Field Education Manual

Florida State University College of Social Work
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# FIELD ELIGIBILITY REQUIREMENTS

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<tr>
<th>Student Type</th>
<th>Semesters</th>
<th>Hours Per Week</th>
<th>Total Hours</th>
<th>Seminar</th>
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<td>512</td>
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<td>2 Semesters</td>
<td>20</td>
<td>256 (advanced)</td>
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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 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 are 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 perspective 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 4 weeks has 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. Students seeking international placements typically begin the process eight months in advance of the actual placement. 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 students 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.
I understand that as a student in the BSW or MSW Program, I will be required to complete a minimum of 512 hours as a BSW or MSW 2nd year / Advanced Standing student per semester. As a 1st year MSW student I will be required to complete 432 hours a semester.

Evenings (after 5pm) 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 prior to entering the internship.
- All incomplete grades are satisfied.
- All corrective action plans are fulfilled.
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
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 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. 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 students 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 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 the 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 meet 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:

"To the extent that your agency maintains records regarding the student's educational experience, such as attendance data and field observations and ratings, the agency agrees that it shall not release, except to the University or its agents or employees, such personal information contained therein, without written consent of the student or as otherwise provided in 228.093 Florida Statutes (1981)."

STUDENT LEARNING EXPECTATIONS

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 Policy and Administration 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 Educational 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’ field work. 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 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 M.S.W. FIELD EDUCATOR WILL:

Supervise interns in their field work, 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, audio taping, joint interviews, etc.);
• Focusing on interns’ skill development;

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

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

ROLE OF THE TASK SUPERVISOR

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

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

Basic expectations of all task supervisors include:

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

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 troubles, who often live in troubled environments. To reach people in need, agencies are located 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 people clients, staff and students alike. Such risks are not solely student risks, but risks that we as social workers must acknowledge throughout our careers. While fulfilling the internship the students must also be attentive of the need for personal safety and act accordingly to minimize these risks. During the internship, students should discuss safety issues along with other issues of infection control, personal injury, and risk assessment. Students with any safety concerns or questions should contact the Office of Field Education to discuss these issues and seek guidance. Below are some guidelines for personal safety. Be Aware!

GUIDELINES FOR PERSONAL SAFETY

It is very difficult to predict when dangerous behavior will occur. The factors most often considered, as predictors are history of violent and aggressive behaviors abuse of drugs and/or alcohol. Aggressive behavior may be caused by such things as fear, anger, stress, chemical alteration, need for attention or power, and paranoia. The important variable is the intent or perceived intent of the individual who appears to be dangerous. It is important to determine whether the behavior is a personal characteristic or if it is reactive to a particular or current situation. However, the best protection in threatening situations or actual assault is to err on the side of protecting your personal safety. We ask Field Educators to make students aware of known or unreasonable risks in their particular settings and to provide special warnings, education or training that will help ensure the reasonable safety of all agency personnel and clients. Students also have a responsibility to request information that will help ensure their own safety, to seek education to ensure their safety and avoid behaviors that will unacceptably increase the risk of injury. Special attention should be given to learning experiences that are not located within the agency’s building.

The following problem-solving skills can be useful in risky situations:

- Gather data.
- Evaluate the information.
- Decide on a course of action based on the evaluation.
- Implementation.
- Evaluate the outcome, and adjust accordingly. This process may occur in an instant or over a longer period.

The goals of risk prevention and management strategies should be to:

- Protect the safety of the client, staff, yourself and others in the environment.
- Help the individual gain control with the least amount of pain and guilt.
- Help the individual focus on the source of anger, fear, frustration, etc.
- Assist the individual to express these feelings verbally rather than in actions.

General Personal Risk Reduction Guidelines:
• Walk with a sense of purpose. Be aware of body language.
• Be alert to people around you. Beware of strangers who approach and speak to you. Keep at a safe distance and keep moving.
• Be alert to nonverbal cues while conveying confidence in your actions. Look aware and unafraid. Have a strong, independent image, and a clear sense of purpose.
• Do not walk on streets where people are loitering. Walk on the outside of the sidewalk, away from possible hiding places.
• Be aware of places such as a store, library, school and community center that can be used for refuge.
• Do not carry a purse, bag, heavy notebooks, or briefcases. If you must carry these items, conceal them or use a shoulder bag or backpack to allow free use of hands.
• Wear sensible appropriate clothing, low-heeled shoes, and minimal jewelry that cannot be snatched off or wrapped around your neck.
• Do not give money to people who ask for it.
• Practice caution with persons who might be
  _ Under the influence of chemicals.
  _ Engaging in illegal activities.
  _ Feeling threatened by your presence.
  _ Feeling threatened by the possibility of your reporting their behaviors to legal authorities.
• Prior to entering a building assess safety: sounds of violence (e.g., out-of-control behavior), location of other people and their ability to respond to a call for help, possible escape routes.

Assess multi-story buildings for safety. If you take the elevator, observe the elevator interior before entering. If the elevator appears unsafe, wait for the next elevator or consider taking the stairs; be aware of who is in the stairwell and how far apart the exits are. If a suspicious person enters the elevator after you have entered it exit before the door closes. Stand next to the control panel. If accosted, press all buttons.

**Risk Reduction Guidelines in Field Work**

Students should receive a specific orientation to agency policies and procedures related to risk management. If the field educator does not provide this orientation, students must ask for it. Students should also learn about the agency’s informal methods for assessing and handling risky situations.

Each situation is different, but the guidelines that follow may generally apply to the management of potentially dangerous situations in the work area.

• Address your client by name.
• Keep your work area as safe as possible, keeping it clear of items that could be harmful to anyone involved in a physical intervention. For example, keep objects that can be used as weapons or missiles (ashtrays, scissors, mail openers, hot drinks, Paperweights, vases, etc.) away from potentially aggressive clients.
• When possible, alert available staff members that assistance may be needed before entering the crisis situation and arrange a plan to signal for help. Use panic buttons, hand-held or mounted buzzers, cellular phones, intercoms, etc.

• Leave your office door ajar during an interview with a potentially dangerous client.

• Avoid meeting with clients when you are alone in the office building.

• If possible, arrange your office space so that both you and the client have easy access to leave, preferably without entering each other’s personal space.

• Maintain a positive, nonjudgmental attitude towards clients. Speak in a soft voice and move slowly. Act calmly. Keep the “scream” out of your voice. An emotional or aggressive response to a distraught individual is likely to reinforce that person’s aggression. Remember people who are violent are often reacting to feelings of helplessness and loss of control. Therefore, remain calm and in control of yourself.

• Recognize signs of escalation, and irate response to phase of violence: triggering, escalation, crisis, recovery, or post crisis depression phase. Identify those actions on your part, which serve to calm and those that serve to inflame the individual, and act accordingly.

• Recognize situations that may lead to assault as well as warning signs of imminent attack such as rapid breathing, grinding teeth, dilated pupils, flaring nostrils, choppy speech, and clenched fists.

• Remember that increased structure and decreased stimuli can heighten calm and self-control.

Take a non-threatening posture to avoid appearing confrontational, but take a protected posture as well. This usually means standing slightly sideways to the individual, at a safe distance away from sudden lunges, punches and kicks, with arms and hands held near the upper body for possible quick self-protection. Avoid a “stare down” by periodically breaking eye contact.

• Don’t walk away from the individual who is escalating. Acknowledge the individual’s feelings and attempt to talk to him/her calmly. Encouraging the individual to sit down may sufficiently delay or divert the possibility of attack. Usually a one-to-one situation with available staff at a distance works well. The most appropriate staff member to be with the individual is the one with the best rapport with him/her, not necessarily the staff with the most authority or rank.

• Avoid sudden movements or issuing aggressive commands, as these may only inflame the individual. Whenever possible allow the individual to make behavioral choices. Directives or alternatives should be stated concretely and in terms of actions that can be performed immediately. Depending on the cognitive abilities of the individual, limit setting may take two forms, direct state clearly and specifically the required or prohibited behavior or Indirect allow the individual to choose between two acceptable behavioral alternatives. Do not touch the individual unless you are willing to restrain him/her, and only when there is sufficient staff power to do so in a manner consistent with the agency’s “take down” or containment policies.

• In the event of physical intervention where the individual is placed in a quiet room or in seclusion, the isolation should be as brief as possible. From these incidences, clients can process their experience, understand and perhaps predict their own violent impulses in the future.

• If possible, arrange for a security escort or a friend to accompany you to your car in evening or late hours.
Guidelines for Scheduling a Home Visit:

Home visits, street interviews and neighborhood group work are examples of assignments that may entail additional risks, although they may be important components of agency services. In these situations, we ask field agencies to provide students with explicit guidelines and training, if appropriate, to insure that the risks taken by students are reasonable. Students should be accompanied on home/field visits with a staff member.

- Contact families to set up an appointment for a home visit being sensitive to client’s schedules and who will be in the home at the time of your visit.
- Inquire about pets, and take precautions against vicious dogs that could be unchained or let loose.
- Ask client for directions, or look for directions on the Internet MapQuest Traveling on main roads is recommended.

Remember that house numbers may be missing, and additional landmarks might be needed. If necessary, ask the client to meet you at a familiar location, and direct you to his/her home.

- Choose a time of day for the visit that is safest in terms of daylight and persons at home.

Preparing for a Home Visit:

- Learn as much about the client prior to the visit as possible. Determine if the situation surrounding the home visit resembles previous precipitating events or triggers, or if something in the client’s circumstances that day might increase the probability of violent behavior.
- If a situation could be dangerous (e.g., situations entailing continuing domestic violence, involuntary removal of a child, or previous threats or assaults to workers), consult first with your field educator to formulate a plan to reduce the risk, if possible. The plan might include the use of two workers for the home visit, accompaniment by a police officer, or movement of the meeting place to the office or a public place.
- Inform the agency about your whereabouts, and your itinerary, and check in by phone or ask to be called on a prearranged schedule.
- If possible, carry a means of calling for help (e.g., cellular phone programmed with agency and emergency numbers, push button emergency signals, or radio).
- Keep your car in good working order and your gas tank filled.

During the Home Visit:

- Park in a place that permits quick escape.
- If you believe you are being followed, drive to a public place (e.g., police or fire station, convenience or grocery store, gas station).
- When ringing the doorbell or knocking, stand to the side of the door. Clearly and promptly identify yourself when you arrive, showing identification if indicated.
- Postpone the visit if conditions are unsafe, or interview the client on the front porch or outside foyer.
• Balance distractions. Minimize distractions such as visitors or pets, but also permit distractions to increase the family’s comfort level.

• Sit in a chair from which you could easily arise. Remember hard chairs can be used as a shield.

• Be aware that most guns are stored in the bedroom and knives are usually stored in the kitchen. Leave immediately if the client ‘makes a move’ toward a weapon.

• Remember that although the home setting might be more relaxed than the office, the purpose of the home visit is professional.

Trust your instincts. If you feel threatened, take actions to protect yourself, by removing yourself as quickly and coolly as possible. NOTIFY THE CLIENT IF YOU WILL BE LATE

What to do if attacked or seriously threatened at an internship assignment

• Follow agency procedures to manage the immediate situation and to report the incident informally.

• Get any needed medical care. Notify and debrief with your field educator.

• Notify the College (the faculty liaison or the Director of Field Education).

• Recognize that a physical attack or threatening behavior is frightening and that you may later respond emotionally to the stress. Seek professional help to address these feelings.

• Conduct a comprehensive post-incident evaluation with staff, outlining a plan to increase safety, if indicated.

References


SEXUAL HARRASSEMENT 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 being 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, 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 “concentration” (Clinical, Social Policy and Administration) and/or course (SOW 4510, 5532, 5535, 5537). These objectives are available in Symplicity/Seminole Link documents library. 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 having a copy of the Field Manual and reviewing its contents prior to 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 a termination from an internship and make appropriate recommendations.

• The College will comply with the University’s Academic Grade Appeal process.

• The College will comply with the Florida Statute 228.093 regarding confidentiality of student records.

The Agency Field Educator will meet the following established expectations:

• The agency field educator will provide an environment conducive to learning

• The agency field educator will provide an orientation to the agency.

• The agency field educator will make agency policies and procedures available to the student at the pre-placement interview and/or during the agency orientation.

• The agency field educator will review and insure 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 the Florida Statute 228.093 regarding confidentiality of student records.

TERMINATION PROCEDURE

Performance problems that result in termination from an internship vary greatly. In general, they reflect the noncompliance 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 area 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 for the noncompliance will be included.

- Each criterion included on 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 in 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 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 reregister 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 students) 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 this grade. The grade appeal will be in accordance with University regulations and 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
The undergraduate level field course generally taken in the final semesters of the program. The student generally spends 32 hours per week in an agency placement, a total of 512 clock hours and earns 12 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 by the wide range of agencies available for placement. This course is also taken concurrently with SOW 4522- Integrative Field Seminar in order to better bridge course content and practice.

Field Education provides the educational component where knowledge, values, and skills learned in the classroom are tested, reinforced and integrated in a disciplined manner. 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, a vehicle is established whereby constructive use of theory, acquired through course work, can be applied, attitudes and values examined, and skills developed and refined.

Course Objectives
Undergraduate Field Education is intended to identify the range of minimal competencies which students are expected to achieve within the framework of 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. Placements are selected on the basis of 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. It is expected, however, that students be provided opportunities for exposure to a range of social work roles and learning tasks.

Grading
Upon completion of one-half (approx. 256 hours) of this course, (mid-term), students are evaluated on their performance by use of an evaluation instrument. Each item on this instrument must be rated at the 50% range (indicated by at least half of the rating scores at “3”) indicating appropriate progress in the internship. Upon completion of the course, students must be receiving ratings of 50% to 75% or above (indicated by no rating scores below “3”) in order to receive a Satisfactory, “S”, in the course. Any student that has not completed the mandatory 512 hours required for this placement will receive an “I”, Incomplete, for the course. Students with scores below “3” on any indicator, will complete a corrective action plan with their agency supervisor and faculty liaison. Continued performance below expected levels will result in the students’ termination from the placement. (Please refer to the Office of Field Education “Termination Policy PG 20-24).

PERFORMANCE IN THE LEARNING ROLE

• Actively utilizes and appropriately seeks supervision.
• Participates in developing/updating the learning contract.
• Identifies and discusses strengths and limitations in knowledge, skills and learning needs.
• Demonstrates openness to learning and feedback for own professional development and growth.
• Seeks direction as needed, without excessive reliance.
• Displays the appropriate use of learning opportunities (training, reading, tapes, etc.).
• Demonstrates an ability to analyze and apply learning from practice experience and supervisory feedback.
• Demonstrates the increasing ability to link theory with practice.
• Applies critical thinking skills to practice experience.

PROFESSIONAL BEHAVIORS, VALUES AND ETHICS

• Demonstrates a commitment to social work values and ethics.
• Understands the history of social work and current issues.
• Demonstrates compliance with professional expectations of the agency, College of Social Work and Code of Ethics.
• Demonstrates the ability to address and resolve professional ethical dilemmas.
• Protects the client’s right to confidentiality.
• Protects the client’s right to self-determination.
• Understands the concepts of oppression and discrimination.
• Understands and practices culturally competent practice by recognizing client differences based on values, ethnic, sexual and cultural identities.
• Prevents personal values and biases from interfering with practice decisions in the best interest of the client.
• Forms and sustains appropriate and effective professional relationships.
• Demonstrates professional behavior through appropriate work attire, language, attendance, punctuality and presentation of self.

KNOWLEDGE AND SKILLS FOR GENERALIST PRACTICE

• Understands agency policy and procedures, organizational structure and the channels of communication.
• Applies relevant policies and procedures to practice.
• Understands the strategies and skills for change related to social and economic justice.
• Identifies the client needs and differences base on race, gender, culture, sexual identity, religion, SES, etc.
• Identifies issues related to organizational change on behalf of clients.
• Identifies the range of resources available in the community to the client population served.
• Actively participates (when asked by supervisor) in agency functions, committees, meetings, etc.
• Utilizes problem-solving skills to identify problems and barriers in accessing services.
• Develops and/or updates service information and/or agency’s resource directory.
• Understands how agency relates to local, state, federal and other regulatory authorities.
• Demonstrates an ability to identify an appropriate plan of action for the client.
• Demonstrates an understanding of the political environment within an organization that may affect service delivery.

COMMUNICATION SKILLS
- Displays and understands of client-worker relationship.
- Appears comfortable interacting with clients.
- Demonstrates an ability to build rapport with clients.
- Demonstrates empathic responses toward client.
- Demonstrates an understanding of and skills with verbal and non-verbal communication.
- Demonstrates sensitivity to cultural differences.
- Demonstrates sensitivity to gender differences.
- Demonstrates sensitivity to people with disabilities.
- Maintains focus in an individual and/or group session.
- Recognizes and elicits underlying feelings from a client.
- Adequately summarizes for the client.
- Demonstrates an ability to handle client reactions to intern and/or agency.
- Appears comfortable communicating with a variety of client populations, colleagues and members of the community.
- Performs all written documentation in a professional and timely manner.

**ASSESSMENT SKILLS**

- Demonstrate the ability to identify and obtain the necessary data required from clients.
- Demonstrates the ability to formulate a comprehensive bio-psychosocial assessment.
- Considers individual differences with regard to emotional, economic and social considerations.
- Demonstrates knowledge and ability to apply the principles involved in assessing interpersonal violence.
- Demonstrates knowledge and ability to apply the principles involved in suicide assessment.
- Uses knowledge of group dynamics to facilitate group interactions and group culture.
- Identifies sources of strength and stress in the client’s life.
- Demonstrates overall competence in risk assessment.

**INTERVENTION SKILLS**

- Demonstrates the ability to develop a social work plan based on the biopsychosocial assessment.
- Demonstrates the ability to identify and select appropriate helping strategies consistent theoretical frameworks.
- Demonstrates the ability to describe and analyze the different phases of the helping process.
- Demonstrates the ability to put treatment plan into practice.
- Demonstrates the ability to set realistic priorities for interventions.
- Demonstrates the ability to assist clients in goals setting.
- Sets appropriate target dates for client goals.
- Utilizes client strengths in intervention plans.
- Utilizes resources from appropriate agencies to meet client needs.
- Demonstrates crisis intervention skills.
- Recognizes and manages client resistance.
- Demonstrates the “use of self” to effect client change.
- Demonstrates skill in client advocacy.
- Demonstrates an understanding of the termination process.
- Demonstrates the ability to effectively terminate with clients.
- Demonstrate the ability to develop plans for the appropriate follow-up of referrals.

**EVALUATION SKILLS**
• Demonstrates an understanding of the evaluation process.
• Articulates and demonstrates skills in selecting appropriate measures.
• Reviews cases and confers with colleagues to evaluate intervention effectiveness.
• Demonstrates an ability to evaluate effectiveness of interventions.
OBJECTIVES FOR GRADUATE FIELD EDUCATION I
SOW 5532 - 10 Credit Hours

Course Description

The introductory graduate level field course generally taken in the first year of the MSW program. The student generally spends approximately 27 hours per week in an agency placement, a total of 432 clock hours (as a minimum requirement) and earns 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 by the wide range of agencies available for placement.

Field Education I provides the educational component where knowledge, values, and skills learned in the classroom are tested, reinforced and integrated in a disciplined manner. 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, a vehicle is established whereby constructive use of theory, acquired through course work, can be applied, attitudes and values examined, and skills developed and refined.

Course Objectives

Graduate Field Education I am intended to identify the range of minimal competencies which students are expected to achieve within the framework of 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. Placements are selected on the basis of 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. It is expected, however, that students be provided opportunities for exposure to a range of social work roles and learning tasks.

Grading

Upon completion of one-half (approx. 216 hours) of this course, (mid-term), students must be receiving ratings in the 50% range (indicated by at least half of the rating scores at “3”) in order to receive an “S”, Satisfactory, on the mid-term evaluation. Upon completion of the course, students must be receiving ratings of 50% to 75% or above (indicated by no rating scores below “3”) in order to receive an “S”, Satisfactory, in the course. Any student that has not completed the mandatory 432 hours required for this placement will receive an “I”, Incomplete, for the course. Students with scores below “3” on any item, will complete a corrective action plan with their agency supervisor and faculty liaison. Continued
performance below expected levels will result in the student’s termination from the placement. (Please refer to the Office of Field Education “Termination Policy PG 20-24).

PERFORMANCE IN THE LEARNING ROLE

• Actively utilizes and appropriately seeks supervision.
• Participates in developing/updating the learning contract.
• Identifies and discusses strengths and limitations in knowledge, skills and learning needs.
• Demonstrates openness to learning and feedback for own professional development and growth.
• Seeks direction as needed, without excessive reliance.
• Displays the appropriate use of learning opportunities (training, reading, tapes, etc.).
• Demonstrates an ability to analyze and apply learning from practice experience and supervisory feedback.
• Demonstrates the increasing ability to link theory with practice.
• Applies critical thinking skills to practice experience.

PROFESSIONAL BEHAVIORS, VALUES AND ETHICS

• Demonstrates a commitment to social work values and ethics.
• Understands the history of social work and current issues.
• Demonstrates compliance with professional expectations of the agency, College of Social Work and Code of Ethics.
• Demonstrates the ability to address and resolve professional ethical dilemmas.
• Protects the clients right to confidentiality.
• Protects the client’s right to self-determination.
• Understands the concepts of oppression and discrimination.
• Understands and practices culturally competent practice by recognizing client differences based on values, ethnic, sexual and cultural identities.
• Prevents personal values and biases from interfering with practice decisions in the best interest of the client.
• Forms and sustains appropriate and effective professional relationships.
• Demonstrates professional behavior through appropriate work attire, language, attendance, punctuality and presentation of self.

KNOWLEDGE AND SKILLS FOR GENERALIST PRACTICE

• Understands agency policy and procedures, organizational structure and the channels of communication.
• Applies relevant policies and procedures to practice.
• Understands the strategies and skills for change related to social and economic justice.
• Identifies the client needs and differences base on race, gender, culture, sexual identity, religion, SES, etc.
• Identifies issues related to organizational change on behalf of clients.
• Identifies the range of resources available in the community to the client population served.
• Actively participates (when asked by supervisor) in agency functions, committees, meetings, etc.
• Utilizes problem-solving skills to identify problems and barriers in accessing services.
• Develops and/or updates service information and/or agency’s resource directory.
• Understands how agency relates to local, state, federal and other regulatory authorities.
• Demonstrates an ability to identify an appropriate plan of action for the client.
• Demonstrates an understanding of the political environment within an organization that may affect service delivery.

COMMUNICATION SKILLS
• Displays and understands of client-worker relationship.
• Appears comfortable interacting with clients.
• Demonstrates an ability to build rapport with clients.
• Demonstrates empathic responses toward client.
• Demonstrates an understanding of and skills with verbal and non-verbal communication.
• Demonstrates sensitivity to cultural differences.
• Demonstrates sensitivity to gender differences.
• Demonstrates sensitivity to people with disabilities.
• Maintains focus in an individual and/or group session.
• Recognizes and elicits underlying feelings from a client.
• Adequately summarizes for the client.
• Demonstrates an ability to handle client reactions to intern and/or agency.
• Appears comfortable communicating with a variety of client populations, colleagues and members of the community.
• Performs all written documentation in a professional and timely manner.

ASSESSMENT SKILLS
• Demonstrate the ability to identify and obtain the necessary data required from clients.
• Demonstrates the ability to formulate a comprehensive bio-psychosocial assessment.
• Considers individual differences with regard to emotional, economic and social considerations.
• Demonstrates knowledge and ability to apply the principles involved in assessing interpersonal violence.
• Demonstrates knowledge and ability to apply the principles involved in suicide assessment.
• Uses knowledge of group dynamics to facilitate group interactions and group culture.
• Identifies sources of strength and stress in the client’s life.
• Demonstrates overall competence in risk assessment.

INTERVENTION SKILLS
• Demonstrates the ability to develop a social work plan based on the biopsychosocial assessment.
• Demonstrates the ability to identify and select appropriate helping strategies consistent theoretical frameworks.
• Demonstrates the ability to describe and analyze the different phases of the helping process.
• Demonstrates the ability to put treatment plan into practice.
• Demonstrates the ability to set realistic priorities for interventions.
• Demonstrates the ability to assist clients in goals setting.
• Sets appropriate target dates for client goals.
• Utilizes client strengths in intervention plans.
• Utilizes resources from appropriate agencies to meet client needs.
• Demonstrates crisis intervention skills.
• Recognizes and manages client resistance.
• Demonstrates the “use of self” to effect client change.
• Demonstrates skill in client advocacy.
• Demonstrates an understanding of the termination process.
• Demonstrates the ability to effectively terminate with clients.
• Demonstrate the ability to develop plans for the appropriate follow-up of referrals.

EVALUATION SKILLS

• Demonstrates an understanding of the evaluation process.
• Articulates and demonstrates skills in selecting appropriate measures.
• Reviews cases and confers with colleagues to evaluate intervention effectiveness.
• Demonstrates an ability to evaluate effectiveness of interventions.
OBJECTIVES FOR FIELD EDUCATION II ADVANCED CLINICAL 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 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.

Course Objectives

STUDENT LEARNING IN FIELD WORK

THE GRADUATE STUDENT INTERN WILL

Learning and Supervision

• Actively and appropriately seeks supervision to continue their professional growth and development.
• Demonstrate openness to learning and feedback.
• Apply critical thinking skills to professional practice.
• Demonstrate the ability to link theory with practice.
• Display the appropriate use of learning opportunities (training, readings, audio/video taping, etc.).
• Participate in the development and updating of the learning contract.
• Identify and discuss strengths and limitations in knowledge and skills.
• Act quickly to resolve any performance issues identified.

Professional Identification

• Demonstrate knowledge of and a commitment to social work ethics and values.
• Demonstrate compliance with the policy and procedures of the agency, College of Social Work, and Code of Ethics.
• Demonstrate an ability to recognize and resolve ethical dilemmas • Display an understanding of the client’s right to self-determination.
• Display an understanding of the client’s right to confidentiality.
• Prevents personal values and biases from interfering with practice decisions.
• Demonstrates appropriate professional boundaries with co-workers and clients.
• Display appropriate work attire.
• Demonstrates a professional work ethic (attendance, punctuality, follow up, etc.).
• Manage time and assignments effectively and efficiently.
• Demonstrate an ability to prioritize tasks and assignments.

CONCEPTUAL FRAMEWORK

THE GRADUATE STUDENT INTERN WILL

• Demonstrate an understanding of the relationship between academic learning and clinical practice.
• Demonstrate an understanding and ability to apply one or more social work practice models.
• Demonstrate an understanding of the eco-systems perspective.
• Demonstrate culturally competent practice through an awareness of and sensitivity to issues of class, disability, gender, age, sexual preference, race, and ethnicity.
• Demonstrate knowledge of and skills in promoting social and economic justice.
• Recognize the interrelationship between social policy concepts and social work practice.
• Demonstrate skills integrating professional values and ethics with professional practice.
• Understands the forms and mechanisms of oppression and discrimination.

RELATIONSHIP SKILLS

THE GRADUATE STUDENT INTERN WILL

• Display an understanding of appropriate client-worker relationships.
• Appear comfortable interacting with a wide range of clients.
• Demonstrate an ability to build rapport with clients.
• Demonstrate empathic responses towards clients.
• Demonstrate an understanding of the dynamics of a helping relationship and the use of self.
• Demonstrate sensitivity to racial and cultural differences.
• Demonstrate sensitivity to gender differences.
• Demonstrate sensitivity to people with disabilities and other special needs.
• Demonstrate an ability to identify and advocate for client
• Demonstrate the ability to work as a professional team member
• Demonstrate sensitivity to people of varying sexual preference

PROFESSIONAL COMMUNICATION SKILLS

THE GRADUATE STUDENT INTERN WILL

• Demonstrate the ability to communicate effectively, both verbally and non-verbally with a variety of client populations.
• Demonstrate active listening skills.
• Demonstrate the ability to consistently adhere to agency policy regarding documentation.
• Adhere to all time frames for client recording. Present all written work in a professional manner (factual, clear, concise, grammatically correct).
• Present verbally in a professional manner (factual, clear, concise, grammatically correct) with colleagues and community members.
• Communicate with other agencies and resources in a professional and timely manner.
• Demonstrate openness to feedback on documentation skills and makes changes as needed.

CASE MANAGEMENT

THE GRADUATE STUDENT INTERN WILL
• Demonstrate an ability to identify an appropriate plan of action with the client.
• Demonstrate an understanding of the political environment within the organization that may affect service delivery.

**Intervention**

• Utilize problem-solving skills to identify problems and barriers in accessing services.
• Develop and/or update resource information at the agency.
• Effectively networks with others to develop formal and informal working agreements.
• Effectively coordinates services for clients.
• Demonstrate an ability to function as a mediator or advocate on behalf of clients.

**Evaluation**

• Review cases to evaluate the effectiveness of case management interventions.
• Demonstrate an ability to establish measures to evaluate case management effectiveness.

**FIELD WORK WITH INDIVIDUALS**

**THE GRADUATE STUDENT INTERN WILL**

**Assessment**

• Demonstrate the ability to identify and obtain the necessary data required for a comprehensive bio-psychosocial assessment.
• Display the ability to provide an appropriate clinical diagnosis.
• Demonstrate the knowledge and ability to apply principles involved in assessing interpersonal violence.
• Demonstrate knowledge and ability to apply the principles involved in a suicide assessment.
• Demonstrate overall competence in risk assessment.
• Demonstrate overall competence in completing a thorough bio-psychosocial assessment.

**Intervention**

• Demonstrate the ability to develop and implement a social work plan based on the bio-psychosocial assessment.
• Demonstrate the ability to identify and select appropriate helping strategies consistent with the agency’s practice model.
• Demonstrate knowledge of the theoretical frameworks utilized in client interventions.
• Demonstrate the ability to put treatment plans into practice.
• Demonstrate the ability to set realistic priorities for interventions.
• Demonstrate the ability to assist clients with goal setting.
• Set appropriate target dates for reaching client goals.
• Utilize strategies that recognize client strengths.
• Utilize resources that meet client needs.
• Demonstrate crisis intervention skills.
• Demonstrate the ability to address client resistance.
• Demonstrate skill in client advocacy.
• Demonstrate an understanding of the termination process.
• Demonstrate the ability to effectively terminate with clients.
• Demonstrate the ability to follow up on referrals.
• Evaluation
• Demonstrate an understanding of an evaluation process for practice with individuals.
• Articulate and demonstrate skill in selecting an appropriate evaluation measure to assess an individual’s progress.

FIELD WORK WITH FAMILIES

THE GRADUATE STUDENT INTERN WILL

Assessment
• Demonstrate an understanding of family structure and communication processes. Demonstrate an understanding of how race, ethnicity, gender, religion, disability, SES, sexual preference, and oppression influence the family system.
• Demonstrate an understanding of the developmental stages of the family.
• Demonstrate an ability to formulate a comprehensive family assessment. Intervention
• Demonstrate the ability to identify and select helping strategies consistent with the agency’s practice model.
• Demonstrate the ability to describe and analyze the different phases of family intervention.
• Demonstrate an ability to use systems interventions with the family.
• Demonstrate the ability to effectively terminate with a family.
• Demonstrate gender and culturally sensitive family practice skills.
• Evaluation
• Demonstrate an understanding of the evaluation process in family practice.
• Articulate and demonstrate skills in selecting appropriate measures to assess family progress.

FIELD WORK WITH GROUPS

THE GRADUATE STUDENT INTERN WILL

Assessment
• Demonstrate the ability to assess the individual needs of each client in a group setting.
• Demonstrate an understanding of group process and dynamics.
• Demonstrate an awareness of group composition issues.
• Demonstrate an understanding of group developmental stages.
• Demonstrate an understanding of group structure.
• Demonstrate an ability to identify and assess traits that impede or facilitate intern’s role as a group facilitator.

Intervention
• Demonstrate an ability to initiate group treatment.
• Demonstrate an ability to facilitate group treatment, understand and incorporate an appropriate range of group interventions.
• Demonstrate an ability to build a positive group culture.
• Demonstrate an ability to evaluate the group’s progress.
• Demonstrates skills in selecting an appropriate measure to assess group effectiveness.

ETHICAL AND LEGAL ISSUES
THE GRADUATE STUDENT INTERN WILL

- Demonstrate knowledge and compliance with the ethical guidelines of the profession.
- Demonstrate awareness and sensitivity to ethical issues.
- Display personal behavior that is consistent with ethical guidelines.
- Consult with others about ethical issues, as needed.
- Demonstrate an awareness of resources needed to resolve ethical dilemmas.
- Demonstrate awareness of the legal mandates of an intern/practitioner regarding reporting abuse, neglect, or exploitation.
- Demonstrate awareness of the legal mandates of an intern/practitioner regarding confidentiality and privileged communications.
- Demonstrate awareness of the legal mandates of an intern/practitioner regarding client access to records.
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. The student 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.

Course Objectives

STUDENT LEARNING IN FIELD WORK
THE GRADUATE STUDENT INTERN WILL

Learning and Supervision

- Actively and appropriately seeks supervision to continue their professional growth and development.
- Demonstrate openness to learning and feedback.
- Apply critical thinking skills to professional practice.
- Demonstrate the ability to link theory with practice.
- Display the appropriate use of learning opportunities (training, readings, audio/video taping, etc.)
- Participate in the development and updating of the learning contract.
- Act quickly to resolve any performance issues identified.

Professional Identification

- Demonstrate knowledge of and a commitment to social work ethics and values.
- Demonstrate compliance with the policy and procedures of the agency, College of Social Work, and Code of Ethics.
- Demonstrate an ability to recognize and resolve ethical dilemmas.
- Demonstrate the ability to communicate (both verbally and written) differentially with a variety of populations.
- Display an understanding of confidentiality rights.
- Prevents personal values and biases from interfering with practice decisions.
- Demonstrates appropriate professional boundaries.
- Display appropriate work attire.
- Demonstrates a professional work ethic (attendance, punctuality, follow up, etc.).
• Manage time and assignments effectively and efficiently.
• Demonstrate an ability to prioritize tasks and assignments.

HUMAN SERVICES SYSTEMS

THE GRADUATE STUDENT INTERN WILL
• Describes the agency’s key relationships in its external environment.
• Demonstrates an understanding of the extent to which privatization has affected the agency.
• Demonstrates an understanding of the extent to which the agency participates in community wide planning efforts.
• Demonstrates an ability to assess and apply research methodology to evaluating agency effectiveness.
• Identifies ways in which the community service system negatively (racism, oppression, discrimination) affects the agency’s target population.
• Demonstrates an understanding of the strategies for change and skills in advocating for social and economic justice.
• Understands the forms and mechanisms of oppression and discrimination in human service systems.

THEORY AND PRACTICE IN THE HUMAN SERVICE ORGANIZATION

THE GRADUATE STUDENT INTERN WILL
• Identifies the management theories that are observed in the agency.
• Describes the client-centered administrative practice found in the agency.
• Identifies and describes culturally competent administrative practices used in the agency.
• Identifies the organizational theories observed in the agency.
• Describes, identifies and applies the basic skills and tasks of administrative practice.
• Describes the concepts and application of quality management at the agency.
• Demonstrates an understanding of the process and dynamics of task groups.
• Identifies and describes the political dynamics of the organization.
• Demonstrates knowledge of program evaluation methodology.

BUDGETING AND FINANCE IN THE HUMAN SERVICES

THE GRADUATE STUDENT INTERN WILL
• Identifies and understands the agency’s corporate status.
• Demonstrates knowledge of the financial management system of the agency.
• Identifies procedures and legal principles of accounting methods used by the agency.
• Identifies financial issues that affect the agency’s ability to serve its client population.
• Demonstrates knowledge of and skill in budget construction, submission and modification.
• Demonstrates knowledge of the agency’s fund procurement process.

ORGANIZATIONAL AND COMMUNITY SYSTEMS CHANGE

THE GRADUATE STUDENT INTERN WILL
• Demonstrates the ability to plan and implement an organizational project.
• Demonstrates the ability to plan and implement a community change project.
• Describes the impact of social policies on the agency.
• Describes the impact of social policies on the community system in which the agency operates.
PERSONNEL ADMINISTRATION

THE GRADUATE STUDENT INTERN WILL

- Identifies and can develop personnel policies and procedures.
- Assesses the effectiveness of personnel practices.
- Demonstrates an understanding of the skills involved in the supervision of volunteers.
- Demonstrates an understanding of personnel practices that affect cultural diversity in the workplace.

DATA MANAGEMENT TECHNOLOGIES

THE GRADUATE STUDENT INTERN WILL

- Identifies the ways in which the agency uses technology to manage data.
- Demonstrates competency in at least two data management techniques.

ETHICAL - LEGAL ISSUES THE GRADUATE STUDENT INTERN WILL

- Demonstrate knowledge and compliance with the ethical guidelines of the profession.
- Demonstrate awareness and sensitivity to ethical issues.
- Display personal behavior that is consistent with ethical guidelines.
- Consult with others about ethical issues, as needed.
- Demonstrate an awareness of resources needed to resolve ethical dilemmas. Demonstrate awareness of the legal mandates of an intern regarding reporting abuse, neglect, or exploitation.
- Demonstrate awareness of the legal mandates of an intern regarding confidentiality and privileged communications.
- Demonstrate awareness of the legal mandates of an intern regarding client access to records.
OBJECTIVES FOR FIELD INSTRUCTION II ADVANCED CLINICAL SPECIALIZATION SOW 5537 - 12 CREDIT HOURS

Course Description

This course is taken as an additional field experience or post-graduation for the purpose of becoming licensed eligible. Prior to enrolling in SOW 5537, the student must possess a Master of Social Work degree from an accredited social work program. This course is a special field placement for students needing to complete a clinical field placement which allows them to become license eligible.

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.

Course Objectives

STUDENT LEARNING IN FIELD WORK

THE GRADUATE STUDENT INTERN WILL

Learning and Supervision

• Actively and appropriately seeks supervision to continue their professional growth and development.
• Demonstrate openness to learning and feedback.
• Apply critical thinking skills to professional practice.
• Demonstrate the ability to link theory with practice.
• Display the appropriate use of learning opportunities (training, readings, audio/video taping, etc.).
• Participate in the development and updating of the learning contract.
• Identify and discuss strengths and limitations in knowledge and skills.
• Act quickly to resolve any performance issues identified.

Professional Identification

• Demonstrate knowledge of and a commitment to social work ethics and values.
• Demonstrate compliance with the policy and procedures of the agency, College of Social Work, and Code of Ethics.
• Demonstrate an ability to recognize and resolve ethical dilemmas
• Display an understanding of the client’s right to self-determination.
• Display an understanding of the client’s right to confidentiality.
• Prevents personal values and biases from interfering with practice decisions.
• Demonstrates appropriate professional boundaries with co-workers and clients.
• Display appropriate work attire.
• Demonstrates a professional work ethic (attendance, punctuality, follow up, etc.).
• Manage time and assignments effectively and efficiently.
• Demonstrate an ability to prioritize tasks and assignments.
CONCEPTUAL FRAMEWORK

THE GRADUATE STUDENT INTERN WILL

- Demonstrate an understanding of the relationship between academic learning and clinical practice.
- Demonstrate an understanding and ability to apply one or more social work practice models.
- Demonstrate an understanding of the eco-systems perspective.
- Demonstrate culturally competent practice through an awareness of and sensitivity to issues of class, disability, gender, age, sexual preference, race, and ethnicity.
- Demonstrate knowledge of and skills in promoting social and economic justice.
- Recognize the interrelationship between social policy concepts and social work practice.
- Demonstrate skills integrating professional values and ethics with professional practice.
- Understands the forms and mechanisms of oppression and discrimination.

RELATIONSHIP SKILLS

THE GRADUATE STUDENT INTERN WILL

- Display an understanding of appropriate client-worker relationships.
- Appear comfortable interacting with a wide range of clients.
- Demonstrate an ability to build rapport with clients.
- Demonstrate empathic responses towards clients.
- Demonstrate an understanding of the dynamics of a helping relationship and the use of self.
- Demonstrate sensitivity to racial and cultural differences.
- Demonstrate sensitivity to gender differences.
- Demonstrate sensitivity to people with disabilities and other special needs.
- Demonstrate an ability to identify and advocate for client
- Demonstrate the ability to work as a professional team member
- Demonstrate sensitivity to people of varying sexual preference

PROFESSIONAL COMMUNICATION SKILLS

THE GRADUATE STUDENT INTERN WILL

- Demonstrate the ability to communicate effectively, both verbally and non-verbally with a variety of client populations.
- Demonstrate active listening skills.
- Demonstrate the ability to consistently adhere to agency policy regarding documentation.
- Adhere to all time frames for client recording. Present all written work in a professional manner (factual, clear, concise, grammatically correct).
- Present verbally in a professional manner (factual, clear, concise, grammatically correct) with colleagues and community members.
- Communicate with other agencies and resources in a professional and timely manner.
- Demonstrate openness to feedback on documentation skills and makes changes as needed.

CASE MANAGEMENT

THE GRADUATE STUDENT INTERN WILL

- Demonstrate an ability to identify an appropriate plan of action with the client.
- Demonstrate an understanding of the political environment within the organization that may affect service delivery.
Intervention

- Utilize problem-solving skills to identify problems and barriers in accessing services.
- Develop and/or update resource information at the agency.
- Effectively networks with others to develop formal and informal working agreements.
- Effectively coordinates services for clients.
- Demonstrate an ability to function as a mediator or advocate on behalf of clients.

Evaluation

- Review cases to evaluate the effectiveness of case management interventions.
- Demonstrate an ability to establish measures to evaluate case management effectiveness.

FIELD WORK WITH INDIVIDUALS

THE GRADUATE STUDENT INTERN WILL

Assessment

- Demonstrate the ability to identify and obtain the necessary data required for a comprehensive bio-psychosocial assessment.
- Display the ability to provide an appropriate clinical diagnosis.
- Demonstrate the knowledge and ability to apply principles involved in assessing interpersonal violence.
- Demonstrate knowledge and ability to apply the principles involved in a suicide assessment.
- Demonstrate overall competence in risk assessment.
- Demonstrate overall competence in completing a thorough bio-psychosocial assessment.

Intervention

- Demonstrate the ability to develop and implement a social work plan based on the bio-psychosocial assessment.
- Demonstrate the ability to identify and select appropriate helping strategies consistent with the agency’s practice model.
- Demonstrate knowledge of the theoretical frameworks utilized in client interventions.
- Demonstrate the ability to put treatment plans into practice.
- Demonstrate the ability to set realistic priorities for interventions.
- Demonstrate the ability to assist clients with goal setting.
- Set appropriate target dates for reaching client goals.
- Utilize strategies that recognize client strengths.
- Utilize resources that meet client needs.
- Demonstrate crisis intervention skills.
- Demonstrate the ability to address client resistance.
- Demonstrate skill in client advocacy.
- Demonstrate an understanding of the termination process.
- Demonstrate the ability to effectively terminate with clients.
- Demonstrate the ability to follow up on referrals.
- Evaluation
  - Demonstrate an understanding of an evaluation process for practice with individuals.
  - Articulate and demonstrate skill in selecting an appropriate evaluation measure to assess an individual’s progress.
FIELD WORK WITH FAMILIES

THE GRADUATE STUDENT INTERN WILL

Assessment

- Demonstrate an understanding of family structure and communication processes. Demonstrate an understanding of how race, ethnicity, gender, religion, disability, SES, sexual preference, and oppression influence the family system.
- Demonstrate an understanding of the developmental stages of the family.
- Demonstrate an ability to formulate a comprehensive family assessment.
- Demonstrate the ability to identify and select helping strategies consistent with the agency’s practice model.
- Demonstrate the ability to describe and analyze the different phases of family intervention.
- Demonstrate an ability to use systems interventions with the family.
- Demonstrate the ability to effectively terminate with a family.
- Demonstrate gender and culturally sensitive family practice skills.
- Evaluation
- Demonstrate an understanding of the evaluation process in family practice.
- Articulate and demonstrate skills in selecting appropriate measures to assess family progress.

FIELD WORK WITH GROUPS

THE GRADUATE STUDENT INTERN WILL

Assessment

- Demonstrate the ability to assess the individual needs of each client in a group setting.
- Demonstrate an understanding of group process and dynamics.
- Demonstrate an awareness of group composition issues.
- Demonstrate an understanding of group developmental stages.
- Demonstrate an understanding of group structure.
- Demonstrate an ability to identify and assess traits that impede or facilitate intern’s role as a group facilitator.

Intervention

- Demonstrate an ability to initiate group treatment.
- Demonstrate an ability to facilitate group treatment, understand and incorporate an appropriate range of group interventions.
- Demonstrate an ability to build a positive group culture.
- Demonstrate an ability to evaluate the group’s progress.
- Demonstrates skills in selecting an appropriate measure to assess group effectiveness.

ETHICAL AND LEGAL ISSUES

THE GRADUATE STUDENT INTERN WILL

- Demonstrate knowledge and compliance with the ethical guidelines of the profession.
- Demonstrate awareness and sensitivity to ethical issues.
- Display personal behavior that is consistent with ethical guidelines.
- Consult with others about ethical issues, as needed.
• Demonstrate an awareness of resources needed to resolve ethical dilemmas.
• Demonstrate awareness of the legal mandates of an intern/practitioner regarding reporting abuse, neglect, or exploitation.
• Demonstrate awareness of the legal mandates of an intern/practitioner regarding confidentiality and privileged communications.
• Demonstrate awareness of the legal mandates of an intern/practitioner regarding client access to records.
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.

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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.

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<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>
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<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>
<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>
<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>
<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>Demonstrate the ability to utilize problem-solving skills in identifying problems and barriers in accessing services.</td>
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<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>
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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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<td>Task</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>Demonstrate the ability to assist clients in establishing priorities and setting realistic goals.</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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<td>Student:</td>
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<td>Task Supervisor (if relevant):</td>
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<td>Field Liaison:</td>
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</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.

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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.

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<th>Assignments and Experiences</th>
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<td>Demonstrate the ability to resolve professional ethical dilemmas.</td>
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<td>Demonstrate an ability to link theory with practice.</td>
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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.

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FIELD PLACEMENT SCHEDULE

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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.

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<tbody>
<tr>
<td>Demonstrate ability to link theory and practice.</td>
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<tr>
<td>Have an understanding of professional behavior and knowledge about social work values and ethics.</td>
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<tr>
<td>Demonstrate the ability to apply one or more social work practice models.</td>
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<tr>
<td>Be able to articulate an understanding of the ecosystems perspective.</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>Understand the interrelationship between social policy concepts and social work practice.</td>
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<tr>
<td>Demonstrate skills related to forming a helping relationship with clients.</td>
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<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>
<td>Gain an in depth knowledge of case management</td>
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<td>Demonstrate the ability to identify and obtain the necessary data required for a comprehensive clinical assessment and diagnosis</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>
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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 a level of knowledge regarding social work assessment and intervention with families</td>
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<tr>
<td>Demonstrate a level of knowledge regarding social work with groups</td>
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<td>Learn the details of the overall functioning of the agency</td>
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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.

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<tbody>
<tr>
<td>Demonstrates ability to link theory and practice.</td>
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</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>
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<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>
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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>
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<tr>
<td>Demonstrate the ability to plan and implement a community or organizational project</td>
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<tr>
<td>Demonstrate knowledge about supervision and personnel administration</td>
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<tr>
<td>Develop skill in the use of technology to manage data in a human service organization.</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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</tbody>
</table>
Demonstrate skill regarding advocacy both within and outside a human service system.

Demonstrate an awareness of the relationship between social policy and practice.

<table>
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</table>
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 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>
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</tbody>
</table>

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<tr>
<th>Competency 2- Engage Diversity and Difference in Practice</th>
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</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>
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<tr>
<th>Competency 5- Engage in Policy Practice</th>
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<thead>
<tr>
<th>Competency 6- Engage with Individuals, Families, Groups, Organizations, and Communities</th>
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<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>
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<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>
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<tr>
<th>Competency 8- Intervene with Individuals, Families, Groups, Organizations, and Communities</th>
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<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>
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<table>
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<tr>
<th>Competency 9- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</th>
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<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></td>
</tr>
<tr>
<td>1</td>
<td>Unacceptable</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Needs Improvement</td>
<td></td>
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<tr>
<td>3</td>
<td>Acceptable</td>
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<tr>
<td>4</td>
<td>Very Good</td>
<td></td>
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<tr>
<td>5</td>
<td>Outstanding</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Not Applicable</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 I the education/supervision you received by your MSW Field Educator?
EVALUATION OF THE TASK SUPERVISOR
(supervisor other than your MSW Field Educator)

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

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

Additional comments to any of the above:

EVALUATION OF SELF:
Rate yourself on the following items:

1. Utilized field experience opportunities ___
2. Invested myself in this internship ___
3. Able to integrate theory into practice ___
4. Resolved problems appropriately (conflict, stress, values, ethics, etc.) ___
5. Made maximum use of time ___
6. Quality of written work

7. Accomplished learning objectives

8. Overall rating of my performance

Additional comments to any of the above:

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

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

What are your career Goals?:

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

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

Additional Comments:

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


EVALUATION OF THE FIELD LIAISON
(The field faculty member who was assigned to monitor the internship)

Name of Field Liaison:

Number of liaison visits:

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

2. I felt that the liaison spent an adequate amount of time with me during the field visit.
   __________

3. The liaison reviewed the learning contract with me to see if the objectives were being
   met by the internship.
   __________

4. The liaison visit created an atmosphere in which I could openly discuss all aspects of the
   internship experience.
   __________

5. An active role was taken by the liaison in making sure I had learning experiences
   that met the requirements of my concentration (e.g., clinical, administrative, or generalist).
   __________

6. The liaison did an adequate job assessing my strengths and areas needing further
   development.
   __________

7. The liaison was effective in helping me work out any problems which arose during the
   course of my internship.
   __________

Additional Comments:

Student Signature: Date:

MSW Field Educator Signature: 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

### Competency 1: Demonstrate Ethical and Professional Behavior

Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context (K, S, V, CAP)  

<table>
<thead>
<tr>
<th></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 reflection and self-regulation to manage personal values and maintain professionalism in practice (K,V,CAP)</td>
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<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>
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<tr>
<td>Use supervision and consultation to guide professional judgment and behavior (K, CAP)</td>
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</tbody>
</table>

### Competency 2- Engage Diversity and Difference in Practice

Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels (S, V)  

<table>
<thead>
<tr>
<th></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>Present themselves as learners and engage clients and constituencies as experts of their own experiences (K, S, V)</td>
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<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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</tbody>
</table>

### Competency 3- Advance Human Rights and Social, Economic, and Environmental Justice

Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (K, S)  

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<thead>
<tr>
<th></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>Engage in practices that advance social, economic, and environmental justice (K,S,V)</td>
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</tbody>
</table>

### Competency 4- Engage in Practice-informed Research and Research-Informed Practice

Use practice experience and theory to inform scientific inquiry and research (K, S, CAP)  

<table>
<thead>
<tr>
<th></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>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>

### Competency 5- Engage in Policy Practice
<table>
<thead>
<tr>
<th>Competency 6 - Engage with 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 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:
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>
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<tr>
<td>[ ] Adults</td>
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<td>[ ] Other ____________</td>
<td>[ ] Family Counseling</td>
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<td>[ ] Gerontology</td>
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<td>[ ] Group Counseling</td>
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<td>[ ] Health Care</td>
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<td></td>
<td>[ ] Mental Health</td>
</tr>
<tr>
<td></td>
<td>[ ] Occupational Social Work</td>
</tr>
</tbody>
</table>
EVALUATION OF THE INTERNSHIP

Please rate each category using the SCALE below:

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

RATE YOUR INTERNSHIP ON THE FOLLOWING ITEMS:

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

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

EVALUATION OF MSW FIELD EDUCATOR

1. Your MSW Field Educator was:____ on site (at the agency) ____ off site
2. How often did you meet with your MSW Field Educator for scheduled supervision?
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 to the education/supervision you received by your MSW Field Educator?:

EVALuaTion oF the TAsk SUPERViSor
(supervisor other than your MSW Field Educator)

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

Additional comments to any of the above:

EVALUATION OF SELF:
Rate yourself on the following items:

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

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

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

What are your career Goals?:

RATE HOW WELL YOUR REQUIRED COURSES PREPARED YOU FOR YOUR EVALUATION OF COURSE WORK
SOW 5034  Social Work Professions
SOW 5105  Human Behavior in the Social Environment
SOW 5235  Social Welfare Policies and Programs
SOW 5308  Social Work Practice with Individuals and Families
SOW 5324  Social Work Practice with Groups and Communities
SOW 5404  Introduction to Social Work Research

Additional Comments:

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

EVALUATION OF THE FIELD LIAISON
(The field faculty member who was assigned to monitor the internship)

Name of Field Liaison:

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

2. I felt that the liaison spent an adequate amount of time with me during the field visit.

3. The liaison reviewed the learning contract with me to see if the objectives were being met by the internship.

4. The liaison visit created an atmosphere in which I could openly discuss all aspects of the internship experience.

5. An active role was taken by the liaison in making sure I had learning experiences that met the requirements of my concentration (e.g., clinical, administrative, or generalist).

6. The liaison did an adequate job assessing my strengths and areas needing further development.

7. The liaison was effective in helping me work out any problems which arose during the course of my internship.

Additional Comments:

Student Signature: Date:

MSW Field Educator Signature: Date: (optional)

Task Supervisor Signature: Date: (optional)
FLORIDA STATE UNIVERSITY
COLLEGE OF SOCIAL WORK
SAMPLE: DO NOT USE THIS FORM
CLINICAL FIELD EDUCATION 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, 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>
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</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>

| Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities |
Understand and critique environment influences and how they impact clinical presentation (K, V, CAP) 1 2 3 4 5 IE NA

Apply understanding of environmental contexts to clinical assessment with a variety of clients systems K, S, CAP) 1 2 3 4 5 IE NA

Demonstrate an ability to effectively use and critique the DSM (K, S, CAP) 1 2 3 4 5 IE NA

**Competency 8- Intervene with Individuals, Families, Groups, Organizations, and Communities**

Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (S, V, CAP) 1 2 3 4 5 IE NA

Recognize and critique environmental contexts that influence program practices related to the delivery of clinical services (K, CAP) 1 2 3 4 5 IE NA

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

Critique a clinical practice model and provide potential alternatives to clients (K, CAP) 1 2 3 4 5 IE NA

Empirically evaluate clinical practice (K,S) 1 2 3 4 5 IE NA

<table>
<thead>
<tr>
<th>Overall Student Rating</th>
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<tbody>
<tr>
<td>__Failing Level</td>
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<td>__Below Expected Level</td>
</tr>
<tr>
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<tr>
<td>__Above Expected Level</td>
</tr>
<tr>
<td>__Outstanding Level</td>
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**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

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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
[ ] Gerontology
[ ] Group Counseling
[ ] Health Care
[ ] Mental Health
[ ] Occupational Social Work
[ ] Public Welfare
[ ] Rehabilitation Counseling
[ ] Schools
[ ] Social Services
[ ] Other __________

EVALUATION OF THE INTERNSHIP

Please rate each category using the SCALE below:

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<tr>
<th>Rating</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Insufficient evidence/opportunity</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>Unacceptable</td>
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</tr>
<tr>
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<td>Outstanding</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Not Applicable</td>
<td></td>
</tr>
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</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?:
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?:

   Page | 90
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

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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>
<tr>
<td>Total Hours:</td>
</tr>
<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 ___

<table>
<thead>
<tr>
<th>Signature of Field Educator:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature of Task Supervisor:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Student Signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>

*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:

<table>
<thead>
<tr>
<th>1 - Failing Level</th>
<th>2 - Below Expected Level</th>
<th>3 - At Expected Level</th>
<th>4 - Above Expected Level</th>
<th>5 - Outstanding Level</th>
<th>NA - N/A- Not Applicable</th>
<th>IE - Insufficient Evidence</th>
</tr>
</thead>
</table>

**Competency 1: Demonstrate Ethical and Professional Behavior**

Demonstrate skills in providing employee supervision (K, S) &nbsp;&nbsp;&nbsp;&nbsp;&nbsp; 1 2 3 4 5 IE NA

Demonstrate skills to manage an organization that promotes social work core values and ethical behavior(K, S, V) &nbsp;&nbsp;&nbsp;&nbsp;&nbsp; 1 2 3 4 5 IE NA

Apply critical thinking to the use of oral and written communication for 1) program development; 2) organizational management; and 3) policy analysis (K, S, CAP) &nbsp;&nbsp;&nbsp;&nbsp;&nbsp; 1 2 3 4 5 IE NA

**Competency 2 - Engage Diversity and Difference in Practice**

Apply understanding of diversity and oppression to policy development (K, S) &nbsp;&nbsp;&nbsp;&nbsp;&nbsp; 1 2 3 4 5 IE NA

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

Analyze the forms and mechanisms of systemic oppression and discrimination of a specific population (K, S) &nbsp;&nbsp;&nbsp;&nbsp;&nbsp; 1 2 3 4 5 IE NA

Identify and apply strategies and mechanisms for advocacy with regards to a specific population (K, S) &nbsp;&nbsp;&nbsp;&nbsp;&nbsp; 1 2 3 4 5 IE NA

**Competency 4 - Engage in Practice-informed Research and Research-informed Practice**

Apply empirical research to inform macro practice and program development (K, S) &nbsp;&nbsp;&nbsp;&nbsp;&nbsp; 1 2 3 4 5 IE NA

**Competency 5 - Engage in Policy Practice**

Demonstrate effective oral and written communication, utilizing evidence in advocating for policy positions (K, S, CAP) &nbsp;&nbsp;&nbsp;&nbsp;&nbsp; 1 2 3 4 5 IE NA

Identify strengths and limitations of a policy and its impact (K, S, CAP) &nbsp;&nbsp;&nbsp;&nbsp;&nbsp; 1 2 3 4 5 IE NA

Apply strategies of social work values and ethics to arrive at principled decisions for 1) program development; 2) organizational management; and 3) policy analysis (K, V, CAP) &nbsp;&nbsp;&nbsp;&nbsp;&nbsp; 1 2 3 4 5 IE NA

**Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities**

Utilize self-awareness to minimize the influence of personal biases and values in interaction with internal and external components of an organization (K, S, V, CAP) &nbsp;&nbsp;&nbsp;&nbsp;&nbsp; 1 2 3 4 5 IE NA

Articulate and promote an organizational vision (K, S) &nbsp;&nbsp;&nbsp;&nbsp;&nbsp; 1 2 3 4 5 IE NA

**Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities**

Understand and critique environmental influences and how they impact 1) program development; 2) organizational management; and 3) policy analysis (K, S, CAP) &nbsp;&nbsp;&nbsp;&nbsp;&nbsp; 1 2 3 4 5 IE NA

Develop recommendations based on a needs assessment (K, S) &nbsp;&nbsp;&nbsp;&nbsp;&nbsp; 1 2 3 4 5 IE NA
Develop a needs assessment (K, S) | 1 2 3 4 5 IE NA

<table>
<thead>
<tr>
<th>Competency 8 - Intervene with Individuals, Families, Groups, Organizations, and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply understanding of environmental contexts to 1) program development; 2) organizational management; and 3) policy analysis (K, S)</td>
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</tbody>
</table>

<table>
<thead>
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<th>Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate skills in developing an evaluation plan (K, S)</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**
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**Comments:**
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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):

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<thead>
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<th>Population</th>
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</tr>
</thead>
<tbody>
<tr>
<td>[ ] Adolescents</td>
<td>[ ] Administrative /Policy</td>
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<tr>
<td>[ ] Adults</td>
<td>[ ] Child Welfare</td>
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<tr>
<td>[ ] Children</td>
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</tr>
<tr>
<td>[ ] Rural</td>
<td>[ ] Developmental Disability</td>
</tr>
</tbody>
</table>
[ ] Other __________ [ ] Family Counseling
[ ] Gerontology
[ ] Group Counseling
[ ] Health Care
[ ] Mental Health
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[ ] Public Welfare
[ ] Rehabilitation Counseling
[ ] Schools
[ ] Social Services
[ ] Other __________

**EVALUATION OF THE INTERNSHIP**

Please rate each category using the SCALE below:

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<tr>
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**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 to the education/supervision you received by your MSW Field Educator?:

Page | 98
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
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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

Page | 99
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?:

Page | 100
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>
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</thead>
<tbody>
<tr>
<td>SOW5238</td>
<td>Advanced Policy</td>
<td>_____</td>
</tr>
<tr>
<td>SOW5377</td>
<td>Social Work Administration</td>
<td>_____</td>
</tr>
<tr>
<td>SOW 5334</td>
<td>Organizational Development</td>
<td>_____</td>
</tr>
<tr>
<td>SOW 5XXX</td>
<td>Social Work Elective</td>
<td>_____</td>
</tr>
<tr>
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<td>Social Work Elective</td>
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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.

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Additional Comments:

Student Signature: Date:

MSW Field Educator Signature: Date:
(optional)

Task Supervisor Signature: Date:
(optional)