

FLORIDA STATE
UNIVERSITY

| *The* COLLEGE of SOCIAL WORK



Field Education Manual

Florida State
University College of
Social Work

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FIELD ELIGIBILITY REQUIREMENTS

<u>Student Type</u>	<u>Semesters</u> Fall and Spring (16 weeks)	<u>Hours Per Week</u>	<u>Total Hours</u>	<u>Seminar</u>
BSW	1 Semester	32	512	YES
BSW Part-Time	2 Semesters	16 – 20	256	YES
MSW 1 st Year	1 Semester	27	432	YES
MSW 1 st Year	2 Semesters	14	216	YES (Included)
MSW Advanced	1 Semester	32	512	YES
MSW Advanced Part-Time	2 Semesters	16 - 20	256 (advanced)	YES

<u>Student Type</u>	<u>Semester</u> Summer (12–13 weeks)	<u>Hours Per Week</u>	<u>Total Hours</u>	<u>Seminar</u>
BSW	1 Semester	40	480	YES
BSW Part-time	2 Semesters	20	256	YES
MSW 1 st Year	1 Semester	34	432	YES
MSW 1 st Year Part-Time	2 Semesters	17	216	YES (Included)
MSW Advanced	1 Semester	40	480	YES
MSW Advanced Part-Time	2 Semesters	20	256 (advanced)	YES

FIELD ELIGIBILITY CRITERIA

Students are expected to meet eligibility criteria prior to entering field. Students must be cleared academically through the BSW and MSW programs respectively to assure:

1. All prerequisites are completed at the BSW level
2. All social work courses are completed at the BSW and MSW level and all incomplete grades must be satisfied.
3. A 3.0-grade point average has been achieved in social work courses
4. If a student is on academic probation the semester prior to entering field the following has to occur:
 4. a. The student can meet with a field faculty member to review placement options and begin the field process.
5. Once grades post, if the student does not meet the required GPA, the student will not enter field and will be required to inform the internship site of their inability to begin the internship.

STUDENTS IN FIELD PLACEMENT

Internship hours can only be accrued during the semester(s) for which the student is enrolled in the internship. Hours clocked prior to the start or subsequent to the end of the semester, when such hours have not been previously specifically approved by the Office of Field Education, may not be counted as hours towards completion of the internship. Students are encouraged to work directly with the Office of Field Education and the faculty liaison to ensure that their internship participation corresponds with the University's academic calendar during university breaks.

Students cannot intern during university breaks. Students will be allowed with permission to complete onboarding/training prior to the start of a semester. University provides general liability protection and professional patient/ client care liability protection for students at Florida State University while engaged in pre-approved courses of study and training programs.

Veterans Preference Policy

Students who have served in the military or National Guard will receive preference for a placement interview at the Veterans Administration (VA). The student will inform field faculty of their interest via the field application and during the intern interview.

In order to receive an interview preference for a VA field placement, the student must provide verification of service (DWI) in the military or the National Guard.

"If the VA selected has a different policy regarding the referral preference, the Office of Field Education will defer to the VA policy."

The Field Application and placement process

Field applications are required of each student entering field. The process of entering field is multifaceted, therefore, to assure students can be placed in a timely manner, it is important to adhere to designated deadline dates. Field applications are submitted through our on-line system InPlace, and deadline dates established must be adhered to as published.

All students will be required to attend field planning meetings (on campus students) and field planning webinars (online students).

Students enter field according to their program of study and are not expected to deviate from their program of study.

Once the application deadline ends, students cannot complete their internship until the following semester. Main campus students interested in interning outside of Tallahassee in geographical areas covered by an area coordinator will work directly with the area coordinator. Out-of-state placements are reserved for online students who live in the respective geographical areas. Main campus students who request an out of state internship must meet criteria and be approved by the Director of Field Education.

Students interested in interning internationally will need to contact the Director of International Programs at least two semesters prior to entering field. Those exploring such placements are also responsible for meeting all CSW field deadline dates as posted by the CSW field office. Students interning internationally are required to schedule a field interview with the Director of Field Education the semester prior to beginning field to ensure the field process is completed.

Military/Reserve Duty Policy

Students serving in the military and/or a reserve unit called to duty during field placement will provide a copy of their orders. The student will receive an incomplete in the field and seminar courses. Upon return from duty, the placement will resume with the initial agency or a placement established with another agency if warranted. Hours earned prior to serving will be counted towards the required hours for the placement.

Jury Duty

Students selected for jury duty or chosen to serve as a juror during their field placement will attend. A copy of the summons will be placed in the student's file. Hours missed while attending jury selection or duty will have to be completed prior to the semester ending. If the jury selection or duty occurs at the end of the semester hours will be completed at the start of the next semester.

Inclement weather Policy

If your agency is closed due to inclement weather, per University policy students are required to make up hours. It is important to follow the direction of the agency. If you live in an evacuation zone, the student must notify the agency and their seminar instructor/faculty liaison/area coordinator of their absence as soon as possible.

OFFICE OF FIELD EDUCATION

Out of State / Post MSW Degree Internships (Main Campus Only)

Campus-based students who meet criteria at the BSW or MSW level completing a final or advanced placement will only be considered for an out of state internship if they meet the following criteria: death or serious illness of an immediate family member, military duty of student or spouse, and/or relocation due to student or spouse's employment. Documentation of the above criteria will be required. On-line students who live in Florida will complete their placement in the geographical area they live.

Consideration will also be given to students presented with an exceptional opportunity for enhanced learning in environments such as think tanks or other distinguished settings. The process for consideration is as follows:

- Students will submit a request identifying the reason for the out-of-state internship. The request form can be obtained from the Office of Field Education.
- Students must initiate their plans to intern out of state two semesters before beginning their field placement.
- Students will be responsible for identifying 3-5 agencies and provide the contact persons, email addresses, and telephone numbers to the Director of Field Education. Students should not proceed with arranging a placement until approved by the Office of Field Education.
- Field faculty will contact the agency to evaluate and determine if the agency can meet the educational goals and criteria of the College of Social Work.
- Students must be aware that they may be required to return to Tallahassee if their out of state internship experience becomes problematic, and it is deemed necessary to terminate.
- Individuals requesting internships post-MSW degree to seek licensure within the State of Florida will follow the procedures outlined above. Requests from outside the State of Florida will be declined.

Students Working Full-Time

Students working full-time should expect to significantly reduce or discontinue their work commitments to accommodate the demands of the field education placement. The competing demands of field education, other classes, and full-time employment tend to distract from the overall learning experience of all educational activities. It is NOT recommended that students work full-time and attend field full-time. Students will not be allowed to intern more than 40 hours a week in any internship.

OFFICE OF FIELD EDUCATION

Student Field Education Internship Agreement (Nights/Weekends Policy)

Evenings (after 5 pm) and weekend placements are not offered. Students will need to make plans to complete hours per week during normal daytime hours. All field hours are negotiated with the field placement agency, allowing for attendance at orientations, trainings, case staffing, and supervision during the day.

I also understand the following must occur for me to be eligible for an internship:

- BSW students have a 3.0 Social Work GPA, with all required coursework completed.
- MSW 1st Year students maintain a 3.0 Cumulative GPA with all required course work completed.
- MSW 1st Year students pass SOW 5308: Social Work Practice before entering the internship.
- All incomplete grades are satisfied.
- All performance improvement plans are fulfilled.

Students in the BSW or MSW Program will be required to complete a minimum of 512 hours as a BSW or MSW 2nd year / Advanced Standing student per semester. If completing your internship part-time, you are required to complete a minimum of 256 hours. As a 1st year MSW student, you will be required to complete 432 hours a semester. If you are completing your internship part-time, you will be required to complete 216 per semester. Summer hours may differ as it is a shorter semester. See hours chart on page 3 of the field manual.

Social Leadership Field Policy

Social leadership students are expected to complete their field placements in Tallahassee. The College of Social Work is not responsible for securing out of area placements for social leadership students, unless students meet criteria for interning out of the area. Students interested in exploring an internship out of the area will need to contact the Social Leadership liaison 8-12 weeks prior to the start of the semester the student will intern. Contact the Office of Field Education to connect with the Social Leadership liaison.

Social Media Policy

SOCIAL NETWORKS

Public social networks are not private. Even when open only to approved or invited members, users cannot be guaranteed that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc. (to Florida State University and/or the College of Social Work, can be accessed and archived, posing potential harm to professional reputations and prospective careers. Social work students who use social media (e.g., Facebook, Twitter, etc.) and other forms of electronic communication (e.g., blogs, etc.) should be mindful of how their communication may be perceived by clients, colleagues, faculty, future employers, and others. Social work students are expected to make every effort to minimize material that could be considered inappropriate for a professional social worker in training. Because of this, social work students should manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students should consider the amount of personal information posted on these sites and should block client access to involvement in the students' social networks.

SOCIAL MEDIA and NASW CODE OF ETHICS

Students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the NASW Code of Ethics when using social media communication tools, whether using a personal site(s), agency site(s), or University site(s). Common issues that students need to understand, and manage when utilizing social media include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) in our relationships with clients, colleagues, and in our practice settings. Utilizing social media communication tools as a social work student requires ongoing attention to these ethical challenges.

CONFIDENTIALITY

Confidential client information should not be shared in any form of electronic media, including any information that might lead to the identification of a client or information that may compromise client confidentiality in any way. Social work students should consider that they will be representing

professional social work practice as well as the FSU School of Social Work while in the classroom, within the University, and throughout the broader community.

BOUNDARIES

To maintain appropriate professional boundaries, social work students should avoid "friending" clients, that is, allowing clients to connect with your personal Facebook, Twitter, or other personal social media accounts. Students should also maintain appropriate professional boundaries with professors, field educators, and other professionals at their field agencies.

ENTERING FIELD INTERNSHIPS

As internships begin, it may be helpful for students to explore the following questions with your field educator and/or task supervisor.

- Does your agency have a policy on the use of social media communication tools? If so, review the policy with your field instructor. If not, what expectation does the agency have regarding the use of social media during field hours?
- How much personal information is shared with clients and former clients as well as agency staff and professional colleagues?
- What are the most common ethical concerns you should be aware of when using social media as a social work student?
- What are the agency guidelines regarding the use of Facebook or Snapchat etc. and who can you friend?
- What privacy and confidentiality concerns should I consider when texting, emailing, and/or using Twitter?
- Can I check my personal social media accounts during field hours?

TIPS TO MAINTAIN A POSITIVE ONLINE PRESENCE

- **Clean up your digital image.** Remove any pictures, content, or links that can send the wrong message to employers. Ask yourself, "How do I show up in the world?" Try a Google search on yourself periodically to see what comes up.
- **Remember the internet is public domain.** They are called social networking sites for a reason. It is becoming commonplace for employers to do an online search for candidates before making job offers. A good guideline is to not put anything out on a social networking site that you would not want to see on the front page of the paper.
- **Use social networking sites to your advantage.** Maintain your online profile by portraying an image consistent with how you want to be perceived. Your profile is a way

for you to demonstrate to employers your communication skills using proper grammar and spelling. Convey your professional image by choosing your photo and your screen name carefully. Include great references on your profile from a variety of different people to "paint" a positive professional image of yourself.

- **Be thoughtful about your posts.** There is no expectation of privacy when using social media. Consider what could happen if a post becomes widely known and how that may reflect on both you, the College of Social Work, the agency and/or the University. Search engines can turn up posts years after they are created, and comments can be forwarded or copied. If you wouldn't say it at a conference or to a member of the media, consider whether you should post it online. If you are unsure about posting something or responding to a comment, seek advice from your supervisor, Faculty Field Liaison, or the Director of Field Education.

SOCIAL MEDIA GUIDELINES WITHIN THE AGENCY

- Do not refer to agencies or clients on social media.
- Use the highest privacy settings available.
- Do not search for client or client information.
- Do not "friend" current or past clients.
- Do not share personal information (cell, email, address) with current or past clients.
- Posts, pictures, comments, etc. can easily be taken out of context think about the message that can be interrupted by others.
- Communication in texts, WhatsApp, and other IM 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.

AGENCY ORIENTATION OF THE STUDENT TO FIELD PLACEMENT

Students should be given a comprehensive orientation to the placement and to the agency immediately upon their arrival. Supervisors should plan to greet the student on the first day of the internship and introduce them to as many of the staff as possible. It is preferable for the supervisor to inform appropriate personnel in advance of the student's placement and advise them of ways the staff can participate in the student's learning experience.

It is also important for students to have a work area that allows them to feel like a professional and an integral part of the agency structure. A desk, access to a telephone, and appropriate work supplies should be provided for the student before they begin the placement.

It is also recommended that the following items and procedures be provided in the orientation material **in writing** to all students by the agency and/or supervisor.

ORIENTATION CONTENT

- A written orientation schedule outlining dates and times of agency orientation, in addition to the content that will be covered.
- Written expectations concerning dress requirements, leave time and holidays, attendance requirements, etc.
- The agency needs to specify agency information concerning administrative structure with names and titles of administrative staff, financial structure, pertinent policies, and procedures, etc.
- Information concerning insurance requirements by agency and insurance coverage provided (i.e., professional liability, workman's compensation automobile insurance if clients are to be transported by student).
- Specify agency recording requirements. Provide copies of all forms in addition to outlines for intake, psychosocial assessments, transfer forms, social history and diagnostic summaries, and all other required reports.
- Written statement of how student is to identify self in (1) written recording in agency records; (2) written reports, correspondence, and other written material; and (3) oral contacts with clients, families, and others.
- informed consent form and its use; information on privileged communication if it applies, information on what can and cannot be released without client's consent; explanation of what to do if subpoenaed, etc.
- Outline written procedures for handling client emergencies (i.e., suicidal or homicidal threats, issue of duty to warn, etc.).
- Give the student a copy of the agency personnel manual, including written procedures concerning student responsibilities, etc.
- Written description of agency security precautions and safety procedures.
- Expectations concerning supervision responsibilities, supervisory conference times, style and content of supervision provided, other pertinent supervision issues.
- NASW Code of Ethics and Standards of Practice

FLORIDA STATE UNIVERSITY COLLEGE OF SOCIAL WORK

EMPLOYMENT-BASED PROPOSAL (EBP)

Traditionally, Social Work field placements are educationally focused, unpaid training experiences in Social Work settings, which are selected, based on the student's level and/or concentration in their program of studies. There are some situations, however, in which paid employment or a position within your place of employment can meet the standards for field placements, and which can be accepted based on criteria as outlined in this document by the Office of Field Education.

Students can request to intern at their agency if the position meets criteria or if the student is moved into another program or position that meets criteria. A second internship can occur at the same agency if the internship occurs in a different program.

The guiding principle for these decisions is the field placement experience must constitute new learning for the student: i.e., a new population, utilizing new treatment methodology, and/or in a new field of practice. Another principle is to have appropriate MSW supervision and an opportunity to apply theories and knowledge from the classroom in a practice setting. Our program organizes course requirements and field education in a particular sequence, which is structured in that way for educational reasons. Therefore, this new learning opportunity must fall at a certain point in the program of studies and additionally must meet our established objectives for field placements.

All students must be supervised by an MSW with 2 years post graduate experience. The activities must be congruent with the student's concentration or level (graduate or undergraduate) in the program. Students are responsible for understanding and adhering to the course objectives for field education.

Placement in one's agency of employment may be arranged when the following additional criteria exist. The agency agrees to:

- a) Provide the student with an MSW Field Educator. Prospective Field Educators must have at least two years of post-master's work experience, and be willing to attend the College's 16- hour Field Educators training course or comparable training in your area until the Field Educator's training can be completed. Students must receive one hour of weekly (fulltime students) or one-hour of bi-weekly (Part-time Students) individual supervision with the Field Educator.
- b) Provide the student with education-focused learning opportunities, based on the College's Field Education objectives, which differ from regular job responsibilities and are appropriate for student's learn
- c) Collaborate with the College's Field Liaison, who will carefully monitor the arrangement.

NOTE: *A student who agrees to an Employment-Based internship acknowledges that an alteration or a disruption in employment may adversely affect the field internship, and disruption in field may adversely affect the student's employment. A disruption may also delay graduation if applicable.*

STUDENT POLICIES & PROCEDURES IN FIELD PLACEMENT

REPORTING TO THE FIELD AGENCY

All students are to report to the agency on the date determined by the College and the agency (usually the first day of the semester) but not before the first day of the semester for which they have registered unless prior permission has been granted by the Office of Field Education. Students will adhere to regular agency hours as established by the field educator and are responsible for immediately notifying the field educator any time they will be late in reporting to the agency, or absent for any reason.

No student is allowed to report to an agency and begin an internship until the self-placement form has been submitted. Should a student fail to follow this procedure, she/he will not receive credit for hours earned until the self-placement form has been properly submitted.

LEAVE TIME

Students are expected to act responsibly in their internships. Any compensatory time accumulated (which should be minimal) can be taken only with the permission and pre-approval of the agency field educator. The Office of Field Education must be notified by the student of any extended (more than three days) leave time or illness. Any leave time taken must be coordinated with the agency supervisor. Students reported for excessive absences in the internship may receive a grade of "U," Unsatisfactory, in the course and will be required to make up the time deficiency. Other policies regarding leave time are as follows.

Students are expected to adhere to agency hours and holidays, NOT FSU holidays. An agency holiday that falls on a student's scheduled internship day counts as hours the student is scheduled to work.

For Full-time students twenty-four hours (24) and for part-time students, twelve hours (12) of leave time is allowed for an illness and/or family emergency (death or illness) or personal business. If excused, they will count as hours earned. Students must communicate with their field educators directly prior to taking these days. Arrangements must be made with the field educator to make up any time beyond 24 hours for full-time students and 12 hours for part-time students. In addition, the student must notify the assigned faculty liaison and/or the Office of Field Education regarding any extended absences from the placement of more than 24 hours or for part-time students 12 hours per semester.

Due to the hours required, Spring Break cannot be observed for students in internships during the Spring semester.

Students placed outside of Tallahassee to include online students and are attending their graduation are allowed two days of travel time at the end of their internships, in order to attend their graduation. This is time credited to the student ONLY with the supervisor/liaison's permission.

All other students are required to be in attendance during the last week of the internship. Under no circumstances are students allowed to leave the placement early (beyond two (2) days) unless the Office of Field Education, has granted special permission in advance. The agency supervisor and seminar instructor must agree with the decision.

STUDENT REQUIREMENTS

- Students are required to participate in a formal supervision meeting with their field educator, at least one hour per week for full-time internships or biweekly for part-time internships.
- Students are required, with input from his/her field educator, to complete and adhere to an Educational Plan: which can be found on the field website College of Social Work (www.csw.fsu.edu), and if needed, a Performance Improvement Plan.
- Students will participate actively in midterm and final evaluations and ensure that due dates are met. Evaluations must be submitted by the field educator via the on-line system by the designated deadline. No paper copies will be accepted in the Field Office.
- Students must complete the Student Evaluation of the internship at the end of the semester. Failure to do so will result in an "I," Incomplete, for the course.
- Attend all required or invitational meetings, conferences, etc., occurring in the agency.

- Communicate openly with the field educator/task supervisor when assistance is needed, e.g., clarification of assignments, agency policy, etc.
- Maintain appropriate dress for the agency setting at all times.
- Contact a field faculty member, or the assigned faculty liaison, immediately when clarification is needed, or a problem situation arises.
- Download and read the content of the “Field Reference Manual” thoroughly prior to entering the placement.
- Maintain accountability of all hours earned in the internship. A timesheet is located in InPlace to track internship hours.
- Keep up to date on ALL posted field information, as it is not possible to notify each student individually of important deadlines. Students should routinely check the field website College of Social Work (www.csw.fsu.edu) for important deadline dates and announcements.
- Notify the Office of Field Education of any special accommodations required in the internship related to any disability at least three months prior to the semester the student is scheduled to begin the field placement.
- Maintain responsibility for understanding and adhering to all policies and procedures of the internship agency and the Office of Field Education. Noncompliance will result in the student’s termination from the internship (refer to Office of Field Education Termination procedures). Provide for health (required) and malpractice (if indicated by the agency as a requirement) insurance coverage. If injured (non-emergency) during the internship, the Student Health Center is available on campus.

LIAISON VISITS

A field faculty liaison/Area Coordinator is assigned to each student in an internship. A field visit will occur in-person or virtually at least once during the internship. If ANY difficulties arise or adjustments need to be made, the liaison MUST be contacted by the student and/or the field educator (It is much easier to resolve issues early in the internship.) The role of the liaison is to act as a “bridge” between the agency, University and the student. The visits are approximately 1 to 1 ½ hours in length and may include time with both the student and the field educator. Additional visits may be scheduled as needed to assist in problem-solving. If a problem is noted, the liaison/area coordinator will assist in formulating a written “Performance Improvement Plan” to clarify what and how a student and/or agency can resolve a problem. The liaison may also share any other academic performance information necessary to assist in the resolution of problems.

If the agency, student and/or field liaison/area coordinator feel that the agency is not appropriately meeting the needs of the student, for any variety of reasons, the student may be changed to another internship, if it has been documented that all efforts have been taken by the student and the agency to correct any problems. The student should understand that a placement will be located as soon as possible. Depending on the ability to locate a new placement, the student may have to wait another semester to begin hours. Any change in an internship is coordinated with the permission of the Director of Field Education and/or the faculty liaison. The faculty liaison will provide contact information.

EVALUATION AND GRADES

The student's MSW field instructor completes evaluations at midterm and at the end of the internship. The MSW field instructor may also include feedback from any task supervisor who worked with the student. Students are rated on a variety of competencies on a 1-5

Scale as follows:

- 1 = Failing level
- 2= Below expected level
- 3 = At expected level
- 4 = Above expected level
- 5= Outstanding level
- NA = Not Applicable
- IE= Insufficient Evidence

Midterm and final evaluations with ANY single evaluation criteria rated as a 1 or 2 (on the evaluation forms) indicate that the student must demonstrate improved performance in that area. Failure to do so could result in the student receiving a "U," Unsatisfactory, in the field Education course, which is posted at the completion of the final evaluation and all internship hours.

Continued poor performance or a single incident that is considered by the agency to be unprofessional or unethical will result in termination from the internship (Refer to the Office of Field Education Termination policy). This decision is made jointly by the agency supervisor and the field liaison, in conjunction with the Director of Field Education, and can be made at any time during the internship.

If the student has not met minimum expectations (ALL ratings at "3" or above) by the due date of the final evaluation, the field educator will complete the narrative portion of the evaluation specifying the reasons for the student's failure to meet expectations, and the quantitative portion would clearly indicate the inadequate, incomplete or unsatisfactory areas (all scores rated "1" or "2"). The field educator will recommend, to the Office of Field Education, the grade "I" (Incomplete) if there are incomplete hours or assignments or "U," Unsatisfactory, for unsatisfactory performance. It is the responsibility of the Office of Field Education to assign grades based on the field educator's recommendation and feedback received from the student and the field liaison.

Students earning a grade of "U," Unsatisfactory, in any field Education course may request a conference with the Director of Field Education and/or the Associate Dean to discuss the nature of the unsatisfactory grade. The Director of Field Education and the Associate Dean consider all aspects of the situation and determine if another internship should be offered. The Office of Field Education is not obligated to offer more than one internship and will not offer any more than two internships per field Education course. Students can utilize the College of Social Work grade appeal process to dispute any grade.

Students MUST submit a "STUDENT EVALUATION OF FIELD" at the end of the internship to receive a final grade for the course. The evaluation forms are located on the field website College of Social Work (www.csw.fsu.edu).

FAILURE TO RETURN ANY OF THE ABOVE EVALUATIONS BY THE SPECIFIED DUE DATES WILL RESULT IN AN INCOMPLETE GRADE FOR THE COURSE.

RELEASE OF INFORMATION REGARDING STUDENTS:

At the request of a University attorney of the FSU Office of the General Counsel the statement quoted below is to be considered in effect as of Spring 1984:

"The disclosure or publication of student information is governed by the policies of Florida State University and the State of Education within the framework of state and federal laws, including the Family Educational Rights and Privacy Act of 1974. The written consent of the student is required for the disclosure or publication of any information that is: (1) personally identifiable of the student and (2) a part of the educational record. This policy prohibiting the release of any protected educational record pertaining to a student's internship, externship, or field placement without the student's written consent, except as necessary to the University or its agents and employees, or if otherwise provided by Fla. Stat. 228.093, extends to all internship, externship, or field placement agencies."

STUDENT LEARNING EXPECTATIONS AND RESPONSIBILITIES

The Office of Field Education encourages all students entering field to identify their individual learning needs and assume responsibility for shaping their educational process. Prior to beginning the internship, on-campus and Panama City students are required to attend a Field Planning Meeting in which the expectations and responsibilities of the field program are communicated, both verbally and in written handouts. Online students are expected to attend two mandatory field planning webinars. Students are also given information on preferred placement content based on the learning objectives of their concentration.

The following content areas are considered minimum expectations when structuring the internship experience for clinical and generalist students:

- Provision of a comprehensive orientation of the student to the agency staff, client systems, agency policies and procedures, safety concerns, supervision expectations and requirements, casework requirements, legal and ethical requirements, etc.
- Substantial amount of client contact with approximately 50% of the time at the internship involving direct work with clients. The student is expected to eventually begin carrying a small caseload of his/her own.
- Exposure to one or more theoretical practice frameworks (with individuals couples, families, or groups), either directly or through observation.
- Experience with case management and networking responsibilities.

- Experience with case recording and developing intervention plans.
- Completion of a bio-psychosocial assessment, process recordings, and/or video and audio recordings with feedback from the field educator.
- Exposure to agency administrative meetings, policies and procedures, and case staffings.
- Exposure to inter-agency meetings or staffings.
- Exposure to a diverse client population.
- Exposure to advocacy experiences on a macro level, if possible.
- Completion of an Educational Plan outlining specific learning objectives and activities consistent with the objectives of the student's concentration.
- Provision of open communication with the field educator and faculty liaison on the quality of field experiences and learning needs, in addition to areas of concern.
- Opportunity to participate in an agency-based research project, if possible.

The following content areas are considered minimum expectations when structuring the internship experience for Social Leadership students:

- Provision of a comprehensive orientation of the student to the agency staff, client systems, agency policies and procedures, safety concerns, supervision expectations and requirements, casework requirements, legal and ethical requirements, etc.
- Completion of an Educational Plan outlining specific learning objectives and activities consistent with the objectives of the student's concentration.
- Provision of open communication with the field educator and faculty liaison.
- Substantial amount of project management activities or tasks involving direct work with developing documents, research/evaluation projects, policy analysis activities, or working on tasks related to the agency mission and goals.
- Opportunity to assess and apply research methodology to evaluating agency effectiveness.
- Exposure to culturally competent administrative practices within the agency.
- Exposure to one or more organizational theories used in the agency.
- Opportunity to identify concepts and application of quality management of the agency.
- Exposure to advocacy experiences on a macro level
- Exposure to agency policy and implementation of policy
- Opportunity to plan and implement an organizational project and/or a community project

- Opportunity for involvement in the agency's use of technology to manage data and to have exposure to data management techniques
- Exposure to agency administrative, community and/or legislative meetings

FIELD EDUCATION PLAN

In order for students to maximize the field placement experience, a collaborative effort is required of the field educator, the faculty liaison, and the individual student in the development of the student's Educational Plan which is an essential component of the practicum and an assurance on the part of the agency that the necessary field experiences will be provided. Furthermore, it serves as a framework for structuring the placement experiences for the benefit of the student, and it makes the learning focus more explicit and educationally directed. The Educational Plan is also used as a primary instrument for evaluating the student's progress toward meeting his/her learning objectives throughout the semester.

The Educational Plan is developed at the beginning of the internship jointly between the student and the field educator and is reviewed by the faculty liaison. At the time of the liaison's visit to the agency to meet with the student and field educator, the Educational Plan is discussed in detail to determine that learning objectives have been met by specified target dates. Additional learning experiences are then negotiated between the liaison, the field educator, and the student based on the learning needs of the student and her/his current level of knowledge and skill. If certain objectives have not been met by the student within the specified period of time, a Performance Improvement Plan is developed by the faculty liaison and the field educator which identifies the student's deficiency, the action to be completed by the student in correcting the problem and the target date, the action to be taken by the supervisor, and the completion date.

ROLE OF THE MSW FIELD EDUCATOR & TASK SUPERVISOR

To ensure that all students in field placements receive educationally focused practice experience embodying social work knowledge, values, and skills, each agency should provide an MSW field educator, with two or more years of practice experience, to coordinate, direct and supervise students' fieldwork. Field instructors never are to view their role only as 'signing off' on students' activities.

The College of Social Work prefers but does not require field educators to be MSW employees in the same agency and program in which students are being trained. All field instructors, whether employed in another part of the agency or in a different agency, will meet the expectations outlined below.

Although most agencies assign MSW employees to work one-on-one with interns, there are a variety of alternatives. Experienced MSW's may coordinate internships (and meet with students at least one hour a week for full-time internships, or at least one hour biweekly for part-time internships) while agency supervisors without an MSW can provide daily task supervision. Group supervision is another alternative.

THE MSW FIELD EDUCATOR WILL:

Supervise interns in their fieldwork, overseeing the entire range of field experience Ensure interns' activities are meeting field instruction objectives within the first two to three weeks of internship, develop and sign the intern's educational contract and make ongoing revisions as necessary.

Maintain regular contact with the intern and other agency supervisors involved in the internship

Formally meet with the intern at least one hour a week (or one hour biweekly for part-time internships) for direct supervision. This entails:

- Requiring interns prepare an agenda for the conferences;
- Giving interns feedback on their performance in a variety of ways (e.g., process recording, videotaping, audiotaping, joint interviews, etc.);
- Focusing on interns' skill development;

Keeping notes of observations and interactions with the intern, addressing a variety of topics, including:

- Case reviews
- Analysis of programs or policies
- The impact of gender or ethnicity on practice and policy
- The NASW Code of Ethics
- Theoretical analysis of social work interventions
- Evaluating the interns' strengths and weaknesses
- Issues such as assertiveness, use of humor, rescuing, handling aggressive clients, coping with stress, etc.
- Completion of the interns' midterm and final performance evaluation, returning them to the College by the posted deadline dates
- Becoming familiar with the College's Office of Field Education Policies and Procedures
- Meeting with the College's faculty liaison at least once each semester during the interns' internship
- Notifying the field faculty liaison when problems arise

ROLE OF THE TASK SUPERVISOR

Some agencies assign other human service providers or administrators to be an intern's task supervisor. In these cases, interns still must meet with MSW field instructors at least one hour a week for a full-time internship (or one hour every other week for part-time internship) for supervision and integration of classroom theory and learning with practice experience.

Task supervisors may be with specific, time-limited tasks or on a daily basis, directing day-to-day activities, teaching and guiding them in their assignments, and giving them feedback on their performance.

Basic expectations of all task supervisors include:

- participating in planning the internship
- reviewing and signing the student's Educational Plan, making revisions as needed
- providing primary, direct supervision of the interns' daily activities:
- assigning cases and projects congruent with students' educational goals
- orienting students to the agency and their assignments

SAFETY POLICY

The College of Social Work wants to make our students aware that there are certain inherent risks in any situation requiring contact with the public. Social Work is a profession that works with people with both strengths and challenges, who often live in challenging environments. To reach people in need, agencies provide services in areas that provide reasonable access to clients served. Students entering field need to be aware that most, if not all, field settings entail safety risks for clients, staff, and students alike. Such risks are not solely student risks but risks that social work students must acknowledge throughout the internship and as they begin their careers.

The safety of students while engaging in internships is essential to the College of Social Work. It is important that students feel safe to carry out their responsibilities in the field. Field Educators are encouraged to make certain assigned interns review agency policies and procedures that guide the agency. All students should receive an introduction to safety in the field during the agency orientation. If safety concerns arise for a student, the student must discuss these safety concerns with their field educator. If, after discussing the situation with a field educator and the student still does not feel safe to carry out assignments, s/he is encouraged to renegotiate those assignments with the help of the field educator. When appropriate, they should also consult the faculty liaison for assistance. The Field Education Program strongly encourages students and agencies to notify the faculty liaison/area coordinator when there are safety incidents that impact students.

HOME/COMMUNITY VISITS

It is important to discuss guidelines for prevention, as well as crisis/safety plans. Such discussions should also include, but not be limited to, safety issues in the community, during home visits, within the agency building, and the security of personal belongings. Students may be required to make home visits if such tasks are routinely requested of professional staff. A student is expected to have access to any equipment which is given to other paid agency staff or volunteers. If a student believes he or she is at personal risk on a home visit or within the agency or community setting, the student should discuss their

concerns immediately with the agency field educator. If this solution fails to resolve the concerns in a reasonable manner, the student must immediately contact his/her field liaison/area coordinator or the Director of Field Education.

STUDENTS ILLNESS/INJURY IN FIELD

In the event a student is hurt, injured, or becomes ill during the internship or while under the supervision of the Agency, the Agency shall arrange for immediate emergency medical care. However, the Agency shall not be responsible for the cost of such care. Students are to have their own private medical insurance (or University Student Medical Insurance) during the time they are enrolled in field education courses. Students are not to transport agency clients in their personal vehicles at any time. The Field Education Program strongly encourages students and agencies to notify the faculty liaison/area coordinator when there are safety incidents that impact students in field.

SEXUAL HARASSMENT POLICY

Because students in field internship may not be covered by agency rules and procedures on sexual harassment, these guidelines are established to address students' claims of sexual harassment during an internship.

Sexual harassment is a form of sexual discrimination prohibited by Title VII of the Civil Rights Act of 1964. Whether the harassment comes from the field educator or any other agency employee, it is destructive to the learning and working environment, is demoralizing, and it adversely affects students' performance in their internship. Even if the agency has no sexual harassment grievance policy, students may make complaints of sexual harassment directly to the Office of Civil Rights, U.S. Department of Education, or file a lawsuit. Students may also contact the Title IX Office within the University to report sexual misconduct <https://knowmore.fsu.edu/title-ix/meet-title-ix-office-staff/>.

DEFINITION

The Equal Employment Opportunity Commission (EEOC) defines sexual harassment as: Unwelcome sexual advances, requests for sexual favors, verbal or other expressive behaviors or physical conduct of a sexual nature constitutes sexual harassment when any one of three criteria is met:

- Submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's continued internship.
- Submission to or rejection of such conduct is used as a basis for decisions or assessments affecting the individual's welfare as a student placed in the agency.
- Such conduct has the purpose or effect of unreasonably and substantially interfering with the individual's welfare, academic or professional performance, or creates an intimidating, hostile, offensive, or demeaning workplace or educational environment.

FORMS OF SEXUAL HARASSMENT

Sexual harassment may take a variety of forms ranging from subtle pressure for sexual activity to physical assault. Conduct defined as sexual harassment includes, but is not limited to, the following:

- Threats of, or intimidation by unwilling, non-mutual sexual contact.
- Continual or repeated verbal abuse of a sexual nature, including graphic commentaries about a person's body, sexually degrading words to describe the person or propositions of a sexual nature.
- Threats or insinuations that the person's employment, grades, wages, promotional opportunities, classroom or work assignments, or other conditions of a continued internship may be adversely affected by refusing sexual advances

Sexual harassment may be physical, verbal, or nonverbal

Physical touching, holding, grabbing, hugging, kissing, "accidental collisions," other unwanted physical contact, and, in the worst cases, physical assault and rape.

Verbal offensive jokes, offensive language, threats, comments, or suggestions of a sexual nature. Nonverbal staring at a person's body, leaning over the intern at a desk, offensive gestures or motions, circulating sexually suggestive letters or cartoons, and other sexually oriented behavior.

CONSENSUAL RELATIONSHIPS

Students and faculty members are expected to conduct themselves in a manner that reflects favorably on the College of Social Work. What students or faculty may choose to do in private is outside the boundaries of the College relationships. As a result, they may not be subject to disciplinary action for having private contact. However, if a faculty member's or students' conduct on personal time subjects the College to criticism or makes students unable to perform properly in the internship, the College is justified in taking corrective action.

Consensual sexual relations between field educators and students, or between agency employees and students, are not appropriate during an internship, even though they may be accepted in other settings. It is against Florida Law for a supervisor to have a sexual relationship with a supervisee (intern). Furthermore, the authority over interns by field educators or agency employees exacerbates the situation. If interns level a charge of sexual harassment over a relationship that once was consenting, the burden of proof may be on the alleged offender to show that the relationship was, in fact, consenting.

FIELD AGENCY'S RESPONSIBILITIES

Sexual harassment of any College of Social Work student intern by any field educator, employee, or representative of the field agency is not tolerated. Agencies approved as internships must provide the Office of Field Education with a sexual harassment policy to be kept in the Office's files. If the agency has no policy, the College strongly recommends that one be developed.

STUDENT'S RESPONSIBILITIES

Respond to the problem. Students should make their feelings absolutely clear. Sometimes people do not realize they are offensive, and the student should feel free to give them feedback on their inappropriate behavior.

Record the times, places, and specifics of each incident, including other people who might have observed the event or the students' reactions.

Report sexual harassment immediately to the Office of Field Education and/or the field liaison. If the perpetrator is the students' agency supervisor, contact the field liaison and/or the Director of Field Education, the agency supervisor's immediate superior. Students should remember that they are a part of the workplace and be certain that they themselves are not involved in any inappropriate behavior. Students are also subject to the same sexual harassment policies as agencies and faculty, and they should be aware of their own behavior during the internship as they too can be accused of sexual harassment by the agency, faculty and/or clients. A rule of thumb is to respect the dignity of coworkers and clients.

Students should also refrain from jumping to conclusions based on someone's dress or physical appearance. If they are unsure of someone's intentions or behavior, ask for clarification. Remember, "No" always means "NO."

If the internship agency has no formal sexual harassment policy, or if the policy has not been submitted to the Office of Field Education as required, the College reserves the right to participate in decisions regarding how allegations of sexual harassment are handled by the field internship agency. A meeting requiring students to confront their alleged violator will be allowed only with the expressed consent of the student, the Director of Field Education, or the director's designee.

TERMINATION POLICY & PROCEDURES

POLICY STATEMENT:

The purpose of this policy is to:

- Identify the participants in an internship termination process. Identify the individual roles in this process.
- Specify the reasons for terminations and the actions to be taken in such a termination.

PARTICIPANT EXPECTATIONS/ RESPONSIBILITIES

Expectations/Responsibilities of the Student

- Students will meet the performance objectives according to their “specialization” (Clinical, Social Leadership) and/or course (SOW 4510, 5532, 5535, 5537). These objectives are available on the College of Social Work website under the Field Education tab. It is the responsibility of each student to obtain, review, and understand them. If a student has a question, it is their responsibility to address these with a member of the field faculty.
- Students are required to attend all mandatory Field Planning meetings.
- Attendance will be taken.
- Students will comply with all agency policies and procedures, including but not limited to physicals, drug screenings, HIV testing, liability insurance, dress codes, immunizations, fingerprinting, criminal background checks, body adornment policies, oaths of allegiance, etc.
- Students must read and adhere to the College of Social Work’s Office of Field Education Policies and Procedures.
- Students must abide by the National Association of Social Workers (NASW) Code of Ethics.
- Students must advise the agency field educator and/or the Field Faculty of any difficulties encountered in the internship.
- Students will follow through on all performance improvement plans, outlined verbally and/or in writing by the field educator and/or field faculty, within the time frame specified.
- Students must assume responsibility for reviewing the contents of the field manual before the start of the internship.
- Students will develop, sign, and fulfill an educational plan for the internship in collaboration with their field educator and/or task supervisor.
- Students will obtain, read, and sign the midterm and final evaluation according to their concentration and level.
- Students will complete, sign, and submit the student evaluation of internship form at the conclusion of the placement.

If the internship is not meeting the students’ needs, the student can submit to the Director of Field Education, a written request to change internships, stating the reason(s) and evidence that corrective actions have taken place and the results of these actions.

The College of Social Work will meet the following established expectations:

The College compiles performance objectives, policies, and procedures, evaluations, the NASW Code of Ethics, etc. in the Field Manual, which all students must have reviewed or have a copy of prior to the start of the internship.

- The College will provide assistance in resolving any problems/ difficulties in an internship through the use of field liaisons that, complete a minimum of one contact per semester of each internship, with more contacts as necessary to resolve any issues. This includes communications

with the student, field educators, and any other agency or College personnel needed to assist in the resolution of issues.

- The College will review all sides of the issues presented in termination from an internship and make appropriate recommendations.
- The College will comply with the University's Academic Grade Appeal process.
- The College will comply with the Florida Statute 228.093 regarding confidentiality of student records.

The Agency Field Educator will meet the following established expectations:

- The agency field educator will provide an environment conducive to learning
- The agency field educator will provide an orientation to the agency.
- The agency field educator will make agency policies and procedures available to the student at the pre-placement interview and/or during the agency orientation.
- The agency field educator will review and ensure that the educational plan is completed and signed within one month of the start of the internship.
- The agency field educator will provide verbal and/or written feedback on performance issues; to clarify any corrective actions needed to be taken by the student.
- The agency field educator will complete the midterm and final evaluation in a timely manner and submit these in the online system on or before the due dates.
- The agency field educator will provide a minimum of one-hour weekly supervision for block internships and once every other week for part-time (more than one semester) internships. Supervision will include, but not be limited to, feedback on the student's performance.
- The agency field educator will comply with Florida Statute 228.093 regarding the confidentiality of student records.

TERMINATION PROCEDURE

Performance problems that result in termination from an internship vary greatly. In general, they reflect the non-compliance with established policies and procedures, ethical/work performance issues, or a violation of the above-stated expectations.

Performance problems will be addressed in the following manner:

Student performance will be reviewed in supervision. Performance problems will be clearly identified (orally or in writing) by the agency field educator and/or field faculty member. Specific examples of problem areas and recommendations for improvement will be made (if applicable), and consequences of failure to meet expectations will be communicated to the student in a timely manner.

- At any time during the internship, a single event or if problem behaviors persist and/or are serious, the field educator will contact the field faculty liaison for a consultation. The student also must advise the field faculty liaison if he/ she has concerns about the internship and/or the field educator. The student will also advise the field faculty liaison if there are concerns about performance issues raised from feedback received from the agency field educator.
- The field faculty liaison will offer guidance to the student and/or agency field educator by telephone or in-person. If a visit to the agency is needed, this meeting may include separate time with the student and with the agency field educator. This may include but is not limited to sharing past academic and performance information.
- Based on the discussion with the field faculty liaison, a written "Performance Improvement Plan" and/or revised Educational Plan will be developed jointly by the student, field faculty liaison, and agency field educator and signed by all parties, with copies distributed. Consequences of noncompliance will be included.
- Each criterion included in the student's evaluation form has importance. Therefore, students must receive ratings at "3" (Satisfactory) or above in the field education course in order to receive a Satisfactory grade in the course. Midterm and final evaluations with areas rated "1" or "2" indicate the student must demonstrate improved performance to pass the course. If the final evaluation has ratings of "1" or "2", the internship will be continued and a performance improvement plan established by all parties. If the agency supervisor terminates the placement, a second internship will be considered with clear expectations identified in a memorandum of agreement.
- Poor performance or a single event, which may place clients at risk, is unprofessional or unethical will result in a termination, at any time from the internship. The agency supervisor and the field faculty make this decision jointly. As agencies supervise students voluntarily, it is the right of any agency to terminate an internship with no prior notice if they feel they can no longer work with the student.
- If the student's performance does not meet minimum expectations by the due date of the final evaluation, the agency field educator will complete the narrative portion of the evaluation specifying the reasons for the students' failure to meet expectations, and the quantitative portion would clearly indicate the inadequate or unsatisfactory areas of performance (all scores rated "1" or "2").

The agency field educator has the option of recommending a grade of "I," Incomplete, or "U," Unsatisfactory to the Office of Field Education on the evaluation form.

The College will determine what grade to assign for the students' final grade. If the grade of "I," Incomplete, is assigned the following will occur:

If the student is demonstrating significant progress in the identified problem areas of performance but has yet to obtain the goals set, an "I" grade may be assigned, and the student would remain in that internship for a period of time specified by the agency field educator and the field faculty liaison. If the student consistently completes satisfactory work at the end of the specified time, a grade change will be submitted, changing the "I" to an "S." Students may also receive an "I" if they have not completed the necessary hours for their Field Education course due to absences. In these cases, the student, agency field educator, and field faculty liaison reach an agreement about how the hours will be completed before the grade is changed to an "S."

In some cases, it may not be appropriate for the student to remain in the same internship. The student would complete the internship at a different agency to be determined by the Office of Field Education. A second internship would be contingent on disclosure of the student's performance problems and a copy of the last field evaluation form can be provided to the new potential field educator. The Office of Field Education reserves the right to not offer a second internship based on student performance issues and/or the student's refusal to allow the College representatives to share information about the termination with the new internship agency.

If the student is assigned to a new internship after earning an "I" or "U" In the first internship, the student will be required to complete the full number of hours required for the course. There are exceptional cases of illness where a physician has documented a reason for hours missed or in cases where there were extenuating circumstances at the internship, and the Office of Field Education will negotiate with the student "hours credited" from the first internship. The student may need to register for the course. The Office of Field Education may assign a "U," Unsatisfactory, grade, based upon the recommendation and documentation of the agency field educator. This grade and the subsequent termination from the internship are based on the students' performance, which has violated policies of the agency, College of Social Work, and/or any standards set by the NASW Code of Ethics. In these situations, a student must:

Complete a typed written request for another internship stating their reasons and responsibility for failure in the prior internship, along with how they plan to resolve the problem area. (IE: attend a workshop on confidentiality, etc.). This request is submitted to the Director of Field Education within 60 days from the date of the termination. The Director of Field Education reviews the letter and all pertinent information jointly with the Director of Graduate Studies (for graduate students) or Director of Undergraduate Studies (for undergraduate students). If it is decided that the student will be offered another internship, there would NOT be a grade change of the original "Unsatisfactory," and the entire internship MUST be retaken, with no credit given for previous hours in an internship. The student must re-register for the full credit hours of the course and be responsible for the identified tuition.

At times the College may determine that it is in the best interest of the student not to immediately re-enter another internship. In these cases, it may be recommended by the Director of Field Education and the Director of Graduate Studies (for graduate students) or Director of Undergraduate Students (for undergraduate student) that the student complete certain tasks in order to document the appropriate resolution of difficulties which may have inhibited their performance in the internship. Examples of such actions are taking a course in ethics, engaging in individual or group therapy for a specified period of time, etc. Any recommendation made will be in writing to the student with specified completion dates.

The College of Social Work reserves the right to deny a student a second internship based on student performance issues and other pertinent information. The College WILL NOT offer a third internship for any single field education course.

The student has the right to appeal to this grade. The grade appeal will be in accordance with University regulations and the College of Social Work policy. Students will not be permitted to register for any social work course until the grade appeal process for a field education course is complete.



THE FLORIDA STATE UNIVERSITY
COLLEGE OF SOCIAL WORK

Office of Field Education
BSW FIELD EDUCATION PLAN SOW 4510

Date:						
Student's Name:						
Agency Name:						
Agency Address:						
Student Telephone:		e-mail:		Cell phone:		
FSU Faculty Liaison/Area Coordinator:		e-mail:		Telephone:		
Agency/ External Field Educator:		e-mail:		Telephone:		
Agency Task Supervisor: (if applicable)		e-mail:		Telephone:		
FIELD PLACEMENT SCHEDULE (Indicate Start and Finish Hours of each day in placement) Due to the COVID-19 pandemic, the College is providing an opportunity for students to complete the placement with a minimum of 400 hours for successful completion of Field Education at FSU. The hours you choose will be completed throughout the entire semester.						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
WEEKLY SUPERVISION SCHEDULE						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Placement Start Date: _____

Placement Completion Date: _____

The student educational plan provides a broad framework for developing an individualized plan that is responsive to the student's needs and the resources of the field agency. It is designed to give direction and an educational structure to the field experience. It is developed around the core practice competencies that are designated in the 2015 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE).

Nine Core Competencies Identified by CSWE:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic and Environmental Justice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage in Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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

The student and field educator's joint responsibility is to negotiate the educational plan content within the first three-four (3-4) weeks of the field placement. The student is responsible for providing a copy of the educational plan to Field Educator by the stated deadline identified in the syllabus.

This educational plan outlines the core competencies and behaviors that all accredited social work programs must measure. Each behavior should have a student task that relates directly to the behavior. A sample plan is available to assist students and field educators in developing appropriate tasks. Please contact the FSU Field faculty liaison or the Director of Field if you have additional questions.

Instructions: This educational plan incorporates the core BSW competencies and behaviors required by the Council on Social Work Education, our accrediting body. The tasks provide examples of activities that students should engage, in order to learn and demonstrate each competency. Students and field educators may add tasks to any of the behaviors to individualize the learning process based on student needs and interests and each agency's unique opportunities. The student and agency field educator will need to add methods of measuring each practice behavior. Please remember that this educational plan is intended to provide students and field educators with clear expectations about the types of learning experiences the student will have, as well as the criteria by which the field educator will evaluate the student's achievements in the field placement.

Midterm/Final Evaluation Scale

Please use the behaviors activities defined on the student educational plan to rate each Core Competency.

Rating Scale

- 1- Failing level
- 2- Below Expected Level
- 3- At Expected Level
- 4- Above Expected Level
- 5- Outstanding Level
- NA – Not Applicable (midterm only)

Core Competency 1: Demonstrate Ethical and Professional Behavior

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

Behavior	Tasks That Demonstrate Behavior	Target Date
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.	1. 2.	
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	1. 2.	
3. Demonstrate professional demeanor in behavior, appearance; and oral, written, and electronic communication.	1. 2.	
4. Use technology ethically and appropriately to facilitate practice outcomes.	1. 2.	
5. Use supervision and consultation to guide professional judgment and behavior.	1. 2.	

Competency 2: Engage Diversity and Difference in Practice

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

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	1. 2.	
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	1. 2.	
2. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constitutes.	1. 2.	

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

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

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	1. 2.	
2. Engage in practices that advance social, economic, and environmental justice.	1. 2.	

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

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

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Use practice experience and theory to inform scientific inquiry and research.	1. 2.	
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	1. 2.	
3. Use and translate research evidence to inform and improve practice, policy, and service delivery.	1. 2.	

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels, and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	1. 2.	
2. Assess how social welfare and economic policies impact the delivery of and access to social services.	1. 2.	
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	1. 2.	

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

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

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

Behavior	Tasks that Demonstrate Behavior	Target Date
1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	1. 2.	
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1. 2.	

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

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

Behavior	Tasks that Demonstrate Behavior	Target Date
1. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.	1. 2.	
2. 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.	1. 2.	
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	1. 2.	
4. Select appropriate intervention strategies based on the assessment, research knowledge, values, and preferences of clients and constituencies.	1. 2.	

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	1. 2.	
2.. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	1. 2.	
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	1. 2.	
4. Facilitate effective termination based on mutually agreed goals.	1. 2.	

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

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

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Select and use appropriate methods for evaluation of outcomes.	1. 2.	
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	1. 2.	
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	1. 2.	
4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	1. 2.	

Signatures	Date
Student:	
MSW Field Educator/External Supervisor:	
Task Supervisor (if applicable):	
FSU Field Liaison:	



THE FLORIDA STATE UNIVERSITY
COLLEGE OF SOCIAL WORK

Office of Field Education

MSW 1st Year FIELD EDUCATION PLAN SOW 5532

Date:						
Agency Name:						
Agency Address:						
Agency Telephone:	e-mail:		Cell phone:			
Student Telephone:	e-mail:		Cell phone:			
FSU Faculty Liaison /Area Coordinator:	e-mail:		Telephone:			
Agency/External Field Educator:	e-mail:		Telephone:			
Agency Task Supervisor: (if applicable)	e-mail:		Telephone:			
FIELD PLACEMENT SCHEDULE (Indicate Start and Finish Hours of each day in Placement) Due to the COVID-19 pandemic, the College is providing an opportunity for students to complete the placement with a minimum of 400 hours for successful completion of Field Education at FSU. The hours you choose will be completed throughout the entire semester.						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
WEEKLY SUPERVISION SCHEDULE						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Placement Start Date: _____

Placement Completion Date: _____

The student educational plan provides a broad framework for developing an individualized plan that is responsive to the student's needs and the resources of the field agency. It is designed to give direction and an educational structure to the field experience. It is developed around the core practice competencies that are designated in the 2015 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE).

Nine Core Competencies Identified by CSWE:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic and Environmental Justice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage in Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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

The student and field educator's joint responsibility is to negotiate the educational plan content within the first three-four (3-4) weeks of the field placement. The student is responsible for providing a copy of the educational plan to Field Educator by the stated deadline identified in the syllabus.

This educational plan outlines the core competencies and practice behaviors that all accredited social work programs must measure. Each behavior should have a student task that relates directly to the behavior. A sample plan is available to assist students and field educators in developing appropriate tasks. Please contact the FSU Field faculty liaison or the Director of Field if you have additional questions.

Instructions: This educational plan incorporates the core MSW competencies and behaviors required by the Council on Social Work Education, our accrediting body. The tasks provide examples of activities that students should engage, in order to learn and demonstrate each competency. Students and field educators may add tasks to any of the behaviors to individualize the learning process based on student needs and interests and each agency's unique opportunities. The student and agency field educator will need to add methods of measuring each behavior. Please remember that this educational plan is intended to provide students and field educators with clear expectations about the types of learning experiences the student will have, as well as the criteria by which the field educator will evaluate the student's achievements in the field placement.

Midterm/Final Evaluation Scale

Please use the behaviors activities defined on the student educational plan to rate each Core Competency.

Rating Scale:

- 1- Failing level
- 2- Below Expected Level
- 3- At Expected Level
- 4- Above Expected Level
- 5- Outstanding Level
- NA – Not Applicable (midterm only)

7/1/2021

2

Core Competency 1: Demonstrate Ethical and Professional Behavior

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

Behavior	Tasks That Demonstrate Behavior	Target Date
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.	1. 2.	
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	1. 2.	
3. Demonstrate professional demeanor in behavior; appearance, and oral, written, and electronic communication.	1. 2.	
4. Use technology ethically and appropriately to facilitate practice outcomes.	1. 2.	
5. Use supervision and consultation to guide professional judgment and behavior.	1. 2.	

Competency 2: Engage Diversity and Difference in Practice

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

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	1. 2.	
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	1. 2.	
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constitutes.		

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

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

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	1. 2.	
2. Engage in practices that advance social, economic, and environmental justice.	1. 2.	

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

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

Behavior	Tasks That Demonstrate Behavior	
1. Use practice experience and theory to inform scientific inquiry and research.	1. 2.	
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	1. 2.	
3. Use and translate research evidence to inform and improve practice, policy, and service delivery.	1. 2.	

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels, and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	1. 2.	
2. Assess how social welfare and economic policies impact the delivery of and access to social services.	1. 2.	
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	1. 2.	

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

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

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

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	1. 2.	
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1. 2.	

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

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

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.	1. 2.	
2. 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.	1. 2.	
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	1. 2.	
4. Select appropriate intervention strategies based on the assessment, research knowledge, values, and preferences of clients and constituencies.	1. 2.	

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply it to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	1. 2.	
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	1. 2.	
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	1. 2.	
4. Facilitate effective termination based on mutually agreed goals.	1. 2.	

Signatures		Date
Student:		
MSW Field Educator/External Supervisor:		
Task Supervisor (if relevant):		
FSU Field Liaison:		

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

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

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Select and use appropriate methods for evaluation of outcomes.	1. 2.	
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	1. 2.	
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	1. 2.	
4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	1. 2.	



THE FLORIDA STATE UNIVERSITY
COLLEGE OF SOCIAL WORK

Office of Field Education

MSW CLINICAL FIELD EDUCATION PLAN SOW 5535

Date:						
Agency Name:						
Agency Address:						
Student Telephone:	e-mail:	Cell phone:				
FSU Faculty Liaison /Area Coordinator:	e-mail:	Telephone:				
Agency/ External Field Educator:	e-mail:	Telephone:				
Agency Task Supervisor: (if applicable)	e-mail:	Telephone:				
FIELD PLACEMENT SCHEDULE (Indicate Start and Finish Hours of each day in Placement) Due to the COVID-19 pandemic, the College is providing an opportunity for students to complete the placement with a minimum of 432 hours for successful completion of Field Education at FSU. The hours you choose will be completed throughout the entire semester.						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
WEEKLY SUPERVISION SCHEDULE						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Placement Start Date: _____

Placement Completion Date: _____

7/1/2021

1

The student educational plan provides a broad framework for developing an individualized plan that is responsive to the student's needs and the resources of the field agency. It is designed to give direction and an educational structure to the field experience. It is developed around the core practice competencies that are designated in the 2015 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE).

Nine Core Competencies Identified by CSWE:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic and Environmental Justice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage in Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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

The student and field educator's joint responsibility is to negotiate the educational plan content within the first three-four (3-4) weeks of the field placement. The student is responsible for providing a copy of the educational plan to Field Educator by the stated deadline identified in the syllabus.

This educational plan outlines the core competencies and practice behaviors that all accredited social work programs must measure. Each behavior should have a student task that relates directly to the behavior. A sample plan is available to assist students and field educators in developing appropriate tasks. Please contact the FSU Field faculty liaison or the Director of Field if you have additional questions.

Instructions:

This educational plan incorporates the core MSW competencies and behaviors required by the Council on Social Work Education, our accrediting body. The tasks provide examples of activities that students should engage, in order to learn and demonstrate each competency. Students and field educators may add tasks to any of the behaviors to individualize the learning process based on student needs and interests and each agency's unique opportunities. The student and agency field educator will need to add methods of measuring each behavior. Please remember that this educational plan is intended to provide students and field educators with clear expectations about the types of learning experiences the student will have, as well as the criteria by which the field educator will evaluate the student's achievements in the field placement.

Midterm/Final Evaluation Scale

Please use the behaviors activities defined on the student educational plan to rate each Core Competency.

Rating Scale:

- 1- Failing level
- 2- Below Expected Level
- 3- At Expected Level
- 4- Above Expected Level
- 5- Outstanding Level
- NA – Not Applicable (midterm only)

7/1/2021

2

Core Competency 1: Demonstrate Ethical and Professional Behavior

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

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Use supervision to reflect on the therapeutic use of self and engagement with clients.	1. 2.	
2. Apply strategies of ethical reasoning to arrive at principled decisions for a particular clinical population.	1. 2.	
3. Understand how the profession of clinical social work is legally regulated through policy and licensure.	1. 2.	
4. Articulate social work's role in interdisciplinary work.	1. 2.	
5. Articulate social work's role in interdisciplinary work.	1. 2.	

Competency 2: Engage Diversity and Difference in Practice

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

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Apply understanding of diversity and oppression to clinical assessment and intervention with a variety of client systems.	1. 2.	
2. Utilize knowledge of self to develop strategies to minimize the influence of personal biases and values in clinical interactions with diverse client systems.	1. 2.	

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

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

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Analyze the forms and mechanisms of oppression and discrimination of a specific population.	1. 2.	
2. Identify and apply strategies and mechanisms for advocacy with regard to a specific population.	1. 2.	

7/1/2021

5

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

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

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Apply empirical research to clinical practice.	1. 2.	
2. Critique and apply empirically supported knowledge to understand person and environment with a focus on a particular clinical population.	1. 2.	
3. Utilize evidence-informed clinical models for assessment and intervention with clients and evaluation of client progress.	1. 2.	

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels, and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Recognize how policy impacts clients and the delivery of client services within a specified clinical population.	1. 2.	
2. Identify social policy at the local, state, and/or federal levels that impact well-being, service delivery, and social services access.	1. 2.	

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

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

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

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Apply understanding of environmental contexts to clinical/engagement with a variety of client systems.	1. 2.	
2. Use empathy, reflection, and interpersonal skills to engage diverse clients and constituencies effectively.	1. 2.	

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

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

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Understand and critique environmental influences and how they impact clinical presentation.	1. 2.	
2. Apply understanding of environmental contexts to clinical assessment with a variety of client systems.	1. 2.	
3. Demonstrate an ability to effectively use and critique the DSM V.	1. 2.	

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply it to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Apply understanding of environmental contexts to clinical intervention with a variety of client systems.	1. 2.	
2. Recognize and critique environmental contexts that influence program practices related to the delivery of clinical services.	1. 2.	

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

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

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Critique a clinical practice model and provide potential alternatives to clients.	1. 2.	
2. Empirically evaluate clinical practice outcomes.	1. 2.	
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	1. 2.	

Signatures	Date
Student:	
MSW Field Educator/External Supervisor:	
Task Supervisor (if applicable):	
FSU Field Liaison:	



THE FLORIDA STATE UNIVERSITY
COLLEGE OF SOCIAL WORK

Office of Field Education

MSW SOCIAL LEADERSHIP FIELD EDUCATION PLAN SOW 5535

Date:						
Agency Name:						
Agency Address:						
Agency Telephone:		e-mail:		Cell phone:		
Student Telephone:		e-mail:		Cell phone:		
FSU Faculty Liaison /Area Coordinator		e-mail:		Telephone:		
Agency Field Educator/External Supervisor		e-mail:		Telephone:		
Agency Task Supervisor: (if applicable)		e-mail:		Telephone:		
FIELD PLACEMENT SCHEDULE (Indicate Start and Finish Hours of each day in Placement) Due to the COVID-19 pandemic, the College is providing an opportunity for students to complete the placement with a minimum of 432 hours for successful completion of Field Education at FSU. The hours you choose will be completed throughout the entire semester.						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
WEEKLY SUPERVISION SCHEDULE						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Placement Start Date: _____

Placement Completion Date: _____

7/1/2021

1

The student educational plan provides a broad framework for developing an individualized plan that is responsive to the student's needs and the resources of the field agency. It is designed to give direction and an educational structure to the field experience. It is developed around the core practice competencies that are designated in the 2015 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE).

Nine Core Competencies Identified by CSWE:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic and Environmental Justice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage in Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

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

The student and field educator's joint responsibility is to negotiate the educational plan content within the first three-four (3-4) weeks of the field placement. The student is responsible for providing a copy of the educational plan to Field Educator by the stated deadline identified in the syllabus.

This educational plan outlines the core competencies and practice behaviors that all accredited social work programs must measure. Each behavior should have a student task that relates directly to the behavior. A sample plan is available to assist students and field educators in developing appropriate tasks. Please contact the FSU Field faculty liaison or the Director of Field if you have additional questions.

Instructions:

This educational plan incorporates the core MSW competencies and behaviors required by the Council on Social Work Education, our accrediting body. The tasks provide examples of activities that students should engage, in order to learn and demonstrate each competency. Students and field educators may add tasks to any of the behaviors to individualize the learning process based on student needs and interests and each agency's unique opportunities. The student and agency field educator will need to add methods of measuring each behavior. Please remember that this educational plan is intended to provide students and field educators with clear expectations about the types of learning experiences the student will have, as well as the criteria by which the field educator will evaluate the student's achievements in the field placement.

Midterm/Final Evaluation Scale: Please use the behaviors activities defined on the student educational plan to rate each Core Competency.

Rating Scale:

- 1- Failing level
- 2- Below Expected Level
- 3- At Expected Level
- 4- Above Expected Level
- 5- Outstanding Level
- NA – Not Applicable (midterm only)

7/1/2021

3

Core Competency 1: Demonstrate Ethical and Professional Behavior

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

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Demonstrate skills in providing employee supervision.	1. 2.	
2. Demonstrate skills to manage an organization that promotes social work core values and ethical behavior.	1. 2.	
3. Apply critical thinking to the use of oral and written communication for 1) Social Work Admin; 2) organizational Development; and 3) policy analysis.	1. 2.	

7/1/2021

4

Competency 2: Engage Diversity and Difference in Practice

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

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Apply understanding of diversity and oppression to policy development.	1. 2.	
2. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse organizations and constituencies.	1. 2.	

7/1/2021

5

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

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

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Analyze the forms and mechanisms of systemic oppression and discrimination of a specific population.	1. 2.	
2. Identify and apply strategies and mechanisms for advocacy with regard to a specific population.	1. 2.	

7/1/2021

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

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

Behavior	Tasks That Demonstrate Behavior	
1. Apply empirical research to inform macro practice and program development.	1. 2.	
2. Use and interpret research to inform and improve policy development and service delivery.	1. 2.	

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels, and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Demonstrate effective oral and written communication, utilizing evidence in advocating for policy positions.	1. 2.	
2. Identify the strengths and limitations of a policy and its impact.	1. 2.	
3. Apply strategies of social work values and ethics to arrive at principled decisions for program development.	1. 2.	

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

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

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

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Utilize self-awareness to minimize the influence of personal biases and values in interaction with internal and external components of an organization.	1. 2.	
2. Articulate and promote an organizational vision.	1. 2.	

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

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

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Understand and critique environmental influences and how they impact 1) Social Work Admin; 2) organizational Development; and 3) policy analysis.	1. 2.	
2. Develop a needs assessment.	1. 2.	
3. Develop recommendations based on a need's assessment.	1. 2.	

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply it to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Apply understanding of environmental contexts to 1) Social Work Admin; 2) organizational development, and 3) policy analysis.	1. 2.	
2. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	1. 2.	

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

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

Behavior	Tasks That Demonstrate Behavior	Target Date
1. Demonstrate skills in developing an evaluation plan.	1. 2.	
2. Apply evaluation findings to improve policy effectiveness at the micro, mezzo, and macro levels.	1. 2.	

Signatures		Date
Student:		
MSW Field Educator/External Supervisor:		
Task Supervisor (if applicable)		
FSU Field Liaison:		

FLORIDA STATE UNIVERSITY
COLLEGE OF SOCIAL WORK
SAMPLE: DO NOT USE THIS FORM
GENERALIST FIELD EDUCATION EVALUATION SOW 4510 UNDERGRADUATE FIELD
SPRING 20____ SUMMER 20____ FALL 20____

Instructions: The field educator should complete the following evaluation of the student at the mid-point of the internship. Please note that the student should read, sign, and receive a copy of this evaluation.

IDENTIFYING INFORMATION

PLEASE PRINT

Student's Name:		
Student's SS Number : (last 4 digits ONLY)	FSUSN:	
Agency:		
Agency Address:		
Field Educator:		
Task Supervisor: (If Applicable)		
Total Hours:	Total Number of Cases:	Total Number of Groups:

Recommended Grade:		
Please check the appropriate recommended grade for the student below after the evaluation has been completed:		
S- Satisfactory ____	U- Unsatisfactory ____	I- Incomplete ____
Signature of Field Educator:	Date:	
Signature of Task Supervisor:	Date:	

I have read the evaluation and I agree with the recommended grade. If I disagree with the evaluation, then I must submit a written addendum to my Field Educator and to the Office of Field Education, which will be attached to this mid-term evaluation.

Student Signature: _____ **Date:** _____

Grade cannot be entered if this form is not signed by Student and Field Educator.

Quality of Work Performance

The field educator should refer to the learning objectives for SOW 4510 for definitions of items to be evaluated. Please Note: A SATISFACTORY GRADE CAN ONLY BE ASSIGNED IF THERE ARE ITEMS SCORED AT at "1" or "2." Items scored at "1 or "2" MUST HAVE A PERFORMANCE IMPROVEMENT PLAN DEVELOPED.

Please consult with the field faculty liaison in regards to these issues. Evaluate student performance on the following scale:

1 - Failing Level 2 - Below Expected Level 3 - At Expected Level 4 - Above Expected Level
5 - Outstanding Level NA - N/A- Not Applicable IE - Insufficient Evidence

Competency 1: Demonstrate Ethical and Professional Behavior							
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 (K, S, V, CAP)	1	2	3	4	5	IE	NA
Use reflection and self-regulation to manage personal values and maintain professionalism in practice (K,V,CAP)	1	2	3	4	5	IE	NA
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (K,S)	1	2	3	4	5	IE	NA
Use technology ethically and appropriately to facilitate practice outcomes (K, S, V)	1	2	3	4	5	IE	NA
Use supervision and consultation to guide professional judgment and behavior (K, CAP)	1	2	3	4	5	IE	NA
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 and macro levels (S, V)	1	2	3	4	5	IE	NA
Present themselves as learners and engage clients and constituencies as experts of their own experiences (K, S, V)	1	2	3	4	5	IE	NA
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (K, S, V, CAP)	1	2	3	4	5	IE	NA
Competency 3- Advance Human Rights and Social, Economic, and Environmental Justice							
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (K, S)	1	2	3	4	5	IE	NA
Engage in practices that advance social, economic, and environmental justice (K,S,V)	1	2	3	4	5	IE	NA
Competency 4- Engage in Practice-informed Research and Research-informed Practice							
Use practice experience and theory to inform scientific inquiry and	1	2	3	4	5	IE	NA

research (K, S, CAP)							
Engage in critical analysis of quantitative and qualitative research methods and research findings (K, S, CAP)	1	2	3	4	5	IE	NA
Use and translate research findings to inform and improve practice, policy, and service delivery (K, S, CAP)	1	2	3	4	5	IE	NA
Competency 5- Engage in Policy Practice							
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (K)	1	2	3	4	5	IE	NA
Assess how social welfare and economic policies impact the delivery of and access to social services (K, S)	1	2	3	4	5	IE	NA
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (K, S, V, CAP)	1	2	3	4	5	IE	NA
Competency 6- Engage with Individuals, Families, Groups, Organizations, and Communities							
Apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies (K, S)	1	2	3	4	5	IE	NA
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (S)	1	2	3	4	5	IE	NA
Competency 7- Assess Individuals, Families, Groups, Organizations, and Communities							
Collect, organize, and critically analyze and interpret information from clients and constituencies (S, CAP)	1	2	3	4	5	IE	NA
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 (K, S, CAP)	1	2	3	4	5	IE	NA
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (K, S, V)	1	2	3	4	5	IE	NA
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (K, S, V, CAP)	1	2	3	4	5	IE	NA
Competency 8- Intervene with Individuals, Families, Groups, Organizations, and Communities							
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (S, V, CAP)	1	2	3	4	5	IE	NA
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (K, S)	1	2	3	4	5	IE	NA
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes (S)	1	2	3	4	5	IE	NA
Negotiate, mediate, and advocate with and on behalf of clients and constituencies (K, S, V)	1	2	3	4	5	IE	NA
Facilitate effective transitions and endings that advance mutually agreed-on goals (K, S, V)	1	2	3	4	5	IE	NA

Competency 9- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities							
Select and use appropriate methods for evaluation of outcomes (K, S)	1	2	3	4	5	IE	NA
Critically analyze, monitor, and evaluate intervention and program processes and outcomes (S, CAP)	1	2	3	4	5	IE	NA
Apply evaluation findings to improve practice effectiveness at the micro and macro levels (S, CAP)	1	2	3	4	5	IE	NA

Overall Student Rating

- ☐ Failing Level
- ☐ Below Expected Level
- ☐ At Expected Level
- ☐ Above Expected Level
- ☐ Outstanding Level

Summary Comments:

- Describe student's performance, strengths, and areas for improvement
- Address any items scored below "1" or "2"
- Discuss goals for next half of the placement, if applicable Use additional sheet of paper if necessary

Performance Improvement Plan (PIP)

If the student has an existing Performance Improvement Plan (PIP), did she/he satisfactorily complete all of the necessary activities described in the "plan to be completed by the student" section of the PIP?

- ☐ Yes
- ☐ No
- ☐ N/A (student did not have a PIP)

Comments:

**FLORIDA STATE UNIVERSITY COLLEGE OF SOCIAL WORK OFFICE OF FIELD EDUCATION
SAMPLE: DO NOT USE THIS FORM
STUDENT EVALUATION OF INTERNSHIP SOW 4510 UNDERGRADUATE FIELD**

GENERAL INSTRUCTIONS

Prior to completing the internship each student is required to evaluate his/her internship. After you have completed the following form, we encourage you to review your responses with your agency Field Educator and Task Supervisor, just as your Field Educator/Task Supervisor will review your evaluation with you. You should not however, share your responses on this form with your Field Educator/Task Supervisor until AFTER you have read and signed your evaluation. Your responses on the Student Evaluation of the Internship will NOT affect your evaluation or grade.

You may give the completed form to your Field Educator to be sent in at the same time as your evaluation or you may mail or bring it directly to the Office of Field Education. However, please be sure it is in by the deadline. Please do not return these evaluations too soon! We would like these forms to evaluate as much of your internship as possible.

FAILURE TO TURN IN THIS FORM BY THE FOLLOWING DUE DATE WILL CONSTITUTE AN INCOMPLETE GRADE FOR THE INTERNSHIP

Your internship is not considered complete until this original form has been returned to:

The Office of Field Education FSU College of Social Work 296 Champions Way
PO BOX 3062570
Tallahassee, FL 32306-2570

DUE DATE: Next to the last Friday of the semester in which you are expected to complete the internship.

DIRECTIONS

Each question must be answered. A suitable response or space for each question has been provided.

GENERAL INFORMATION

Name:

SSN (last 4 digits ONLY):

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6/23/2023

Semester in Field Fall 20__ Spring 20__ Summer 20__

Internship Agency:

MSW Field Educator:

Task Supervisor (if applicable):

Internship Setting (check all that apply):

Population

- ☐ Adolescents
- ☐ Adults
- ☐ Children
- ☐ Elders (60+)
- ☐ Urban
- ☐ Rural
- ☐ Other _____

Fields of Practice

- ☐ Administrative /Policy
- ☐ Child Welfare
- ☐ Chemical Dependency
- ☐ Community Planning
- ☐ Corrections
- ☐ Developmental Disability
- ☐ Family Counseling
- ☐ Gerontology
- ☐ Group Counseling
- ☐ Health Care
- ☐ Mental Health
- ☐ Occupational Social Work
- ☐ Public Welfare
- ☐ Rehabilitation Counseling
- ☐ Schools
- ☐ Social Services
- ☐ Other _____

EVALUATION OF THE INTERNSHIP

Please rate each category using the SCALE below:

- | | | | |
|---|-----------------------------------|---|----------------|
| 0 | Insufficient evidence/opportunity | 4 | Very Good |
| 1 | Unacceptable | 5 | Outstanding |
| 2 | Needs Improvement | 6 | Not Applicable |
| 3 | Acceptable | | |

RATE YOUR INTERNSHIP ON THE FOLLOWING ITEMS:

1. Agency orientation was adequately provided _____
2. My role in the agency was adequately defined _____
3. Agency administration was supportive _____
4. Staff was supportive _____
5. Activities for learning were provided _____

6. Agency structure promoted creativity _____
7. Quality of physical facilities provided for students _____
8. Agency was well-organized _____
10. I was accepted as part of the agency _____
11. Workload was manageable _____
12. Workload met my learning needs _____
13. Overall rating of the agency as an internship _____

What did you like the most/what did you like the least about this internship?

EVALUATION OF MSW FIELD EDUCATOR

1. Your MSW Field Educator was: _____ on site (at the agency) _____ off site
2. How often did you meet with your MSW Field Educator for scheduled supervision?
_____ time(s) per week. How long? _____ hour(s) per week.
3. For unscheduled supervision? _____ time(s) per week. How long? _____ hour(s) per week.

RATE YOUR MSW FIELD EDUCATOR ON THE FOLLOWING ITEMS:

1. Established a comfortable working relationship _____
2. Gave the amount of time I felt was needed _____
3. Assisted with developing my social work skills and techniques _____
4. Oriented me to my assignment _____
5. Offered constructive criticism _____
6. Listened to my point of view _____
7. Provided support when needed _____
8. Assisted with establishing my learning contract _____
9. Assisted with implementing and organizing learning experiences _____
10. Assisted with documentation _____
11. Assisted with learning about people of diverse cultures _____

12. Assisted with learning social work intervention strategies _____
13. Supplemented learning experiences (IE: related reading materials, videos, workshops, conferences, etc.) _____
14. Overall rating of my MSW Field Educator _____

Additional Comments regarding your MSW Field Educator:

What changes/suggestions would you have made I the education/supervision you received by your MSW Field Educator?:

**EVALUATION OF THE TASK SUPERVISOR
(supervisor other than your MSW Field Educator)**

RATE YOUR TASK SUPERVISOR ON THE FOLLOWING ITEMS (if applicable):

1. Established a comfortable working relationship _____
2. Gave the amount of time I felt was needed _____
3. Assisted with developing my social work skills and techniques _____
4. Oriented me to my assignment _____
5. Offered constructive criticism _____
6. Listened to my point of view _____
7. Provided support when needed _____
8. Assisted in establishing a caseload/casework activities _____
9. Assisted with documentation/forms _____
10. Assisted with organizing appropriate field activities _____
11. Overall rating of my MSW Field Educator _____

Additional comments to any of the above:

EVALUATION OF SELF:

Rate yourself on the following items:

1. Utilized field experience opportunities _____
2. Invested myself in this internship _____
3. Able to integrate theory into practice _____
4. Resolved problems appropriately (conflict, stress, values, ethics, etc.) _____
5. Made maximum use of time _____
6. Quality of written work _____
7. Accomplished learning objectives _____
8. Overall rating of my performance _____

Additional comments to any of the above:

What is the most important thing that you learned about your role as a social worker during your internship experience?:

What could you have done differently to improve your overall internship experience?:

What are your career Goals?:

**RATE HOW WELL YOUR REQUIRED COURSES PREPARED YOU FOR YOUR
EVALUATION OF COURSE WORK**

SOW 3203	Social Work Professions	_____
SOW 3350	Interviewing and Documentation	_____
SOW 4104	Human Behavior in the Social Environment	_____
SOW 4232	Social Welfare Policies and Programs	
SOW 4341	Social Work Practice with Individuals and Families	_____
SOW 4323	Social Work Practice with Groups	_____
SOW 4360	Social Work Practice with Communities and Organizations	_____
SOW 4403	Introduction to Social Work Research	_____
SOW 4414	Measurement in Social Work Research	_____
SOW 4620	Social Justice and Diversity	_____
SOW XXX	Social Work Elective	_____

Additional Comments:

What additional course content (in your social work courses) would have helped you prepare for your internship?:

EVALUATION OF THE FIELD LIAISON

(The field faculty member who was assigned to monitor the internship)

Name of Field Liaison:

Number of liaison visits:

1. I was satisfied with the manner in which the liaison structured the liaison visit.
(i.e., met with me/met me and my field Educator together.) _____
2. I felt that the liaison spent an adequate amount of time with me during the field visit. _____
3. The liaison reviewed the learning contract with me to see if the objectives were being met by the internship. _____
4. The liaison visit created an atmosphere in which I could openly discuss all aspects of the internship experience. _____
5. An active role was taken by the liaison in making sure I had learning experiences that met the requirements of my concentration (e.g., clinical, administrative, or generalist). _____
6. The liaison did an adequate job assessing my strengths and areas needing further development. _____
7. The liaison was effective in helping me work out any problems which arose during the

course of my internship.

Additional Comments:

Student Signature:

Date:

MSW Field Educator Signature:
(optional)

Date:

Task Supervisor Signature:
(optional)

Date:

FLORIDA STATE UNIVERSITY
COLLEGE OF SOCIAL WORK
SAMPLE: DO NOT USE THIS FORM
GENERALIST FIELD EDUCATION EVALUATION SOW 5532 GRADUATE FIELD I
SPRING 20____ SUMMER 20____ FALL 20____

Instructions: The field educator should complete the following evaluation of the student at the mid-point of the internship. Please note that the student should read, sign, and receive a copy of this evaluation.

IDENTIFYING INFORMATION

PLEASE PRINT

Student's Name:		
Student's SS Number : (last 4 digits ONLY)	FSUSN:	
Agency:		
Agency Address:		
Field Educator:		
Task Supervisor: (If Applicable)		
Total Hours:	Total Number of Cases:	Total Number of Groups:

Recommended Grade: Please check the appropriate recommended grade for the student below after the evaluation has been completed: S- Satisfactory ____ U- Unsatisfactory ____ I- Incomplete ____		
Signature of Field Educator:	Date:	
Signature of Task Supervisor:	Date:	

I have read the evaluation and I agree with the recommended grade. If I disagree with the evaluation, then I must submit a written addendum to my Field Educator and to the Office of Field Education, which will be attached to this mid-term evaluation.

Student Signature: _____ **Date:** _____

Grade cannot be entered if this form is not signed by Student and Field Educator.

Quality of Work Performance

The field educator should refer to the learning objectives for SOW 5532 for definitions of items to be evaluated. Please Note: A SATISFACTORY GRADE CAN ONLY BE ASSIGNED IF THERE ARE ITEMS SCORED AT at "1" or "2." Items scored at "1 or "2" MUST HAVE A PERFORMANCE IMPROVEMENT PLAN DEVELOPED.

Please consult with the field faculty liaison in regards to these issues. Evaluate student performance on the following scale:

1 - Failing Level 2 - Below Expected Level 3 - At Expected Level 4 - Above Expected Level
5 - Outstanding Level NA - N/A- Not Applicable IE - Insufficient Evidence

Competency 1: Demonstrate Ethical and Professional Behavior								
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 (K, S, V, CAP)	1	2	3	4	5	IE	NA	
Use reflection and self-regulation to manage personal values and maintain professionalism in practice (K,V,CAP)	1	2	3	4	5	IE	NA	
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (K,S)	1	2	3	4	5	IE	NA	
Use technology ethically and appropriately to facilitate practice outcomes (K, S, V)	1	2	3	4	5	IE	NA	
Use supervision and consultation to guide professional judgment and behavior (K, CAP)	1	2	3	4	5	IE	NA	
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 and macro levels (S, V)	1	2	3	4	5	IE	NA	
Present themselves as learners and engage clients and constituencies as experts of their own experiences (K, S, V)	1	2	3	4	5	IE	NA	
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (K, S, V, CAP)	1	2	3	4	5	IE	NA	
Competency 3- Advance Human Rights and Social, Economic, and Environmental Justice								
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (K, S)	1	2	3	4	5	IE	NA	
Engage in practices that advance social, economic, and environmental justice (K,S,V)	1	2	3	4	5	IE	NA	
Competency 4- Engage in Practice-informed Research and Research-informed Practice								
Use practice experience and theory to inform scientific inquiry and research (K, S, CAP)	1	2	3	4	5	IE	NA	

Engage in critical analysis of quantitative and qualitative research methods and research findings (K, S, CAP)	1	2	3	4	5	IE	NA
Use and translate research findings to inform and improve practice, policy, and service delivery (K, S, CAP)	1	2	3	4	5	IE	NA
Competency 5- Engage in Policy Practice							
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (K)	1	2	3	4	5	IE	NA
Assess how social welfare and economic policies impact the delivery of and access to social services (K, S)	1	2	3	4	5	IE	NA
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (K, S, V, CAP)	1	2	3	4	5	IE	NA
Competency 6- Engage with Individuals, Families, Groups, Organizations, and Communities							
Apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies (K, S)	1	2	3	4	5	IE	NA
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (S)	1	2	3	4	5	IE	NA
Competency 7- Assess Individuals, Families, Groups, Organizations, and Communities							
Collect, organize, and critically analyze and interpret information from clients and constituencies (S, CAP)	1	2	3	4	5	IE	NA
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 (K, S, CAP)	1	2	3	4	5	IE	NA
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (K, S, V)	1	2	3	4	5	IE	NA
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (K, S, V, CAP)	1	2	3	4	5	IE	NA
Competency 8- Intervene with Individuals, Families, Groups, Organizations, and Communities							
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (S, V, CAP)	1	2	3	4	5	IE	NA
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (K, S)	1	2	3	4	5	IE	NA
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes (S)	1	2	3	4	5	IE	NA
Negotiate, mediate, and advocate with and on behalf of clients and constituencies (K, S, V)	1	2	3	4	5	IE	NA
Facilitate effective transitions and endings that advance mutually agreed-on goals (K, S, V)	1	2	3	4	5	IE	NA
Competency 9- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities							

Select and use appropriate methods for evaluation of outcomes (K, S)	1	2	3	4	5	IE	NA
Critically analyze, monitor, and evaluate intervention and program processes and outcomes (S, CAP)	1	2	3	4	5	IE	NA
Apply evaluation findings to improve practice effectiveness at the micro and macro levels (S, CAP)	1	2	3	4	5	IE	NA

Overall Student Rating

- ☐ Failing Level
- ☐ Below Expected Level
- ☐ At Expected Level
- ☐ Above Expected Level
- ☐ Outstanding Level

Summary Comments:

- Describe student's performance, strengths, and areas for improvement
- Address any items scored below "1" or "2"
- Discuss goals for next half of the placement, if applicable Use additional sheet of paper if necessary

Performance Improvement Plan (PIP)

If the student has an existing Performance Improvement Plan (PIP), did she/he satisfactorily complete all of the necessary activities described in the "plan to be completed by the student" section of the PIP?

- ☐ Yes
- ☐ No
- ☐ N/A (student did not have a PIP)

Comments:

FLORIDA STATE UNIVERSITY COLLEGE OF SOCIAL WORK OFFICE OF FIELD EDUCATION
SAMPLE: DO NOT USE THIS FORM
STUDENT EVALUATION OF INTERNSHIP SOW 5532 GRADUATE FIELD I

GENERAL INSTRUCTIONS

Prior to completing the internship each student is required to evaluate his/her internship. After you have completed the following form, we encourage you to review your responses with your agency Field Educator and Task Supervisor, just as your Field Educator/Task Supervisor will review your evaluation with you. You should not however, share your responses on this form with your Field Educator/Task Supervisor until AFTER you have read and signed your evaluation. Your responses on the Student Evaluation of the Internship will NOT affect your evaluation or grade.

You may give the completed form to your Field Educator to be sent in at the same time as your evaluation or you may mail or bring it directly to the Office of Field Education. However, please be sure it is in by the deadline. Please do not return these evaluations too soon! We would like these forms to evaluate as much of your internship as possible.

FAILURE TO TURN IN THIS FORM BY THE FOLLOWING DUE DATE WILL CONSTITUTE AN INCOMPLETE GRADE FOR THE INTERNSHIP

Your internship is not considered complete until this original form has been returned to:

The Office of Field Education FSU College of Social Work 296 Champions Way
PO BOX 3062570
Tallahassee, FL 32306-2570

DUE DATE: Next to the last Friday of the semester in which you are expected to complete the internship.

DIRECTIONS

Each question must be answered. A suitable response or space for each question has been provided.

GENERAL INFORMATION

Name:

SSN (last 4 digits ONLY):

Semester in Field Fall 20__ Spring 20__ Summer 20__

Internship Agency:

MSW Field Educator:

Task Supervisor (if applicable):

Internship Setting (check all that apply):

Population

☐ Adolescents

Fields of Practice

☐ Administrative /Policy

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☐ Adults
☐ Children
☐ Elders (60+)
☐ Urban
☐ Rural
☐ Other _____

☐ Child Welfare
☐ Chemical Dependency
☐ Community Planning
☐ Corrections
☐ Developmental Disability
☐ Family Counseling
☐ Gerontology
☐ Group Counseling
☐ Health Care
☐ Mental Health
☐ Occupational Social Work
☐ Public Welfare
☐ Rehabilitation Counseling
☐ Schools
☐ Social Services
☐ Other _____

EVALUATION OF THE INTERNSHIP

Please rate each category using the SCALE below:

0	Insufficient evidence/opportunity	4	Very Good
1	Unacceptable	5	Outstanding
2	Needs Improvement	6	Not Applicable
3	Acceptable		

RATE YOUR INTERNSHIP ON THE FOLLOWING ITEMS:

1. Agency orientation was adequately provided _____
2. My role in the agency was adequately defined _____
3. Agency administration was supportive _____
4. Staff was supportive _____
5. Activities for learning were provided _____
6. Agency structure promoted creativity _____
7. Quality of physical facilities provided for students _____
8. Agency was well-organized _____
10. I was accepted as part of the agency _____
11. Workload was manageable _____

12. Workload met my learning needs _____

13. Overall rating of the agency as an internship _____

What did you like the most/what did you like the least about this internship?

EVALUATION OF MSW FIELD EDUCATOR

1. Your MSW Field Educator was: _____ on site (at the agency) _____ off site

2. How often did you meet with your MSW Field Educator for scheduled supervision?
_____ time(s) per week. How long? _____ hour(s) per week.

3. For unscheduled supervision? _____ time(s) per week. How long? _____ hour(s) per week.

RATE YOUR MSW FIELD EDUCATOR ON THE FOLLOWING ITEMS:

1. Established a comfortable working relationship _____

2. Gave the amount of time I felt was needed _____

3. Assisted with developing my social work skills and techniques _____

4. Oriented me to my assignment _____

5. Offered constructive criticism _____

6. Listened to my point of view _____

7. Provided support when needed _____

8. Assisted with establishing my learning contract _____

9. Assisted with implementing and organizing learning experiences _____

10. Assisted with documentation _____

11. Assisted with learning about people of diverse cultures _____

12. Assisted with learning social work intervention strategies _____

13. Supplemented learning experiences (IE: related reading materials, videos, workshops, conferences, etc.) _____

14. Overall rating of my MSW Field Educator _____

Additional Comments regarding your MSW Field Educator:

What changes/suggestions would you have made I the education/supervision you received by your MSW Field Educator?:

**EVALUATION OF THE TASK SUPERVISOR
(supervisor other than your MSW Field Educator)**

RATE YOUR TASK SUPERVISOR ON THE FOLLOWING ITEMS (if applicable):

1. Established a comfortable working relationship _____
2. Gave the amount of time I felt was needed _____
3. Assisted with developing my social work skills and techniques _____
4. Oriented me to my assignment _____
5. Offered constructive criticism _____
6. Listened to my point of view _____
7. Provided support when needed _____
8. Assisted in establishing a caseload/casework activities _____
9. Assisted with documentation/forms _____
10. Assisted with organizing appropriate field activities _____
11. Overall rating of my MSW Field Educator _____

Additional comments to any of the above:

EVALUATION OF SELF:

Rate yourself on the following items:

1. Utilized field experience opportunities _____
2. Invested myself in this internship _____

3. Able to integrate theory into practice _____
4. Resolved problems appropriately (conflict, stress, values, ethics, etc.) _____
5. Made maximum use of time _____
6. Quality of written work _____
7. Accomplished learning objectives _____
8. Overall rating of my performance _____

Additional comments to any of the above:

What is the most important thing that you learned about your role as a social worker during your internship experience?:

What could you have done differently to improve your overall internship experience?:

What are your career Goals?:

**RATE HOW WELL YOUR REQUIRED COURSES PREPARED YOU FOR YOUR
EVALUATION OF COURSE WORK**

SOW 5034	Social Work Professions	_____
SOW 5105	Human Behavior in the Social Environment	_____
SOW 5235	Social Welfare Policies and Programs	_____
SOW 5308	Social Work Practice with Individuals and Families	_____
SOW 5324	Social Work Practice with Groups and Communities	_____
SOW 5404	Introduction to Social Work Research	_____

Additional Comments:

What additional course content (in your social work courses) would have helped you prepare for your internship?:

EVALUATION OF THE FIELD LIAISON

(The field faculty member who was assigned to monitor the internship)

Name of Field Liaison:

Number of liaison visits:

1. I was satisfied with the manner in which the liaison structured the liaison visit.
(i.e., met with me/met me and my field Educator together.) _____
2. I felt that the liaison spent an adequate amount of time with me during the field visit. _____
3. The liaison reviewed the learning contract with me to see if the objectives were being met by the internship. _____
4. The liaison visit created an atmosphere in which I could openly discuss all aspects of the internship experience. _____
5. An active role was taken by the liaison in making sure I had learning experiences that met the requirements of my concentration (e.g., clinical, administrative, or generalist). _____
6. The liaison did an adequate job assessing my strengths and areas needing further development. _____
7. The liaison was effective in helping me work out any problems which arose during the course of my internship. _____

Additional Comments:

Student Signature:

Date:

MSW Field Educator Signature:
(optional)

Date:

Task Supervisor Signature:
(optional)

Date:

FLORIDA STATE UNIVERSITY
COLLEGE OF SOCIAL WORK
SAMPLE: DO NOT USE THIS FORM
CLINICAL FIELD EDUCATION EVALUATION SOW 5535/5537 GRADUATE FIELD II
SPRING 20____ SUMMER 20____ FALL 20____

Instructions: The field educator should complete the following evaluation of the student at the mid-point of the internship. Please note that the student should read, sign, and receive a copy of this evaluation.

IDENTIFYING INFORMATION

PLEASE PRINT

Student's Name:		
Student's SS Number : (last 4 digits ONLY)	FSUSN:	
Agency:		
Agency Address:		
Field Educator:		
Task Supervisor: (If Applicable)		
Total Hours:	Total Number of Cases:	Total Number of Groups:

Recommended Grade: Please check the appropriate recommended grade for the student below after the evaluation has been completed: S- Satisfactory ____ U- Unsatisfactory ____ I- Incomplete ____		
Signature of Field Educator:	Date:	
Signature of Task Supervisor:	Date:	

I have read the evaluation and I agree with the recommended grade. If I disagree with the evaluation, then I must submit a written addendum to my Field Educator and to the Office of Field Education, which will be attached to this mid-term evaluation.

Student Signature: _____ **Date:** _____

Grade cannot be entered if this form is not signed by Student and Field Educator.

Quality of Work Performance

The field educator should refer to the learning objectives for SOW 5535, Clinical, for definitions of items to be evaluated. Please Note: A SATISFACTORY GRADE CAN ONLY BE ASSIGNED IF THERE ARE ITEMS SCORED AT "1" or "2." Items scored at "1" or "2" MUST HAVE A PERFORMANCE IMPROVEMENT PLAN DEVELOPED.

Please consult with the field faculty liaison in regards to these issues. Evaluate student performance on the following scale:

1 - Failing Level **2 - Below Expected Level** **3 - At Expected Level** **4 - Above Expected Level**
5 - Outstanding Level **NA - N/A- Not Applicable** **IE - Insufficient Evidence**

Competency 1: Demonstrate Ethical and Professional Behavior								
Use supervision to reflect on the therapeutic use of self and engagement with clients (K, V, CAP)	1	2	3	4	5	IE	NA	
Apply strategies of ethical reasoning to arrive at principled decisions for a particular clinical population(K,V,CAP)	1	2	3	4	5	IE	NA	
Apply critical reasoning to the appropriate use of language in oral and written communication for a specific population or setting (K, S, CAP)	1	2	3	4	5	IE	NA	
Understand how the profession of clinical social work is legally regulated through policy and licensure (K,V)	1	2	3	4	5	IE	NA	
Articulate social work's role in interdisciplinary work (K,V)	1	2	3	4	5	IE	NA	
Competency 2- Engage Diversity and Difference in Practice								
Apply understanding of diversity and oppression to clinical assessment and intervention with a variety of client systems (K, S, V)	1	2	3	4	5	IE	NA	
Utilize knowledge of self to develop strategies to minimize the influence of personal biases and values in clinical interactions with diverse client systems (K, V, CAP)	1	2	3	4	5	IE	NA	
Competency 3- Advance Human Rights and Social, Economic, and Environmental Justice								
Analyze the forms and mechanisms of oppression and discrimination of a specific population (K, S, CAP)	1	2	3	4	5	IE	NA	
Identify and apply strategies and mechanisms for advocacy with regards to a specific population (K, S, CAP)	1	2	3	4	5	IE	NA	
Competency 4- Engage in Practice-informed Research and Research-informed Practice								
Apply empirical research to clinical practice(K, S, CAP)	1	2	3	4	5	IE	NA	
Critique and apply empirically supported knowledge to understand person and environment with a focus on a particular clinical population (K, CAP)	1	2	3	4	5	IE	NA	
Utilize evidence-informed clinical models for assessment and intervention with clients and evaluation of client progress (K, S)	1	2	3	4	5	IE	NA	
Competency 5- Engage in Policy Practice								

Recognize how policy impacts clients and the delivery of client services with a specified clinical population (K)	1	2	3	4	5	IE	NA
Competency 6- Engage with Individuals, Families, Groups, Organizations, and Communities							
Apply understanding of environmental contexts to clinical/engagement with a variety of client systems. (K, CAP)	1	2	3	4	5	IE	NA
Competency 7- Assess Individuals, Families, Groups, Organizations, and Communities							
Understand and critique environment influences and how they impact clinical presentation (K, V, CAP)	1	2	3	4	5	IE	NA
Apply understanding of environmental contexts to clinical assessment with a variety of clients systems K, S, CAP)	1	2	3	4	5	IE	NA
Demonstrate an ability to effectively use and critique the DSM (K, S, CAP)	1	2	3	4	5	IE	NA
Competency 8- Intervene with Individuals, Families, Groups, Organizations, and Communities							
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (S, V, CAP)	1	2	3	4	5	IE	NA
Recognize and critique environmental contexts that influence program practices related to the delivery of clinical services (K, CAP)	1	2	3	4	5	IE	NA
Competency 9- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities							
Critique a clinical practice model and provide potential alternatives to clients (K, CAP)	1	2	3	4	5	IE	NA
Empirically evaluate clinical practice (K,S)	1	2	3	4	5	IE	NA

Overall Student Rating

- ☐ Failing Level
☐ Below Expected Level
☐ At Expected Level
☐ Above Expected Level
☐ Outstanding Level

Summary Comments:

- Describe student's performance, strengths, and areas for improvement
- Address any items scored below "1" or "2"
- Discuss goals for next half of the placement, if applicable Use additional sheet of paper if necessary

Performance Improvement Plan (PIP)

If the student has an existing Performance Improvement Plan (PIP), did she/he satisfactorily complete all of the necessary activities described in the "plan to be completed by the student" section of the PIP?

- ☐ Yes
☐ No
☐ N/A (student did not have a PIP)

Comments:

FLORIDA STATE UNIVERSITY COLLEGE OF SOCIAL WORK OFFICE OF FIELD EDUCATION
SAMPLE: DO NOT USE THIS FORM
STUDENT EVALUATION OF INTERNSHIP SOW 5535/5537, CLINICAL GRADUATE FIELD II

GENERAL INSTRUCTIONS

Prior to completing the internship each student is required to evaluate his/her internship. After you have completed the following form, we encourage you to review your responses with your agency Field Educator and Task Supervisor, just as your Field Educator/Task Supervisor will review your evaluation with you. You should not however, share your responses on this form with your Field Educator/Task Supervisor until AFTER you have read and signed your evaluation. Your responses on the Student Evaluation of the Internship will NOT affect your evaluation or grade.

You may give the completed form to your Field Educator to be sent in at the same time as your evaluation or you may mail or bring it directly to the Office of Field Education. However, please be sure it is in by the deadline. Please do not return these evaluations too soon! We would like these forms to evaluate as much of your internship as possible.

FAILURE TO TURN IN THIS FORM BY THE FOLLOWING DUE DATE WILL CONSTITUTE AN INCOMPLETE GRADE FOR THE INTERNSHIP

Your internship is not considered complete until this original form has been returned to:

The Office of Field Education FSU College of Social Work 296 Champions Way
PO BOX 3062570
Tallahassee, FL 32306-2570

DUE DATE: Next to the last Friday of the semester in which you are expected to complete the internship.

DIRECTIONS

Each question must be answered. A suitable response or space for each question has been provided.

GENERAL INFORMATION

Name:

SSN (last 4 digits ONLY):

Semester in Field Fall 20___ Spring 20___ Summer 20___

Internship Agency:

MSW Field Educator:

Task Supervisor (if applicable):

Internship Setting (check all that apply):

Population

- ☐ Adolescents
- ☐ Adults
- ☐ Children
- ☐ Elders (60+)

Fields of Practice

- ☐ Administrative /Policy
- ☐ Child Welfare
- ☐ Chemical Dependency
- ☐ Community Planning

☐ Urban
☐ Rural
☐ Other _____

☐ Corrections
☐ Developmental Disability
☐ Family Counseling
☐ Gerontology
☐ Group Counseling
☐ Health Care
☐ Mental Health
☐ Occupational Social Work
☐ Public Welfare
☐ Rehabilitation Counseling
☐ Schools
☐ Social Services
☐ Other _____

EVALUATION OF THE INTERNSHIP

Please rate each category using the SCALE below:

0	Insufficient evidence/opportunity	4	Very Good
1	Unacceptable	5	Outstanding
2	Needs Improvement	6	Not Applicable
3	Acceptable		

RATE YOUR INTERNSHIP ON THE FOLLOWING ITEMS:

1. Agency orientation was adequately provided _____
2. My role in the agency was adequately defined _____
3. Agency administration was supportive _____
4. Staff was supportive _____
5. Activities for learning were provided _____
6. Agency structure promoted creativity _____
7. Quality of physical facilities provided for students _____
8. Agency was well-organized _____
10. I was accepted as part of the agency _____
11. Workload was manageable _____
12. Workload met my learning needs _____
13. Overall rating of the agency as an internship _____

What did you like the most/what did you like the least about this internship?

EVALUATION OF MSW FIELD EDUCATOR

1. Your MSW Field Educator was: _____ on site (at the agency) _____ off site
2. How often did you meet with your MSW Field Educator for scheduled supervision?
_____time(s) per week. How long? _____ hour(s) per week.
3. For unscheduled supervision? _____ time(s) per week. How long? _____ hour(s) per week.

RATE YOUR MSW FIELD EDUCATOR ON THE FOLLOWING ITEMS:

1. Established a comfortable working relationship _____
2. Gave the amount of time I felt was needed _____
3. Assisted with developing my social work skills and techniques _____
4. Oriented me to my assignment _____
5. Offered constructive criticism _____
6. Listened to my point of view _____
7. Provided support when needed _____
8. Assisted with establishing my learning contract _____
9. Assisted with implementing and organizing learning experiences _____
10. Assisted with documentation _____
11. Assisted with learning about people of diverse cultures _____
12. Assisted with learning social work intervention strategies _____
13. Supplemented learning experiences (IE: related reading materials, videos, workshops, conferences, etc.) _____
14. Overall rating of my MSW Field Educator _____

Additional Comments regarding your MSW Field Educator:

What changes/suggestions would you have made I the education/supervision you received by your MSW Field Educator?:

**EVALUATION OF THE TASK SUPERVISOR
(supervisor other than your MSW Field Educator)**

RATE YOUR TASK SUPERVISOR ON THE FOLLOWING ITEMS (if applicable):

1. Established a comfortable working relationship _____
2. Gave the amount of time I felt was needed _____
3. Assisted with developing my social work skills and techniques _____
4. Oriented me to my assignment _____
5. Offered constructive criticism _____
6. Listened to my point of view _____
7. Provided support when needed _____
8. Assisted in establishing a caseload/casework activities _____
9. Assisted with documentation/forms _____
10. Assisted with organizing appropriate field activities _____
11. Overall rating of my MSW Field Educator _____

Additional comments to any of the above:

EVALUATION OF SELF:
Rate yourself on the following items:
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1. Utilized field experience opportunities _____
2. Invested myself in this internship _____
3. Able to integrate theory into practice _____
4. Resolved problems appropriately (conflict, stress, values, ethics, etc.) _____
5. Made maximum use of time _____
6. Quality of written work _____
7. Accomplished learning objectives _____
8. Overall rating of my performance _____

Additional comments to any of the above:

What is the most important thing that you learned about your role as a social worker during your internship experience?:

What could you have done differently to improve your overall internship experience?:

What are your career Goals?:

**RATE HOW WELL YOUR REQUIRED COURSES PREPARED YOU FOR YOUR
EVALUATION OF COURSE WORK**

SOW 5125	Psychopathology	_____
SOW 5432	Evaluation of Social Work Practice	_____
SOW 5807	Clinical Social Work Practice	_____
SOW 5XXX	Elective	_____
SOW 5XXX	Elective	_____

Additional Comments:

What additional course content (in your social work courses) would have helped you prepare for your internship?:

EVALUATION OF THE FIELD LIAISON

(The field faculty member who was assigned to monitor the internship)

Name of Field Liaison:

Number of liaison visits:

1. I was satisfied with the manner in which the liaison structured the liaison visit.
(i.e., met with me/met me and my field Educator together.) _____
2. I felt that the liaison spent an adequate amount of time with me during the field visit. _____
3. The liaison reviewed the learning contract with me to see if the objectives were being met by the internship. _____

4. The liaison visit created an atmosphere in which I could openly discuss all aspects of the internship experience. _____
5. An active role was taken by the liaison in making sure I had learning experiences that met the requirements of my concentration (e.g., clinical, administrative, or generalist). _____
6. The liaison did an adequate job assessing my strengths and areas needing further development. _____
7. The liaison was effective in helping me work out any problems which arose during the course of my internship. _____

Additional Comments:

Student Signature:

Date:

MSW Field Educator Signature:
(optional)

Date:

Task Supervisor Signature:
(optional)

Date:

FLORIDA STATE UNIVERSITY
COLLEGE OF SOCIAL WORK
SAMPLE: DO NOT USE THIS FORM
SOCIAL LEADERSHIP FIELD EDUCATION EVALUATION SOW 5535/5537 GRADUATE FIELD II
SPRING 20____ SUMMER 20____ FALL 20____

Instructions: The field educator should complete the following evaluation of the student at the mid-point of the internship. Please note that the student should read, sign, and receive a copy of this evaluation.

IDENTIFYING INFORMATION

PLEASE PRINT

Student's Name:		
Student's SS Number : (last 4 digits ONLY)	FSUSN:	
Agency:		
Agency Address:		
Field Educator:		
Task Supervisor: (If Applicable)		
Total Hours:	Total Number of Cases:	Total Number of Groups:

Recommended Grade: Please check the appropriate recommended grade for the student below after the evaluation has been completed: S- Satisfactory ____ U- Unsatisfactory ____ I- Incomplete ____		
Signature of Field Educator:	Date:	
Signature of Task Supervisor:	Date:	

I have read the evaluation and I agree with the recommended grade. If I disagree with the evaluation, then I must submit a written addendum to my Field Educator and to the Office of Field Education, which will be attached to this mid-term evaluation.

Student Signature:

Date:

Grade cannot be entered if this form is not signed by Student and Field Educator.

Quality of Work Performance

The field educator should refer to the learning objectives for SOW 5535, Social Leadership, for definitions of items to be evaluated. Please Note: A SATISFACTORY GRADE CAN ONLY BE ASSIGNED IF THERE ARE ITEMS SCORED AT at "1" or "2." Items scored at "1 or "2" MUST HAVE A PERFORMANCE IMPROVEMENT PLAN DEVELOPED.

Please consult with the field faculty liaison in regards to these issues. Evaluate student performance on the following scale:

1 - Failing Level **2 - Below Expected Level** **3 - At Expected Level** **4 - Above Expected Level**
5 - Outstanding Level **NA - N/A- Not Applicable** **IE - Insufficient Evidence**

Competency 1: Demonstrate Ethical and Professional Behavior							
Demonstrate skills in providing employee supervision (K, S)	1	2	3	4	5	IE	NA
Demonstrate skills to manage an organization that promotes social work core values and ethical behavior(K, S, V)	1	2	3	4	5	IE	NA
Apply critical thinking to the use of oral and written communication for 1) program development; 2) organizational management; and 3) policy analysis (K, S, CAP)	1	2	3	4	5	IE	NA
Competency 2- Engage Diversity and Difference in Practice							
Apply understanding of diversity and oppression to policy development (K, S)	1	2	3	4	5	IE	NA
Competency 3- Advance Human Rights and Social, Economic, and Environmental Justice							
Analyze the forms and mechanisms of systemic oppression and discrimination of a specific population (K, S)	1	2	3	4	5	IE	NA
Identify and apply strategies and mechanisms for advocacy with regards to a specific population (K, S)	1	2	3	4	5	IE	NA
Competency 4- Engage in Practice-informed Research and Research-informed Practice							
Apply empirical research to inform macro practice and program development (K, S)	1	2	3	4	5	IE	NA
Competency 5- Engage in Policy Practice							
Demonstrate effective oral and written communication, utilizing evidence in advocating for policy positions (K, S, CAP)	1	2	3	4	5	IE	NA
Identify strengths and limitations of a policy and its impact (K, S, CAP)	1	2	3	4	5	IE	NA
Apply strategies of social work values and ethics to arrive at principled decisions for 1) program development; 2) organizational management; and 3) policy analysis (K, V, CAP)	1	2	3	4	5	IE	NA
Competency 6- Engage with Individuals, Families, Groups, Organizations, and Communities							
Utilize self-awareness to minimize the influence of personal biases and values in interaction with internal and external components of an organization (K, S, V, CAP)	1	2	3	4	5	IE	NA

Articulate and promote an organizational vision (K, S)	1	2	3	4	5	IE	NA
Competency 7- Assess Individuals, Families, Groups, Organizations, and Communities							
Understand and critique environmental influences and how they impact 1) program development; 2) organizational management; and 3) policy analysis (K, S, CAP)	1	2	3	4	5	IE	NA
Develop recommendations based on a needs assessment (K, S)	1	2	3	4	5	IE	NA
Develop a needs assessment (K, S)	1	2	3	4	5	IE	NA
Competency 8- Intervene with Individuals, Families, Groups, Organizations, and Communities							
Apply understanding of environmental contexts to 1) program development; 2) organizational management; and 3) policy analysis (K, S)	1	2	3	4	5	IE	NA
Competency 9- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities							
Demonstrate skills in developing an evaluation plan (K, S)	1	2	3	4	5	IE	NA

Overall Student Rating

- ☐ Failing Level
☐ Below Expected Level
☐ At Expected Level
☐ Above Expected Level
☐ Outstanding Level

Summary Comments:

- Describe student's performance, strengths, and areas for improvement
- Address any items scored below "1" or "2"
- Discuss goals for next half of the placement, if applicable Use additional sheet of paper if necessary

Performance Improvement Plan (PIP)

If the student has an existing Performance Improvement Plan (PIP), did she/he satisfactorily complete all of the necessary activities described in the "plan to be completed by the student" section of the PIP?

- ☐ Yes
☐ No
☐ N/A (student did not have a PIP)

Comments:

FLORIDA STATE UNIVERSITY COLLEGE OF SOCIAL WORK OFFICE OF FIELD EDUCATION
SAMPLE: DO NOT USE THIS FORM
STUDENT EVALUATION OF INTERNSHIP SOW 5535/5537 SOCIAL LEADERSHIP GRADUATE FIELD II

GENERAL INSTRUCTIONS

Prior to completing the internship each student is required to evaluate his/her internship. After you have completed the following form, we encourage you to review your responses with your agency Field Educator and Task Supervisor, just as your Field Educator/Task Supervisor will review your evaluation with you. You should not however, share your responses on this form with your Field Educator/Task Supervisor until AFTER you have read and signed your evaluation. Your responses on the Student Evaluation of the Internship will NOT affect your evaluation or grade.

You may give the completed form to your Field Educator to be sent in at the same time as your evaluation or you may mail or bring it directly to the Office of Field Education. However, please be sure it is in by the deadline. Please do not return these evaluations too soon! We would like these forms to evaluate as much of your internship as possible.

FAILURE TO TURN IN THIS FORM BY THE FOLLOWING DUE DATE WILL CONSTITUTE AN INCOMPLETE GRADE FOR THE INTERNSHIP

Your internship is not considered complete until this original form has been returned to:

The Office of Field Education FSU College of Social Work 296 Champions Way
PO BOX 3062570
Tallahassee, FL 32306-2570

DUE DATE: Next to the last Friday of the semester in which you are expected to complete the internship.

DIRECTIONS

Each question must be answered. A suitable response or space for each question has been provided.

GENERAL INFORMATION

Name:

SSN (last 4 digits ONLY):

Semester in Field Fall 20__ Spring 20__ Summer 20__

Internship Agency:

MSW Field Educator:

Task Supervisor (if applicable):

Internship Setting (check all that apply):

Population

☐ Adolescents

Fields of Practice

☐ Administrative /Policy

☐ Adults
☐ Children
☐ Elders (60+)
☐ Urban
☐ Rural
☐ Other _____

☐ Child Welfare
☐ Chemical Dependency
☐ Community Planning
☐ Corrections
☐ Developmental Disability
☐ Family Counseling
☐ Gerontology
☐ Group Counseling
☐ Health Care
☐ Mental Health
☐ Occupational Social Work
☐ Public Welfare
☐ Rehabilitation Counseling
☐ Schools
☐ Social Services
☐ Other _____

EVALUATION OF THE INTERNSHIP

Please rate each category using the SCALE below:

0	Insufficient evidence/opportunity	4	Very Good
1	Unacceptable	5	Outstanding
2	Needs Improvement	6	Not Applicable
3	Acceptable		

RATE YOUR INTERNSHIP ON THE FOLLOWING ITEMS:

1. Agency orientation was adequately provided _____
2. My role in the agency was adequately defined _____
3. Agency administration was supportive _____
4. Staff was supportive _____
5. Activities for learning were provided _____
6. Agency structure promoted creativity _____
7. Quality of physical facilities provided for students _____
8. Agency was well-organized _____
10. I was accepted as part of the agency _____
11. Workload was manageable _____

12. Workload met my learning needs _____

13. Overall rating of the agency as an internship _____

What did you like the most/what did you like the least about this internship?

EVALUATION OF MSW FIELD EDUCATOR

1. Your MSW Field Educator was: _____ on site (at the agency) _____ off site

2. How often did you meet with your MSW Field Educator for scheduled supervision?
_____ time(s) per week. How long? _____ hour(s) per week.

3. For unscheduled supervision? _____ time(s) per week. How long? _____ hour(s) per week.

RATE YOUR MSW FIELD EDUCATOR ON THE FOLLOWING ITEMS:

1. Established a comfortable working relationship _____

2. Gave the amount of time I felt was needed _____

3. Assisted with developing my social work skills and techniques _____

4. Oriented me to my assignment _____

5. Offered constructive criticism _____

6. Listened to my point of view _____

7. Provided support when needed _____

8. Assisted with establishing my learning contract _____

9. Assisted with implementing and organizing learning experiences _____

10. Assisted with documentation _____

11. Assisted with learning about people of diverse cultures _____

12. Assisted with learning social work intervention strategies _____

13. Supplemented learning experiences (IE: related reading materials, videos, workshops, conferences, etc.) _____

14. Overall rating of my MSW Field Educator _____

Additional Comments regarding your MSW Field Educator:

What changes/suggestions would you have made I the education/supervision you received by your MSW Field Educator?:

EVALUATION OF THE TASK SUPERVISOR
(supervisor other than your MSW Field Educator)

RATE YOUR TASK SUPERVISOR ON THE FOLLOWING ITEMS (if applicable):

1. Established a comfortable working relationship _____
2. Gave the amount of time I felt was needed _____
3. Assisted with developing my social work skills and techniques _____
4. Oriented me to my assignment _____
5. Offered constructive criticism _____
6. Listened to my point of view _____
7. Provided support when needed _____
8. Assisted in establishing a caseload/casework activities _____
9. Assisted with documentation/forms _____
10. Assisted with organizing appropriate field activities _____
11. Overall rating of my MSW Field Educator _____

Additional comments to any of the above:

EVALUATION OF SELF:

Rate yourself on the following items:

1. Utilized field experience opportunities _____
2. Invested myself in this internship _____
3. Able to integrate theory into practice _____
4. Resolved problems appropriately (conflict, stress, values, ethics, etc.) _____

- 5. Made maximum use of time _____
- 6. Quality of written work _____
- 7. Accomplished learning objectives _____
- 8. Overall rating of my performance _____

Additional comments to any of the above:

What is the most important thing that you learned about your role as a social worker during your internship experience?:

What could you have done differently to improve your overall internship experience?:

What are your career Goals?:

**RATE HOW WELL YOUR REQUIRED COURSES PREPARED YOU FOR YOUR
EVALUATION OF COURSE WORK**

SOW5238 Advanced Policy _____
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6/23/2023

SOW5377	Social Work Administration	_____
SOW 5334	Organizational Development	_____
SOW 5XXX	Social Work Elective	_____
SOW 5XXX	Social Work Elective	_____

Additional Comments:

What additional course content (in your social work courses) would have helped you prepare for your internship?:

EVALUATION OF THE FIELD LIAISON

(The field faculty member who was assigned to monitor the internship)

Name of Field Liaison:

Number of liaison visits:

1. I was satisfied with the manner in which the liaison structured the liaison visit.
(i.e., met with me/met me and my field Educator together.) _____

2. I felt that the liaison spent an adequate amount of time with me during the field visit. _____
3. The liaison reviewed the learning contract with me to see if the objectives were being met by the internship. _____
4. The liaison visit created an atmosphere in which I could openly discuss all aspects of the internship experience. _____
5. An active role was taken by the liaison in making sure I had learning experiences that met the requirements of my concentration (e.g., clinical, administrative, or generalist). _____
6. The liaison did an adequate job assessing my strengths and areas needing further development. _____
7. The liaison was effective in helping me work out any problems which arose during the course of my internship. _____

Additional Comments:

Student Signature:

Date:

MSW Field Educator Signature:
(optional)

Date:

Task Supervisor Signature:
(optional)

Date: