Field Education Manual
Florida State University College of Social Work
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## FIELD ELIGIBILITY REQUIREMENTS

<table>
<thead>
<tr>
<th><strong>Student Type</strong></th>
<th><strong>Semesters</strong></th>
<th><strong>Hours Per Week</strong></th>
<th><strong>Total Hours</strong></th>
<th><strong>Seminar</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BSW</strong></td>
<td>1 Semester</td>
<td>32</td>
<td>512</td>
<td>YES</td>
</tr>
<tr>
<td><strong>BSW Part-Time</strong></td>
<td>2 Semesters</td>
<td>16 – 20</td>
<td>256</td>
<td>YES</td>
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<tr>
<td><strong>MSW 1st Year</strong></td>
<td>1 Semester</td>
<td>27</td>
<td>432</td>
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</tr>
<tr>
<td><strong>MSW 1st Year</strong></td>
<td>2 Semesters</td>
<td>14</td>
<td>216</td>
<td>YES (Included)</td>
</tr>
<tr>
<td><strong>MSW Advanced</strong></td>
<td>1 Semester</td>
<td>32</td>
<td>512</td>
<td>YES</td>
</tr>
<tr>
<td><strong>MSW Advanced Part-Time</strong></td>
<td>2 Semesters</td>
<td>16 - 20 (advanced)</td>
<td>256 (advanced)</td>
<td>YES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student Type</strong></th>
<th><strong>Semester</strong></th>
<th><strong>Hours Per Week</strong></th>
<th><strong>Total Hours</strong></th>
<th><strong>Seminar</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BSW</strong></td>
<td>1 Semester</td>
<td>40</td>
<td>480</td>
<td>YES</td>
</tr>
<tr>
<td><strong>BSW Part-time</strong></td>
<td>2 Semesters</td>
<td>20</td>
<td>256</td>
<td>YES</td>
</tr>
<tr>
<td><strong>MSW 1st Year</strong></td>
<td>1 Semester</td>
<td>36</td>
<td>432</td>
<td>YES</td>
</tr>
<tr>
<td><strong>MSW 1st Year Part-Time</strong></td>
<td>2 Semesters</td>
<td>18</td>
<td>216</td>
<td>YES (Included)</td>
</tr>
<tr>
<td><strong>MSW Advanced</strong></td>
<td>1 Semester</td>
<td>40</td>
<td>480</td>
<td>YES</td>
</tr>
<tr>
<td><strong>MSW Advanced Part-Time</strong></td>
<td>2 Semesters</td>
<td>20</td>
<td>256 (advanced)</td>
<td>YES</td>
</tr>
</tbody>
</table>
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. Unless previously specifically approved by the Office of Field Education hours clocked prior to the start or subsequent to start of the internship may not be counted as hours towards completion of the internship.

Liability insurance is the responsibility of the student if required by the agency where the internship will occur. Liability insurance can be obtained through the National Association of Social Workers or a company of the students’ choice.

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
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:
   4a. The student can meet with a field faculty member to review placement options only
   4b. The student cannot interview with a prospective agency until grades post
5. Once grades post, student will participate in an interview with Field Faculty to receive agency information regarding establishing an internship.

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."

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Field Application Deadline Dates

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 only, and deadline dates established must be adhered to as published. Students will be given a 5 day grace period.

Once the grace period has ended, students within the College of Social Work will not be able to complete their internship until the following semester. Once the field application is submitted, and the process begins for placement, students cannot explore placements in other geographical areas if more than four weeks have passed after the interview process has ended.

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.

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.

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 an application request identifying the reason for the out of state internship. (Request application 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.
Evenings (after 5 pm) and weekend placements are extremely limited. Therefore, the College of Social Work cannot guarantee the availability of evening and weekend placements. I understand that I will need to make plans to complete 8 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 course work 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. 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.

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. Typo space will be removed.

• 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.

Incomplete Grade Policy

Students receiving incompletes in field and have completed all course work will be required to take at least one course the semester the incomplete will be satisfied. Students will not be allowed to complete field without being registered in a course.

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) OFFICE OF FIELD EDUCATION

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 who have current employment and have a need to remain employed and have successfully completed the agency’s probationary period may request that one of their two field placements be at their agency of employment. Students must advise the Office of Field Education of this request when completing their interview process with Field faculty. Advanced Standing Students are eligible for an Employment-Based internship if the agency is not the same one in which they completed their BSW internship. The Director will review the EBP feasibility and options.

The guiding principle for these exceptional 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 of the required field hours must take place under the supervision of a new (to the student) MSW field educator. The activities must be congruent with the student’s concentration or level (graduate or undergraduate) in the program. Students are responsible for understanding and adherence to the course objectives for field education.
The employment date or date of an internship position within the agency must be no more than 90 days from the first day of the semester in which the student is registered to start the placement. The 90 days requirement ensures the field education experience falls in sequence with academic course work as structured by our program of studies, and according to the Council on Social Work Education (CWSE).

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 with no current supervisory relationship to the student. Prospective Field Educators must have at least two years post-masters 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 confirmation form has been approved by the field educator and submitted to the On-line system. Should a student fail to follow this procedure, s/he will not receive credit for hours earned until the confirmation 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 thirty hours (30) and for part-time students, fifteen hours (15) 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 30 hours for full-time students and 15 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 in excess of 30 hours or for part-time students 15 hours.

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.

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, sign all 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. Students should maintain and submit a timesheet to the field liaison at the end of the semester if directed by the field liaison. This form is also located on the field website College of Social Work (www.csw.fsu.edu).
- 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 is assigned to each student in an internship. They will visit the student and field educator at the field site at least once during each 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 include time with both the student and the field instructor. Additional visits may be scheduled as needed to assist in problem-solving. If a problem is noted, the liaison 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 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.

Note: At times (some out of state locations) there may be an exception to a face-to-face liaison visit. In these cases, arrangements for a conference call will be made in lieu of a face-to-face liaison visit.

**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 field practicum, 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. 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

INDIVIDUALIZED 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 field practicum 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 & 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;
• 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

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 have 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.

References:
https://procarephysiotherapy.com/our-services/social-work/


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.
STUDENTS’ 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 confidentially 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 learning contract 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.
OBJECTIVES FOR UNDERGRADUATE FIELD EDUCATION
SOW 4510 - 12 Credit Hours

Course Description

This course is required for undergraduate students and taken concurrently with a field seminar. Students receive a supervised generalist social work practice experience in a variety of settings. The purpose of field education is to provide students with opportunities for development and reinforcement of competence through performance in actual service situations. As students undertake learning tasks within the reality of agency life, they utilize theory, acquired through course work, attitudes, values, and skills developed and refined through practice.

Students enroll in this undergraduate field course in the final semester of the BSW program. The student spends approximately 32 hours per week in an agency placement for a minimum of 512 clock hours, earning ten (10) credit hours. The student provides direct services to various client systems (individuals, families, groups, and communities). The generalist practice model, currently being taught in the classroom, is reinforced and supported in a wide range of agencies available for placement.

NOTE: This course has been approved to meet FSU’s Liberal Studies Formative Experience requirement and develops your ability to develop and use knowledge by engaging in a hands-on experience outside of the classroom.

1. In order to fulfill this requirement, the student must earn a “C–” or higher or an “S” in the course if taken on an “S/U” basis.

COURSE OBJECTIVES

Undergraduate Field Education identifies the range of minimal competencies that students are expected to achieve within professional foundation areas, social work values, and ethics, and agency/client services. The learning experiences focus on knowledge and skills emphasized in the foundation curriculum, e.g., individuals, families, groups, organizations, and communities. Field placements are selected based on their potential for providing the range and depth of learning experiences necessary to achieve the educational objectives. It is understood that the reality of agency purpose and structure may not permit a concentrated experience at all levels of intervention. But it is expected that students receive opportunities for exposure to a range of social work roles and learning tasks.

COMPETENCIES

Council on Social Work Education (EPAS 2015) Social Work Competencies assessed in this course include:

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

COURSE OBJECTIVES

Upon completion of the course, the student will:

1. Identify as a professional social worker and conduct oneself accordingly.

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<th>Behavior</th>
<th>As Demonstrated By</th>
<th>Assignment</th>
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| 1. a) 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. | • Complying with professional expectations of the agency, College of Social Work, and Code of Ethics.  
• Addressing and resolve professional, ethical dilemmas.  
• Protecting the client’s right to confidentiality.  
• Protecting the client’s right to self-determination. | |
| 1. b) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. | • Preventing personal values and biases from interfering with practice decisions in the best interest of the client. | |
| 1. c) Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. | • Adhering to professional behavior through appropriate work attire, language, attendance, punctuality, and presentation of self.  
• Performing all written and/or electronic documentation in a professional and timely manner. | |
1. **d) Use technology ethically and appropriately to facilitate practice outcomes.**

   - Utilizing social media and electronic communication appropriately.
   - Demonstrating familiarity with the agency technology policies and procedures.

1. **e) Use supervision and consultation to guide professional judgment and behavior.**

   - Utilizing supervision to analyze and apply learning from practice experience and supervisory feedback.
   - Identifying and discussing strengths and limitations in knowledge, skills, and learning needs.
   - Demonstrating openness to learning and feedback for professional development and growth.

---

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

<table>
<thead>
<tr>
<th>Behavior</th>
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<th>Assignment</th>
</tr>
</thead>
</table>
| 2.a) Apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels. | • Articulating concepts of oppression and discrimination faced by clients.  
   • Articulating of how discrimination influences service delivery. |            |
| 2.b) Present themselves as learners and engage clients and constituencies as experts of their own experiences. | • Demonstrating the value of clients’ experiences and perspectives. |            |
| 2.c) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. | • Preventing personal values and biases from interfering with practice decisions in the best interest of the client. |            |

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<tbody>
<tr>
<td>3.a) Apply their understanding of social, economic, and environmental</td>
<td>• Articulating the strategies and skills for change related to social, economic,</td>
<td></td>
</tr>
<tr>
<td>justice to advocate for human rights at the individual and system levels.</td>
<td>and ecological justice.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identifying the resources available in the community.</td>
<td></td>
</tr>
<tr>
<td>3.b) Engage in practices that advance social, economic, and environmental</td>
<td>• Identifying problems and challenges in accessing services.</td>
<td></td>
</tr>
<tr>
<td>justice</td>
<td>• Demonstrating the ability to identify an appropriate plan of action.</td>
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4. Engage In Practice-informed Research and Research-informed Practice.

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<th>Behavior</th>
<th>As Demonstrated By</th>
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<tbody>
<tr>
<td>4. a) Use practice experience and theory to inform scientific inquiry and</td>
<td>• Applying critical thinking skills to practice experience.</td>
<td></td>
</tr>
<tr>
<td>research.</td>
<td></td>
<td></td>
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<tr>
<td>4.b) Engage in critical analysis of quantitative and qualitative research</td>
<td>• Demonstrating the ability to develop a research question and select the research</td>
<td></td>
</tr>
<tr>
<td>methods and research findings.</td>
<td>method that would best address that question.</td>
<td></td>
</tr>
<tr>
<td>4.c) Use and translate research findings to inform and improve practice,</td>
<td>• Accessing peer-reviewed article(s) that addresses an identified problem.</td>
<td></td>
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<tr>
<td>policy, and service delivery.</td>
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5. Engage in Policy Practice.
<table>
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<tr>
<th>Behavior</th>
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</thead>
<tbody>
<tr>
<td>5.a) Identify social policy at the local, state, and federal level that impacts the well-being, service delivery, and access to social services.</td>
<td>• Applying relevant social (not agency) policies and procedures to practice.</td>
<td></td>
</tr>
<tr>
<td>5.b) Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
<td>• Articulating an understanding of how social policies may affect service access and delivery.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identifying legislative bills that impact the delivery and accessibility to social services.</td>
<td></td>
</tr>
<tr>
<td>5.c) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
<td>• Discussing the merits and limitations of various policies that address the same issues.</td>
<td></td>
</tr>
</tbody>
</table>

6. Engage with Individuals, Families, Groups, Organizations, and Communities.

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<thead>
<tr>
<th>Behavior</th>
<th>As Demonstrated By</th>
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</thead>
<tbody>
<tr>
<td>6.a) Apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies.</td>
<td>• Understanding and practicing culturally competent client engagement by recognizing client differences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify the client’s needs and differences.</td>
<td></td>
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<tr>
<td></td>
<td>• Demonstrating effective communication with a variety of client populations, colleagues, and members of the community.</td>
<td></td>
</tr>
</tbody>
</table>
6.b) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

- Building rapport with clients.
- Utilizing empathic responses toward client.
- Utilizing verbal and non-verbal communication skills.
- Practicing sensitivity to client differences.

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

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<thead>
<tr>
<th>Behavior</th>
<th>As Demonstrated By</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>7.(a) Collect, organize, and critically analyze and interpret information from clients and constituencies.</td>
<td>• Identifying and obtaining the necessary data required from clients. • Conducting risk assessment appropriate to context.</td>
<td></td>
</tr>
<tr>
<td>7.b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</td>
<td>• Formulating comprehensive biopsychosocial assessments. • Conducting assessments based on client needs.</td>
<td></td>
</tr>
<tr>
<td>7.c) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</td>
<td>• Identification of target problems. • Assisting clients in goal setting. • Identifying client strengths in intervention plans.</td>
<td></td>
</tr>
</tbody>
</table>
7.d) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

- Developing a case plan(s) based on the biopsychosocial assessment.
- Identification and selection of appropriate helping strategies.
- Implementing case plan(s).

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

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<tr>
<th>Behavior</th>
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<tbody>
<tr>
<td>8.a) Critically choose and implement interventions to achieve practice</td>
<td>Utilizing an intervention that meets the needs of a client.</td>
</tr>
<tr>
<td>goals and enhance capacities of clients and constituencies.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>8.b) Apply knowledge of human behavior and the social environment,</td>
<td>Understanding and practicing culturally competent practice interventions.</td>
</tr>
<tr>
<td>person-in-environment, and other multidisciplinary theoretical</td>
<td>Utilizing appropriate termination skills with clients.</td>
</tr>
<tr>
<td>frameworks in interventions with clients and constituencies.</td>
<td>Developing follow up plans.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>8.c) Use inter-professional collaboration as appropriate to achieve</td>
<td>Engaging with appropriate professionals when intervening with clients.</td>
</tr>
<tr>
<td>beneficial practice outcomes.</td>
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</tbody>
</table>

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

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<tr>
<th>Behavior</th>
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<tbody>
<tr>
<td>9. a) Select and use appropriate methods for evaluation of outcomes.</td>
<td>Articulating and demonstrating skills in selecting appropriate measures.</td>
</tr>
<tr>
<td>9. b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</td>
<td>• Practicing culturally competent evaluation by recognizing client differences.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>9.c) Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</td>
<td>• Evaluating the effectiveness of interventions.</td>
</tr>
<tr>
<td>9.d) Apply evaluation findings to improve practice effectiveness at the micro and macro levels.</td>
<td>• Utilization of findings to evaluate intervention effectiveness.</td>
</tr>
</tbody>
</table>
OBJECTIVES FOR GRADUATE FIELD EDUCATION I
SOW 5532 - 10 Credit Hours

COURSE DESCRIPTION

Students receive a supervised generalist social work practice experience in a variety of settings. The purpose of field education is to provide students with opportunities for development and reinforcement of competence through performance in actual service situations. As students undertake learning tasks within the reality of agency life, they utilize theory, acquired through course work, attitudes, values, and skills developed and refined through practice.

Students enroll in this field course in after completing the generalist curriculum for the Traditional MSW program. The student spends approximately 27 hours per week in an agency placement for a minimum of 432 clock hours, earning ten (10) credit hours. The student provides direct services to various client systems (individuals, families, groups, and communities). The generalist practice model, currently being taught in the classroom, is reinforced and supported in a wide range of agencies available for placement.

COURSE OBJECTIVES

MSW Generalist Field Education identifies the range of minimal competencies that students are expected to achieve within professional foundation areas, social work values, and ethics, and agency/client services. The learning experiences focus on knowledge and skills emphasized in the foundation curriculum, e.g., individuals, families, groups, organizations, and communities. Field placements are selected based on their potential for providing the range and depth of learning experiences necessary to achieve the educational objectives. It is understood that the reality of agency purpose and structure may not permit a concentrated experience at all levels of intervention. But it is expected that students receive opportunities for exposure to a range of social work roles and learning tasks.

COMPETENCIES

Council on Social Work Education (EPAS 2015) Social Work Competencies assessed in this course include:

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

Upon completion of the course, the student will:

1. Identify as a professional social worker and conduct oneself accordingly.

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</table>
| 1. a) 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. | • Complying with professional expectations of the agency, College of Social Work, and Code of Ethics.  
  • Addressing and resolve professional, ethical dilemmas.  
  • Protecting the client’s right to confidentiality.  
  • Protecting the client’s right to self-determination. |            |
| 1. b) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. | • Preventing personal values and biases from interfering with practice decisions in the best interest of the client. |            |
| 1. c) Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. | • Adhering to professional behavior through appropriate work attire, language, attendance, punctuality, and presentation of self.  
  • Performing all written and/or electronic documentation in a professional and timely manner. |            |
| 1. d) Use technology ethically and appropriately to facilitate practice outcomes. | • Utilizing social media and electronic communication appropriately.  
  • Demonstrating familiarity with the agency technology policies and procedures. |            |
1.e) Use supervision and consultation to guide professional judgment and behavior.

- Utilizing supervision to analyze and apply learning from practice experience and supervisory feedback.
- Identifying and discussing strengths and limitations in knowledge, skills, and learning needs.
- Demonstrating openness to learning and feedback for professional development and growth.

2. Engage Diversity and Difference in Practice

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• Articulating of how discrimination influences service delivery. |           |
| 2.b) Present themselves as learners and engage clients and constituencies as experts of their own experiences. | • Demonstrating the value of clients’ experiences and perspectives. |           |
| 2.c) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. | • Preventing personal values and biases from interfering with practice decisions in the best interest of the client. |           |

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| 3.a) Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. | • Articulating the strategies and skills for change related to social, economic, and ecological justice.  
• Identifying the resources available in the community. |            |
| 3.b) Engage in practices that advance social, economic, and environmental justice. | • Identifying problems and challenges in accessing services.  
• Demonstrating the ability to identify an appropriate plan of action. |            |

4. Engage In Practice-informed Research and Research-informed Practice.

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<td>4.b) Engage in critical analysis of quantitative and qualitative research methods and research findings.</td>
<td>• Demonstrating the ability to develop a research question and select the research method that would best address that question.</td>
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<tr>
<td>4.c) Use and translate research findings to inform and improve practice, policy, and service delivery.</td>
<td>• Accessing peer-reviewed article(s) that addresses an identified problem.</td>
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5. Engage in Policy Practice.

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6. Engage with Individuals, Families, Groups, Organizations, and Communities.

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<td>6.a) Apply knowledge of human behavior and the social environment and</td>
<td>• Understanding and practicing culturally competent client engagement by recognizing client differences.</td>
<td></td>
</tr>
<tr>
<td>practice context to engage with clients and constituencies.</td>
<td>• Identify the client’s needs and differences.</td>
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<tr>
<td></td>
<td>• Demonstrating effective communication with a variety of client populations,</td>
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<tr>
<td></td>
<td>colleagues, and members of the community.</td>
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6.b) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

- Building rapport with clients.
- Utilizing empathic responses toward client.
- Utilizing verbal and non-verbal communication skills.
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7. Assess Individuals, Families, Groups, Organizations, and Communities.

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| 7.(a) Collect, organize, and critically analyze and interpret information from clients and constituencies. | - Identifying and obtaining the necessary data required from clients.  
- Conducting risk assessment appropriate to context. | |
| 7.b) 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. | - Formulating comprehensive biopsychosocial assessments.  
- Conducting assessments based on client needs. | |
| 7.c) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. | - Identification of target problems.  
- Assisting clients in goal setting.  
- Identifying client strengths in intervention plans. | |
7.d) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

- Developing a case plan(s) based on the biopsychosocial assessment.
- Identification and selection of appropriate helping strategies.
- Implementing case plan(s).

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

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<tr>
<td>8.a) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</td>
<td>• Utilizing an intervention that meets the needs of a client.</td>
<td></td>
</tr>
</tbody>
</table>
| 8.b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. | • Understanding and practicing culturally competent practice interventions.  
• Utilizing appropriate termination skills with clients.  
• Developing follow up plans. | |
| 8.c) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. | • Engaging with appropriate professionals when intervening with clients. | |

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

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<td>9. b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</td>
<td>• Practicing culturally competent evaluation by recognizing client differences.</td>
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<td>9.c) Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</td>
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<td>9.d) Apply evaluation findings to improve practice effectiveness at the micro and macro levels.</td>
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Course Description

This course is taken in the final semester(s) of the student's program. Prior to enrolling in SOW 5535, the student must have satisfactorily completed all prerequisites for this concentration, which includes all of the academic requirements for the degree with the exception of SOW 5535 (Field Education II) and SOW 5369 (Integrative Seminar) that must be taken concurrently. The student generally spends approximately 32 hours per week in an agency placement for a total minimum requirement of 512 hours and earns 12 credit hours.

The following objectives describe the expectations for advanced clinical knowledge, values, and skills which students are expected to demonstrate at the completion of their field education experience. These competencies are built upon the academic preparation and field education during the foundation year for two-year students and during the Bachelors’ degree program for advanced standing graduate students.

Council on Social Work Education (EPAS 2015) Social Work Competencies assessed in this course include:
Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
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COURSE OBJECTIVES

Upon completion of the course, the student will:

1. Identify as a professional social worker and conduct oneself accordingly.

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<tr>
<td>1.ca. Use supervision to reflect on the therapeutic use of self and engagement with clients (SEM)</td>
<td>Actively and appropriately seeking supervision and learning opportunities to continue professional growth and development. Demonstrating the ability to receive feedback and be open to learning. Identifying and discussing strengths and limitations in knowledge and skills.</td>
<td></td>
</tr>
<tr>
<td>1.cb. Apply strategies of ethical reasoning to arrive at principled decisions for a particular clinical population (PSY, EVAL, CP)</td>
<td>Demonstrating openness to act quickly to resolve any performance issues identified.</td>
<td></td>
</tr>
<tr>
<td>1.cc.. Apply critical reasoning to the appropriate use of language in oral and written communication for a specific client population or setting (PSY, CP)</td>
<td>Applying knowledge of and a commitment to social work ethics and values.</td>
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<td></td>
<td>Complying with the policy and procedures of the agency, College of Social Work, and Code of Ethics.</td>
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<td></td>
<td>Addressing and resolving ethical dilemmas</td>
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<td></td>
<td>Consulting with supervisor and others about ethical issues, as needed.</td>
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</tr>
<tr>
<td>1.cd. Understand how the profession of clinical social work is legally regulated through policy and licensure (SEM)</td>
<td>Applying critical thinking skills to professional practice.</td>
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<td></td>
<td>Demonstrating the ability to integrate theory with practice.</td>
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<td></td>
<td>Demonstrating effective verbal and non-verbal communication with a variety of client populations and professionals.</td>
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<td></td>
<td>Complying consistently with agency policy regarding documentation.</td>
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</tr>
<tr>
<td>1.ce. Articulate social work’s role in interdisciplinary work (PSY)</td>
<td>Articulating an understanding of the legal mandates of an intern/practitioner regarding reporting abuse, neglect, or exploitation; confidentiality and privileged communications; and client access to records.</td>
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<tr>
<td></td>
<td>Demonstrating the ability to work as a professional team member.</td>
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</table>

2. Engage Diversity and Difference in Practice
2.ca. Apply understanding of diversity and oppression to clinical assessment and intervention with a variety of client systems (PSY)

Identifying how forms and mechanisms of oppression and discrimination impact client systems.

2. cb. Utilize knowledge of self to develop strategies to minimize the influence of personal biases and values in clinical interactions with diverse client systems (SEM)

Utilizing reflection to prevent personal values and biases from interfering with practice decisions.


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<tr>
<td>3.ca. Analyze the forms and mechanisms of oppression and discrimination of a specific population (EVAL)</td>
<td>Articulating knowledge of and skills in promoting social and economic justice.</td>
<td></td>
</tr>
<tr>
<td>3.cb. Identify and apply strategies and mechanisms for advocacy with regards to a specific population (PSY, SEM)</td>
<td>Developing formal and informal partnerships and working agreements.</td>
<td></td>
</tr>
</tbody>
</table>

4. Engage in Practice-informed Research and Research-informed Practice.

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<tr>
<td>4.ca. Apply empirical research to clinical practice (CP)</td>
<td>Identifying and applying a data-driven response to an identified concern.</td>
<td></td>
</tr>
<tr>
<td>4.cb. Critique and apply empirically-supported knowledge to understand person and environment with a focus on a particular clinical population (EVAL, CP)</td>
<td>Identifying appropriate standardized measures for use with marginalized populations.</td>
<td></td>
</tr>
</tbody>
</table>
with clients and evaluation of client progress (EVAL, CP) | Applying research-informed models to client assessments and interventions.

5. Engage in Policy Practice.

<table>
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<td>5.ca. Recognize how policy impacts clients and the delivery of client services within a specified clinical population (PSY, SEM)</td>
<td>Identifying a social policy impacting a specific population and addressing how it affects service delivery.</td>
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</tr>
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</table>

6. Engage with Individuals, Families, Groups, Organizations, and Communities.

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<tr>
<th>Behavior</th>
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<th>Assignment</th>
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<tbody>
<tr>
<td>6.ca. Apply understanding of environmental contexts to clinical/engagement with a variety of client systems (CP)</td>
<td>Utilizing active listening skills. Demonstrating the ability to build rapport and empathic responses towards clients. Understanding the dynamics of a helping relationship and the use of self. Articulating the ability to express sensitivity to people’s differences in race, culture, gender, ability, and sexual preference. Identifying and advocating for clients within the therapeutic relationship.</td>
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7. Assess Individuals, Families, Groups, Organizations, and Communities.

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<tr>
<td>7.ca. Understand and critique environmental influences and how they impact clinical presentation (CP)</td>
<td>Demonstrating the ability to apply social work practice models. Utilizing problem-solving skills to identify environmental problems and barriers in accessing services.</td>
<td></td>
</tr>
</tbody>
</table>
Demonstrating overall competence in developing risk assessments.

7.cb. Apply understanding of environmental contexts to clinical assessment with a variety of client systems (EVAL)
Applying culturally competent practice through an awareness of and sensitivity to issues of class, disability, gender, age, sexual preference, race, and ethnicity.
Identifying and selecting appropriate helping strategies consistent with the agency’s practice model.

7.cc. Demonstrate an ability to effectively use and critique the DSM (PSY)
Providing an appropriate clinical diagnosis if and when DSM criteria apply.

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

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<tr>
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</thead>
<tbody>
<tr>
<td>8.ca. Apply understanding of environmental contexts to clinical intervention with a variety of client systems (CP)</td>
<td>Applying one or more social work practice models to inform an intervention. Developing and implementing a social work plan based on the bio-psychosocial assessment. Identifying how to incorporate individual treatment plans into practice, set realistic priorities for interventions, assist clients with goal setting, and set appropriate target dates for reaching client goals. Identifying strategies that recognize client strengths and resources that meet client needs.</td>
</tr>
<tr>
<td>8.cb. Recognize and critique environmental contexts that influence program practices related to the delivery of clinical services (CP)</td>
<td>Understanding culturally competent practice through an awareness of and sensitivity to issues of class, disability, gender, age, sexual preference, race, and ethnicity.</td>
</tr>
</tbody>
</table>
Understanding the culture within the organization that may affect service delivery.

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

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<tr>
<th>Behavior</th>
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<tbody>
<tr>
<td>9.ca. Critique a clinical practice model and provide potential alternatives to clients (CP)</td>
<td>Demonstrating the ability to work with clients to consider different practice models and choose the most appropriate one.</td>
<td></td>
</tr>
<tr>
<td>9.cb. Empirically evaluate clinical practice outcomes (EVAL, SEM)</td>
<td>Understanding the evaluation process in individual, family, and group practice. Articulating and demonstrating skills in selecting appropriate measures to assess individual, family, and group progress.</td>
<td></td>
</tr>
</tbody>
</table>
OBJECTIVES FOR ADVANCED SOCIAL LEADERSHIP SPECIALIZATION

SOW 5535 - 12 Credit Hours

Course Description

This course is taken in the final semester(s) of the student's program. Prior to enrolling in SOW 5535, the student must have satisfactorily completed all prerequisites for this concentration, which includes all of the academic requirements for the degree with the exception of SOW 5535 (Field Education II) and SOW 5369 (Integrative Seminar) that must be taken concurrently.

The following objectives describe the expectations for advanced social policy and administration knowledge, values, and skills which students are expected to demonstrate at the completion of their field education experience. These students will gain an understanding of the roles of these professional social workers, which include, but are not limited to, the following: policy analysis; policy advocate; social planner; agency administrator; supervisor. Student competencies are built upon the academic preparation and field education during the foundation year for two-year students and during the Bachelors’ degree program for advanced standing graduate students.

Council on Social Work Education (EPAS 2015) Social Work Competencies assessed in this course include:

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

COURSE OBJECTIVES

Upon completion of the course, the student will:

1. Identify as a professional social worker and conduct oneself accordingly.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>As Demonstrated By</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. sa) Demonstrate skills in providing employee supervision (SA, SEM)</td>
<td>Identifying and articulating understanding of personnel policies and procedures.</td>
<td></td>
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<tr>
<td></td>
<td>Identifying the management theories that are observed in the agency.</td>
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<tr>
<td></td>
<td>Describing an understanding of the skills involved in the supervision of volunteers.</td>
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<tr>
<td></td>
<td>Identifying and applying the basic skills and tasks of administrative practice.</td>
<td></td>
</tr>
</tbody>
</table>
### Assessing the Effectiveness of Personnel Practices

1. **sb)** Demonstrate skills to manage an organization that promotes social work core values and ethical behavior (SA)

   - Articulating an understanding of confidentiality rights.
   - Displaying personal behavior that is consistent with ethical guidelines.
   - Consulting with supervisor about ethical issues, as needed.
   - Demonstrating awareness of resources needed to resolve ethical dilemmas.

2. **sc)** Apply critical thinking to the use of oral and written communication for 1) Social Work Admin; 2) Organizational Development; and 3) Policy Analysis (OD, AP,)

   - Applying critical thinking skills to professional practice.
   - Demonstrating the ability to link theory with practice.

### Engage Diversity and Difference in Practice

<table>
<thead>
<tr>
<th>Behavior</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2. <strong>sa)</strong> Apply understanding of diversity and oppression to policy development (AP, SEM)</td>
<td>Identifying culturally competent administrative practices used in the agency. Demonstrating an understanding of personnel practices that affect cultural diversity in the workplace.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavior</th>
<th>As Demonstrated By</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. sa) Analyze the forms and mechanisms of systemic oppression and discrimination of a specific population (SA, SEM)</td>
<td>Articulating an understanding of the forms and mechanisms of oppression and discrimination in human service systems. Identifying ways in which systems negatively (racism, oppression, discrimination) affects the agency’s target population.</td>
<td></td>
</tr>
<tr>
<td>3. sb) Identify and apply strategies and mechanisms for advocacy with regards to a specific population (AP)</td>
<td>Demonstrating an understanding of the strategies for change. Describing the skills involved in advocating for social and economic justice.</td>
<td></td>
</tr>
</tbody>
</table>

4. Engage in Practice-informed Research and Research-informed Practice.

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<thead>
<tr>
<th>Behavior</th>
<th>As Demonstrated By</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. sa) Apply empirical research to inform macro practice and program development. (SA, AP, SEM)</td>
<td>Using data to support macro practice decisions and program development. Performing literature reviews that support program development strategy.</td>
<td></td>
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</tbody>
</table>

5. Engage in Policy Practice.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>As Demonstrated By</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. sa) Demonstrate effective oral and written communication, utilizing evidence in advocating for policy positions (AP)</td>
<td>Describing the impact of social policies on the community system in which the agency operates.</td>
<td></td>
</tr>
<tr>
<td>5. sb) Identify strengths and limitations of a policy and its impact (AP)</td>
<td>Describing the impact of social policies on the agency and the clients served by the agency.</td>
<td></td>
</tr>
<tr>
<td>5. sc) Apply strategies of social work values and ethics to arrive at principled decisions</td>
<td>Utilizing an ethical decision-making model and social work ethics and values to inform program development.</td>
<td></td>
</tr>
</tbody>
</table>
6. Engage with Individuals, Families, Groups, Organizations, and Communities.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>As Demonstrated By</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. sa) Utilize self-awareness to minimize the influence of personal biases and values in interaction with internal and external components of an organization (SA)</td>
<td>Engaging in self-reflection to prevent personal values and biases from interfering with practice decisions. Identifying implicit and explicit bias.</td>
<td></td>
</tr>
<tr>
<td>6. sb) Articulate and promote an organizational vision (OD)</td>
<td>Defining and advocating for the mission, vision, and values of an organization.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Behavior</th>
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<th>Assignment</th>
</tr>
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<tbody>
<tr>
<td>7. sa) Understand and critique environmental influences and how they impact 1) Social Work Admin; 2) organizational Development; and 3) policy analysis (OD, SA, AP)</td>
<td>Demonstrating the ability to plan and implement an organizational project. Demonstrating the ability to plan and implement a community change project. Describing the concepts and application of quality management at the agency.</td>
<td></td>
</tr>
<tr>
<td>7. sb) Develop recommendations based on a needs assessment (OD, SEM)</td>
<td>Identifying strengths and challenges of the agency. Formulating recommendations based on a needs assessment Identifying the components of a needs assessment.</td>
<td></td>
</tr>
<tr>
<td>7.sc) Develop a needs assessment (OD)</td>
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</tbody>
</table>

8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
8. sa) Apply understanding of environmental contexts to 1) Social Work Admin; 2) organizational Development; and 3) policy analysis (OD, SA, SEM)

<table>
<thead>
<tr>
<th>Behavior</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Identifying and describing the political dynamics of the organization.</td>
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<tr>
<td>Describing the agency’s key relationships with community partners at the local and state levels.</td>
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<tr>
<td>Demonstrating an understanding of the extent to which the agency participates in community-wide planning efforts.</td>
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</tbody>
</table>

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

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>9. sa) Demonstrate skills in developing an evaluation plan (OD, SEM)</td>
<td>Demonstrating an ability to assess and apply research methodology to evaluating agency effectiveness.</td>
<td></td>
</tr>
<tr>
<td>Articulating knowledge of program evaluation methodology.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessing research to determine the effectiveness of the organizational model.</td>
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</tbody>
</table>
OBJECTIVES FOR FIELD INSTRUCTION II ADVANCED CLINICAL SPECIALIZATION SOW 5537
12 CREDIT HOURS

Course Description
This course is taken in the final semester(s) of the student's program. Prior to enrolling in SOW 5535, the student must have satisfactorily completed all prerequisites for this concentration, which includes all of the academic requirements for the degree with the exception of SOW 5535 (Field Education II) and SOW 5369 (Integrative Seminar) that must be taken concurrently. The student generally spends approximately 32 hours per week in an agency placement for a total minimum requirement of 512 hours and earns 12 credit hours.

The following objectives describe the expectations for advanced clinical knowledge, values, and skills which students are expected to demonstrate at the completion of their field education experience. These competencies are built upon the academic preparation and field education during the foundation year for two-year students and during the Bachelors’ degree program for advanced standing graduate students.

Council on Social Work Education (EPAS 2015) Social Work Competencies assessed in this course include:
Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage in Practice-informed Research and Research-informed Practice
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Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

COURSE OBJECTIVES
Upon completion of the course, the student will:

2. Identify as a professional social worker and conduct oneself accordingly.

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<tr>
<th>Behavior</th>
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</thead>
<tbody>
<tr>
<td>1.ca. Use supervision to reflect on the therapeutic use of self and engagement with clients (SEM)</td>
<td>Actively and appropriately seeking supervision and learning opportunities to continue professional growth and development. Demonstrating the ability to receive feedback and be open to learning. Open to learning and receiving feedback.</td>
<td></td>
</tr>
</tbody>
</table>
| 1.cb. Apply strategies of ethical reasoning to arrive at principled decisions for a particular clinical population (PSY, EVAL, CP) | Identifying and discussing strengths and limitations in knowledge and skills.  
Demonstrating openness to act quickly to resolve any performance issues identified.  
Applying knowledge of and a commitment to social work ethics and values.  
Complying with the policy and procedures of the agency, College of Social Work, and Code of Ethics.  
Addressing and resolving ethical dilemmas  
Consulting with supervisor and others about ethical issues, as needed. |
|---|---|
| 1.cc. Apply critical reasoning to the appropriate use of language in oral and written communication for a specific client population or setting (PSY, CP) | Applying critical thinking skills to professional practice.  
Demonstrating the ability to integrate theory with practice.  
Demonstrating effective verbal and non-verbal communication with a variety of client populations and professionals.  
Complying consistently with agency policy regarding documentation. |
| 1.cd. Understand how the profession of clinical social work is legally regulated through policy and licensure (SEM) | Articulating an understanding of the legal mandates of an intern/practitioner regarding reporting abuse, neglect, or exploitation; confidentiality and privileged communications; and client access to records. |
| 1.ce. Articulate social work’s role in interdisciplinary work (PSY) | Demonstrating the ability to work as a professional team member. |
### 3. Engage Diversity and Difference in Practice

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<tbody>
<tr>
<td>2.ca. Apply understanding of diversity and oppression to clinical assessment and intervention with a variety of client systems (PSY)</td>
<td>Identifying how forms and mechanisms of oppression and discrimination impact client systems.</td>
<td></td>
</tr>
<tr>
<td>2. cb. Utilize knowledge of self to develop strategies to minimize the influence of personal biases and values in clinical interactions with diverse client systems (SEM)</td>
<td>Utilizing reflection to prevent personal values and biases from interfering with practice decisions.</td>
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<tr>
<td>3.ca. Analyze the forms and mechanisms of oppression and discrimination of a specific population (EVAL)</td>
<td>Articulating knowledge of and skills in promoting social and economic justice.</td>
<td></td>
</tr>
<tr>
<td>3.cb. Identify and apply strategies and mechanisms for advocacy with regards to a specific population (PSY, SEM)</td>
<td>Developing formal and informal partnerships and working agreements.</td>
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### 5. Engage in Practice-informed Research and Research-informed Practice.

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<tr>
<td>4.ca. Apply empirical research to clinical practice (CP)</td>
<td>Identifying and applying a data-driven response to an identified concern.</td>
<td></td>
</tr>
<tr>
<td>4.cb. Critique and apply empirically-supported knowledge to understand person and environment with a focus on a particular clinical population (EVAL, CP)</td>
<td>Identifying appropriate standardized measures for use with marginalized populations.</td>
<td>Identifying and applying empirically supported knowledge to contextual assessment of a concern faced by a specific population.</td>
</tr>
</tbody>
</table>
4.cc. Utilize evidence-informed clinical models for assessment and intervention with clients and evaluation of client progress (EVAL, CP)

- Evaluating the effectiveness of interventions on client outcomes.
- Applying research-informed models to client assessments and interventions.


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<td>5.ca. Recognize how policy impacts clients and the delivery of client services within a specified clinical population (PSY, SEM)</td>
<td>Identifying a social policy impacting a specific population and addressing how it effects service delivery.</td>
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7. Engage with Individuals, Families, Groups, Organizations, and Communities.

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</table>
| 6.ca. Apply understanding of environmental contexts to clinical/engagement with a variety of client systems (CP) | Utilizing active listening skills.  
Demonstrating the ability to build rapport and empathic responses towards clients.  
Understanding the dynamics of a helping relationship and the use of self.  
Articulating the ability to express sensitivity to people’s differences in race, culture, gender, ability, and sexual preference.  
Identifying and advocating for clients within the therapeutic relationship. |            |

8. Assess Individuals, Families, Groups, Organizations, and Communities.

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<td>Demonstrating the ability to apply social work practice models.</td>
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<td>Assignment</td>
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<tr>
<td>8.ca. Apply understanding of environmental contexts to clinical intervention with a variety of client systems (CP)</td>
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</table>
8.cb. Recognize and critique environmental contexts that influence program practices related to the delivery of clinical services (CP)  

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<tbody>
<tr>
<td>9.ca. Critique a clinical practice model and provide potential alternatives to clients (CP)</td>
<td>Demonstrating the ability to work with clients to consider different practice models and choose the most appropriate one.</td>
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</tr>
<tr>
<td>9.cb. Empirically evaluate clinical practice outcomes (EVAL, SEM)</td>
<td>Understanding the evaluation process in individual, family, and group practice. Articulating and demonstrating skills in selecting appropriate measures to assess individual, family, and group progress.</td>
<td></td>
</tr>
</tbody>
</table>
EDUCATIONAL PLAN FOR GENERALIST CURRICULUM SOW 4510

The purpose of this agreement is to clarify roles and responsibilities regarding the student’s fieldwork experience and to articulate how educational goals and objectives are to be met. The student and field educator develop this portion of the plan together. Efforts should be made to provide learning experiences for each objective; however, if unable to do so, insert “N/A” to indicate such. Since students are evaluated on the satisfactory completion of the learning objectives, an excessive number of N/A’s could impact the outcome of their grade in field education. The completed plan should be submitted to the student’s faculty liaison and/or seminar instructor no later than the 3rd or 4th week of placement. It is recognized that specific content may change in response to the developing needs of both the student and the agency. In order for students to meet field requirements, assignments should begin immediately and not be deferred until the plan is completed.

Date:

Student’s Name:

Agency Name:

Agency Address:

Agency Telephone:   e-mail:   Website URL:

Student Telephone:   e-mail:   Cell phone:

Faculty Liaison:     e-mail:   Telephone:

Field Educator:      e-mail:   Telephone:

Task Supervisor:     e-mail:   Telephone:

FIELD PLACEMENT SCHEDULE

Days of Week in Placement (Indicate Start and Finish Hours Each Day)

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
</table>

Placement Start Date: ______________________ Placement Completion Date: ______________________.
EDUCATIONAL OBJECTIVES AND ASSIGNMENTS

Within the categories identified below, the student’s educational objectives are described. Please list the corresponding assignments and experiences which are designed to help meet these objectives. Include the nature, frequency, and allotted time for expected written materials. This educational plan may be modified to reflect the student’s developing learning needs, but major changes and problems in meeting objectives should be immediately shared with the faculty liaison. Changes should be reflected in the plan.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assignments and Experiences</th>
<th>Target Dates</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates the ability to appropriately utilize supervision.</td>
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<tr>
<td>Gain an in-depth understanding of professional behavior and knowledge about social work values and ethics.</td>
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<tr>
<td>Demonstrate the ability to resolve professional, ethical dilemmas.</td>
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<tr>
<td>Demonstrate an ability to link theory with practice.</td>
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</tr>
<tr>
<td>Demonstrates culturally competent practice through an awareness of and sensitivity to issues of class, disability, gender, age, sexual preference, race, and ethnicity.</td>
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</tr>
<tr>
<td>Be able to understand agency policy and procedures, organizational structure, and the channels of communication within an agency.</td>
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<tr>
<td>Demonstrate the ability to utilize problem-solving skills in identifying problems and barriers in accessing services.</td>
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<td></td>
</tr>
<tr>
<td>Demonstrate the ability to utilize problem-solving skills in identifying problems and barriers in accessing services.</td>
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</tr>
<tr>
<td>Be able to identify and select an appropriate helping strategy consistent with a theoretical framework.</td>
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<tr>
<td>Demonstrate the ability to formulate a comprehensive biopsychosocial assessment</td>
<td></td>
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<tr>
<td>Demonstrate the ability to develop a social work intervention plan based on the bio-psychosocial assessment.</td>
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<tr>
<td>Be able to critically analyze the different phases of the helping process</td>
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<tr>
<td>Demonstrated Ability</td>
<td>Notes</td>
<td></td>
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<tr>
<td>Demonstrate the ability to assist clients in establishing priorities and setting realistic goals.</td>
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<td></td>
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<tr>
<td>Demonstrate an understanding of the evaluation process</td>
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<tr>
<td>Learn the details of the overall functioning of the agency</td>
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<tr>
<td>Other, if applicable.</td>
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<table>
<thead>
<tr>
<th>Signatures</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student:</td>
<td></td>
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<tr>
<td>MSW Field Educator:</td>
<td></td>
</tr>
<tr>
<td>Task Supervisor (if relevant):</td>
<td></td>
</tr>
<tr>
<td>Field Liaison:</td>
<td></td>
</tr>
</tbody>
</table>
EDUCATIONAL PLAN FOR GENERALIST CURRICULUM SOW 5532

The purpose of this agreement is to clarify roles and responsibilities regarding the student’s fieldwork experience and to articulate how educational goals and objectives are to be met. The student and field educator develop this portion of the plan together. Efforts should be made to provide learning experiences for each objective; however, if unable to do so, insert “N/A” to indicate such. Since students are evaluated on the satisfactory completion of the learning objectives, an excessive number of N/A’s could impact the outcome of their grade in field education. The completed plan should be submitted to the student’s faculty liaison and/or seminar instructor no later than the 3rd or 4th week of placement. It is recognized that specific content may change in response to the developing needs of both the student and the agency. In order for students to meet field requirements, assignments should begin immediately and not be deferred until the plan is completed.

Date:

Student’s Name:

Agency Name:

Agency Address:

Agency Telephone: e-mail: Website URL:

Student Telephone: e-mail: Cell phone:

Faculty Liaison: e-mail: Telephone:

Field Educator: e-mail: Telephone:

Task Supervisor: e-mail: Telephone:

FIELD PLACEMENT SCHEDULE

Days of Week in Placement (Indicate Start and Finish Hours Each Day)

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Placement Start Date: ____________________________ Placement Completion Date: ____________________________.
EDUCATIONAL OBJECTIVES AND ASSIGNMENTS

Within the categories identified below, the student’s educational objectives are described. Please list the corresponding assignments and experiences which are designed to help meet these objectives. Include the nature, frequency, and allotted time for expected written materials. This educational plan may be modified to reflect the student’s developing learning needs, but major changes and problems in meeting objectives should be immediately shared with the faculty liaison. Changes should be reflected in the plan.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assignments and Experiences</th>
<th>Target Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates ability to appropriately utilize supervision.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gain an in-depth understanding of professional behavior and knowledge about social work values and ethics.</td>
<td></td>
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</tr>
<tr>
<td>Demonstrate the ability to resolve professional ethical dilemmas.</td>
<td></td>
<td></td>
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<tr>
<td>Demonstrate an ability to link theory with practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates culturally competent practice through an awareness of and sensitivity to issues of class, disability, gender, age, sexual preference, race, and ethnicity.</td>
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</tr>
<tr>
<td>Be able to understand agency policy and procedures, organizational structure and the channels of communication within an agency.</td>
<td></td>
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</tr>
<tr>
<td>Demonstrate the ability to utilize problem-solving skills in identifying problems and barriers in accessing services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to utilize problem-solving skills in identifying problems and barriers in accessing services.</td>
<td></td>
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<tr>
<td>Be able to identify and select an appropriate helping strategy consistent with a theoretical framework.</td>
<td></td>
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</tr>
<tr>
<td>Demonstrate the ability to formulate a comprehensive biopsychosocial assessment</td>
<td></td>
<td></td>
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<tr>
<td>Demonstrate the ability to develop a social work intervention plan based on the bio-psychosocial assessment.</td>
<td></td>
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<tr>
<td>Be able to critically analyze the different phases of the helping process</td>
<td></td>
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<tr>
<td>Task Description</td>
<td>Notes</td>
<td></td>
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<td>--------------------------------------------------------------------------------</td>
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<tr>
<td>Demonstrate the ability to assist clients in establishing priorities and setting realistic goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate an understanding of the evaluation process</td>
<td></td>
<td></td>
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<tr>
<td>Learn the details of the overall functioning of the agency</td>
<td></td>
<td></td>
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<tr>
<td>Other, if applicable.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Signatures**

<table>
<thead>
<tr>
<th>Role</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSW Field Educator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task Supervisor (if relevant)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Liaison</td>
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</tr>
</tbody>
</table>
EDUCATIONAL PLAN FOR MSW CLINICAL SPECIALIZATION SOW 5535

The purpose of this agreement is to clarify roles and responsibilities regarding the student’s fieldwork experience and to articulate how educational goals and objectives are to be met. The student and field educator develop this portion of the plan together. Efforts should be made to provide learning experiences for each objective; however, if unable to do so, insert “N/A” to indicate such. Since students are evaluated on the satisfactory completion of the learning objectives, an excessive number of N/A’s could impact the outcome of their grade in field education. The completed plan should be submitted to the student’s faculty liaison and/or seminar instructor no later than the 3rd or 4th week of placement. It is recognized that specific content may change in response to the developing needs of both the student and the agency. In order for students to meet field requirements, assignments should begin immediately and not be deferred until the plan is completed.

Date:

Student’s Name:

Agency Name:

Agency Address:

Agency Telephone: e-mail: Website URL:

Student Telephone: e-mail: Cell phone:

Faculty Liaison: e-mail: Telephone:

Field Educator: e-mail: Telephone:

Task Supervisor: e-mail: Telephone:

FIELD PLACEMENT SCHEDULE

Days of Week in Placement (Indicate Start and Finish Hours Each Day)

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Placement Start Date: _____________________________ Placement Completion Date: ___________________________.
**EDUCATIONAL OBJECTIVES AND ASSIGNMENTS**

Within the categories identified below, the student’s educational objectives are described. Please list the corresponding assignments and experiences which are designed to help meet these objectives. Include the nature, frequency, and allotted time for expected written materials. This educational plan may be modified to reflect the student’s developing learning needs, but major changes and problems in meeting objectives should be immediately shared with the faculty liaison. Changes should be reflected in the plan.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assignments and Experiences</th>
<th>Target Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the ability to link theory and practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have an understanding of professional behavior and knowledge about social work values and ethics.</td>
<td></td>
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<tr>
<td>Demonstrate the ability to apply one or more social work practice models.</td>
<td></td>
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<tr>
<td>Be able to articulate an understanding of the ecosystem’s perspective.</td>
<td></td>
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</tr>
<tr>
<td>Demonstrate culturally competent practice through an awareness of and sensitivity to issues of class, disability, gender, age, sexual preference, race, and ethnicity.</td>
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<tr>
<td>Understand the interrelationship between social policy concepts and social work practice.</td>
<td></td>
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<tr>
<td>Demonstrate skills related to forming a helping relationship with clients.</td>
<td></td>
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<tr>
<td>Demonstrate professional communication skills in all written and verbal communications with clients, professional staff, and other agency representatives and resources.</td>
<td></td>
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</tr>
<tr>
<td>Gain an in-depth knowledge of case management</td>
<td></td>
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</tr>
<tr>
<td>Demonstrate the ability to identify and obtain the necessary data required for a comprehensive clinical assessment and diagnosis</td>
<td></td>
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<tr>
<td>Demonstrate the ability to develop and implement an appropriate intervention plan based on the assessment data and the agency’s practice model.</td>
<td></td>
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<tr>
<td>Demonstrate an understanding of an evaluation process for practice.</td>
<td></td>
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</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td></td>
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<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>Demonstrate a level of knowledge regarding social work assessment and intervention with families</td>
<td></td>
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<tr>
<td>Demonstrate a level of knowledge regarding social work with groups</td>
<td></td>
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<tr>
<td>Learn the details of the overall functioning of the agency</td>
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<tr>
<td>Other, if applicable.</td>
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</table>

<table>
<thead>
<tr>
<th>Signatures</th>
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<tbody>
<tr>
<td>Student:</td>
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<tr>
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<td>Task Supervisor (if relevant):</td>
<td></td>
</tr>
<tr>
<td>Field Liaison:</td>
<td></td>
</tr>
</tbody>
</table>
EDUCATIONAL PLAN FOR MSW SOCIAL LEADERSHIP SPECIALIZATION SOW 5535

The purpose of this agreement is to clarify roles and responsibilities regarding the student’s fieldwork experience and to articulate how educational goals and objectives are to be met. The student and field educator develop this portion of the plan together. Efforts should be made to provide learning experiences for each objective; however, if unable to do so, insert “N/A” to indicate such. Since students are evaluated on the satisfactory completion of the learning objectives, an excessive number of N/A’s could impact the outcome of their grade in field education. The completed plan should be submitted to the student’s faculty liaison and/or seminar instructor no later than the 3rd or 4th week of placement. It is recognized that specific content may change in response to the developing needs of both the student and the agency. In order for students to meet field requirements, assignments should begin immediately and not be deferred until the plan is completed.

Date:

Student’s Name:

Agency Name:

Agency Address:

Agency Telephone: e-mail: Website URL:

Student Telephone: e-mail: Cell phone:

Faculty Liaison: e-mail: Telephone:

Field Educator: e-mail: Telephone:

Task Supervisor: e-mail: Telephone:

FIELD PLACEMENT SCHEDULE

Days of Week in Placement (Indicate Start and Finish Hours Each Day)

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
</table>

Placement Start Date: ____________________ Placement Completion Date: ____________________.
EDUCATIONAL OBJECTIVES AND ASSIGNMENTS

Within the categories identified below, the student’s educational objectives are described. Please list the corresponding assignments and experiences which are designed to help meet these objectives. Include the nature, frequency, and allotted time for expected written materials. This educational plan may be modified to reflect the student’s developing learning needs, but major changes and problems in meeting objectives should be immediately shared with the faculty liaison. Changes should be reflected in the plan.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assignments and Experiences</th>
<th>Target Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the ability to link theory and practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gain an in-depth understanding of professional behavior and knowledge about social work values and ethics.</td>
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<tr>
<td>Demonstrate an understanding of human service systems and the agency’s key relationships in its external environment.</td>
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<tr>
<td>Demonstrate an ability to assess and apply research methodology to evaluating agency effectiveness.</td>
<td></td>
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<tr>
<td>Demonstrate culturally competent practice through an awareness of, and sensitivity to, issues of class, disability, gender, age, sexual preference, race, and ethnicity.</td>
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<tr>
<td>Demonstrate a level of knowledge about theory and practice in a human service organization.</td>
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<tr>
<td>Demonstrate knowledge of budgeting and finance in human service systems.</td>
<td></td>
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</tr>
<tr>
<td>Demonstrate professional communication skills in all written and verbal communications with clients, professional staff, and other agency representatives and resources.</td>
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</tr>
<tr>
<td>Demonstrate the ability to plan and implement a community or organizational project</td>
<td></td>
<td></td>
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<tr>
<td>Demonstrate knowledge about supervision and personnel administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop skills in the use of technology to manage data in a human service organization.</td>
<td></td>
<td></td>
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<tr>
<td>Demonstrate an understanding of an evaluation process for practice with individuals, families, and groups.</td>
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<tr>
<td>Demonstrate skills regarding advocacy both within and outside a human service system.</td>
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<tr>
<td>Demonstrate an awareness of the relationship between social leadership.</td>
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</table>

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Date</th>
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<td></td>
</tr>
<tr>
<td>Field Liaison:</td>
<td></td>
</tr>
</tbody>
</table>
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 “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

<table>
<thead>
<tr>
<th>Competency 1: Demonstrate Ethical and Professional Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
</tr>
<tr>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice (K,V,CAP)</td>
</tr>
<tr>
<td>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (K,S)</td>
</tr>
<tr>
<td>Use technology ethically and appropriately to facilitate practice outcomes (K, S, V)</td>
</tr>
<tr>
<td>Use supervision and consultation to guide professional judgment and behavior (K, CAP)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 2- Engage Diversity and Difference in Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
</tr>
<tr>
<td>Present themselves as learners and engage clients and constituencies as experts of their own experiences (K, S, V)</td>
</tr>
<tr>
<td>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)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 3- Advance Human Rights and Social, Economic, and Environmental Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (K, S)</td>
</tr>
<tr>
<td>Engage in practices that advance social, economic, and environmental justice (K,S,V)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 4- Engage in Practice-informed Research and Research-Informed Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use practice experience and theory to inform scientific inquiry and research (K, S, CAP)</td>
</tr>
<tr>
<td>Engage in critical analysis of quantitative and qualitative research methods and research findings (K, S, CAP)</td>
</tr>
<tr>
<td>Use and translate research findings to inform and improve practice, policy, and service delivery (K, S, CAP)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 5- Engage in Policy Practice</th>
</tr>
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1/27/21
<table>
<thead>
<tr>
<th>Competency 6- Engage with Individuals, Families, Groups, Organizations, and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (K)</td>
</tr>
<tr>
<td>Assess how social welfare and economic policies impact the delivery of and access to social services (K, S)</td>
</tr>
<tr>
<td>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (K, S, V, CAP)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 7- Assess Individuals, Families, Groups, Organizations, and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies (K, S)</td>
</tr>
<tr>
<td>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (S)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 8- Intervene with Individuals, Families, Groups, Organizations, and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (S, V, CAP)</td>
</tr>
<tr>
<td>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)</td>
</tr>
<tr>
<td>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes (S)</td>
</tr>
<tr>
<td>Negotiate, mediate, and advocate with and on behalf of clients and constituencies (K, S, V)</td>
</tr>
<tr>
<td>Facilitate effective transitions and endings that advance mutually agreed-on goals (K, S, V)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 9- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select and use appropriate methods for evaluation of outcomes (K, S)</td>
</tr>
<tr>
<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes (S, CAP)</td>
</tr>
<tr>
<td>Apply evaluation findings to improve practice effectiveness at the micro and macro levels (S, CAP)</td>
</tr>
</tbody>
</table>
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:
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+)
[ ] Urban
[ ] Rural
[ ] Other _________

Fields of Practice
[ ] Administrative /Policy
[ ] Child Welfare
[ ] Chemical Dependency
[ ] Community Planning
[ ] Corrections
[ ] Developmental Disability
[ ] Family Counseling
EVALUATION OF THE INTERNSHIP

Please rate each category using the SCALE below:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Insufficient evidence/opportunity</td>
<td>Very Good</td>
</tr>
<tr>
<td>1</td>
<td>Unacceptable</td>
<td>Outstanding</td>
</tr>
<tr>
<td>2</td>
<td>Needs Improvement</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>3</td>
<td>Acceptable</td>
<td></td>
</tr>
</tbody>
</table>

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 in the education/supervision you received by your MSW Field Educator?:

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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 _____
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOW 3350</td>
<td>Interviewing and Documentation</td>
<td></td>
</tr>
<tr>
<td>SOW 4104</td>
<td>Human Behavior in the Social Environment</td>
<td></td>
</tr>
<tr>
<td>SOW 4232</td>
<td>Social Welfare Policies and Programs</td>
<td></td>
</tr>
<tr>
<td>SOW 4341</td>
<td>Social Work Practice with Individuals and Families</td>
<td></td>
</tr>
<tr>
<td>SOW 4323</td>
<td>Social Work Practice with Groups</td>
<td></td>
</tr>
<tr>
<td>SOW 4360</td>
<td>Social Work Practice with Communities and Organizations</td>
<td></td>
</tr>
<tr>
<td>SOW 4403</td>
<td>Introduction to Social Work Research</td>
<td></td>
</tr>
<tr>
<td>SOW 4414</td>
<td>Measurement in Social Work Research</td>
<td></td>
</tr>
<tr>
<td>SOW 4620</td>
<td>Social Justice and Diversity</td>
<td></td>
</tr>
<tr>
<td>SOW XXX</td>
<td>Social Work Elective</td>
<td></td>
</tr>
</tbody>
</table>

**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:

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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: Date: (optional)

Task Supervisor Signature: Date: (optional)
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 : FSUSN:
(last 4 digits ONLY)

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 “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

<table>
<thead>
<tr>
<th>Competency 1: Demonstrate Ethical and Professional Behavior</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>IE</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice (K, V, CAP)</td>
<td></td>
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</tr>
<tr>
<td>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (K, S)</td>
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<tr>
<td>Use technology ethically and appropriately to facilitate practice outcomes (K, S, V)</td>
<td></td>
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<tr>
<td>Use supervision and consultation to guide professional judgment and behavior (K, CAP)</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 2- Engage Diversity and Difference in Practice</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>IE</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td></td>
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</tr>
<tr>
<td>Present themselves as learners and engage clients and constituencies as experts of their own experiences (K, S, V)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>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)</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 3- Advance Human Rights and Social, Economic, and Environmental Justice</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>IE</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (K, S)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Engage in practices that advance social, economic, and environmental justice (K, S, V)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 4- Engage in Practice-informed Research and Research-Informed Practice</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>IE</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use practice experience and theory to inform scientific inquiry and research (K, S, CAP)</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Engage in critical analysis of quantitative and qualitative research methods and research findings (K, S, CAP)</td>
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<tr>
<td>Use and translate research findings to inform and improve practice, policy, and service delivery (K, S, CAP)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 5- Engage in Policy Practice</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>IE</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities</td>
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</tr>
<tr>
<td>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (K)</td>
<td>1 2 3 4 5 IE NA</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Assess how social welfare and economic policies impact the delivery of and access to social services (K, S)</td>
<td>1 2 3 4 5 IE NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (K, S, V, CAP)</td>
<td>1 2 3 4 5 IE NA</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, organize, and critically analyze and interpret information from clients and constituencies (S, CAP)</td>
</tr>
<tr>
<td>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)</td>
</tr>
<tr>
<td>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)</td>
</tr>
<tr>
<td>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (K, S, V, CAP)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 8 - Intervene with Individuals, Families, Groups, Organizations, and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (S, V, CAP)</td>
</tr>
<tr>
<td>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)</td>
</tr>
<tr>
<td>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes (S)</td>
</tr>
<tr>
<td>Negotiate, mediate, and advocate with and on behalf of clients and constituencies (K, S, V)</td>
</tr>
<tr>
<td>Facilitate effective transitions and endings that advance mutually agreed-on goals (K, S, V)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select and use appropriate methods for evaluation of outcomes (K, S)</td>
</tr>
<tr>
<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes (S, CAP)</td>
</tr>
<tr>
<td>Apply evaluation findings to improve practice effectiveness at the micro and macro levels (S, CAP)</td>
</tr>
</tbody>
</table>
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:
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+)
[ ] Urban
[ ] Rural
[ ] Other ______

Fields of Practice
[ ] Administrative /Policy
[ ] Child Welfare
[ ] Chemical Dependency
[ ] Community Planning
[ ] Corrections
[ ] Developmental Disability
[ ] Family Counseling
### EVALUATION OF THE INTERNSHIP

Please rate each category using the SCALE below:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Insufficient evidence/opportunity</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>Unacceptable</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Needs Improvement</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>Acceptable</td>
<td></td>
</tr>
<tr>
<td>4</td>
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<td>5</td>
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<td>8</td>
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<tr>
<td>9</td>
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</tr>
</tbody>
</table>

### 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
9. I was accepted as part of the agency
10. Workload was manageable
11. Workload met my learning needs
12. 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?:

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1/27/21
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  

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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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOW 5034</td>
<td>Social Work Professions</td>
<td></td>
</tr>
<tr>
<td>SOW 5105</td>
<td>Human Behavior in the Social Environment</td>
<td></td>
</tr>
<tr>
<td>SOW 5235</td>
<td>Social Welfare Policies and Programs</td>
<td></td>
</tr>
<tr>
<td>SOW 5308</td>
<td>Social Work Practice with Individuals and Families</td>
<td></td>
</tr>
<tr>
<td>SOW 5324</td>
<td>Social Work Practice with Groups and Communities</td>
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</tr>
<tr>
<td>SOW 5404</td>
<td>Introduction to Social Work Research</td>
<td></td>
</tr>
</tbody>
</table>

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: Date:
(optional)

Task Supervisor Signature: Date:
(optional)

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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

<table>
<thead>
<tr>
<th>Student’s Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s SS Number:</td>
</tr>
<tr>
<td>FSUSN:</td>
</tr>
<tr>
<td>(last 4 digits ONLY)</td>
</tr>
<tr>
<td>Agency:</td>
</tr>
<tr>
<td>Agency Address:</td>
</tr>
<tr>
<td>Field Educator:</td>
</tr>
<tr>
<td>Task Supervisor: (If Applicable)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Cases:</td>
</tr>
<tr>
<td>Total Number of Groups:</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Competency 1: Demonstrate Ethical and Professional Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use supervision to reflect on the therapeutic use of self and engagement with clients (K, V, CAP)</td>
</tr>
<tr>
<td>Apply strategies of ethical reasoning to arrive at principled decisions for a particular clinical population (K, V, CAP)</td>
</tr>
<tr>
<td>Apply critical reasoning to the appropriate use of language in oral and written communication for a specific population or setting (K, S, CAP)</td>
</tr>
<tr>
<td>Understand how the profession of clinical social work is legally regulated through policy and licensure (K, V)</td>
</tr>
<tr>
<td>Articulate social work’s role in interdisciplinary work (K, V)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 2: Engage Diversity and Difference in Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply understanding of diversity and oppression to clinical assessment and intervention with a variety of client systems (K, S, V)</td>
</tr>
<tr>
<td>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)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze the forms and mechanisms of oppression and discrimination of a specific population (K, S, CAP)</td>
</tr>
<tr>
<td>Identify and apply strategies and mechanisms for advocacy with regards to a specific population (K, S, CAP)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 4: Engage in Practice-informed Research and Research-informed Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply empirical research to clinical practice (K, S, CAP)</td>
</tr>
<tr>
<td>Critique and apply empirically supported knowledge to understand person and environment with a focus on a particular clinical population (K, CAP)</td>
</tr>
<tr>
<td>Utilize evidence-informed clinical models for assessment and intervention with clients and evaluation of client progress (K, S)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 5: Engage in Policy Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize how policy impacts clients and the delivery of client services with a specified clinical population (K)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply understanding of environmental contexts to clinical/engagement with a variety of client systems (K, CAP)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</th>
</tr>
</thead>
</table>

Page | 95
1/27/21
<table>
<thead>
<tr>
<th>Understand and critique environment influences and how they impact clinical presentation (K, V, CAP)</th>
<th>1 2 3 4 5 IE NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply understanding of environmental contexts to clinical assessment with a variety of clients systems K, S, CAP)</td>
<td>1 2 3 4 5 IE NA</td>
</tr>
<tr>
<td>Demonstrate an ability to effectively use and critique the DSM (K, S, CAP)</td>
<td>1 2 3 4 5 IE NA</td>
</tr>
<tr>
<td><strong>Competency 8- Intervene with Individuals, Families, Groups, Organizations, and Communities</strong></td>
<td></td>
</tr>
<tr>
<td>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (S, V, CAP)</td>
<td>1 2 3 4 5 IE NA</td>
</tr>
<tr>
<td>Recognize and critique environmental contexts that influence program practices related to the delivery of clinical services (K, CAP)</td>
<td>1 2 3 4 5 IE NA</td>
</tr>
<tr>
<td><strong>Competency 9- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</strong></td>
<td></td>
</tr>
<tr>
<td>Critique a clinical practice model and provide potential alternatives to clients (K, CAP)</td>
<td>1 2 3 4 5 IE NA</td>
</tr>
<tr>
<td>Empirically evaluate clinical practice (K,S)</td>
<td>1 2 3 4 5 IE NA</td>
</tr>
</tbody>
</table>

**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):

<table>
<thead>
<tr>
<th>Population</th>
<th>Fields of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Adolescents</td>
<td>[ ] Administrative /Policy</td>
</tr>
<tr>
<td>[ ] Adults</td>
<td>[ ] Child Welfare</td>
</tr>
<tr>
<td>[ ] Children</td>
<td>[ ] Chemical Dependency</td>
</tr>
<tr>
<td>[ ] Elders (60+)</td>
<td>[ ] Community Planning</td>
</tr>
<tr>
<td>[ ] Urban</td>
<td>[ ] Corrections</td>
</tr>
<tr>
<td>[ ] Rural</td>
<td>[ ] Developmental Disability</td>
</tr>
<tr>
<td>[ ] Other __________</td>
<td>[ ] Family Counseling</td>
</tr>
</tbody>
</table>
EVALUATION OF THE INTERNSHIP

Please rate each category using the SCALE below:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Insufficient evidence/opportunity</td>
<td>4 Very Good</td>
</tr>
<tr>
<td>1</td>
<td>Unacceptable</td>
<td>5 Outstanding</td>
</tr>
<tr>
<td>2</td>
<td>Needs Improvement</td>
<td>6 Not Applicable</td>
</tr>
<tr>
<td>3</td>
<td>Acceptable</td>
<td></td>
</tr>
</tbody>
</table>

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 ____
9. I was accepted as part of the agency ____
10. Workload was manageable ____
11. Workload met my learning needs ____
12. 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 in 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 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: Date: (optional)

Task Supervisor Signature: Date: (optional)
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 : FSUSN:
(last 4 digits ONLY)

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

<table>
<thead>
<tr>
<th>Competency 1: Demonstrate Ethical and Professional Behavior</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>IE</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate skills in providing employee supervision (K, S)</td>
<td></td>
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<tr>
<td>Demonstrate skills to manage an organization that promotes social work core values and ethical behavior(K, S, V)</td>
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</tr>
<tr>
<td>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)</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 2- Engage Diversity and Difference in Practice</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>IE</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply understanding of diversity and oppression to policy development (K, S )</td>
<td></td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Competency 3- Advance Human Rights and Social, Economic, and Environmental Justice</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>IE</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze the forms and mechanisms of systemic oppression and discrimination of a specific population (K, S)</td>
<td></td>
<td></td>
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<tr>
<td>Identify and apply strategies and mechanisms for advocacy with regards to a specific population (K, S)</td>
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</tbody>
</table>

<table>
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<tr>
<th>Competency 4- Engage in Practice-informed Research and Research-informed Practice</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>IE</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply empirical research to inform macro practice and program development (K, S )</td>
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<table>
<thead>
<tr>
<th>Competency 5- Engage in Policy Practice</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>IE</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate effective oral and written communication, utilizing evidence in advocating for policy positions (K, S, CAP)</td>
<td></td>
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<tr>
<td>Identify strengths and limitations of a policy and its impact (K, S, CAP)</td>
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<td></td>
</tr>
<tr>
<td>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)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 6- Engage with Individuals, Families, Groups, Organizations, and Communities</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>IE</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td></td>
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</tr>
<tr>
<td>Articulate and promote an organizational vision (K, S)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 7- Assess Individuals, Families, Groups, Organizations, and Communities</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>IE</th>
<th>NA</th>
</tr>
</thead>
</table>
Understand and critique environmental influences and how they impact 1) program development; 2) organizational management; and 3) policy analysis (K, S, CAP)

Develop recommendations based on a needs assessment (K, S)

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)

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

Demonstrate skills in developing an evaluation plan (K, S)

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  Fields of Practice
[ ] Adolescents  [ ] Administrative /Policy
[ ] Adults  [ ] Child Welfare
[ ] Children  [ ] Chemical Dependency
[ ] Elders (60+)  [ ] Community Planning
EVALUATION OF THE INTERNSHIP

Please rate each category using the SCALE below:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Insufficient evidence/opportunity</td>
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<tr>
<td>1</td>
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<td>5</td>
<td>Outstanding</td>
</tr>
<tr>
<td>6</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

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?:

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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
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: ___________ Date: ___________
(optional)

Task Supervisor Signature: ___________ Date: ___________
(optional)