential TX Program)
Camillus House - Lazarus Project
Camillus House - Project Phoenix/Jail Diversion
Camillus House - Youth Program
Camillus House Shelter
Carrfour Supportive Housing, Inc.
Casa Valentina
Catalyst Miami
Catholic Charities - Child Development Center Head Start Program
Catholic Charities - St. Luke's Recovery Center
Center for Children and Families (CCF)
Center for Family & Child Enrichment (Clinical)
Center for Family and Child Enrichment, Inc. (Adopt/Reun)
CHI - Community Health of South Florida, Inc.
ChildNet, Inc.
Children of Inmates, Inc.
Children's Diagnostic & Treatment Center
Children's Home Society Hands in Action
Children's Place at HomeSafe, Inc., The
Citrus Family Care Network
Citrus Health Network Inc.
Cleveland Clinic Florida
Coalition for Independent Living Options
Community Care Plan (CCP)
Dade Family Counseling CMHC, Inc. - North
Dade Family Counseling CMHC, Inc.-South
Devereux Florida
Douglas Gardens Community Mental Health Center
Early Learning Coalition-Early Head Start
East Ridge at Cutler Bay
Eleventh Judicial Circuit Administrative Office of the Courts, Mental Health Pro
Espiga Health LLC
Family and Co-Parenting Enrichment Services, LLC
Family Central, Inc. - Broward
Family Central, Inc. - Miami-Dade
Family Resource Center of S. Florida
Faye Clark's New Horizons
FHEM-Florida House Experience Management
FIU Counseling and Psychological Services
FLITE Center
Florida PACE Centers, Inc
Gang Alternative, Inc.
Genesis Hopeful Haven
Gilda's Club of South Florida
Guardian Ad Litem Program- 11th Circuit Court
Guardianship Program of Dade County, Inc.
Gulf Coast JFCS /Florida Center for Survivors of Torture
Harbor Village Miami: Detox and Drug Treatment Center
Hermanos de la Calle
His House Children's Home
Homestead Hospital
Hope for Miami
Inspire4Purpose
Jackson Behavioral Health Hospital
Jackson Community Mental Health Center
Jackson Memorial Hospital
Jackson Memorial Hospital - Miami Transplant Institute
Jackson South Medical Center--Medical
Jackson-Holtz Childrens Hospital & The Womens Hospital
JAFCO (Jewish Adoption & Foster Care Options)
Jessie Trice Community Health Center, Inc.
Joe DiMaggio Children's Hospital at Memorial
Kidney Spa
Kristi House
Leukemia & Lymphoma Society, The
LifeWay Programs Inc.
Lotus House Women's Shelter
Lutheran Services of Florida
Memorial Regional Hospital
Mental Health Association of Palm Beach County
Mercy Behavioral Health Services
Miami Bridge Youth & Family Services - Homestead Campus
Miami Bridge Youth and Family Services - Miami Campus
Miami Cancer Institute
Miami V.A. Healthcare Services, Healthcare for Homeless Vets
Miami Vet Center
Miami-Dade County CAHSD Action Community Resource Center
Miami-Dade County CAHSD Coordinated Victims Assistance Ctr. (CVAC)
Miami-Dade County CAHSD Wynwood Neighborhood Center
Miami-Dade County Juvenile Services Dept. (The JAC) Miami Gardens
Miami-Dade County Juvenile Services Dept. (The JAC) Main Office
Miami-Dade County Juvenile Services Dept. (The JAC) South Dade
Miami-Dade County Juvenile Services Dept. (The JAC)/North - Edison Community Act
Miami-Dade County Public Schools
Miami-Dade County Public Schools - Project UPSTART
Miami-Dade County Public Schools Head Start/Early Head Start Programs
Michael Ann Russell Jewish Community Center
Miramar Police Dept. Victim Services
Multicultural Care Centers
NeighborhoodHELP
New Horizons Community Mental Health Center, Inc
Nicklaus Children's Hospital
OpusCare of South Florida
PACE Center for Girls, Inc. Broward
Park Summit of Coral Springs
Pride Center
PsychSolutions, Inc. Main Office
PsychSolutions, Inc. South Location
Refugee Assistance Alliance
Regis House-North
Regis House-South
Riverside Christian Ministries, Inc.
Rogers Behavioral Health
Ruth & Norman Rales Jewish Family Services
Seasons Hospice & Palliative Care
Seasons Hospice & Palliative Care of Broward Florida
SEFLIN/Libraries
South Miami Hospital
St. Alban’s Child Enrichment Center-Coconut Grove
St. Alban’s Child Enrichment Center-South Miami
Sunrise Community, Inc.
SunServe
Survivors’ Pathway
To Be Determined
Touching Miami with Love - Homestead
Touching Miami with Love - Overtown
Trinity Church - Peacemakers Family Center
UM Mailman Center-Family Navigator Program
UM Sylvester Comprehensive Cancer Center at Deerfield Beach
UM-Mailman Center Child Protection Team (CPT)
UM-Mailman Center Debbie School/Cleft Lip & Palate
UM-Mailman Center Ear Institute/MCCD
UM-Mailman Center for Child Development
UM-Mailman Center for Family Studies (Familias Unidas)
UM-Mailman Center Pediatric HIV/AIDS
UM-Mailman Center Pediatric Mobile Clinic
UM-Mailman Center School Health Initiative
UM-Sylvester Comprehensive Cancer Center
University of Miami Hospital
University of Miami Neurology
University of Miami Oncology
Veteran's Administration Medical Center
Village South, The -- Westcare Foundation
Vitas Innovative Hospice Care - Dade
Wellpath Recovery Solutions (Correct Care, LLC - Florida City)
Wellpath Recovery Solutions (Correct Care, LLC - Pembroke Pines)
West Kendall Baptist Hospital
William “Bill” King VA Outpatient Clinic"
## APPENDIX 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><strong>1. Attendance and Punctuality:</strong> 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><strong>2. Class Participation &amp; Attentiveness:</strong> 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><strong>3. Communication:</strong> Manage communications and contacts.</td>
<td>Rarely contacts instructor to inform her/him of tardiness to or absence from class and provides no rationale. Occasionally 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><strong>4. Respect:</strong> 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>
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<td>Occasionally aware of the impact of her/his verbal</td>
<td>Generally maintains a high level of awareness of the</td>
<td></td>
<td>Always maintains a high level of awareness about</td>
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<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>Reluctant to collaborate with others and struggles with maintaining positive relationships; occasionally demonstrates use of social work skills.</td>
<td>Professional oral expression may contain grammatical errors or slang words or may be poorly organized.</td>
<td>Written work lacks clarity and has some errors. When asked to use APA guidelines, this is done incorrectly.</td>
</tr>
<tr>
<td></td>
<td>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>Generally works well with all team members while relating easily and positively with others; demonstrates use of some social work skills.</td>
<td>Generally articulate and professional in oral expression.</td>
<td>Generally expresses ideas/concepts clearly with very few errors and uses APA guidelines when required.</td>
</tr>
<tr>
<td></td>
<td>the impact of her/his 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>
<td>Always work well with all team members, while relating easily and positively with others; demonstrates appropriate use of many social work skills.</td>
<td>Always articulate and professional in oral expression.</td>
<td>Always expresses ideas/concepts clearly with an absence of errors, and uses APA referencing accurately.</td>
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<tr>
<td><strong>10. Use of Feedback</strong>&lt;br&gt;Demonstrate openness to feedback and engage in self-correction.</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>
</tr>
<tr>
<td><strong>11. Ethical Conduct &amp; Integrity</strong>&lt;br&gt;Demonstrate honesty in communications and behaviors.</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>
</tr>
<tr>
<td><strong>12. Professional Boundaries</strong>&lt;br&gt;Demonstrate professional roles &amp; boundaries with instructors, staff, peers, administration, etc.</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>
</tr>
<tr>
<td><strong>13. Diversity</strong>&lt;br&gt;Engage diversity &amp; difference and demonstrate openness &amp; sensitivity towards diverse populations</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 discussions or activities related to diversity &amp; difference. Appears eager to receive additional information regarding 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

