

**ROBERT STEMPEL COLLEGE OF PUBLIC
HEALTH & SOCIAL WORK**



SCHOOL OF SOCIAL WORK

BSSW FIELD EDUCATION MANUAL

TABLE OF CONTENTS

SCHOOL OF SOCIAL WORK ADMINISTRATION	
SCHOOL OF SOCIAL WORK FACULTY	
ACKNOWLEDGEMENTS	
PREFACE	
I. FLORIDA INTERNATIONAL UNIVERSITY	1
II. ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH & SOCIAL WORK	1
III. BSSW PROGRAM MISSION STATEMENT	1
GOALS	1
IV. SOCIAL WORK AS A PROFESSION	2
V. THE BSSW PROGRAM	2
A. OVERVIEW	2
B. GENERALIST PRACTICE: COMPETENCIES AND CORRESPONDING PRACTICE BEHAVIORS	3
VI. FIELD EDUCATION	6
A. BSSW FIELD REQUIREMENTS	7
1. Pre-requisites	7
2. Course Requirements	8
B. EDUCATIONAL OBJECTIVES FOR PRACTICUM I (SOW 4511L)	8
C. EDUCATIONAL OBJECTIVES FOR PRACTICUM II (SOW 4512L)	9
D. EDUCATIONAL OBJECTIVES OF FIELD SEMINAR I (SOW 4522)	10
E. EDUCATIONAL OBJECTIVES FOR FIELD SEMINAR II (SOW 4523)	10
F. THE PROFESSIONAL SOCIAL WORK PORTFOLIO	11
G. BSSW PORTFOLIO ASSESSMENT RUBRIC	12
VII. RESPONSIBILITIES AND REQUIREMENTS IN THE FIELD	14
A. THE FIELD AGENCY AND THE UNIVERSITY	14
1. Affiliation Agreements	14
2. Responsibilities of the Agency	14
a. Agency Liaison	14
b. Physical Facilities and Resources	14
c. Plan for Agency Field Instructors	15
d. Orientation, safety, and assignments of students	15
3. Responsibilities of the University	15
B. OFFICE OF FIELD EDUCATION	16
1. Office of Field Education Responsibilities	16
2. Responsibilities of the Field Education Faculty and Staff	16
a. BSSW Field Education Coordinator	16
b. MSW Field Education Coordinator	17
c. Field Liaison	18
d. Seminar Instructor	20
C. THE FIELD INSTRUCTOR	20

1. Requirements	20
2. Field Instructor Orientation, Training and Dialog	20
3. Criteria to Select Field Instructors	20
4. Field Instructor Responsibilities	21
D. THE TASK SUPERVISOR	22
1. Requirements	22
2. Task Supervisor Responsibilities	22
E. RESPONSIBILITIES OF THE STUDENT	23
1. Students' Responsibilities	23
2. Liability Insurance for Students in Field Placement	25
3. Background Checks, Fingerprinting, Drug Screening, and Immunizations	25
4. Home Visits	26
5. Safety Policy	26
6. Disabilities	26
7. Pre-placement Hours	27
8. Conference Attendance	27
9. Jury Duty	27
10. Practicum Coverage during Semester Breaks	27
11. Compensatory Time and Emergency Leave for Students	28
VIII. THE PLACEMENT PROCESS	28
IX. FIELD SEMINARS	34
X. STUDENT DISSATISFACTION WITH PRACTICUM SETTING	34
XI. EVALUATIONS	35
A. Mid-Semester Evaluation of Student Performance for Generalist/Foundation Field Practicum	36
B. Final Evaluation of Student Performance for Generalist/Foundation Field Practicum	36
C. Student Evaluation of the Field Practicum	36
D. Grade Options	37
E. Applying to the Field after a Withdrawal or Incomplete	37
F. Performance Improvement Plan	38
G. Criteria for Evaluation of Academic and Professional Performance	39
1. Academic Performance	39
2. Nonacademic Performance	40
XII. PROCEDURES FOR STUDENT REVIEW AND TERMINATION	42
1. Process	42
2. Student Review and Termination Committee Membership	43
3. Reinstatement after Termination	43
XIII. ACADEMIC AND PROFESSIONAL PERFORMANCE GRIEVANCE PROCEDURES	44
XIV. SEXUAL HARASSMENT POLICY	46

APPENDICES

APPENDIX A- FIELD FORMS	48
1. AGENCY AFFILIATION DATA SHEET	48
2. APPLICATION FOR SOW 4511- PRACTIUM I	50
3. APPLICATION FOR SOW 4512- PRACTICUM II	56
4. BSW I LEARNING CONTRACT	61
5. BSW II LEARNING CONTRACT	76
6. CONFIRMATION OF PLACEMENT	92
7. FIELD INSTRUCTOR'S CHECKLIST	93
8. FIELD INTERNSHIP CONTRACT	95
9. FINAL EVALUATION OF STUDENT PERFORMANCE FOR GENERALIST/FOUNDATION FIELD PRACTICUM	96
10. LOG OF STUDENT'S FIELD PRACTICUM HOURS	103
11. LOG OF SUPERVISION HOURS FOR FIELD PRACTICUM	105
12. MID-SEMESTER EVALUATION OF STUDENT PERFORMANCE FOR GENERALIST/FOUNDATION FIELD PRACTICUM	107
13. NEW AGENCY SITE VISIT REPORT	115
14. SAFETY IN PRACTICUM CHECKLIST	119
15. SAME AGENCY PLACEMENT APPLICATION FOR SOW 4512 PRACTICUM II	122
16. SITE VISIT REPORT	124
17. STUDENT EVALUATION OF FIELD PRACTICUM EXPERIENCE	126
18. TASK SUPERVISOR'S CHECKLIST	130
19. TASK SUPERVISOR DATA SHEET	131
APPENDIX B- AFFILIATED AGENCIES	132
APPENDIX C- REFERENCES	135

FLORIDA INTERNATIONAL UNIVERSITY
Robert Stempel College of Public Health & Social Work

School of Social Work

Academic Health Center 5, Fifth floor
Modesto A. Maidique Campus
11200 SW 8th St.
Miami, FL 33199
Phone: (305) 348-5880 - Fax: (305) 348-5312

Office of Field Education

AHC-5, 590
Tel: (305) 348-3881 – Fax: (305) 348-1046
<http://stempel.fiu.edu/academics/social-work/practicum/>

Office of Field Education E-Mail

sowpracticum@fiu.edu

Associate Director

Jennifer Abeloff, MSW, MS
(305) 348-1627
abeloffj@fiu.edu

BSSW Field Education Coordinator

Shimon Cohen, LCSW
(305) 348-4708
shicohen@fiu.edu

MSW Field Education Coordinator

Elise Linder, LCSW
(305) 348-4420
eslinder@fiu.edu

Program Assistant

Irene Martinez
martire@fiu.edu
Phone: (305) 348-3881 – Fax: (305) 348-1046

SOCIAL WORK FACULTY

Jennifer Abeloff, MSW, MS

Clinical Instructor

Associate Director and BSSW Coordinator

Washington University in St. Louis

Richard Beaularier, Ph.D., MSW

Associate Professor

University of Southern California

Shanna Burke, Ph.D., MSW

Assistant Professor

Simmons College

Shimon Cohen, MSW, LCSW

Visiting Clinical Instructor

BSSW Field Education Coordinator

Columbia University

Mario De La Rosa, Ph.D., MSW

Professor, Director CRUSADA

Ohio State University

Beatrice Farnsworth, MSW, LCSW

Clinical Instructor

Green Family Foundation NeighborhoodHELP™

Social Work Supervisor

New York University

Nicole Fava, Ph.D., MSW

Assistant Professor

University at Buffalo

Andres G. Gil, Ph.D., MSW

Professor

Vice President for Research

University of Miami

Natalia Giordano, MSW, LCSW

Visiting Clinical Instructor

Title IV-E Child Welfare Coordinator

Fordham University

Victoria Gray, MSW, LCSW
Clinical Instructor
Florida International University

Hui Huang, Ph.D., MSW
Assistant Professor
University of Illinois

Mary Helen Hayden, Ed.D., LCSW, DCSW
Assistant Professor
Director and MSW Coordinator
Florida International University

Elisa Kawam, Ph. D., MSW
Assistant Professor
Arizona State University

Elise Linder, MSW, LCSW
Clinical Instructor
MSW Field Education Coordinator
University of Georgia

Mark Macgowan, Ph.D., MSW
Professor
Ph.D. Coordinator
Barry University

Lourdes Martin, MSW, LCSW
Clinical Instructor
Green Family Foundation NeighborhoodHELP™
Social Work Supervisor
Florida International University

Marcos Martinez, Ph.D., MSW
Assistant Professor
Arizona State University

Welker Mitchell, Ph.D., MSW
Clinical Instructor
Florida International University

Miriam Potocky, Ph.D., MSW
Associate Professor
The University of Kansas

Nicole Ruggiano, Ph.D., MSW
Associate Professor
University of Delaware

Paul H. Stuart, Ph.D., MSW
Professor
University of Wisconsin-Madison

Barbara Thomlison, Ph.D., MSW
Professor
University of Toronto

Ray Thomlison, Ph.D., MSW
Professor
University of Toronto

Eric Wagner, Ph.D.
Professor, Director FIU-BRIDGE
The University of Pittsburgh

Stephen E. Wong, Ph.D., MSW
Associate Professor
Western Michigan University

ACKNOWLEDGEMENTS

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

PREFACE

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

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

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

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

I. FLORIDA INTERNATIONAL UNIVERSITY

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

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

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

II. ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH & SOCIAL WORK

The School of Social Work is housed within the Robert Stempel College of Public Health & Social Work (RSCPHSW), accredited by the Council on Education for Public Health (CEPH).

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

III. BSSW PROGRAM MISSION STATEMENT

As a vital, contributing member of the South Florida community, the undergraduate social work program is committed to preparing its students for generalist practice in diverse, urban communities, locally and globally with an emphasis on understanding and serving individuals, families, groups, organizations and communities. Grounded in the professional social work values and ethics, the program educates students with skills and knowledge based on scientific inquiry and collaborative engagement to promote human and community well-being.

GOALS

The goals of the undergraduate program are derived from the BSSW program mission statement and are consistent with CSWE's Educational Policy.

The goals of the BSSW Program are to:

- A. Provide curricula for generalist practice that build on a liberal arts foundation and the person and environment construct.
- B. Educate students of generalist practice to identify with the social work profession grounded in its history, values, and science and to recognize, support, and build on the

strengths and resiliency of all human beings.

- C. Prepare students to engage, assess, intervene with, and evaluate diverse and multi-cultural individuals, families, groups, organizations and communities in order to promote human and social well-being.
- D. Educate students to promote policies, services, and resource allocation in order to advocate for human rights and social and economic justice.
- E. Prepare students to develop and use critical thinking and apply ethical principles in their practice.
- F. Provide students with the ability to engage in research-informed practice, collaborative engagement, and be proactive in responding to the impact of context on professional practice.

IV. SOCIAL WORK AS A PROFESSION

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

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

V. THE BSSW PROGRAM

A. OVERVIEW

The program offers an integrated educational experience that combines the theoretical and the practical. It is designed to prepare the student for generalist practice as a beginning professional social worker, for entrance into a graduate school of social work, and for participation in society as an informed citizen. The curriculum applies a bio-psychosocial model within the context of a social systems framework to understand client systems, address problems and develop intervention. The program is grounded in the core competencies set forth by the Council on Social Work Education. Students are expected to meet all core competencies by the end of their studies. Students are also provided grounding in public health core knowledge.

The program is accredited by the Council on Social Work Education and includes a sequence of academic courses as well as field education under qualified supervision in social service agencies in South Florida. Students are able to engage in practice behaviors that integrate their knowledge from the classroom into their practice in the field. Students may complete the BSSW on a full-time or part-time basis. Students may elect

to pursue a certificate in child welfare as part of their program of study. In addition, eligible BSSW graduates may apply to the MSW advanced-standing program.

B. GENERALIST PRACTICE: COMPETENCIES AND CORRESPONDING PRACTICE BEHAVIORS

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

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

Practice Behaviors (PB):

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

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

Practice Behaviors:

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

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

Practice Behaviors:

11. Distinguish, appraise, and integrate multiple sources of knowledge, including

- research-based knowledge, and practice wisdom;
12. Analyze models of assessment, prevention, intervention, and evaluation; and
 13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Practice Behaviors:

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

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

Practice Behaviors:

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

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

Practice Behaviors:

21. Use practice experience to inform scientific inquiry and
22. Use research evidence to inform practice.

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

Practice Behaviors:

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

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

Practice Behaviors:

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

Educational Policy 2.1.9—Respond to contexts that shape practice.

Practice Behaviors:

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

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

Educational Policy 2.1.10(a)—Engagement

Practice Behaviors:

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

Educational Policy 2.1.10(b)—Assessment

Practice Behaviors:

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

Educational Policy 2.1.10(c)—Intervention

Practice Behaviors:

- 36. Initiate actions to achieve organizational goals;
- 37. Implement prevention interventions that enhance client capacities;

- 38. Help clients resolve problems;
- 39. Negotiate, mediate, and advocate for clients; and
- 40. Facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Practice Behaviors:

- 41. Critically analyze, monitor, and evaluate interventions.

VI. FIELD EDUCATION

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

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

Important Field Education Roles:

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

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

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

¹Adapted from Council on Social Work Education. (2008, revised 2010, updated 2012). Educational Policy and Accreditation Standards. Retrieved December 3, 2013 from <http://www.cswe.org>

Field Instructor:	MSW with at least 2 years of post-masters' experience responsible for educational supervision of student in the practicum setting
Task Supervisor:	If field instructor is not on-site at agency or in the assigned program, person responsible for day-to-day supervision
Field Seminar Instructor:	Plans and teaches the field seminar courses, reviews field forms, communicates with field liaisons regarding student concerns, assigns student grades and reviews student's evaluation of the agency

All Field Forms are available on the Intern Placement Tracking (IPT) system (www.runipt.com) or provided to the student upon acceptance to the field practicum. Contact the Program Assistant for the Office of Field Education for further information. Samples are available in the appendix of this manual. Those forms on IPT will only be accepted through that system.

A. BSSW FIELD REQUIREMENTS

The BSSW curriculum has been developed to prepare students for entry level generalist practice. The field component of the undergraduate program is organized into two required consecutive placements (SOW 4511L and SOW 4512L) and seminars (SOW 4522 and SOW 4523). **No Field Education credit is given for life experience or previous work experience.**

The two required placements and seminars are taken in the student's senior year after successful completion of all University core and lower division requirements (including foreign language and global learning) and the following prerequisite requirements for the School of Social Work:

1. Pre-requisites

Completion of one college level course with a minimum grade of "C" in: statistics, one course in human biology with human content, psychology, sociology, economics and American government, and successful completion (a grade of "C" or better) of the following core courses in the School of Social Work/Robert Stempel College of Public Health & Social Work by start of field practicum:

SOW 3113 - The Social Environment and Human Behavior I
 SOW 3100 - The Social Environment and Human Behavior II
 SOW 3232 - Social Welfare Policy and Services I
 SOW 3233 - Social Welfare Policy and Services II
 SOW 3203 - Introduction to Social Work
 SOW 3313 - Social Work Practice with Families and Individuals

SOW 3350 - Interviewing Techniques Lab
SOW 3403 - Social Work Research
SOW 3620 - Social Work and Human Diversity

In addition, the student must maintain a minimum cumulative GPA of 2.75 by the date of application to the field. Students are also expected to demonstrate readiness for field practicum experience.

2. Course Requirements

Both mandatory consecutive field placements require a total of 315 clock hours each semester or 630 hours totally. This exceeds the minimum of 400 hours CSWE requires for undergraduates. Specific scheduling of the weekly requirement of hours is coordinated between the student and the field instructor. In addition, students are required to attend biweekly seminars each semester. **All students will remain at the same agency for both field placements.**

Concurrent with the first and second field placement, students take a three (3) credit hour methods of social work practice course per semester, the first course focuses on working with groups and the second course on communities and organizations.

Students in the first field placement concurrently take:

SOW 4511L - Practicum I
SOW 4522 - Field Seminar I
SOW 4322 - Social Work Practice with Groups

Students in the second field practicum concurrently take:

SOW 4512L - Practicum II
SOW 4523 - Field Seminar II
SOW 4332 - Social Work Practice with Communities and Organizations
*Also students **must** take PHC 3101, Introduction to Public Health, prior to graduation.

Note: Undergraduate students may not use their employing agencies for their placements.

B. EDUCATIONAL OBJECTIVES FOR PRACTICUM I (SOW 4511L)

Students in Practicum I must demonstrate the following beginning generalist social work competencies:

***PB= Practice Behaviors**

1. Identify as a professional social worker and conduct oneself accordingly. **(PBs 1, 2, 3, 4, 5, 6)**
2. Apply social work ethical principles to guide professional practice. **(PBs 7, 8, 9, 10)**
3. Apply critical thinking to inform and communicate professional judgments. **(PBs 11, 12, 13)**
4. Engage in diversity and difference in practice **(PBs 14, 15, 16, 17)**
5. Advance human rights and social and economic justice. **(PBs 18, 19, 20)**
6. Engage in research-informed practice and practice-informed research. **(PBs 21, 22)**
7. Apply knowledge of human behavior and the social environment. **(PBs 23, 24)**
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. **(PBs 25, 26)**
9. Respond to contexts that shape practice. **(PBs 27, 28)**
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. **(PBs 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41)**

C. EDUCATIONAL OBJECTIVES FOR PRACTICUM II (SOW 4512L)

Students in Practicum II must demonstrate the following beginning generalist social work competencies:

1. Identify as a professional social worker and conduct oneself accordingly. **(PBs 1, 2, 3, 4, 5, 6)**
2. Apply social work ethical principles to guide professional practice. **(PBs 7, 8, 9, 10)**
3. Apply critical thinking to inform and communicate professional judgments. **(PBs 11, 12, 13)**
4. Engage in diversity and difference in practice **(PBs 14, 15, 16, 17)**
5. Advance human rights and social and economic justice. **(PBs 18, 19, 20)**
6. Engage in research-informed practice and practice-informed research. **(PBs 21, 22)**
7. Apply knowledge of human behavior and the social environment. **(PBs 23, 24)**

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. **(PBs 25, 26)**
9. Respond to contexts that shape practice. **(PBs 27, 28)**
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. **(PBs 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41)**

D. EDUCATIONAL OBJECTIVES OF FIELD SEMINAR I (SOW 4522)

Students in Field Seminar I must demonstrate the following beginning generalist social work competencies:

1. Development of specific skills for generalist social work practice to individual, groups, communities and organizations. **(PBs 1, 12, 29, 30, 31, 32, 33, 34, 35, 37, 38, 41)**
2. Development of an awareness of professional self, including the application of social work ethical principles. **(PBs 3, 4, 7, 8, 10, 15)**
3. Application of critical thinking in the development of knowledge practice skills. **(PBs 24, 25, 26)**
4. Utilization of professional oral and written communications that is consistent with the social work profession and the field setting. **(PBs 1, 4, 13)**
5. Ability to function within the agency or organizational context. **(PB 4)**
6. Appropriate utilization of supervision with the field instructor. **(PBs 2, 7)**
7. Demonstrate beginning knowledge of research skills to identify intervention techniques for evidenced-based practice. **(PB 11)**
8. Integrate beginning skills and knowledge for generalist social work practice in the areas of: human behavior and social welfare, policy, and research with the field practicum experience. **(PBs 24, 25, 29, 30, 31, 32, 33, 34, 35, 37, 38, 39)**
9. Exhibit knowledge of beginning generalist practice skills with diverse client systems within the realm of social work values and ethics through direct practice. **(PBs 7, 8, 14, 15, 19)**

E. EDUCATIONAL OBJECTIVES FOR FIELD SEMINAR II (SOW 4523)

1. Development of specific skills for generalist social work practice to individuals, groups, and communities and organizations including skills in engagement, goal

- setting, contracting and termination. (PBs 29, 30, 32, 33, 35, 37, 38, 40, 41)
2. Development of an awareness of professional self, including the application of social work ethical principles. (PBs 2, 3, 4, 6, 7, 15, 30)
 3. Application of critical thinking in the development of knowledge-practice skills. (PBs 20, 23, 24, 33, 37)
 4. Utilization of professional oral and written communications that is consistent with the social work profession and the field setting. (PBs 4, 13)
 5. Enhancement of leadership qualities, advocacy, and commitment to social change. (PBs 19, 25, 26, 39)
 6. Appropriate utilization of supervision with the field instructor. (PBs 2, 3, 6, 11, 17)
 7. Demonstrate beginning knowledge of research skills to identify Intervention techniques for evidence based practice. (PB 11)
 8. Understand oppression and apply the strategies and skills of change that advance social and economic justice for vulnerable and at-risk populations. (PBs 19, 20, 37)
 9. Integrate beginning skills and knowledge for generalist social work practice in the areas of: human behavior, and social welfare policy with the field practicum experience. (PBs 11, 24, 25, 26, 35)
 10. Exhibit knowledge of beginning generalist practice skills with diverse client systems within the realm of social work values and ethics through direct practice (PB 15)

F. THE PROFESSIONAL SOCIAL WORK PORTFOLIO

In Field Seminar I (SOW 4522) and Field Seminar II (SOW 4523), that are taken concurrently with the field practicum educational objectives parallel those of the field. Students develop their professional portfolio with specific assignments for each semester that assist the students in linking theory with practice and in demonstrating their ability to practice social work with a client(s) at their field agency. Portfolio assignments address such practice areas as assessment, treatment planning, cultural competency, and advocacy. Specifics regarding the portfolio assignments and requirements are outlined in the SOW 4522 (Field Seminar I) and SOW 4523 (Field Seminar II) syllabi.

The assignments for the portfolios are submitted to the seminar instructors for review and grading and then are returned to the students to be placed into their personal portfolio. The portfolios are collected at the end of Practicum II and are reviewed using the Portfolio Assessment Rubric. The rubric is returned to the student along with her/his portfolio.

The assessment rubric evaluates the portfolio on six dimensions/items: organization and presentation, communication, relevance of contents, quality of contents and evidence of accomplishment, critical thought or analysis and scholarship, and self-awareness and self-reflection. The rubric contains a three-point scale for each of the dimensions: a score of one is below satisfactory, a two is satisfactory, and a three is above satisfactory. The total score is indicated by the sum of the scores for each dimension. A total score of 12 or above and no score below a 2 on any dimension would indicate a passing score. A score of 11 – 11.99 and only one score below 2 on any dimension indicates a marginal pass and the student is asked to make the necessary corrections and re-submit the portfolio in order to pass the seminar course. A score below 11 and/or a score below 2 on more than one dimension would indicate a failing score. Students must receive a passing score on the portfolio in order to pass SOW 4523 (Field Seminar II).

G. BSSW PORTFOLIO ASSESSMENT RUBRIC

Dimension	Below Satisfactory	Satisfactory	Above Satisfactory
Organization and Presentation	The portfolio lacks coherent organization and is presented in a poor or unprofessional manner.	The portfolio reflects a clear and coherent organizational structure and is consistently presented in a professional manner.	The portfolio reflects an extremely clear and coherent structure and is presented in an exceptionally professional manner.
Communication	Uses slang, incorrect grammar, and/or incorrect spelling. Uses a limited range of vocabulary to convey information. Written presentation is unclear, requires much editing.	Uses correct grammar, spelling, and reflects sufficient editing. Uses a range of vocabulary to convey information. Written presentation is clear.	Uses an appropriate style or tone with consistency, is well-edited. Uses vocabulary and literary techniques that underscore meaning. Presentation reflects an excellent command of written language
Relevance of Contents	The portfolio reflects little attention to the identified, required or expected purposes. Some expected materials are missing or incomplete, and some irrelevant	The portfolio reflects considerable attention to the identified, required or expected purposes. All expected materials are included, and nearly all irrelevant	The portfolio consistently reflects attention to the identified, required or expected purposes. All expected and some additional relevant materials are included, and all

	materials are included.	materials are omitted.	irrelevant materials are omitted.
Quality of Contents and Evidence of Accomplishment	The portfolio consistently reflects insufficient depth and fails to achieve its purpose. There is a general failure to elaborate upon significant aspects.	The portfolio reflects depth in some but not all significant areas and clearly achieves its purpose. There is an ability to elaborate upon some but not all significant aspects.	The portfolio reflects considerable depth of learning in most significant areas and definitely achieves its purpose. There is an ability to elaborate upon most significant aspects.
Critical Thought or Analysis and Scholarship	The portfolio reflects little evidence of critical thought or analysis and scholarship.	The portfolio reflects considerable evidence of good quality critical thought or analysis and satisfactory scholarship.	The portfolio consistently reflects substantial evidence of advanced levels of critical thought or analysis and exceptional scholarship.
Self-Awareness and Self-Reflection	The portfolio lacks evidence of self-awareness or an ability to engage in self-reflection.	The portfolio reflects considerable evidence of self-awareness and developing ability to engage in self-reflection.	The portfolio consistently reflects substantial evidence of high levels of self-awareness and exceptional ability to engage in self-reflection.

Scoring for Each Dimension: Below Satisfactory = 1; Satisfactory = 2;

Above Satisfactory = 3

Total Score = Sum of Scores for each dimension; Passing = Average Score of 12 or above

Summary score reflects readiness for generalist social work practice.

Below Satisfactory = There is little evidence of readiness for generalist social work practice.

Marginal Pass = There is some evidence of readiness for generalist social work practice.

Satisfactory = There is clear evidence of satisfactory readiness for generalist social work practice.

Above Satisfactory = There is convincing evidence of readiness for generalist social work practice.

Exceptional = There is convincing evidence of superior readiness for generalist social work practice.

Exceptional = More than 16.5 and no score below 2.0 on any dimension;

Above Satisfactory = 15 – 16.5 and no score below 2.0 on any dimension;

Satisfactory = 12 – 14.99 and no score below 2 on any dimension;

Marginal Pass = 11 – 12 and only one score below 2 on one dimension;

Below Satisfactory = Less than 11 and/or a score below 2 on more than one dimension.

VII. RESPONSIBILITIES AND REQUIREMENTS IN THE FIELD

A. THE FIELD AGENCY AND THE UNIVERSITY

The School of Social Work recognizes the important contributions field agencies make to the total educational program. The School is currently affiliated with more than 200 field sites in the Dade, Broward, Monroe, and Palm Beach areas that serve a cross-cultural, multiethnic population. The affiliation reflects a professional climate conducive to learning and professional development and supportive of the educational goals of the School. Agencies are selected on the basis of their recognized interest in professional standards of practice, nondiscriminatory practices, and an ability to provide the student with opportunities to engage in all 41 practice behaviors and meet the ten core competencies.

1. Affiliation Agreements

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

The Office of Field Education has the final decision-making responsibility in approving the agency internship site.

2. Responsibilities of the Agency

The field agency assumes the following responsibilities:

a. Agency Liaison

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

b. Physical Facilities and Resources

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

c. Plan for Agency Field Instructors.

The agency designates those persons who may be asked to assume responsibility for supervision of individual students. The field education coordinators review the qualifications of the potential field instructor in light of the requirements of the school. The agency regulates the workload and assignment of instructors to be sure that they have time and resources to fulfill the role of field instructor. The agency must consider not only the time spent in planning and supervision of the individual student, but also time for seminars and other learning experiences that the school provides for its field instructors.

d. Orientation, safety, and assignments of students

Orientation: Although the individual field instructor bears responsibility for the orientation of the student, the agency may provide general orientation sessions, especially in settings in which several students are in placement. The agency makes clear to the School and the student just what the role of the student can be in the particular setting.

Safety: The agency provides reasonable measures to protect the student's safety. The Safety Checklist assignment is completed by all students with their field instructor within the first two weeks of field placement.

Assignments: The agency makes cases, groups, and agency or community projects available to field instructors for selection and assignment of students. Changes in supervision are communicated to the Office of Field Education as soon as possible in order to make necessary arrangements for changes in assignment, if indicated.

3. Responsibilities of the University

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

- a. Two-day field instructor trainings that earns each participant a total of 16 CEU's.
- b. Other CEU trainings as scheduled.
- c. Assignment of field liaison from the University.
- d. Tuition fee waivers which are available to field instructors who complete 300 clock hours of supervision. This entitles the field instructor to register at any state university for up to 6 hours in one term of instruction, including courses offered through continuing education programs of the state university. Certificates of

Participation or Tuition fee waivers must be used within three (3) years of date of issuance.

- e. The availability of the University Library and Media resources

B. OFFICE OF FIELD EDUCATION

1. Office of Field Education Responsibilities

The Office of Field Education is responsible to:

- a. Develop affiliations with agencies in the community.
- b. Offer training to field instructors.
- c. Orient students to field education and make available all performance objectives, policies, procedures, evaluations, the NASW Code of Ethics, and other pertinent information.
- d. Arrange field practicum experiences for students
- e. Monitor practicum experiences and offer support and counsel to agency field instructor and student.
- f. Teach seminars.
- g. Serve as a conduit for the flow of information between the school and community agencies.
- h. Maintain records concerning cooperating agencies and field instructors
- i. Assign grades to individual students for their practicum experience as well as for the seminars.
- j. Keep all faculty members informed about the development of the field program and participate actively in curriculum work that contributes to the integration of classroom and field learning.
- k. Engage in continuous evaluation of the field program as a whole and conducting special studies, as appropriate, in order to strengthen the program.

2. Responsibilities of the Field Education Faculty and Staff

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

a. BSSW Field Education Coordinator

The BSSW field education coordinator oversees the BSSW field program and works in collaboration with the MSW Field Education Coordinator to handle the general administration of the field education program.

Specific responsibilities are:

- 1) Plan and implement the BSSW field orientation for students

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

b. MSW Field Education Coordinator

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

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

c. Field Liaison

The field liaison provides the necessary link between the Agency and the School, serves as both consultant to the field instructor and advisor to the student. The field liaison is in a position to share with the field instructor information on the

curriculum and other issues of the School that may influence the student's experiences in the Agency. Field instructors can share with the field liaison changes at the Agency which may impact the student's learning experience.

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

Specific Field Liaison responsibilities include:

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

d. Seminar Instructor

The Seminar Instructor's responsibilities include:

- 1) Review of the mid-semester evaluation, final field evaluation, log of hours and log of supervision hours and safety checklist; alert field liaison(s) and field coordinator(s) of any resulting identified issues.
- 2) Plan field seminars in consultation with field education faculty.
- 3) Communicate with field liaison(s) regarding student concerns discussed in seminar.
- 4) Assignment of the student's grade.
- 5) Review of the student's evaluation of the agency, identification of opportunities to improve the internship experience and improve student matching.

C. THE FIELD INSTRUCTOR

1. Requirements

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

2. Field Instructor Orientation, Training and Dialog

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

3. Criteria to Select Field Instructors

Field Instructors are chosen based upon the following criteria:

- a. Demonstration of skill in practice
- b. Conviction about and identification with social work as a profession
- c. Independence, creativity, and flexibility in the use of professional self.
- d. Knowledge and capacity to deal with the following elements:

- i. Students with a wide range of backgrounds and interests
- ii. Institutional structures of a society
- iii. Structure and functions of a particular social agency.
- iv. Organization of resources for educational purposes.
- v. Authority inherent in the role of educator.
- vi. Divergent philosophies of life
- vii. Interest in and the potential for teaching that includes the following:
 - Ability to conceptualize theory and practice
 - Interest in designing and organizing assignments and other learning activities in field instruction to meet competencies, practice behaviors and tasks outlined in learning contracts.
 - Commitment to increasing knowledge of learning theory and skill in teaching.
 - Attendance to various meetings that may be scheduled to enhance field internship.

4. Field Instructor Responsibilities

The field instructor is expected to:

- a. Have a willingness and ability to teach social work concepts and practice on a one-to-one basis
- b. Maintain an interest in and keep abreast of new developments in the profession and in social work education.
- c. Attend and participate in the field instructors' course, field seminars and other special activities offered by the school to enhance the field instructor's professional development.
- d. Negotiate field education expectations with other departments and personnel with the field education agency including background screenings, specialized training, orientation, and administrative concerns.
- e. Advocate for the student to gain access to learning experiences within the agency and the professional community.
- f. Provide an educational climate that challenges the student to expand professional skills, knowledge, and values.
- g. Plan for each student a series of educational assignments that will provide learning experiences appropriate to his/her level of professional development and the student's learning contract. In some instances, the field instructor may need to develop special assignments different from those of regular staff members.
- h. Provide weekly supervisory conferences (at least one hour weekly) with the student as protected time for teaching, educational support, and administrative supervision. (The field instructor who has more than one student may use group conferences at the BSSW level).
- i. Be available to the student in emergency situations or arrange emergency coverage if the agency-based field education will not be available to the student to

assist with emergencies.

- j. Make arrangements for coverage with another qualified agency based field instructor during vacation or other extended absence. If the absence is two weeks or less and another qualified field instructor is not available within the agency, the interim supervision may be provided by a task supervisor. If the absence is to last more than two weeks and another qualified educator is not available within the agency, the agency field instructor should notify the Office of Field Education as soon as possible of the need for qualified supervision coverage until they can return to the agency. The Office of Field Education and the agency will endeavor to arrange interim coverage but may have to make other agency-based field education arrangements for the student if this is not possible.
- k. Be available (or make plans for a task supervisor to be available) if student needs consultation between regularly scheduled conferences.
- l. Read and be familiar with the School of Social Work's Field Education.
- m. Help the student to integrate theoretical knowledge and knowledge from previous experience with the student's present practice.
- n. Require students to prepare an agenda for weekly supervision.
- o. Provide students continuous feedback on their performance.
- p. Utilize, review, and comment on process recordings as required by the student's learning contract.
- q. Maintain supervisory records of the student's experience with the agency.
- r. Maintain contact with the Office of Field Education for discussion of questions arising about the requirements of the school or about the learning needs of an individual student.
- s. Prepare the mid-term and final evaluations of the student's performance and return them to the School of Social Work by the deadline dates

D. THE TASK SUPERVISOR

1. Requirements

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

2. Task Supervisor Responsibilities

- a. Participate in planning the field education experience.
- b. Provide some supervision of the student's daily activities.
- c. Review with the field instructor the assignment of cases and projects congruent

- with the student's educational goals.
- d. Orient students to the agency and their assignments.
- e. Provide on-the-spot positive and constructive feedback to students regarding their performance.
- f. Focus on the students' skill development.
- g. Maintain records of student activities for the field instructor.
- h. Consult with the field instructor about the student's skill development and coordinate planning for promoting optimal student development.
- i. Assist in the preparation of the mid-semester evaluation and final student evaluations.
- j. Provide ongoing feedback to the field instructor about the students' progress in meeting learning goals, identifying any performance issues requiring follow-up.
- k. Be available to students in emergency situations or arrange coverage for the students for emergencies that may arise in their absence.

E. RESPONSIBILITIES OF THE STUDENT

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

1. Students' Responsibilities

Students must:

- a. Complete and submit the application for field placement by the School's announced deadline.
- b. Attend all mandatory field orientation meetings.
- c. Enter practicum with a readiness to learn and to become involved in all appropriate aspects of the field practicum.
- d. Comply with all agency policies and procedures, including but not limited to physicals, drug screens, HIV testing, liability insurance, dress codes, immunizations, fingerprinting, criminal background checks, body adornment policies, and oaths of allegiance. (Every effort will be made by the Office of Field Education to notify students of agency screening have difficulties with any of these requirements).
- e. Develop, sign, and fulfill a Learning Contract for the field placement.
- f. Sign and fulfill the Field Internship Contract.
- g. Be sensitive to the norms and climate of the agency and conduct themselves in a manner appropriate to the setting.
- h. Prepare for and participate in weekly supervision with field instructors.

- i. Prepare for and participate in meetings with field instructor and/or task supervisors and faculty liaisons, and communicate openly about any aspect of the field practicum. Communication is paramount to a successful placement and problems cannot be rectified if the Office of Field Education is not made aware of them. Take precautions regarding personal safety and share related concerns with field instructor.
- j. Observe principles of confidentiality not only in dealing with matters relating to clients but also in discussing the program of the agency with other persons and in the field seminars.
- k. Maintain time requirements as specified by school and field instructor and discuss with the Field instructor and the Office of Field Education in writing and in advance any planned deviations from the time schedule. Students are to notify the field instructor of all times when they are late or absent from the agency and plan to make up the time in accordance with university policy.
- l. Attend all field seminars that correspond to the field practicum course section for which they are registered.
- m. Complete a “Student Evaluation of Field Practicum” at the end of each semester. Failure to do so will result in an “F” for the course.
- n. Keep track of all hours accumulated during placement.
- o. Adhere to the University Code of Conduct and the NASW Code of Ethics.
- p. Not accept employment at the same agency where he/she is interning. Exceptions may be made if the student is nearing the end of the internship and would miss an employment opportunity; a student requesting an exception must submit documentation from the prospective employer supporting the employment exception to the Office of Field Education. A decision will be rendered in one week by the field education coordinator.
- q. BSSW students must have completed the foreign language requirement or taken, passed and submitted the TOEFL exam or CLEP scores within ten (10) university days after the application date or by the BSSW field orientation if not passed as of the application due date. If this requirement is not met by the date indicated the student will have to postpone field practicum until the following semester.
- r. BSSW students must have completed the Global Learning requirement or are in the process of completing the Global Learning courses the semester prior to entering field placement. If this requirement is not met by the application deadline indicated the student will have to postpone field practicum until the following semester.

If a student feels that a field placement is not meeting his/her needs, he/she must follow the procedures outlined in the “Student Dissatisfaction with Practicum Setting” of the manual.

In a **required online orientation** prior to entering field practicum, expectations for students are explained in detail.

The student must be actively involved in the educational process necessary to attain

required social work skills. Therefore, students must continually assess their learning needs, strengths, and problems as reflected in the Learning Contract. This continuous assessment provides a foundation for both the student and the field instructor for the development of supervisory conferences and a successful field practicum. Students need to be pro-active and openly discuss with the field instructor and Office of Field Education their learning needs or any problems they encounter at their placement.

2. Liability Insurance for Students in Field Placement

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

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

Agencies require the disclosure of conviction records for misdemeanors and/or felonies, current screening for drug use, and health screenings. Therefore, students are often required to submit to state and federal background checks, drug screening tests, and health screenings prior to the initiation of the practicum. Certain agencies, particularly hospitals, require specific immunizations as well. While some agencies may cover the cost of the background checks, drug screenings and health screening requirements, others make this the responsibility of the student.

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

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

Students with a criminal background are required to consult with the Office of Field Education faculty before applying to the field.

Additionally, all agencies require a criminal background check prior to approval for field placement according to Florida law (see Chapter 435 of the Florida Statutes at: <http://www.leg.state.fl.us/statutes/>). Students with felony and/or certain misdemeanor convictions may be ineligible for field placements due to state law and agency restrictions.

4. Home Visits

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

5. Safety Policy

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

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

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

6. Disabilities

The School of Social Work complies with the Americans with Disabilities Act (ADA)

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

7. Pre-placement Hours

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

8. Conference Attendance

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

9. Jury Duty

Students must inform field instructors and field liaisons prior to jury duty. Depending on the number of days the student must attend jury duty, they have the following options:

- a. They can use one (or both) of their 2 days of allowed leave for jury duty without needing to make-up the time; or
- b. They can take the days and make-up the time missed. Students are expected to come up with a plan to make-up missed hours and get approval from their field liaison and field instructor.

10. Practicum Coverage during Semester Breaks

The Office of Field Education of the School of Social Work discourages student interns from reporting to their assigned agency during semester breaks. It is important

for students to take a break, ‘recharge batteries’, and understand that they are not indispensable. Workers take vacations and cannot always be at work; students need the same break.

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

11. Compensatory Time and Emergency Leave for Students

- a. Students are not to schedule vacations or breaks during the scheduled practicum.
- b. Students are expected to adhere to **agency** hours and holidays. University holidays and breaks do not apply.
- c. A total of two (2) days of leave is allowed for illness and family emergencies for each undergraduate and graduate practicum.
- d. If for any reason a student needs to be out of placement for more than the time allowed for illness and family emergencies, the student must contact the
- e. Field education coordinator or designee for prior approval. If the additional time is approved by the field education coordinator or designee, the student must then obtain the approval of the field instructor, outline a plan to make up the missed time, and provide the Office of Field Education with a copy of the written plan. Approval by the field instructor or other staff at the placement agency does not constitute permission to take additional time off from the practicum or make up hours. Students must consult with both the field instructor and the field education coordinator or designee in all such matters.
- f. Students may not bank hours in advance in order to end the placement prior to the last scheduled day of practicum.
- g. Any paid holiday for agency personnel that occurs on the student’s scheduled day for field placement is also to be considered a holiday for the student. This time does not need to be made up.
- h. Students are expected to keep a weekly log of hours and log of supervision hours to be initialed weekly by the student and field instructor and signed by the field instructor and student upon completion of the practicum. These logs are to be submitted to the Office of Field Education along with their evaluations.
- i. Breaks for meals and travel to/from practicum are not included in hours.

VIII. THE PLACEMENT PROCESS

Steps for Practicum Placement

The placement process is a collaborative effort between Florida International University, the School of Social Work, the agency, and the student. The School of Social Work is committed to finding the best possible placement according to the student’s individual interests or needs.

Under no circumstances is a student to make arrangements for his/her own placement. Any suggestions for future placement opportunities can be directed to the Office of Field

Education for determination of eligibility.

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

Field practicum placement sites and internship details are available for students to review on the Placement Tracking system (IPT) website. The field coordinators assist students in finding the best match given the student's interests and needs. Students cannot be guaranteed an assignment to a requested agency as agencies do not request students every semester.

All students must apply for the field on the Intern Placement Tracking system (IPT) not by downloading forms from the website. Both completion of the application and submission will occur via the IPT system. The student must:

- A. Admission into upper division social work courses.
- B. Assure that all prerequisites for field practicum are met before beginning the application process.
- C. Assure that grade point average (GPA) is acceptable (2.75 or above for BSSWs admitted under fall 2012 criteria); the GPA must meet the requirement at the time the application is submitted.
- D. Demonstrate readiness for the field practicum experience.

Definition of Readiness for Field

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

- 1. Classroom performance
- 2. Advisor and faculty feedback
- 3. Personal interview with coordinators of field education

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

- 1. Identify as a professional social worker and conduct oneself accordingly:
 - a. Practice personal reflection and self-correction to assure continual professional development
 - b. Attend to professional roles and boundaries
 - c. Demonstrate professional demeanor in behavior, appearance, and communication
 - d. Respect the inherent dignity and worth of the person
 - e. Behave in a trustworthy manner
 - f. Treat colleagues with respect
- 2. Apply social work ethical principles to guide professional practice
 - a. Recognize and manage personal values in a way that allows professional values to guide practice
 - b. Make ethical decisions by applying standards of NASW Code of Ethics
 - c. Apply strategies of ethical reasoning to arrive at principled decisions

3. Apply critical thinking to inform and communicate judgments
Demonstrate effective oral and written communication
 4. Engage diversity and difference in practice
 - a. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
 - b. Understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
 - c. Demonstrate sensitivity to cultural and ethnic diversity
- E. Submit “Application for Admission to Field Practicum” the semester before intending to enter field. Students must apply each time they plan to participate in practicum the following semester.
- Please note:** a copy of this application will be forwarded to the field instructor so it should be free from errors and professional. It is highly recommended that students also maintain a copy of the completed application for their own records. Students should notify the Office of Field Education of any special accommodations needed as related to a disability.

Application Deadline Dates for BSSW I are by 11:59 pm on the following dates:

October 1	Spring Semester
February 1	Summer Semester
June 1	Fall Semester

Application Deadline Dates for BSSW IIs who are completing the second semester of this practicum experience (as required) right after the first (BSSW I and MSW II):

November 1	Spring Semester
March 1	Summer Semester
July 1	Fall Semester

For BSSW IIs who are returning to the second semester of this practicum experience after a break due to emergent reasons, the deadlines are by 11:59pm on the following dates:

October 1	Spring Semester
February 1	Summer Semester
June 1	Fall Semester

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

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

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

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

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

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

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

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

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

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

- G. Eligible field practicum students must watch a mandatory, online field orientation. Students watch the online orientation during the dates provided by the Office of Field Education. The orientation informs students of important field policies, procedures, and responsibilities.
- H. Each student must also schedule a face-to-face interview with field faculty after watching the orientation. All communication from the Office of Field Education will use students' FIU e-mail accounts.
- I. BSSW students meet individually with the field coordinators to discuss specific placement possibilities. Whenever possible, the Office of Field Education attempts to arrange a placement which takes into account the student's preferences as indicated on his/her field application. However, this may not be possible in all cases. Students may not refuse a placement assignment for non-educational reasons after the Office of Field Education has determined that the agency offered to the student for the pre-placement interview is the best possible match for the student's learning.

Important Placement Rules:

- 1) Students may not be placed in agencies where they have volunteered or worked in the past or where they work currently.
- 2) Evening/late-afternoon and weekend placements are not available for BSSW students (as of summer 2013 admits).

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

- J. **Students are to immediately contact the potential Field instructor indicated on the notice to arrange an appointment for a pre-placement interview.** The purpose of this interview is to introduce the student to the agency and the field instructor to determine the appropriateness of the student for the agency. This should be treated as a job interview and professionalism is essential. Students are expected to discuss their learning styles and needs as well as their objectives for learning in the practicum during the pre-placement interview. The number of students sent to interview with an agency will never exceed the number of placements available at that agency. In other words, students will not be expected to compete for field placements with other FIU students. Students will sometimes be competing for placements with other universities.
- K. All students are to bring a Confirmation of Placement form (located to be downloaded on

the bulletin board of IPT) to their pre-placement interview. These are to be signed by both student and field instructor at the time of the pre-placement interview if the student is accepted for placement; the student should then fax, hand-in or email the Confirmation of Placement form to the Office of Field Education. This serves as an indication that the placement is accepted by both parties. The placement is not considered finalized until this form is received by the Office of Field Education.

- L. Student must complete all required agency orientations, background checks, drug testing and health record verifications/immunizations prior to entering field placement.
- M. In rare cases where the placement is not accepted, the process will be repeated from step” I.” However, once the student has gone through this process three times, wherein three unsuccessful attempts have been made to match the student with a placement, the student will not automatically repeat the process. An unsuccessful attempt includes the student being turned down by the agency due to the field instructor/agency’s assessment of the student’s appropriateness for the placement and/or the student refusing the placement. At such a time, the student will not be provided with any further referrals until a meeting is held with the Associate Director, the BSSW Field Education Coordinator or designee, another faculty member of the Office of Field Education, and student. This meeting will serve to explore the difficulties involved in placement, the appropriateness of the student at this time for a field experience, and all of the options available to the student. Possible options include but are not limited to:
 - 1) Re-application for field at a later time after the student addresses difficulties according to a remediation plan developed at this meeting.
 - 2) An additional referral(s) for field placement; or
 - 3) Re-assessment of appropriateness of the student for the social work profession.
- N. Grade checks are done at the end of each semester to verify students’ eligibility for field placement. It is the student’s responsibility to submit grades for courses taken outside of the School of Social Work. It is the student’s responsibility to notify the Office of Field Education of unsatisfactory class performance and/or the GPA not meeting the requirement that would deem him/her ineligible to enter field placement. The student must also notify the potential field instructor that placement will need to be postponed. **The student must then reapply for field by the deadline date once he/she is retaking the course(s) in question and/or the GPA meets the requirement at the time of re-application.** There is no guarantee that the student will be placed at the same agency the following semester. If it is determined that a student is academically ineligible to enter field and failed to notify the Office of Field Education, the student will be administratively dropped from all courses without guarantee of refund of payment had been made. The student must then reapply for field by the deadline date once he/she is retaking the course(s) in question and/or the GPA meets the requirement at the time of re-application.
- O. If a student decides not to enter the field practicum for reasons other than academic, the

student must **immediately** notify both the field instructor and the School of Social Work Office of Field Education in writing.

Students who fail to adhere to the placement process guidelines may be deemed ineligible to enter field practicum and be required to reapply for the following semester.

BSSW Practicum II students generally remain at the same agency as the prior semester. In these situations, students must submit the applications indicating continuance of the same Field Placement (“Same Agency Placement Application for SOW 4512L) Placement” signed by both student and field instructor by the application deadline. If a student feels that the field placement is not meeting his/her needs, and meetings with the field education coordinator or designee have resulted in a decision to change the practicum, the student must submit an application requesting a new agency placement.

IX. FIELD SEMINARS

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

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

In addition, students in the BSSW field seminars develop a professional portfolio.

Students in the BSSW field seminars are assigned a letter grade for two (2) credits, and Pass/Fail for the practicum (7 credits).

The field seminars are scheduled throughout the semester with dates and times varying according to semester (fall/spring vs summer). Please refer to the syllabi for questions regarding seminar schedules.

X. STUDENT DISSATISFACTION WITH PRACTICUM SETTING

If the student is dissatisfied with the practicum setting, the student must first make the field instructor aware of this dissatisfaction and attempt to rectify the situation. If such a discussion does not resolve the concern, the student must notify the faculty field liaison immediately. At that time, the faculty field liaison will meet with the student and telephone the field instructor to assess the situation. If those meetings do not resolve the issues, the field liaison will then visit

the agency and meet with the student and field instructor in order to facilitate a solution, possibly including the development of a Performance Improvement Plan or written action plan. If an agreement cannot be made and the student continues to feel that the placement setting is inappropriate, the following procedure must be followed:

- A. Student submits a written request to the BSSW Field Coordinator, or designee, for another field placement within five (5) business days of the meeting with the faculty field liaison and field instructor. The written request should state the reason(s) for the change of placement, a description of any attempts made to rectify the situation, and the results of those actions.
- B. Within five (5) business days of receipt of the written request, the BSSW Field Coordinator or designee and the faculty field liaison meet with the student to address concerns regarding the current placement and to determine whether there is a need for a change of placement. The following determinations may be made by the BSSW Field Coordinator or designee as a result of this meeting:
 1. Student is to remain in the same placement with a Performance Improvement Plan or written action plan to rectify any concerns; or
 2. Student is to be placed in a new agency and carry hours over from previous placement; or
 3. Student is to be placed in a new agency and not be able to carry hours over from the previous placement.
- C. Please note that the BSSW Field Coordinator, or designee, will address each student's concern on a case-by-case basis, including but not limited to awareness of time constraints, learning needs/expectations, and learning opportunities. If a student is replaced, the placement choice will be entirely made by the field faculty.
- D. Within five (5) business days of the meeting with the liaison, the BSSW Field Coordinator, or designee, and student, the student is to receive a written notice of the field coordinator's decision.
- E. If the student continues to be dissatisfied with the practicum situation, he/she may appeal to the Director of the School of Social Work in writing within five (5) business days of receipt of the BSSW Field Coordinator's letter.

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

- A. Notify the field instructor and terminate appropriately under the direction of his/her field instructor.
- B. Notify the faculty field liaison and/or BSSW Field Coordinator or designee.

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

XI. EVALUATIONS

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

A. Mid-Semester Evaluation of Student Performance for Generalist/Foundation Field Practicum

The Mid-Semester Evaluation must be submitted via IPT and requires the signature of both the field instructor and the student. The student's signature indicates only that the student has read the evaluation. The student may submit a statement in writing about areas of disagreement. The Mid-Semester Evaluation should be submitted via IPT to the Office of Field Education on the date indicated in the Practicum syllabus. If a Mid-Semester Evaluation results in a '1' (Unacceptable) or '2' (Below Satisfactory) or '0' (Insufficient Evidence) the faculty field liaison will consult with the field instructor and student to discuss the areas of concern and may formulate a written "Performance Improvement Plan" to address those areas below expectations (unless already implemented).

B. Final Evaluation of Student Performance for Generalist/Foundation Field Practicum

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

C. Student Evaluation of the Field Practicum

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

D. Grade Options

The following indicates the three grade options available:

Pass (P)

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

Incomplete (IN)

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

Failing grade (F)

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

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

E. Applying to the Field after a Withdrawal or Incomplete

When a student withdraws or receives an incomplete for the practicum, his/her re-application to the field must be submitted to the Office of Field Education prior to the due date for the requested semester of placement (June 1st for fall semester, October 1st for spring semester, and February 1st for summer semester). The re-application will be reviewed prior to acceptance and re-placement. A meeting may be scheduled within ten (10) business days of the application deadline with the student, the field coordinator or designee, and the BSSW Field Coordinator in order to determine the student's readiness to return to the field and decide if the student will be given credit for prior internship

hours.

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

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

F. Performance Improvement Plan

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

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

Performance Improvement Plan

Listing of Competencies not being met (identify	Actions to be completed by to appropriately engage in	Target Date	Actions to be taken by Field instructor to assist student	Actions to be taken by faculty liaison to	Completion Date
--	--	--------------------	--	--	------------------------

corresponding practice behaviors deemed unsatisfactory)	practice behaviors and meet competencies		in meeting competencies	assist student in meeting competencies	

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

Student Signature

Field Instructor Signature

Faculty Liaison/Coordinator

____/____/____
Date

G. Criteria for Evaluation of Academic and Professional Performance

Students are expected to complete all academic and nonacademic requirements for the Social Work Program in the preparation for professional practice. Issues can arise regarding student academic or professional performance or conduct which may result in a review of the student's situation and continuing progress in the Social Work Program. The guiding principles central to ensuring professional competence by all social work students is adherence to a set of values, principles, and ethical standards set forth by the National Association of Social Workers (NASW), universally accepted by the social work profession and incorporated into the core competencies and practice behaviors. Some of the possible reasons that would result in initiation of the Student Review and Termination Procedures are:

1. Academic performance matters, or
2. Nonacademic performance matters in the classroom, field setting, or other relevant locations.

1. Academic Performance

Criteria for Academic Performance Review

Inability, unwillingness, or failure to meet academic requirements may result in the initiation of the Student Review and Termination Procedure.

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

- a. Plagiarism, cheating, or any form of academic dishonesty or disruption (refer to Code of Student Conduct in Florida International University Student Handbook, NASW Code of Ethics).
- b. Failure to maintain a 2.75 GPA (BSSW) (2.5 for students entering the program prior to fall 2012) or beyond one semester of academic probation.
- c. Failure to follow course sequencing as scheduled and/or advised, unless other arrangements were made and approved in writing by the BSSW Program Coordinator, the BSSW Field Coordinator, or the Director of the School.
- d. A failing grade for any semester of the field practicum.

2. Non-Academic Performance

Students are expected to demonstrate professional conduct and attitudes in all parts of the Social Work Program. Possible nonacademic performance issues include, but are not limited to conduct that is inconsistent with or a violation of the Code of Ethics of the National Association of Social Workers and/or the University Code of Conduct.

Criteria for Non-academic Review

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

- a. Inability, unwillingness, or failure to:
 - Respect and/or promote the clients' right to self-determination.
 - Provide clients with the opportunity for informed consent.
 - Provide services within the boundaries of their competence, utilizing supervisory consultation as guidance.
 - Respect human and cultural diversity.
 - Respect clients' right to privacy and confidentiality in accordance with professional ethics, Florida statutes, University, or agency policy.
 - Treat fellow students, colleagues, supervisors, or Educators with respect.
 - Maintain the confidentiality of fellow students, colleagues, supervisors or educators.
 - Use practice skills or interventions that fall within the range of accepted and relevant practice.
 - Demonstrate appropriate interpersonal boundaries, self-awareness, self-containment, or self-control, abilities and attributes essential for professional

social work practice.

- Report suspected child abuse, family violence, elder abuse, or threatened harm to self or others as required by Florida statute.
-
- b. Entering into a dual relationship with clients or failing to disclose a conflict of interest.
 - c. Behavior in the classroom or field activities, which causes a disruption in the learning of other students or in the service of clients.
 - d. Entering into a sexual relationship or sexual activity with clients, whether consensual or forced.
 - e. Use of disrespectful or derogatory language in written or verbal communication with or about fellow students, colleagues, supervisors, or Educators.
 - f. Exploitation of clients who lack the capacity to make informed decisions.
 - g. Not taking adequate steps to address or remedy personal problems, psychosocial distress, substance abuse, or mental health impairment that interfere with practice effectiveness or classroom learning.
 - h. Unethical or criminal conduct that interferes with competent performance as a social work practitioner or may potentially compromise the safety of others or client services.
 - i. Private conduct that interferes with the ability to fulfill student responsibilities or that represents dishonesty, fraud, deception, or misrepresentation.
 - j. Acts or threats of physical violence or verbally abusive behavior toward fellow students, colleagues, supervisors, or Educators; or acts which may threaten the safety of same.
 - k. Failure to comply with all agency and School of Social Work policies and procedures (e.g., physicals, drug screens, HIV testing, liability insurance, dress and appearance codes, immunizations, fingerprinting, and criminal background checks).

XII. PROCEDURES FOR STUDENT REVIEW AND TERMINATION

Who can initiate a concern about a student?

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

1. The Process

- a. The Director will review the issue and may refer it to the Chairperson of the Student Review and Termination Committee for initiation of a Student Review and Termination Committee.
- b. The Student Review and Termination Committee will arrange for a meeting with the student to address the appeal within ten (10) working days of notice by the Director.
- b. Members of the faculty involved with the identified issue may be required to meet with the Student Review and Termination Committee.
- c. The student may choose to bring a personal advocate (not legal representation) to this meeting provided the student notifies the Committee within five working days prior to the meeting of the name of the advocate, and the role to be served by the advocate at the meeting. The student may confer with his/her personal advocate or advisor, verbally or in writing, during the Student Review and Termination Committee meeting but the advocate may not speak for the student or represent the student to the committee.
- d. The Student Review and Termination Committee meeting will convene and present written recommendations based upon their findings to the Director of the School within five working days of this meeting.
- e. Written notification of the Director's decision will be sent to the student within five working days of receipt of the recommendations of the Student Review and Termination Committee. Possible actions by the Director include:
 - A determination that the matter is so egregious as to warrant immediate termination from the Program;
 - Referral of the matter to the BSSW Program Coordinator or BSSW Field Coordinator to create with the student a plan for remediation of the problem. Rules governing remediation plans include:
 - A time line will be developed for completion of the plan
 - The agreed upon plan will be put into written form and signed by all parties. A copy will be given to all participants and placed in the student's file and given to the Director of the School of Social Work

- The plan will be monitored and reviewed by the individual designated by the Committee and assessed for progress and completion of requirements
 - If the student does not successfully meet the requirements specified in the plan, the student will be dismissed from the program. The student will be notified of this dismissal in writing by the Director of the School.
 - This procedure does not apply to automatic dismissals for failure to maintain sufficient academic progress
- f. If satisfaction is not achieved at this level, the student may file a formal, written appeal to the Associate Dean of Academic Affairs of the Robert Stempel College of Public Health & Social Work. The complaint must be filed within ten (10) working days of the date the student received the written notification of the Director's decision.
- g. If satisfaction is not achieved at that level, the student may file a formal, written appeal to the FIU Faculty Fellow for Academic Integrity. The complaint must be filed within fifteen (15) business days of the date the student received the written notification of the Associate Dean's decision, or within twenty (20) business days after classes begin in the semester following that in which the complaint arose – whichever is later. Details of the Formal Academic Grievance Procedure as well as the University's policy on grievances regarding professional misconduct are outlined in the Student Handbook.

2. Student Review and Termination Committee Membership

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

- a. The Associate Director or designee will serve as the chair to the Committee.
- b. The BSSW Field Education Coordinator or designee and a member of the Field Advisory Committee or an agency field instructor will serve on the committee if a field practicum issue is brought to the Committee.
- c. A senior in the BSSW program will serve as the student representative on the Committee.
- d. A faculty member from the School of Social Work will serve on the Committee.

3. Reinstatement after Termination

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

student was terminated, refer the request for reinstatement to the BSSW Coordinator, who will appoint a Reinstatement Committee to consider the student's request for reinstatement.

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

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

XIII. ACADEMIC AND PROFESSIONAL PERFORMANCE GRIEVANCE PROCEDURE

The Program's grievance procedures follow the model of University's procedures for informal and formal academic grievances for undergraduate students with additional steps at the School level added in the informal procedures as well as the inclusion of professional performance. The process is as follows:

1. Undergraduate students must attempt to resolve informally an academic or professional grievance as soon as possible. A student must initiate informal resolution procedures by contacting the professor (or administrator as the instructor of record) no later than ten business days after classes begin in the semester following that in which the complaint arose, or the grievance will be deemed untimely. The student must first attempt to resolve the grievance through an informal meeting with the professor. A mutually agreeable resolution shall be formalized through a notation in the student's file, which is initialed by the student and the professor or School Director.
2. If the matter cannot be resolved, or if the professor cannot be reached, the student may make a written appeal to the School's Director within ten days of the failure to resolve the matter informally. The written appeal should include a description of the nature of the issue and a summary of previous resolution efforts. The Director of the School will meet with the student and faculty member in an attempt to resolve the grievance. Possible actions by the Director may include but are not limited to:

- Referral of the appeal to a designated Student Review and Termination Committee by notifying the Chairperson of the Student Review and Termination Committee;
 - Upholding the decision/grade of the faculty member (student may appeal this decision by progressing to step #6).
3. If the Director refers the appeal to a Student Review and Termination Committee, the Committee will arrange for a meeting with the student to address the appeal within ten working days of notice by the Director. Members of the faculty involved with the identified issue may be requested to meet with the Student Review and Termination Committee.

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

4. The Student Review and Termination Committee meeting will convene and present written recommendations based upon their findings to the Director of the School of Social Work within five working days of the meeting.
5. Written notification of the Director's decision will be sent to the student within ten working days of receipt of the recommendations of the Student Review and Termination Committee. Possible actions by the Director may include but are not limited to:
 - Upholding the decision
 - Remediation of the problem.
6. If satisfaction is not achieved at this level, the student may file a written appeal to the Associate Dean of Academic Affairs of the College. The complaint must be filed within ten (10) working days of the date the student received the written notification of the Director's decision.
7. If satisfaction is not achieved at this level, the student may file a formal, written appeal to the FIU Faculty Fellow for Academic Integrity. The complaint must be filed within 15 business days of the date the student received the written notification of the Associate Dean's decision, or within 20 business days after classes begin in the semester following that in which the complaint arose – whichever is later. Details of the Formal Academic Grievance Procedure are outlined in the *FIU Student Handbook*.

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

- Any problem or issue related to student performance in the field practicum should first be discussed in a meeting with the student, field liaison, and/or field instructor (depending on who raises the concern and the identified problem).
- If the problem is unresolved at this level, the BSSW Field Coordinator should be contacted, who may consult with the student, liaison, and field instructor. The BSSW Field Coordinator will notify the student of the resultant decision in writing within ten working days. If the BSSW Field Coordinator is also the liaison for this particular student, the Associate Director will review all of the information, including the written evaluation by the field instructor, and proceed with notification as detailed above.
- If the problem remains unresolved at this level, the student should refer back to #2 above.

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

Students are referred to the *FIU Student Handbook* for details of the Formal Academic Grievance Procedure and the University's policy on issues related to professional misconduct. It is the student's responsibility to obtain a free copy of the handbook from the Office of Student Government or check the website at <http://globaldatebooksonline.com/flipbooks2014/fiu2014>

Students are encouraged to become thoroughly familiar with their rights & responsibilities within the University.

XIV. SEXUAL HARASSMENT POLICY

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 instructor, fellow student, or any other agency employee, it is destructive to the learning and working environment and adversely affects students' performance in their practicum. If the agency has no sexual harassment complaint policy, students may make complaints directly to the FIU Office of Equal Opportunity Programs.

Sexual harassment is defined in University Rule 6C8-1.010, Florida Administrative Code, as any unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature which:

1. Makes submission to or rejection of such conduct either an explicit or implicit basis for employment and/or academic decisions affecting the individual; or,
2. Unreasonably interferes with the individual's employment or academic performance by

creating an intimidating, hostile, or offensive environment.

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

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

Additional information regarding sexual harassment and procedures for filing sexual harassment complaints may be found in the appendix and in the FIU Student Handbook, Section III-Student Conduct/Policies.

**APPENDIX A
FIELD FORMS**



**ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH AND SOCIAL WORK
SCHOOL OF SOCIAL WORK - FIELD EDUCATION OFFICE**

AGENCY AFFILIATION DATA SHEET

1. Name of Agency_____
2. Address_____

Zip_____
3. Telephone: (____) _____ Fax: (____) _____
Web Address: www._____
4. Administrator/Director_____
5. Does your agency require student: To be finger printed? ____yes ____no
To have a background check? ____yes ____no
If yes, will agency assume costs? ____yes ____no
6. Does your agency require students to carry malpractice liability insurance?
(Students carry liability insurance, through the school, in the amounts of 1million
incident/3 million maximum) _____yes ____no
7. Is your agency accessible to students with disabilities?
_____yes ____no
8. Please specify any meetings or trainings that students are REQUIRED to attend and when these
are scheduled.

9. Indicate what level student your agency is willing to receive:
____ BSW ____ 1st year MSW ____ 2nd year MSW
10. Agency Description. (Please print/type and use no more than 200 words)

11. Check the areas of focus at your agency:

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

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

List agency funding source(s): _____

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

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

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

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

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

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

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

Assessment/I&R _____	Group Counseling _____
Case Management _____	Macro Only _____
Individual Counseling _____	Home Visits↯ _____
Family Counseling _____	Crisis Intervention _____

Other (Please Specify) _____

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

20. Describe your agency's staff composition:

Disciplines

Number

a) Masters in Social Work

b) Bachelors in Social Work

c) Other (please Specify)

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

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

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

Date

Signature of person completing form

Title

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

APPLICATION FOR SOW 4511 – PRACTICUM I

INFORMATION AND INSTRUCTIONS

DUE DATES:	Spring Term Practicum	October 1st
	Summer Term Practicum	February 1st
	Fall Term Practicum	June 1st

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

REQUIRED HOURS: 315 hours

PROCESS:

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

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

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

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

ELIGIBILITY FOR ADMISSION TO SOW 4511 - PRACTICUM I

A. Full admission to the Undergraduate Degree Program. This includes the following:

1. Successful completion of all general education/University core requirements

2. Fulfillment of the foreign language requirement
3. Successful completion (a grade of "C" or better) of all social work program prerequisites: Biology with Human Content, Psychology, Statistics, Sociology, American Government and Economics

B. Prerequisites: A minimum of a 2.75 GPA by the date of application to the field and successful completion of core social work courses (a grade of "C" or better)

SOW 3113 – The Social Environment and Human Behavior I

SOW 3232 – Social Welfare Policy and Services I

SOW 3203 – Introduction to Social Work Practice

SOW 3100 – The Social Environment and Human Behavior II

SOW 3233 – Social Welfare Policy and Services II

SOW 3313 – Social Work Practice with Families and Individuals

SOW 3350 – Techniques of Interviewing

SOW 3403 – Social Work Research

SOW 3620 – Social Work and Human Diversity

C. Co-requisites:

SOW 4522 – Field Seminar I

SOW 4322 – Social Work Practice with Groups

Date Received: _____

**SCHOOL OF SOCIAL WORK
FLORIDA INTERNATIONAL UNIVERSITY
APPLICATION FOR SOW 4511 - PRACTICUM I**

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

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

2. Address: Street

City State Zip

3. Phone: Home Business Cell

FIU e-mail:

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

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

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

- | | |
|--|---|
| <input type="checkbox"/> Child Welfare/Family Services | <input type="checkbox"/> Developmental Disabilities |
| <input type="checkbox"/> Elderly Services | <input type="checkbox"/> Addictions |
| <input type="checkbox"/> Health Care | <input type="checkbox"/> Justice System |
| <input type="checkbox"/> Mental Health | <input type="checkbox"/> GLBTQ |
| <input type="checkbox"/> Homeless Services | <input type="checkbox"/> School Social Work |
| <input type="checkbox"/> Other: <input type="text"/> | |

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

8. Please indicate previous *social work related volunteer experiences* specifying organization, dates and titles.

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

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

11. Have you applied for the Child Welfare Certificate? Yes ___ No ___

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

Name: Relationship:
 Address:
 Business Phone Home Phone

13. Please describe below what has led you to a career in social work. Additionally, include personal strengths, talents, skills and/or experiences that demonstrate your suitability for this career path.

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

I have read the "Information and Instructions" section preface to this application. I further certify that the data contained in this application is true and correct to the best of my knowledge. I understand that a

copy of this application will be given to my (tentatively) assigned practicum agency and regarded as confidential.

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

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

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

Student Signature: _____

Student Name: _____

Acknowledgement of Risk in the Field Placement

Student Name:

Panther ID #

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

1. **Liability Insurance:** Professional liability coverage is provided through FIU for students in field internships. Additional coverage is available through membership in NASW and other companies. NASW membership applications are available online at 222.naswdc.org or at 1-800-421-6694. An important aspect of professional practice is recognizing the limits of your knowledge and skills and avoiding helping situations that are not within your area of competence. Whenever you have a question about the handling of a particular case or whether a given intervention is appropriate, discuss this with your agency field instructor.
2. **TB Skin Test (PPD-S):** The prevalence of TB in society has seen an increase in recent years. If you anticipate an internship setting that serves populations at risk for TB, it is recommended that you take this test prior to entering the field. Some agency settings may require this test. You can be tested at the Student Health Center.
3. **Client Office Visits:** You may have a client in your office who becomes agitated or hostile. It is important that you discuss such matters with your field instructor early in your internship to be informed of agency policy and recommended courses of action should such an event happen.
4. **Institutional Settings:** Mental health and correctional institution settings serve a client population whose behavior may be unpredictable. It is important that you learn strategies for handling clients whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your field instructor. It is acceptable to have your field instructor or another staff person accompany you when visiting such clients.
5. **Home Visits:** It is common for social workers in a variety of social service settings to conduct home visits. Such visits do expose you to risks. It is important that all home visits be made with

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

6. **After Hours Meetings:** Some social service settings have activities that occur beyond normal office hours. Be aware of the location or neighborhood where such activities take place, note street lighting, open spaces, shrubs, and other growth that might impair vision. It is suggested that you always be accompanied by your field instructor or someone else when going to your car after dark. **Do not take risks.**
7. **Hepatitis B Vaccine:** Working with high risk clients means there is a chance of being exposed to blood-borne pathogens; it is recommended that you get this vaccination. This involves a series of three injections over a six month period of time. The second injection is given one month following the first, with the third coming five months later. Given the time requirements for this protection, it is important that you begin immunization at a time that would give you protection when you enter your internship. This series of immunizations can be administered by the Student Health Center. There is a cost for these series.

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

Student Signature: _____

Student Name: _____

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

APPLICATION FOR SOW 4512 - PRACTICUM II

Please note: this application is for students not remaining at the same agency for Field II.

INFORMATION AND INSTRUCTIONS

DUE DATES: Spring Term Practicum **October 1st**

Summer Term Practicum **February 1st**

Fall Term Practicum **June 1st**

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

REQUIRED HOURS: 315 hours

PROCESS:

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

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

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

Students are required to read the Field Education Manual available at this [website](#) before submitting their application.

ELIGIBILITY FOR ADMISSION TO SOW 4512 - PRACTICUM II

A student is eligible for Practicum II upon attainment of a passing grade in Practicum I (SOW 4511),

maintenance of a cumulative GPA of 2.75 *by the date of application to the field*, and the successful completion (a grade of "C" or better) of the following required coursework:

- SOW 4522 - FIELD SEMINAR I
- SOW 4322 - SOCIAL WORK PRACTICE WITH GROUPS

Required Co-Requisites:

- SOW 4523 - FIELD SEMINAR II
- SOW 4332 - SOCIAL WORK PRACTICE WITH COMMUNITIES AND ORGANIZATIONS

Date Received: _____

**SCHOOL OF SOCIAL WORK
FLORIDA INTERNATIONAL UNIVERSITY
APPLICATION FOR SOW 4512 - PRACTICUM II**

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

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

2. Address: Street

City State Zip

3. Phone: Home Business Cell

FIU e-mail:

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

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

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

☐ Child Welfare/Family Services

☐ Developmental Disabilities

☐ Elderly Services

☐ Addictions

☐ Health Care

☐ Justice System

☐ Mental Health

☐ GLBTQ

☐ Homeless Services

☐ School Social Work

☐ Other:

7. Please indicate previous *social work related employment experience* specifying dates, titles, and names of employers.
8. Please indicate previous *social work related internships and/or volunteer experiences* specifying organization, dates and titles.
9. Current
Employer: Position:
Address: Zip:
Employment Schedule: (Days & Hours)
10. Will you have a car at your disposal during your field placement assignment? Yes ____ No ____
11. Have you applied for the Child Welfare Certificate? Yes _____ No _____
12. Whom do you want contacted in the event of an emergency while in the field placement? (List a close, local person)
Name: Relationship:
Address:
Business Phone Home Phone
13. Please describe below what has led you to a career in social work. Additionally, include personal strengths, talents, skills and/or experiences that demonstrate your suitability for this career path.
14. Please detail any additional information pertinent to practicum planning that has not been addressed in this application. (If you have a disability which will require an accommodation, please address these needs here).

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

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

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

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

Student Signature: _____

Student Name: _____

Acknowledgement of Risk in the Field Placement

Student Name: Panther ID #

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

1. **Liability Insurance:** Professional liability coverage is provided through FIU for students in field internships. Additional coverage is available through membership in NASW and other companies. NASW membership applications are available online at 222.naswdc.org or at 1-800-421-6694. An important aspect of professional practice is recognizing the limits of your knowledge and skills and avoiding helping situations that are not within your area of competence. Whenever you have a question about the handling of a particular case or whether a given intervention is appropriate, discuss this with your agency field instructor.
2. **TB Skin Test (PPD-S):** The prevalence of TB in society has seen an increase in recent years. If you anticipate an internship setting that serves populations at risk for TB, it is recommended that you take this test prior to entering the field. Some agency settings may require this test. You can be tested at the Student Health Center.
3. **Client Office Visits:** You may have a client in your office who becomes agitated or hostile. It is important that you discuss such matters with your field instructor early in your internship to be informed of agency policy and recommended courses of action should such an event happen.
4. **Institutional Settings:** Mental health and correctional institution settings serve a client population whose behavior may be unpredictable. It is important that you learn strategies for handling clients whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your field instructor. It is acceptable to have your field instructor or another staff person accompany you when visiting such clients.
5. **Home Visits:** It is common for social workers in a variety of social service settings to conduct home visits. Such visits do expose you to risks. It is important that all home visits be made with the full knowledge of your agency field instructor, sharing such information as the time of departure, time of return, other activities while on the trip, etc. Do not conduct a home visit when you feel uncomfortable or threatened in the situation. Return to the agency and report your experiences to your field instructor. Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of alcohol or drugs is detected. It may be appropriate for you to make visits accompanied by your field instructor or other agency staff. **Do not take risks.** Know whom to call and what steps to take if you should experience a vehicle breakdown.
6. **After Hours Meetings:** Some social service settings have activities that occur beyond normal office hours. Be aware of the location or neighborhood where such activities take place, note street lighting, open spaces, shrubs, and other growth that might impair vision. It is suggested that you always be accompanied by your field instructor or someone else when going to your car after dark. **Do not take risks.**

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

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

Student Signature: _____

Student Name: _____

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

BSW I LEARNING CONTRACT

Student's Name:

Field Agency:

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

List of Ten Core Competencies Identified by CSWE

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

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

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

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

2.1.1 COMPETENCY: PROFESSIONALISM	
	<p>Identify With the Social Work Profession The intern identifies as a professional social worker and conducts her/himself accordingly</p>
PRACTICE BEHAVIORS:	<ol style="list-style-type: none"> 1. The intern advocates for client access to the services of social work 2. The intern practices personal reflection and self-correction to assure continual professional development 3. The intern attends to professional roles and boundaries 4. The intern demonstrates professional demeanor in behavior, appearance and communication 5. The intern engages in career-long learning 6. The intern uses supervision and consultation

Tasks/Activities

1. Advocates for client access to the services of social work
 - a. Research commonly used resources for clients & most effective referral process; include this research on your community resource file assignment for SOW 4522 (see syllabus) and share with Field Instructor
 - b. Assess clients' needs and eligibility for services and support clients as they access resources
2. Practices personal reflection and self-correction to assure continual professional development
 - a. Seek Field Instructor's feedback about opportunities to develop social work skills more effectively. Discuss and implement feedback where possible
 - b. Keep reflective journal of professional development & challenges; discuss in supervision
 - c. Complete and share with Field Instructor both the cultural competency & diversity and ethical dilemma components of the 4522 agency assignment (see syllabus)
3. Attends to professional roles and boundaries

- a. Discuss appropriate roles & boundaries of a student intern in supervision; practice these behaviors
 - b. Discuss and clarify expectations and communication protocols with field instructor and/or task supervisor
 - c. Complete SOW 4522 agency assignment (see syllabus) and share with Field Instructor
4. Demonstrates professional demeanor in behavior, appearance and communication
- a. Dress according to agency policy
 - b. Utilize clear, appropriate communication at all times (writing, oral) and seek feedback from Field Instructor
 - c. Demonstrate behavior that abides by the NASW Code of Ethics
 - d. Complete all of the SOW 4522 assignments (see syllabus) and share with Field Instructor
5. Engages in career-long learning
- a. Begin to research and read professional journal articles that relate to social work practice and discuss with Field Instructor
 - b. Begin to participate in trainings related to social work offered by the agency or in the community
6. Uses supervision and consultation
- a. Participate in weekly supervision meetings
 - b. Prepare an agenda with topics to discuss with Field Instructor for weekly supervision meetings
 - c. Present and discuss client cases in supervision
 - d. Complete and share with Field Instructor the 4522 agency assignment (see syllabus)

2.1.2 COMPETENCY: ETHICS

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

Tasks/Activities

7. Recognize and manage personal values in a way that allows for professional values to guide practice
 - a. Identify and discuss personal values and how they correspond to professional values in supervision; discuss how to manage these values
 - b. Keep reflective journal of professional development & challenges; discuss in supervision
 - c. Complete and share with Field Instructor both the cultural competency & diversity and ethical dilemma components of the 4522 agency assignment (see syllabus)
8. Make ethical decisions by applying standards of the NASW Code of Ethics
 - a. Discuss NASW Code of Ethics with Field Instructor and apply to a case in supervision
 - b. Identify and discuss ethical dilemmas in the agency in supervision
 - c. Complete and share with Field Instructor the ethical dilemma component of 4522 agency assignment (see syllabus)
9. Tolerate ambiguity in resolving ethical conflicts
 - a. Identify an ethical dilemma that has several potential solutions and discuss in supervision
 - b. Identify ethical dilemmas caused by external factors (for example, funding cuts or insurance coverage for treatment) and discuss in supervision
 - c. Complete and share with Field Instructor the ethical dilemma component of 4522 agency assignment (see syllabus)

10. Apply strategies of ethical reasoning to arrive at principled decisions

- a. Discuss how social work professionals solve ethical dilemmas and utilize the NASW Code of Ethics
- b. Apply strategies of ethical reasoning to a case and discuss in supervision
- c. Complete and share with Field Instructor the ethical dilemma component of 4522 agency assignment (see syllabus)

2.1.3 COMPETENCY: CRITICAL THINKING AND JUDGMENT	
	Apply critical thinking to inform and communicate professional judgments. The intern applies critical thinking to inform and communicate professional judgments
PRACTICE BEHAVIORS:	11. The intern distinguishes, appraises and integrates multiple sources of knowledge, including research based knowledge and practice wisdom 12. The intern analyzes models of assessment, prevention, intervention and evaluation 13. The interns demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues

Tasks/Activities

11. Distinguish, appraise and integrate multiples sources of knowledge, including research-based knowledge and practice wisdom
- a. Complete and share SOW 4322 group development assignment (see syllabus) with Field Instructor. Discuss the evidence base to support the design of the group with the Field Instructor.
 - b. Read professional journal articles that relate to practice and discuss with Field Instructor
 - c. Complete all of the SOW 4522 assignments and share with Field Instructor (see syllabus)
12. Analyze models of assessment, prevention, intervention and evaluation
- a. Identify assessment tools used with clients at the agency and discuss their effectiveness in supervision

- b. Identify treatment and/or prevention models used with clients at the agency and discuss their effectiveness in supervision
 - c. Complete and share SOW 4522 case assessment assignment with Field Instructor (see syllabus)
13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and groups
- a. Present at least one case to Field Instructor and solicit feedback regarding communication skills
 - b. Demonstrate concise and understandable documentation skills, paying close attention to grammar, spelling and meaning
 - c. Complete and share SOW 4322 group development assignment (see syllabus) with Field Instructor.
 - d. Complete all of the SOW 4522 assignments (see syllabus) and share with Field Instructor

2.1.4 COMPETENCY: DIVERSITY AND CULTURAL COMPETENCY	
	Incorporate Diversity into Practice The intern will engage in diversity and difference in practice
PRACTICE BEHAVIORS:	14. The intern will recognize the extent to which a culture's structure and values may oppress, marginalize, alienate, create or enhance privilege and power 15. The intern will gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups 16. The intern will recognize and communicate his/her understanding of the importance of difference in shaping life experiences 17. The intern will view him/herself as a learner and engage those with whom he/she works as informants

Tasks/Activities

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

- b. Identify and discuss in supervision how oppression, marginalization, or alienation impacts clients
 - c. Complete and share with Field Instructor the cultural competency & diversity component of 4522 agency assignment (see syllabus)
- 15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
 - a. Identify areas where your personal values might impact client interactions
 - b. Keep reflective journal of professional challenges to record observations and personal reactions to clients
 - c. Complete and share with Field Instructor the cultural competency & diversity component of 4522 agency assignment (see syllabus)
- 16. Recognize and communicate an understanding of importance of difference in shaping life experience
 - a. Discuss how diversity has impacted a client's life experience in supervision
 - b. Begin to research and apply knowledge related to diversity issues raised by clients
 - c. Complete and share with Field Instructor the cultural competency & diversity component of 4522 agency assignment (see syllabus)
- 17. View self as a learner and engage those with whom he/she works as informants
 - a. Request to be assigned a diverse caseload of clients
 - b. Use assessment process to understand clients' backgrounds and how clients' life experiences inform their understanding of the presenting problem

2.1.5 COMPETENCY:		ADVOCACY AND SOCIAL JUSTICE
		Advocate for Human Rights and Social Justice The intern will advance human rights and social and economic justice
	PRACTICE BEHAVIORS:	18. The intern will understand the forms and mechanisms of oppression and discrimination

		19. The intern will advocate for human rights and social and economic justice 20. The intern will engage in practices that advance social and economic justice
--	--	---

Tasks/Activities

18. Understands the forms and mechanisms of oppression and discrimination

- d. Identify and discuss in supervision how clients may be oppressed, marginalized, or alienated in our society
- e. Identify and discuss in supervision how oppression, marginalization, or alienation impacts clients
- f. Complete and share with Field Instructor the cultural competency & diversity component of 4522 agency assignment (see syllabus)

19. Advocates for human rights and social and economic justice

- a. Complete policy component of 4522 agency assignment and share with Field Instructor as well as colleagues in seminar class (see syllabus)
- b. Begin to discuss potential advocacy opportunities regarding identified policy in supervision with Field Instructor (see syllabus)

20. Engages in practices that advance social and economic justice

- a. Complete policy component of 4522 agency assignment and share with Field Instructor as well as colleagues in seminar class (see syllabus)
- b. Begin to discuss potential advocacy opportunities regarding identified policy in supervision with Field Instructor (see syllabus)

2.1.6 COMPETENCY:	INFORMED RESEARCH AND EVIDENCE BASED PRACTICE
	Engage in Informed Research The intern engages in research-informed practice and practice-informed research

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

Tasks/Activities

21. Uses practice experience to inform scientific inquiry

- a. Identify and discuss interventions used in the agency with the Field Instructor
- b. Discuss the effectiveness of interventions used in the agency with the Field Instructor

22. Uses research evidence to inform practice

- a. Begin to explore research related to agency target population; review findings with Field Instructor
- b. Practice using evidence-based interventions related to client population with guidance from Field Instructor
- c. Present and discuss the [Standards for Social Work Practice with Groups](#) with Field Instructor
- d. Complete and share SOW 4322 group development assignment (see syllabus) with Field Instructor. Discuss the evidence base to support the design of the group with the Field Instructor.

2.1.7 COMPETENCY:		PERSON IN ENVIRONMENT
		Apply knowledge of human behavior in the social environment The intern applies knowledge of human behavior in the social environment
	PRACTICE BEHAVIORS:	23. The intern utilizes conceptual frameworks to guide the processes of assessment, Intervention and evaluation 24. The intern critiques and applies knowledge to understand person and environment

Tasks/Activities

23. Utilization of conceptual frameworks to guide the processes of assessment, intervention and evaluation

- a. Become familiar with different assessment tools & the strengths/limitations of each tool

- b. Demonstrate understanding of developmental stages of client population

24. Critique and apply knowledge to understand person and environment

- a. Complete three intake assessments and treatment plans (identify goals and barriers to goals), including the case assessment and treatment plan assignments for SOW 4522 (see syllabus)
- b. Explore clients' strengths, limitations, coping skills, and resources from the perspective of the client
- c. Complete and share with Field Instructor the cultural competency & diversity component of 4522 agency assignment (see syllabus)

2.1.8 COMPETENCY:		POLICY
		Engage in Policy Practice to Advance Social and Economic Well-being The intern will engage in policy practice to advance social and economic well-being and deliver effective social services
	PRACTICE BEHAVIORS:	25. The intern analyzes, formulates and advocates for policies that advance social well-being 26. The intern collaborates with colleagues and clients for effective policy action

Tasks/Activities

25. Analyze, formulate and advocate for policies that advance social well-being

- a. Complete policy component of agency assignment for 4522 and share with Field Instructor and colleagues in seminar class (see syllabus)
- b. Begin to discuss potential advocacy opportunities regarding identified policy in supervision with Field Instructor (see syllabus)

26. Collaborate with colleagues and clients for effective policy action

- a. Attend an agency policy development meeting
- b. Complete policy component of agency assignment for 4522 and share with Field Instructor and colleagues in seminar class (see syllabus)

- c. Begin to discuss potential advocacy opportunities regarding identified policy in supervision with Field Instructor (see syllabus)

2.1.9 COMPETENCY:		CURRENT TRENDS
		Respond to Contexts That Shape Practice The intern will respond to the contexts that shape practice
	PRACTICE BEHAVIORS:	27. The intern will continuously discover, appraise and attend to changing locales, populations, scientific 28. The intern will provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Tasks/Activities

- 27. Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services
 - a. Begin to research and read professional journal articles that relate to social work practice and discuss with Field Instructor
 - b. Participate in local trainings or workshops relevant to agency issues and/or client population
 - c. Present and discuss the [Standards for Social Work Practice with Groups](#) with Field Instructor
- 28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
 - a. Participate in a community event in support of social services (NASW or SSWA/Phi Alpha event)
 - b. Begin to discuss potential advocacy opportunities regarding identified policy in 4522 agency assignment in supervision with Field Instructor (see syllabus)
 - c. Complete and share SOW 4322 group development assignment (see syllabus) with Field Instructor.

2.1.10 COMPETENCY:		PRACTICE SKILLS
		Engage, Assess, Intervene and Evaluate With Individuals, Families, Groups, Organizations and Communities

		The intern will engage, assess, intervene and evaluate individuals, families, groups, organizations and community's social work services
	PRACTICE BEHAVIORS:	<p>29. The intern will substantively and effectively prepare for action with individuals, families, groups, organizations and communities</p> <p>30. The intern will use empathy and other interpersonal skills</p> <p>31. The intern will develop a mutually agreed-on focus of work and desired outcomes</p> <p>32. The intern will collect, organize and interpret client data</p> <p>33. The intern will assess client strengths and limitations</p> <p>34. The intern will develop mutually agreed-on intervention goals and objectives</p> <p>35. The intern will select appropriate intervention strategies</p> <p>36. The intern will initiate actions to achieve organizational goals</p> <p>37. The intern will implement interventions that enhance client capacities</p> <p>38. The intern will help clients resolve problems</p> <p>39. The intern will negotiate, mediate and advocate for clients</p> <p>40. The intern will facilitate transitions and endings</p> <p>41. The intern will critically analyze, monitor and evaluate interventions</p>

Tasks/Activities ENGAGEMENT

29. Substantively and effectively prepare for action with individuals, families, groups, organizations and communities
 - a. Complete and share SOW 4322 group development assignment (see syllabus) with Field Instructor.
 - b. Observe/Shadow at least 5 staff interactions with client population
 - c. Seek feedback from Field Instructor about ways to build rapport & trust with client population
 - d. Complete SOW 4522 community resources, case assessment, and treatment plan assignments and share with Field Instructor (see syllabus)
30. Use empathy and other interpersonal skills
 - a. Use basic social work interviewing skills of reflecting content, reframing, and clarifying questions to establish a professional social worker-client relationship

- b. Engage clients and have staff observe and discuss areas for growth and strengthening of social work skills
 - c. Complete SOW 4522 agency assignment and share with Field Instructor (see syllabus)
31. Develop a mutually agreed-on focus of work and desired outcomes
- a. Role play with Field Instructor how to negotiate and set goals & objectives with clients
 - b. Develop goals and identify barriers to goals with clients
 - c. Complete SOW 4522 treatment plan assignment and share with Field Instructor (see syllabus)

Tasks/Activities
ASSESSMENT

32. Collect, organize and interpret client data
- a. Develop a case assessment of client as per the SOW 4522 case assessment assignment (see syllabus)
 - b. Attend a staff meeting and discuss the group process with the Field Instructor
33. Assess client strengths and limitations
- a. Role play with Field Instructor how to identify clients' strengths and limitations
 - b. Explore client's strengths and limitations to understand client's perception of presenting problem; discuss with Field Instructor
 - c. Complete the case assessment and treatment plan assignments for SOW 4522 (see syllabus) and share with Field Instructor.
34. Develop mutually agreed-on intervention goals and objectives
- a. Develop at least 3 intervention plans
 - b. Continually review goals and objectives with client to monitor progress
 - c. Complete the treatment plan and intervention process assignment for SOW 4522 (see syllabus) and share with Field Instructor

35. Select appropriate intervention strategies

- a. Discuss evidence-based interventions relevant to agency client population with Field Instructor
- b. Shadow Field Instructor/agency staff to observe intervention styles and methods with at least 3 clients and discuss observations with Field Instructor
- c. Complete the case assessment and treatment plan assignments for SOW 4522 (see syllabus) and share with Field Instructor

Tasks/Activities

INTERVENTION

36. Initiate actions to achieve organizational goals

- a. Advocate for and facilitate referral process of clients to another agency, when appropriate
- b. Participate in staff meetings to understand agency purpose, policies and mission

37. Implement interventions that enhance client capacities

- a. Begin practice of evidence based interventions relevant to client population with guidance from Field Instructor/staff
- b. Complete the treatment plan assignment for SOW 4522 (see syllabus) and share with Field Instructor

38. Help clients resolve problems

- a. Empower clients as they access resources and work towards goals within treatment plan time frame
- b. Complete treatment plan assignment for SOW 4522 (see syllabus) and share with Field Instructor

39. Negotiate, mediate and advocate for clients

- a. Advocate for and facilitate referral process of clients to another agency, when appropriate
- b. Follow up with clients that were referred and document if referral was successful or not, and why

- c. Complete and share with Field Instructor the SOW 4522 agency assignment (see syllabus)
40. Facilitate transitions and endings
- a. Role play with Field Instructor strategies for termination with clients
 - b. Facilitate referral process of clients to another staff, when appropriate
41. Critically analyze, monitor and evaluate interventions
- a. Discuss assessments/data collection & intervention practices used with clients
 - b. Review client file(s) to determine progress toward agreed upon goals between client & intern
 - c. Complete the treatment plan assignment for SOW 4522 (see syllabus) and share with Field Instructor

Student Name: _____

Student's Signature: _____

Field Instructor Name: _____

Field Instructor's Signature: _____

Task Supervisor Name: _____

Task Supervisor's Signature: _____

Faculty Field Liaison Name: _____

Faculty Field Liaison's Signature: _____

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

BSW II LEARNING CONTRACT

**Student's
Name:**

Field Agency:

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

List of Ten Core Competencies Identified by CSWE

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

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

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

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

2.1.1 COMPETENCY: PROFESSIONALISM	
	<p>Identify With the Social Work Profession</p> <p>The intern identifies as a professional social worker and conducts her/himself accordingly</p>
PRACTICE BEHAVIORS:	<ol style="list-style-type: none"> 1. The intern advocates for client access to the services of social work 2. The intern practices personal reflection and self-correction to assure continual professional development 3. The intern attends to professional roles and boundaries 4. The intern demonstrates professional demeanor in behavior, appearance and communication 5. The intern engages in career-long learning 6. The intern uses supervision and consultation

Tasks/Activities

1. Advocates for client access to the services of social work
 - a. Continue to research commonly used resources for clients & most effective referral process
 - b. Continue to assess clients' needs and eligibility for services and support clients as they access resources
 - c. Consult, complete and share the SOW 4332 Grants Proposal Assignment (see syllabus) with Field Instructor
2. Practices personal reflection and self-correction to assure continual professional development
 - a. Continue to seek Field Instructor's feedback about opportunities to develop social work skills more effectively. Discuss and implement feedback where possible
 - b. Continue to keep reflective journal log of professional development & challenges; discuss in supervision

- c. Complete at least one process recording with a client for SOW 4523 (see syllabus) and discuss in supervision.
- 3. Attends to professional roles and boundaries
 - a. Continue to discuss appropriate roles & boundaries of a student intern in supervision; practice these behaviors
 - b. Demonstrate understanding of expectations and communication protocols with Field Instructor and/or Task Supervisor
 - c. Complete at least one process recording with a client for SOW 4523 (see syllabus) and discuss in supervision.
- 4. Demonstrates professional demeanor in behavior, appearance and communication
 - a. Continue to dress according to agency policy
 - b. Continue to utilize clear, appropriate communication at all times (writing, oral) and seek feedback from Field Instructor
 - c. Continue to demonstrate behavior that abides by the NASW Code of Ethics
 - d. Complete at least one process recording with a client for SOW 4523 (see syllabus) and discuss in supervision.
- 5. Engages in career-long learning
 - a. Continue to find and read professional journal articles that relate to social work practice and discuss with Field Instructor
 - b. Continue to participate in trainings related to social work offered by the agency or in the community
- 6. Uses supervision and consultation
 - a. Continue to participate in weekly supervision meetings
 - b. Continue to prepare an agenda with topics to discuss with Field Instructor for weekly supervision meetings

- c. Continue to present and discuss client cases in supervision
- d. Complete at least one process recording with a client for SOW 4523 (see syllabus) and discuss in supervision.

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

Tasks/Activities

- 7. Recognize and manage personal values in a way that allows for professional values to guide practice
 - a. Discuss how to manage conflicting personal and professional values in supervision
 - b. Continue to keep reflective journal of professional development & challenges; discuss in supervision
 - c. Complete at least one process recording with a client for SOW 4523 (see syllabus) and discuss in supervision.
- 8. Make ethical decisions by applying standards of the NASW Code of Ethics
 - a. Continue using the NASW Code of Ethics when working with clients and discuss cases with Field Instructor
 - b. Identify and discuss ethical dilemmas in the agency in supervision
- 9. Tolerate ambiguity in resolving ethical conflicts

- a. Discuss and present in supervision at least two ethical dilemmas caused by external factors such as funding cuts or insurance coverage for treatment
- b. Present and discuss in supervision at least one ethical dilemma that has multiple possible solutions

10. Apply strategies of ethical reasoning to arrive at principled decisions

- a. Continue to discuss how social work professionals solve ethical dilemmas and utilize the NASW Code of Ethics
- b. Continue to apply strategies of ethical reasoning to a case and discuss in supervision

2.1.3 COMPETENCY: CRITICAL THINKING AND JUDGMENT	
	<p>Apply critical thinking to inform and communicate professional judgments.</p> <p>The intern applies critical thinking to inform and communicate professional judgments</p>
PRACTICE BEHAVIORS:	<p>11. The intern distinguishes, appraises and integrates multiple sources of knowledge, including research based knowledge and practice wisdom</p> <p>12. The intern analyzes models of assessment, prevention, intervention and evaluation</p> <p>13. The interns demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues</p>

Tasks/Activities

- 11. Distinguish, appraise and integrate multiples sources of knowledge, including research-based knowledge and practice wisdom
 - a. Interview members of a treatment team or other professionals in the agency for varying perspectives related to unique client issues
 - b. Continue to read professional journal articles that relate to practice and discuss with Field Instructor

- c. Complete at least one process recording with a client for SOW 4523 (see syllabus) and discuss in supervision.
12. Analyze models of assessment, prevention, intervention and evaluation
- a. Analyze effectiveness of assessment tools used with clients at the agency
 - b. Analyze effectiveness of treatment and/or prevention models used at the agency and discuss in supervision
 - c. Complete 4523 policy/advocacy presentation as well as advocacy letter and discuss and share with Field Instructor (see syllabus)
13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and groups
- a. Present at least one case to Field Instructor and staff members and solicit feedback regarding communication skills
 - b. Complete at least one process recording with a client for SOW 4523 (see syllabus) and discuss in supervision.
 - c. Continue to demonstrate concise and understandable documentation skills, paying close attention to grammar, spelling and meaning
 - d. Complete 4523 policy/advocacy presentation as well as advocacy letter and discuss and share with Field Instructor (see syllabus)
 - e. Consult, complete and share the SOW 4332 Grants Proposal Assignment (see syllabus) with Field Instructor

2.1.4 COMPETENCY:		DIVERSITY AND CULTURAL COMPETENCY
		Incorporate Diversity into Practice The intern will engage in diversity and difference in practice
	PRACTICE BEHAVIORS:	14. The intern will recognize the extent to which a culture's structure and values may oppress, marginalize, alienate, create or enhance privilege and power 15. The intern will gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

		<p>16. The intern will recognize and communicate his/her understanding of the importance of difference in shaping life experiences</p> <p>17. The intern will view him/herself as a learner and engage those with whom he/she works as informants</p>
--	--	---

Tasks/Activities

14. Recognize the extent to which a culture's structure and values may oppress, marginalize, alienate, create or enhance privilege and power
 - a. Continue to identify and discuss in supervision how clients may be impacted by oppression, marginalization, or alienation
 - b. Continue to discuss in supervision how you can address such issues in your work with clients
15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
 - a. Continue to keep reflective journal of professional challenges to record observations and personal reactions to clients
 - b. Complete at least one process recording with a client for SOW 4523 (see syllabus) and discuss in supervision.
16. Recognize and communicate an understanding of importance of difference in shaping life experience
 - a. Identify most common differences that you observe in working with your clients and discuss how these differences appear to impact their lives in supervision
 - b. Continue to research and apply knowledge related to diversity issues raised by clients
17. View self as a learner and engage those with whom he/she works as informants
 - a. Continue to work with a diverse client caseload
 - b. Continue to use assessment process to understand clients' backgrounds and how clients' life experiences inform their understanding of the presenting problem
 - c. Complete an ecomap for a client for the SOW 4523 assignment (see syllabus) and discuss in supervision

2.1.5 COMPETENCY:		ADVOCACY AND SOCIAL JUSTICE
		Advocate for Human Rights and Social Justice The intern will advance human rights and social and economic justice
	PRACTICE BEHAVIORS:	18. The intern will understand the forms and mechanisms of oppression and discrimination 19. The intern will advocate for human rights and social and economic justice 20. The intern will engage in practices that advance social and economic justice

Tasks/Activities

18. Understands the forms and mechanisms of oppression and discrimination

- a. Continue to identify and discuss in supervision how clients may be oppressed, marginalized, or alienated in our society
- b. Continue to discuss in supervision how to address such issues when working with clients

19. Advocates for human rights and social and economic justice

- a. Complete 4523 policy/advocacy presentation and share with Field Instructor (see syllabus)
- b. Complete 4523 advocacy letter and share with Field Instructor (see syllabus)

20. Engages in practices that advance social and economic justice

- a. Complete 4523 policy/advocacy presentation and share with Field Instructor (see syllabus)
- b. Complete 4523 advocacy letter and share with Field Instructor (see syllabus)

2.1.6 COMPETENCY:		INFORMED RESEARCH AND EVIDENCE BASED PRACTICE
		Engage in Informed Research The intern engages in research-informed practice and practice-informed research

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

Tasks/Activities

21. Uses practice experience to inform scientific inquiry

- a. Continue to discuss evidence-based interventions utilized in agency
- b. Present and discuss outcomes of at least one client intervention to Field Instructor

22. Uses research evidence to inform practice

- a. Continue to investigate research related to agency target population; review findings with Field Instructor
- b. Continue to practice using evidence based intervention related to client population with guidance from field instructor

2.1.7 COMPETENCY:		PERSON IN ENVIRONMENT
		Apply knowledge of human behavior in the social environment The intern applies knowledge of human behavior in the social environment
	PRACTICE BEHAVIORS:	23. The intern utilizes conceptual frameworks to guide the processes of assessment, Intervention and evaluation 24. The intern critiques and applies knowledge to understand person and environment

Tasks/Activities

23. Utilization of conceptual frameworks to guide the processes of assessment, intervention and evaluation

- a. Utilize different assessment tools & the strengths/limitations of each tool
- b. Integrate understanding of the developmental stages of client population into assessment process
- c. Consult, complete and share the SOW 4332 Grants Proposal Assignment (see syllabus) with Field Instructor

- d. Complete an ecomap for a client for the SOW 4523 assignment (see syllabus) and discuss in supervision

24. Critique and apply knowledge to understand person and environment

- a. Receive feedback three on completed intake assessments and treatment plans (identify goals and barriers to goals)
- b. Document clients' strengths, coping skills, and supports as part of the assessment
- c. Complete an ecomap for a client for the SOW 4523 assignment (see syllabus) and discuss in supervision

2.1.8 COMPETENCY:		POLICY
		Engage in Policy Practice to Advance Social and Economic Well-being The intern will engage in policy practice to advance social and economic well-being and deliver effective social services
	PRACTICE BEHAVIORS:	25. The intern analyzes, formulates and advocates for policies that advance social well-being 26. The intern collaborates with colleagues and clients for effective policy action

Tasks/Activities

25. Analyze, formulate and advocate for policies that advance social well-being

- a. Complete 4523 policy/advocacy presentation and share with Field Instructor (see syllabus)
- b. Complete 4523 advocacy letter and share with Field Instructor (see syllabus)

26. Collaborate with colleagues and clients for effective policy action

- a. Attend a meeting of an organization such as the Student Social Work Association or the National Association of Social Workers
- b. Complete 4523 policy/advocacy presentation and share with colleagues in seminar and Field Instructor (see syllabus)

- c. Complete 4523 advocacy letter and share with Field Instructor (see syllabus)

2.1.9 COMPETENCY:		CURRENT TRENDS
		Respond to Contexts That Shape Practice The intern will respond to the contexts that shape practice
	PRACTICE BEHAVIORS:	27. The intern will continuously discover, appraise and attend to changing locales, populations, scientific 28. The intern will provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Tasks/Activities

27. Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services
- Continue to read professional journal articles that relate to social work practice and discuss with Field Instructor
 - Continue attending local trainings or workshops relevant to agency issues
 - Consult, complete and share the SOW 4332 Grants Proposal Assignment (see syllabus) with Field Instructor
28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
- Participate in a community event in support of social services (NASW or SSWA/Phi Alpha event)
 - Consult, complete and share the SOW 4332 Grants Proposal Assignment (see syllabus) with Field Instructor

2.1.10 COMPETENCY:		PRACTICE SKILLS
		Engage, Assess, Intervene and Evaluate With Individuals, Families, Groups, Organizations and Communities The intern will engage, assess, intervene and evaluate individuals, families, groups, organizations and community's social work services

	PRACTICE BEHAVIORS:	29. The intern will substantively and effectively prepare for action with individuals, families, groups, organizations and communities 30. The intern will use empathy and other interpersonal skills 31. The intern will develop a mutually agreed-on focus of work and desired outcomes 32. The intern will collect, organize and interpret client data 33. The intern will assess client strengths and limitations 34. The intern will develop mutually agreed-on intervention goals and objectives 35. The intern will select appropriate intervention strategies 36. The intern will initiate actions to achieve organizational goals 37. The intern will implement interventions that enhance client capacities 38. The intern will help clients resolve problems 39. The intern will negotiate, mediate and advocate for clients 40. The intern will facilitate transitions and endings 41. The intern will critically analyze, monitor and evaluate interventions
--	----------------------------	---

Tasks/Activities

ENGAGEMENT

29. Substantively and effectively prepare for action with individuals, families, groups, organizations and communities
 - a. Conduct 5 client interactions and discuss engagement skills utilized in supervision
 - b. Contact and visit at least 3 community agencies where clients may be referred for services
 - c. Consult, complete and share the SOW 4332 Grants Proposal Assignment (see syllabus) with Field Instructor
 - d. Complete 4523 advocacy presentation/letter and share with Field Instructor (see syllabus)
30. Use empathy and other interpersonal skills
 - a. Continue to develop social work interviewing skills of reflecting content, reframing, and clarifying questions to establish a professional social worker-client relationship
 - b. Continue to discuss areas for growth and strengthening of social work skills in supervision

- c. Complete at least one process recording with a client for SOW 4523 (see syllabus) and discuss in supervision
31. Develop a mutually agreed-on focus of work and desired outcomes
- a. Develop at least 5 client intervention plans and discuss with Field Instructor
 - b. Develop and document goals and identified barriers with clients

ASSESSMENT

32. Collect, organize and interpret client data
- a. Complete at least 5 client assessments and discuss with Field instructor
 - b. Create an ecomap (as outlined in SOW 4523—see syllabus) based on client assessment and share with Field Instructor
 - c. Consult, complete and share the SOW 4332 Grants Proposal Assignment (see syllabus) with Field Instructor
33. Assess client strengths and limitations
- a. Provide a completed assessment to Field Instructor; discuss your ability to assess client's strengths and limitations appropriately
 - b. Document client's perception of presenting problem, strengths and limitations
 - c. Consult, complete and share the SOW 4332 Grants Proposal Assignment (see syllabus) with Field Instructor, paying particular attention to the statement of needs.
 - d. Complete an ecomap for a client for the SOW 4523 assignment (see syllabus) and discuss in supervision
34. Develop mutually agreed-on intervention goals and objectives
- a. Develop and document at least 3 intervention plans
 - b. Continually review goals and objectives with client to monitor progress

- c. Consult, complete and share the SOW 4332 Grants Proposal (see syllabus) with Field Instructor, paying particular attention to the program goals, measurable objectives and activities to accomplish those goals

35. Select appropriate intervention strategies

- a. Practice evidence-based interventions relevant to client population with guidance from Field Instructor/staff
- b. Research and present to Field Instructor an evidence-based intervention for client individual or group
- c. Consult, complete and share the SOW 4332 Grants Proposal Assignment (see syllabus) with Field Instructor, paying particular attention to the timetable and involvement of other organizations.
- d. Complete at least one process recording with a client for SOW 4523 (see syllabus) and discuss in supervision.

INTERVENTION

36. Initiate actions to achieve organizational goals

- a. Continue to advocate for and facilitate referral process of clients to another agency, when appropriate
- b. Continue to attend and participate in staff meetings

37. Implement interventions that enhance client capacities

- a. Practice evidence based interventions relevant to client population with guidance from Field Instructor/staff
- b. Implement at least 3 treatment plans with clients
- c. Complete at least one process recording with a client for SOW 4523 (see syllabus) and discuss in supervision.

38. Help clients resolve problems

- a. Continue to empower clients as they access resources and work towards goals within treatment plan time frame
- b. Complete at least one process recording with a client for SOW 4523 (see syllabus) and discuss in supervision.

39. Negotiate, mediate and advocate for clients

- a. Continue to advocate for and facilitate referral process of clients to another agency, when appropriate
- b. Conduct follow up with clients and ascertain that referrals were successful and document appropriately
- c. Complete 4523 advocacy presentation/letter and share with Field Instructor (see syllabus)

40. Facilitate transitions and endings

- a. Review client progress throughout termination phase; prepare client for final sessions/meetings
- b. Facilitate referral process of clients to another staff, when appropriate
- c. Complete at least one process recording with a client for SOW 4523 (see syllabus) and discuss in supervision.

EVALUATION

41. Critically analyze, monitor and evaluate interventions

- a. Evaluate assessments/data collection & intervention practices during supervision
- b. Continue to review client file(s) to determine progress toward agreed upon goals between client & intern
- c. Consult, complete and share the SOW 4332 Grants Proposal Assignment (see syllabus) with Field Instructor, paying close attention to the evaluation plan for the proposal.
- d. Complete at least one process recording with a client for SOW 4523 (see syllabus) and discuss in supervision.

Student Name: _____

Student's Signature: _____

Field Instructor Name: _____

Field Instructor's Signature: _____

Task Supervisor Name: _____

Task Supervisor's Signature: _____

Faculty Field Liaison Name: _____

Faculty Field Liaison's Signature: _____

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

CONFIRMATION OF PLACEMENT

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

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

Placement Period: From: _____ 20___ To: _____ 20___

Student will report to placement on: _____ at: _____ AM/PM

Student Name: _____ Student ID _____

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

Agency Name: _____

Agency Address: _____

Phone Number: (____) _____

Fax Number: (____) _____

Designated Field Educator: _____

Phone Number: (____) _____

Field Educators' email: _____

Please Indicate Title: MSW ☐ 2 Years' Experience Yes ☐ No ☐ LCSW ☐

Have you ever taken the Field Educators' Training Yes ☐ No ☐

If yes, was it at FIU? Yes ☐ No ☐

Field Educator off-site? Yes ☐ No ☐

If yes, indicate contact #: (____) _____

Placement Name/Address: _____

(if different from above) _____

Phone Number at the above location: (____) _____

Agency Contact/ Coordinator: _____

(if not same as Field Educator)

Coordinator Phone Number: (____) _____

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

Signature Field Educator: _____ Date: _____

Title

Signature Student: _____ Date: _____

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

*Irene Martinez, Program Assistant
Field Practicum Office, Green Library, Room 473
Phone: 305-348-3881/Fax: 305-348-1046*

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

FIELD INSTRUCTOR'S CHECKLIST

Prior to student(s) beginning at your agency:

- ☐ Attend and participate in the Field Instructors' Training(s) and other relevant trainings offered by the School to enhance professional development and student learning experience
- ☐ Review School's field policies and procedures in the field manuals at <http://stempel.fiu.edu/academics/social-work/practicum/>
- ☐ Review learning contracts (including competencies, practice behaviors and corresponding tasks), checklists, and evaluations that correspond to the level of the student(s) you will be supervising
- ☐ Orient agency staff and administration to the students' learning goals and role at the agency
- ☐ If necessary, assign an appropriate task supervisor who has the ability to provide the adequate one-one training to student(s)
- ☐ Orient the task supervisor to the student's learning goals and role at the agency (if applicable) and train the task supervisor using the Task Supervisor Checklist
- ☐ Provide Field Office with the Task Supervisor Data Sheet
- ☐ Introduce student to task supervisor prior to first day of placement (if applicable)

During the first two weeks of practicum:

- ☐ Review learning contract, including competencies, practice behaviors and required tasks, as well as checklists, and evaluations with student(s).
- ☐ Sign learning contract and have student print out a copy to bring to weekly supervision.
- ☐ Review the safety checklist in full with the student and sign
- ☐ Review due dates for all forms and assignments with student(s) during first meetings and interactions
- ☐ Ask student(s) for a copy of the practicum/seminar syllabi as well as the co-requisite practice course syllabus and refer to assignments and relevant due dates as needed
- ☐ Assign consistent weekly supervision meeting times and dates with student and week meet each week for a minimum of an hour as planned (individual or group for BSSWs, individual only for MSWs)
- ☐ Discuss with student how to best communicate with you (via email, phone, text etc.) when they have questions and/or an emergency in between supervision meetings
- ☐ Discuss with student and provide information on who they should contact in case of an emergency during your absence
- ☐ Provide student with orientation to agency and to agency staff.
- ☐ Provide student with agency manual or handbook (if applicable) and discuss any relevant areas or important topics

Throughout the practicum experience:

- ☐ Provide feedback for any assignments where Field Instructor input is required (i.e. process recordings etc.)
- ☐ Check-in with task supervisor on student's progress on a weekly basis (if applicable)
- ☐ Check-in with student on progress between supervision meetings

- ☐ Meet weekly for one hour of supervision (individual/group for BSSW and individual for MSW); initial Log of Supervision Hours
- ☐ Initial Log of Hours
- ☐ Check student's documentation and review cases on a weekly basis
- ☐ Provide constructive feedback to student on an ongoing basis and ask for feedback from student regarding their practicum experience
- ☐ Check learning contract progress (practice behaviors and tasks) on a weekly basis
- ☐ Contact FIU field liaison and/or Coordinator(s) with any questions or concerns immediately.
- ☐ Be proactive in involving FIU's field team when tackling any issues.

At mid-semester:

- ☐ Review student(s)' progress on the learning contract (see practice behaviors and tasks) with student and Task Supervisor (if applicable) and fill out mid-semester evaluation accordingly
- ☐ Discuss mid-semester evaluation with student and plan for the rest of the semester

At the end of the semester:

- ☐ Review student(s)' progress on the learning contract (see practice behaviors and tasks) with student and Task Supervisor (if applicable) and fill out the final evaluation accordingly
- ☐ Plan for second semester if applicable
- ☐ Ask for feedback on student(s)' experience of field instruction and internship at the agency
- ☐ Review and sign Log of Supervision Hours
- ☐ Review and sign Log of Hours

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

FIELD INTERNSHIP CONTRACT

Responsibilities of Student

As an intern for Field Education, I agree to the following academic contract:

1. To adhere to the Code of Ethics of the National Association of Social Workers.
2. To confer with the Field Education office regarding any possible changes in the field practicum experience including scheduling needs.
3. To prepare and negotiate specific learning objectives with the agency educators within the first three weeks of internship.
4. To be actively involved in professional social work development through use of regular supervision and assessment of my academic and personal aptitude and performance.
5. To proactively bring areas of concern to the Field Educator and Field Liaison.
6. To follow the agency's and FIU's policies, programs and operating standards.
7. To regularly attend and actively participate in seminars with the assigned field faculty, which supplement field educators' supervision.
8. To participate in site visits with the Field Educator and Field Liaison.
9. To act professionally and ethically to maintain confidentiality and to give priority to rights and needs of clients over my own.
10. To be sensitive to individual diversity, including differences in race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability, treating each person in a caring and respectful manner.
11. To complete all documentation required by agencies and FIU in a timely manner.
12. To authorize the Field Education faculty and faculty liaisons to discuss my progress with other social work members and Field Educators.

I understand that if I begin my field internship and my professional development is not deemed satisfactory by social work faculty and/or me, either party has the right and the responsibility to request reassessment of my suitability for entry into the social work profession.

Print Name

Signature

Date: _____

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

**FINAL EVALUATION OF STUDENT PERFORMANCE FOR GENERALIST/FOUNDATION
FIELD PRACTICUM**

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

Student Name: _____

Field Instructor: _____

Agency: _____

Semester/Year: _____

Please indicate present practicum level:

___ BSW I ___ BSW II ___ MSW I

Competencies & Practice Behaviors	Evaluative Ratings: Field Instructor's Assessment of Student Practice Behaviors															
<p>Directions:</p> <p>The student competencies to be achieved and accompanying practice behaviors comprise the final evaluation for each field student. The practice behavior must be accomplished by the end of the semester; their purpose is to provide structure, clarity and guidance in achieving the required competencies.</p> <p>The competencies below are set forth by the Council on Social Work Education in their Educational Policy and Accreditation Standards (EPAs) for all accredited, social work education programs.</p>	<p>Select the number and words below that most accurately describe the student's performance.</p> <table><tr><td>5</td><td>Exceptional</td><td>(Intern excels in this practice behavior)</td></tr><tr><td>4</td><td>Above Satisfactory</td><td>(Intern's performance of practice behavior has exceeded expectations)</td></tr><tr><td>3</td><td>Satisfactory</td><td>(Intern's performance of practice behavior meets expectations)</td></tr><tr><td>2</td><td>Below Satisfactory</td><td>(Intern's performance of practice behavior has not yet met the expectations; there is evidence that the student will be able to do so in the near future)</td></tr><tr><td>1</td><td>Unacceptable</td><td>(Intern's performance of practice behavior has not met the expectations and shows no evidence of being able to do so in the near future)</td></tr></table>	5	Exceptional	(Intern excels in this practice behavior)	4	Above Satisfactory	(Intern's performance of practice behavior has exceeded expectations)	3	Satisfactory	(Intern's performance of practice behavior meets expectations)	2	Below Satisfactory	(Intern's performance of practice behavior has not yet met the expectations; there is evidence that the student will be able to do so in the near future)	1	Unacceptable	(Intern's performance of practice behavior has not met the expectations and shows no evidence of being able to do so in the near future)
5	Exceptional	(Intern excels in this practice behavior)														
4	Above Satisfactory	(Intern's performance of practice behavior has exceeded expectations)														
3	Satisfactory	(Intern's performance of practice behavior meets expectations)														
2	Below Satisfactory	(Intern's performance of practice behavior has not yet met the expectations; there is evidence that the student will be able to do so in the near future)														
1	Unacceptable	(Intern's performance of practice behavior has not met the expectations and shows no evidence of being able to do so in the near future)														

<u>Competency: 2.1.1- Identify as a professional social worker and conduct oneself accordingly</u> <u>Practice Behaviors</u>	
1. Advocate for client access to the services of social work	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional

2. Practice personal reflection and self-correction to assure continual professional development	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
3. Attend to professional roles and boundaries	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
4. Demonstrate professional demeanor in behavior, appearance, and communication	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
5. Engage in career-long learning	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
6. Use supervision and consultation	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
<u>Competency:</u> 2.1.2 Apply social work ethical principles to guide professional practice <i><u>Practice Behaviors</u></i>	
7. Recognize and manage personal values in a way that allows professional values to guide practice	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
8. Make ethical decisions by applying standards of the NASW Code of Ethics	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
9. Tolerate ambiguity in resolving ethical conflicts	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional

10. Apply strategies of ethical reasoning to arrive at principled decisions	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
11. Apply strategies of ethical reasoning to arrive at principled decisions	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
<u>Competency: 2.1.3 Apply critical thinking to inform and communicate professional judgments</u> <u>Practice Behaviors</u>	
12. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
13. Analyze models of assessment, prevention, intervention, and evaluation	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
14. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
<u>Competency: 2.1.4 Engage diversity and difference in practice</u> <u>Practice Behaviors</u>	
15. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
16. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
17. Recognize and communicate their understanding of the importance of difference in shaping life experiences	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional

18. View themselves as learners and engage those with whom they work as informants	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
<u>Competency: 2.1.5 Advance human rights and social and economic justice</u> <u>Practice Behaviors</u>	
19. Understand the forms and mechanisms of oppression and discrimination	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
20. Advocate for human rights and social and economic justice	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
21. Engage in practices that advance social and economic justice	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
<u>Competency: 2.1.6 Engage in research-informed practice and practice-informed research</u> <u>Practice Behaviors</u>	
22. Use practice experience to inform scientific inquiry	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
23. Use research evidence to inform practice	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
<u>Competency: 2.1.7 Apply knowledge of human behavior and the social environment</u> <u>Practice Behaviors</u>	
24. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional

25. Critique and apply knowledge to understand person and environment	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
<u>Competency: 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services</u> <u>Practice Behaviors</u>	
26. Analyze, formulate, and advocate for policies that advance social well-being	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
27. Collaborate with colleagues and clients for effective policy action	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
<u>Competency: 2.1.9 Respond to contexts that shape practice</u> <u>Practice Behaviors</u>	
28. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
29. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
<u>Competency: 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities</u> <u>Practice Behaviors</u>	
<u>Engagement</u> 30. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
31. Use empathy and other interpersonal skills	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional

32. Develop a mutually agreed-on focus of work and desired outcomes	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
<u>Assessment</u> 33. Collect, organize, and interpret client data	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
34. Assess client strengths and limitations	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
35. Develop mutually agreed-on intervention goals and objectives	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
36. Select appropriate intervention strategies	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
<u>Intervention</u> 37. Initiate actions to achieve organizational goals	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
38. Implement prevention interventions that enhance client capacities	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
39. Help clients resolve problems	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
40. Negotiate, mediate, and advocate for clients	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional

41. Facilitate transitions and endings	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
<u>Evaluation</u> 42. Critically analyze, monitor, and evaluate interventions	1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional

Narrative Summary

1. Please elaborate on any ratings of 1 (Unacceptable) or 2 (Below Satisfactory).
2. Describe efforts made to assist student in these areas and student's response.
3. Overall, what adjectives best describe student's performance?
4. Do you see this student's career choice as suitable? Please comment.
5. Please indicate any recommendations you have regarding considerations for the student's future education or experience.
6. Please add any additional comments here that you believe may assist us in evaluating this student's progress.

Field Supervisor Signature_____

Student Signature _____

Seminar Instructor Signature_____

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

LOG OF STUDENT'S FIELD PRACTICUM HOURS

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

Name Student ID #

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

DATES	TOTAL HOURS PER WEEK	FIELD INSTRUCTOR INITIALS	STUDENT INITIALS
Week 1: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 2: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 3: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 4: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 5: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 6: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 7: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 8: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 9: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 10: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 11: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 12: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 13: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 14: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Week 15*: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 16*: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

*Summer does not include weeks 15 & 16.

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

the Semester, (year).

Student's Signature: _____

Student Name: _____

Field Instructor's Signature: _____

Field Instructor Name: _____

Seminar Instructor's Signature: _____

Seminar Instructor Name: _____

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

LOG OF SUPERVISION HOURS FOR FIELD PRACTICUM

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

Name: _____ Student ID #: _____

Level: BSSW I ____ BSSW II ____ MSW I: ____ MSW II: ____ MSW III: _____

Week	Date	Time (e.g. 1-2pm)	Type (individual or group)	Student Initials	Field Instructor Initials
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
13	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
14	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
15	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
16	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

*Summer does not include weeks 15 & 16.

I submit this as an accurate record of my supervision hours during
the Semester, (year).

Student's Signature: _____

Student Name: _____

Field Instructor's Signature: _____

Field Instructor Name: _____

Seminar Instructor's Signature: _____

Seminar Instructor Name: _____

**ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH AND SOCIAL WORK
FLORIDA INTERNATIONAL UNIVERSITY
SCHOOL OF SOCIAL WORK
MID-SEMESTER EVALUATION OF STUDENT PERFORMANCE FOR
GENERALIST/FOUNDATION FIELD PRACTICUM**

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

Student Name: _____

Field Instructor: _____

Agency: _____

Number of Hours Completed to Date: _____ Semester/Year: _____

Please indicate present practicum level: BSW I BSW II MSW I

<p>Competencies & Practice Behaviors</p> <p>Directions:</p> <p>The student competencies to be achieved and accompanying practice behaviors comprise the mid-semester evaluation for each field student. The practice behaviors must be accomplished by the end of the semester; their purpose is to provide structure, clarity and guidance in achieving the required competencies.</p> <p>The competencies and practice behaviors below are set forth by the Council on Social Work Education in their Educational Policy and Accreditation Standards (EPAs) for all accredited, social work education programs.</p>	<p>Evaluative Ratings: Field Instructor's Assessment of Student Practice Behaviors</p> <p>Select the number and words below that most accurately describe the student's performance.</p> <div style="margin-top: 20px;"> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 10%;">5</div> <div style="width: 40%;">Exceptional</div> <div style="width: 50%;">(Intern excels in this practice behavior)</div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 10px;"> <div style="width: 10%;">4</div> <div style="width: 40%;">Above Satisfactory</div> <div style="width: 50%;">(Intern's performance of practice behavior has exceeded expectations)</div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 10px;"> <div style="width: 10%;">3</div> <div style="width: 40%;">Satisfactory</div> <div style="width: 50%;">(Intern's performance of practice behavior meets expectations)</div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 10px;"> <div style="width: 10%;">2</div> <div style="width: 40%;">Below Satisfactory</div> <div style="width: 50%;">(Intern's performance of practice behavior has not yet met the expectations; there is evidence that the student will be able to do so in the near future)</div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 10px;"> <div style="width: 10%;">1</div> <div style="width: 40%;">Unacceptable</div> <div style="width: 50%;">(Intern's performance of practice behavior has not met the expectations and shows no evidence of being able to do so in the near future)</div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 10px;"> <div style="width: 10%;">0</div> <div style="width: 40%;">Insufficient Evidence</div> <div style="width: 50%;">(There has been little opportunity for the student to engage in this practice behavior as of yet. Please note: This could occur in the first half of hours of placement. However, all learning outcomes and practice behaviors should be completed when all hours of field placement are achieved. These competencies and practice behaviors cannot be left for future semesters.)</div> </div> </div>
<p><u>Competency:</u> 2.1.1 Identify as a professional social worker and conduct oneself accordingly</p> <p><u>Practice Behaviors</u></p>	

1. Advocate for client access to the services of social work	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
2. Practice personal reflection and self-correction to assure continual professional development	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
3. Attend to professional roles and boundaries	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
4. Demonstrate professional demeanor in behavior, appearance, and communication	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
5. Engage in career-long learning	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
6. Use supervision and consultation	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
<u>Competency: 2.1.2 Apply social work ethical principles to guide professional practice</u> <u>Practice Behaviors</u>	
7. Recognize and manage personal values in a way that allows professional values to guide practice	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional

8. Make ethical decisions by applying standards of the NASW Code of Ethics	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
9. Tolerate ambiguity in resolving ethical conflicts	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
10. Apply strategies of ethical reasoning to arrive at principled decisions	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
<u>Competency: 2.1.3 Apply critical thinking to inform and communicate professional judgments</u> <u>Practice Behaviors</u>	
11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
12. Analyze models of assessment, prevention, intervention, and evaluation	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
<u>Competency: 2.1.4 Engage diversity and difference in practice</u> <u>Practice Behaviors</u>	
14. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional

15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
16. Recognize and communicate their understanding of the importance of difference in shaping life experiences	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
17. View themselves as learners and engage those with whom they work as informants	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
<u>Competency: 2.1.5 Advance human rights and social and economic justice</u> <u>Practice Behaviors</u>	
18. Understand the forms and mechanisms of oppression and discrimination	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
19. Advocate for human rights and social and economic justice	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
20. Engage in practices that advance social and economic justice	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
<u>Competency: 2.1.6 Engage in research-informed practice and practice-informed research</u> <u>Practice Behaviors</u>	
21. Use practice experience to inform scientific inquiry	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional

22. Use research evidence to inform practice	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
<u>Competency: 2.1.7 Apply knowledge of human behavior and the social environment</u> <u>Practice Behaviors</u>	
23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
24. Critique and apply knowledge to understand person and environment	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
<u>Competency: 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services</u> <u>Practice Behaviors</u>	
25. Analyze, formulate, and advocate for policies that advance social well-being	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
26. Collaborate with colleagues and clients for effective policy action	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
<u>Competency: 2.1.9 Respond to contexts that shape practice</u> <u>Practice Behaviors</u>	
27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional

28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
<u>Competency:</u> 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities <u>Practice Behaviors</u>	
<u>Engagement</u> 29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
30. Use empathy and other interpersonal skills	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
31. Develop a mutually agreed-on focus of work and desired outcomes	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
<u>Assessment</u> 32. Collect, organize, and interpret client data	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
33. Assess client strengths and limitations	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
34. Develop mutually agreed-on intervention goals and objectives	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional

35. Select appropriate intervention strategies	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
<i>Intervention</i> 36. Initiate actions to achieve organizational goals	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
37. Implement prevention interventions that enhance client capacities	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
38. Help clients resolve problems	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
39. Negotiate, mediate, and advocate for clients	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
40. Facilitate transitions and endings	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional
<i>Evaluation</i> 41. Critically analyze, monitor, and evaluate interventions	0. Insufficient evidence 1. Unacceptable 2. Below Satisfactory 3. Satisfactory 4. Above Satisfactory 5. Exceptional

Narrative Summary

1. Please identify student strengths.

2. Please elaborate on any ratings of 0 (Insufficient Evidence), 1 (Unacceptable), or 2 (Below Satisfactory).
3. Describe efforts made to assist student in these areas and student's response.
4. Please describe what efforts will be made for the remainder of the semester to address these areas of needed growth.
5. Please add any additional comments here that you believe may assist us in evaluating this student's progress thus far.

Field Supervisor Signature_____

Student Signature _____

Seminar Instructor Signature_____

Field Liaison Signature_____

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

NEW AGENCY SITE VISIT REPORT

Date of visit: _____ **Field Faculty at Visit:** _____

Agency Staff met with at visit: _____

1. General Agency Data

Agency Name:	
Address:	
Phone:	
Fax:	
Contact Person:	
Contact Phone:	
Contact Fax:	
Contact E-Mail:	

2. Agency Setting

Child Welfare/Family Services	
Elderly Services	
Health Care	
Mental Health	
Developmental Disabilities	
Addictions	
Justice System	
Other:	

3. Target Population

Children	
Adolescents	
Adults	
Elderly	

4. Agency Description

--

--

Does the agency have other social work interns?

___Yes ___No If yes, from what universities? _____

5. Program Names/Descriptions

6. Field Instructor Information

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

Does the Field Instructor have an MSW with two years post-graduate experience?

___Yes ___No (attach CV)

Is the Field Instructor licensed?

___Yes ___No (note: not a requirement)

Has the Field Instructor attended a Field Instructor's Training?

___Yes ___No If yes, where and when? _____

Has the Field Instructor ever served as a Field Instructor before?

___Yes ___No If yes, when and for what university? _____

Will a Task Supervisor be utilized?

___Yes ___No If yes, name/phone/email/degree: _____

7. Modalities/Tasks Available to Students

Case Management	
Information and Referral	
Assessment	
Group Facilitation/Co-Facilitation	
Individual Counseling	
Family Interaction/Counseling	

Couples Counseling	
Macro Activities	
Other:	

8. Student Requirements

What level student is appropriate for this agency? ____BSSW ____MSW I ____MSW II

If level differs with program, explain here:

Are background checks required? ____Yes ____No If yes, cost to student? \$_____

Are drug tests required? ____Yes ____No If yes, cost to student? \$_____

Is mileage reimbursed by agency? ____Yes ____No

Is there a fee for parking? ____Yes ____No If yes, cost to student? \$_____

Is there a required orientation? ____Yes ____No If yes, by when do the students need to complete it and how long is it? _____ When is it offered?

Hours available (specify if after hours/weekends):

9. Final Evaluation

Does this site appear to provide a valuable learning opportunity for our students?

____Yes ____No

Does the site appear to provide appropriate supervision for our students?

____Yes ____No

Does the site demonstrate a commitment to the students' learning?

____Yes ____No

If yes to all of the above, initiate the affiliation process. Date initiated: _____

If no on any of above, elaborate: _____

Any additional concerns about the site or Field Instruction? _____

Additional comments: _____

Printed Name of Field Faculty

Signature of Field Faculty

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

SAFETY IN PRACTICUM CHECKLIST

Student Name: _____

Safety at the Practicum Agency

- ☐ Student has read and discussed with the Field Instructor the safety related policies and procedures for the practicum agency.
- ☐ Student has read and discussed with the Field Instructor the policies and reporting procedures related to sexual harassment in the practicum agency.
- ☐ Student has discussed with the Field Instructor and practiced how to enter and leave the building safely (including after dark).
- ☐ Student has discussed with the Field Instructor and practiced the check-in and check-out procedures.
- ☐ Student has learned any internal code asking for help (i.e. Dr. Armstrong is needed in room)
- ☐ Student has discussed with the Field Instructor if it is acceptable to work with client with the door open.
- ☐ Student has learned the procedures for handling blood related incidents (bloody noses, etc.).
- ☐ Student knows where the nearest fire extinguisher is; nearest stairway?
- ☐ Student has learned what to do and where to go in case of a fire (or fire drill) or any mandatory evacuation of the building.
- ☐ Student has discussed with the Field Instructor and knows what to do if another staff person makes him/her feel unsafe or uncomfortable.
- ☐ Student knows where emergency numbers are posted (police, fire department, and poison control).
- ☐ Student knows how to contact the Field Instructor in case of an emergency and knows who to contact in lieu of the Field Instructor if Field Instructor is unavailable.
- ☐ Student has read or been familiarized with the process of reporting injury at the placement agency.
- ☐ Student has discussed and practiced with Field Instructor how to deescalate angry clients.
- ☐ Student has read or been familiarized with the agency policy in regards to clients who are inebriated or high (does the client have to leave, what if client will not leave, are clients encouraged to stay).

- ☐ Student has discussed and practiced with Field Instructor how to safely position self in office (access to the door).
- ☐ Student has been shown how to use the building security.
- ☐ Student has been shown how to use the phone to access help.
- ☐ Student has discussed with Field Instructor what to do when clients make threats towards others or themselves.
- ☐ Student has been shown how to document incidents or threats.
- ☐ Student has been told who to contact at the agency when there is an incident or threat.
- ☐ Student has been told when to inform the Field Instructor and Field Liaison.
- ☐ Student has read and/or discussed what the procedure is if there is a suspicion that someone has a weapon.
- ☐ Student has been shown where to store personal items (purse).

Safety in the Community

- ☐ Student has read and discussed with the Field Instructor the agency's policies and procedures for safety in the community.
- ☐ Student is aware of the following standard community safety practices:
 - Car readiness (gas checked, well maintained, GPS/map available)
 - Park car facing out to easily leave if necessary
 - Have a charged cell phone easily accessible with 911 on speed dial
 - Drive through the community before stopping (note where there is a grocery store, community center; who is outside, are there large groups gathering)
 - Leave purse somewhere else (if student leaves it in the back of the car, place it there prior to arriving at the home or in the community)
 - Walk confidently to the home, using your eyes to scan around you
 - Do not dally getting in and out of your car (this is not the time to call the next client); have keys in hand when approaching the car
 - Wear minimal jewelry
 - Park where you can easily get out and will not be blocked in (no dead end streets)
- ☐ Student has discussed with the Field Instructor what the policy is about leaving the community if he/she is uncomfortable.
- ☐ Student understands to leave a daily plan at the office with Field Instructor or Task Supervisor with phone numbers attached.
- ☐ Student has been shown how to document incidents or threats.
- ☐ Student has been told who to contact at the agency when there is an incident or threat.

- ☐ Student has been told when to inform the Field Instructor and Field Liaison.
- ☐ Student knows how to contact the Field Instructor in case of an emergency and knows who to contact in lieu of the Field Instructor if Field Instructor is unavailable.
- ☐ Student has read or been familiarized with the process of reporting injury at the placement agency.

Safety in a Client's Home

- ☐ Student is aware of the following standard home visit safety practices:
 - Engage your client
 - Respect their space and property
 - Show concern about them and their situation
 - Being a judge or jury does not enhance your safety
 - Be aware of who else is in the house when you are there
 - When in a potentially hostile environment, maintain an arm and leg length distance between you and others
 - Humor is a great gift (though be sensitive)
 - If you sense a safety issue, find something to agree about with the client (you don't have to make your point)
 - It is sometimes fine to appropriately discuss your safety concerns with clients; they can be helpful with best place to park, when it is best to come.
- ☐ Student has discussed with the Field Instructor what the policy is about leaving the home if he/she is uncomfortable.
- ☐ Student has read or been familiarized with the agency policy in regards to clients who are inebriated or high (the student should always leave but how should you handle afterwards)
- ☐ Student has discussed and practiced with Field Instructor how to safely position self in homes (access to the door until you know the situation).
- ☐ Student has discussed with the Field Instructor when it is okay with the agency to ask to meet a client away from their home (i.e. nearest McDonald's, at a park, etc.)

Safety within Yourself

- ☐ Student has designed a self-care plan for his/herself (exercise, nutrition, support, rest, meditation)

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

**SAME AGENCY PLACEMENT APPLICATION FOR SOW 4512
PRACTICUM II**

DUE DATES: Spring Term Practicum	November 1st
Summer Term Practicum	March 1st
Fall Term Practicum	July 1st

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

REQUIRED HOURS: 315 hours at assigned agency

ELIGIBILITY FOR ADMISSION TO SOW 4512 - PRACTICUM II

A student is eligible for Practicum II upon attainment of a passing grade in Practicum I (SOW 4511), maintenance of a cumulative GPA of 2.75, and the successful completion (a grade of "C" or better) of the following required coursework:

SOW 4522 FIELD SEMINAR I

SOW 4322 SOCIAL WORK PRACTICE WITH GROUPS

CO-REQUISITES:

SOW 4523 FIELD SEMINAR II

SOW 4332 SOCIAL WORK PRACTICE WITH COMMUNITIES AND ORGANIZATIONS

This Application is for:	<input type="text"/> (Semester/Year)	Panther ID:	<input type="text"/>
Student's Name:	<input type="text"/>		
Mailing Address:	<input type="text"/>		
City	<input type="text"/>	State	<input type="text"/>
Home Tel:	<input type="text"/>	Work:	<input type="text"/>
FIU email	<input type="text"/>	Cell:	<input type="text"/>
Agency Name:	<input type="text"/>		
Street Address:	<input type="text"/>	Telephone:	<input type="text"/>

City State Zip

Office Site Where Student will be Located:

Street Address:

City State Zip

Field Educator: Telephone Cell

Task Supervisor: Telephone Cell
(If Appropriate)

CHECK AND SIGN IF ACCEPTABLE:

☐ YES, I WILL BE CONTINUING MY PRACTICUM II (4512) IN THE ABOVE-NAMED AGENCY.

Student's Signature: _____

Student Name: _____

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

Field Educator's Signature: _____

Field Educator Name: _____

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

SITE VISIT REPORT

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

Student Name:

Agency:

Field Instructor:

Date:

Liaison:

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

Student Performance:	
Progress towards core competencies and completion of practice behaviors as evidenced by discussion of learning contract at site visit:	<input type="radio"/> Not Met <input type="radio"/> Partially Met <input type="radio"/> Fully Met
2.1.1 Identify as a professional social worker and conduct oneself accordingly	<input type="radio"/> Not Met <input type="radio"/> Partially Met <input type="radio"/> Fully Met
2.1.2 Apply social work ethical principles to guide professional practice	<input type="radio"/> Not Met <input type="radio"/> Partially Met <input type="radio"/> Fully Met
2.1.3 Apply critical thinking to inform and communicate professional judgments	<input type="radio"/> Not Met <input type="radio"/> Partially Met <input type="radio"/> Fully Met
2.1.4 Engage diversity and difference in practice	<input type="radio"/> Not Met <input type="radio"/> Partially Met <input type="radio"/> Fully Met
2.1.5 Advance human rights and social and economic justice	<input type="radio"/> Not Met <input type="radio"/> Partially Met <input type="radio"/> Fully Met
2.1.6 Engage in research-informed practice and practice-informed research	<input type="radio"/> Not Met <input type="radio"/> Partially Met <input type="radio"/> Fully Met <input type="radio"/>

2.1.7 Apply knowledge of human behavior and the social environment	<input type="radio"/> Not Met <input type="radio"/> Partially Met <input type="radio"/> Fully Met
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services	<input type="radio"/> Not Met <input type="radio"/> Partially Met <input type="radio"/> Fully Met
2.1.9 Respond to contexts that shape practice	<input type="radio"/> Not Met <input type="radio"/> Partially Met <input type="radio"/> Fully Met
2.1.10 (a) – (d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	<input type="radio"/> Not Met <input type="radio"/> Partially Met <input type="radio"/> Fully Met
Please elaborate on those areas indicated above as unmet or partially met and/or identify others:	
Additional actions required at this time (please check all that apply and document in IPT): Performance Improvement Plan: <input type="checkbox"/> Follow-up Phone Call: <input type="checkbox"/> Additional site visit: <input type="checkbox"/> Other: <input type="checkbox"/>	

Liaison Signature: _____

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

STUDENT EVALUATION OF FIELD PRACTICUM EXPERIENCE

Please select the responses that best describe your field experience using the following scale:

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

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

2. My Field Instructor...		Strongly Disagree	Dis - agree	Un-decided	Agree	Strongly Agree
a.	Facilitated an open learning environment.	1	2	3	4	5
b.	Provided me with an orientation to the field placement.	1	2	3	4	5
c.	Went over agency safety plan with me.	1	2	3	4	5
d.	Took the time to inquire about my learning needs and learning style.	1	2	3	4	5
e.	Listened and accepted student feedback.	1	2	3	4	5
f.	Was accessible for discussion, questions, etc.	1	2	3	4	5
g.	Allotted sufficient time for supervision (1 hour per week; group for BSSW and individually for					

	MSW) and honored scheduled meetings with me.	1	2	3	4	5
h.	Kept me sufficiently informed of case(s), agency policy and procedures.	1	2	3	4	5
i.	Informed me of expectations regarding my performance.	1	2	3	4	5
j.	Demonstrated good professional social work knowledge.	1	2	3	4	5
k.	Assisted me in becoming part of the agency culture/team.	1	2	3	4	5
l.	Provided adequate training in order for me to carry out assignments.	1	2	3	4	5
m.	Honored my role as a student and supported the completion of my learning contract.	1	2	3	4	5
n.	Provided diverse and challenging assignments.	1	2	3	4	5
o.	Assigned tasks appropriate for my level of practice.	1	2	3	4	5
p.	Was effective in providing training on the NASW Code of Ethics.	1	2	3	4	5
q.	Was effective in providing information on cultural competency issues.	1	2	3	4	5
r.	Maintained professional boundaries (avoided dual relationships).	1	2	3	4	5
s.	Was effective as a supervisor.	1	2	3	4	5
t.	Comments:					

3. I was able to....						
a.	Identify as a professional social worker and conduct oneself accordingly.	1	2	3	4	5
b.	Apply social work ethical principles to guide professional practice.	1	2	3	4	5
c.	Apply critical thinking to inform and communicate professional judgments.	1	2	3	4	5
d.	Engage diversity and difference in practice.	1	2	3	4	5
e.	Advance human rights and social and economic justice.	1	2	3	4	5
f.	Engage in research-informed practice and practice-informed research.	1	2	3	4	5
g.	Apply knowledge of human behavior and the social environment.	1	2	3	4	5

h.	Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	1	2	3	4	5
i.	Respond to contexts that shape practice.	1	2	3	4	5
j.	Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	1	2	3	4	5
k.	Comments:					

4. Overall field experience:	Poor	Fair	Un-decided	Good	Excellent
Overall, how would you rate your field experience at this agency?	1	2	3	4	5

5. Would you recommend this internship to another social work intern?	Yes	No
--	------------	-----------

6. Were the following methods used in supervision?		
a. Self-report by student	Yes	No
b. Direct observation by field instructor	Yes	No
c. Process recordings	Yes	No
d. Co-facilitation with task supervisor(s)	Yes	No

7. Describe how supervision could have been improved:	
Comments/issues/concerns:	

8. My University Field Liaison...	Strongly Disagree	Dis-agree	Un-decided	Agree	Strongly Agree
a. Explained his or her role and responsibilities as a university field supervisor.	1	2	3	4	5
b. Provided me with his or her contact information.	1	2	3	4	5

c.	Was accessible when I requested consultation or assistance.	1	2	3	4	5
d.	Provided my agency field supervisor and me with information/clarification on FIU's field policies.	1	2	3	4	5
e.	Was fair in his or her intervention and mediation when there were issues between my agency field supervisor and me.	1	2	3	4	5
f.	Was an effective field liaison.	1	2	3	4	5
g.	Comments:					

9. My Field Education Office...						
a.	Was knowledgeable in field policy	1	2	3	4	5
b.	Provided adequate field orientation	1	2	3	4	5
c.	Gave students a choice in their placement	1	2	3	4	5
d.	Provided assistance/support to me and my field instructor	1	2	3	4	5
e.	Was fair in intervention and mediation when issues were presented	1	2	3	4	5
f.	Comments:					

Student's Signature: _____

Seminar Instructor's Signature: _____

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

TASK SUPERVISOR'S CHECKLIST

Prior to student(s) beginning at your agency:

- ☐ Attend and participate in Field Instructor and Task Supervisor trainings offered by the School to enhance the student learning experience and better clarify roles and responsibilities
- ☐ Review with Field Instructor the semester start and end dates, student schedule, relevant field policies (see field manuals at <http://stempel.fiu.edu/academics/social-work/practicum/>)
- ☐ Review the learning contracts (including competencies, practice behaviors and corresponding required tasks), checklists, and evaluations that correspond to the level of the student(s) with whom you will be working; discuss with Field Instructor
- ☐ Discuss with Field Instructor appropriate learning tasks for the student(s) for this semester
- ☐ Introduce yourself to the student prior to first day of placement

During the first two weeks of practicum:

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

Throughout the practicum experience:

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

At mid-semester:

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

At the end of the semester:

- ☐ Provide Field Instructor and student feedback regarding progress for final evaluation and attendance
- ☐ Plan with Field Instructor and student regarding the next semester's learning opportunities and expectations (if applicable)

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

TASK SUPERVISOR DATA SHEET

**Complete this form and submit it to the Office of Field Education in person (AHC5-590),
via fax (305-348-1046) or email sowpracticum@fiu.edu.**

STUDENT NAME	
SEMESTER/YEAR	
AGENCY NAME	
PROGRAM NAME (if applicable)	
FIELD INSTRUCTOR NAME	
TASK SUPERVISOR #1 NAME	
TASK SUPERVISOR TITLE	
TASK SUPERVISOR E-MAIL	
TASK SUPERVISOR PHONE	
TASK SUPERVISOR #2 NAME	
TASK SUPERVISOR TITLE	
TASK SUPERVISOR E-MAIL	
TASK SUPERVISOR PHONE	

APPENDIX B

Affiliated Agencies (Subject to change)

Alliance for Aging, Inc.
Alliance for GLBTQ Youth
Banyan Health Systems Broward Adult Residential
Banyan Health Systems Dade Chase Adult Residential
Banyan Health Systems FIS - North DCF Office
Banyan Health Systems FIS - South DCF Office
Banyan Health Systems Juvenile Drug Court Services
Banyan Health Systems Mobile Crisis Team , CSU, SPA
Banyan Health Systems, Inc. / Children & Families South
Banyan Health Systems, Inc. / FIS Little Havana
Banyan Health Systems, Inc. Children & Families Outpatient
Banyan Health Systems, Inc. FIS - Central DCF Office
Banyan Health Systems, Inc./Broward Outpatient
Baptist Hospital
Better Way of Miami
Big Brothers, Big Sisters of Miami
BridgePrep Academy
Broward County Public Schools Student Services
Broward Health Medical Center
Broward Meals on Wheels
Camillus Health, Inc.
Camillus House - ACT Program
Camillus House - ISPA (Residential Treatment Program)
Care Resource - Broward
Care Resource - Dade
Carrfour Supportive Housing, Inc.
Casa Valentina
Catalyst Miami
Catholic Charities Refugee Resettlement
Center for Family & Child Enrichment
ChildNet, Inc.
Children of Inmates, Inc.
Children's Diagnostic & Treatment Center
Children's Home Society Hands in Action
Children's Home Society South HUB Office
Citrus Health Network Inc.
Cleveland Clinic Florida
Communities In Schools of Miami
Correct Care, LLC
Dade Family Counseling CMHC, Inc.
Doctors Hospital
Emmaus Place Boy's Program
Family Central - Broward
Fellowship House

Fellowship House
 Florida Memorial University Student Support Services
 Gentiva Hospice an Affiliate of Kindred at Home
 Greater Miami Service Corps
 Guardian Ad Litem Program- 11th Circuit Court
 Guardianship Program of Dade County, Inc.
 Gulf Coast Jewish Family and Community Services/FCMA
 Gulf Coast Jewish Family and Community Services/Family
 Services
 Gulf Coast JFCS Refugee Resettlement Program
 Gulf Coast JFS /Florida Center for Survivors of Torture
 Healthy Connections, CMHC
 Here's Help, Inc.
 Homestead Hospital
 Hope for Miami
 Imperial Point Medical Center
 Jackson Memorial Hospital
 Jackson Memorial Hospital - South
 Jackson North Community Mental Health Center
 Jessie Trice Community Health Center, Inc.
 Jewish Adoption & Foster Care Options
 Joe DiMaggio Children's Hospital at Memorial
 John (Dr.) T. Macdonald Foundation
 Johnson and Wales University Student Counseling Services
 Kristi House
 Larkin Community Hospital - Outpatient Behavioral Health Dept.
 Mailman Center for Child Development
 Memorial Healthcare System - Community Youth Services
 Memorial Hospital Pembroke
 Memorial Regional Hospital
 Memorial Regional Hospital Outpatient Behavioral Health
 Mercy Behavioral Health Services
 Mercy Hospital - Case Management
 Miami Bridge Youth & Family Services - Homestead Campus
 Miami Bridge Youth and Family Services - Miami Campus
 Miami Children's Hospital
 Miami Dade Community Action Elderly Services Program
 Miami Dade County CAHSD Coordinated Victims Assistance Ctr.
 Miami Dade County Community Action & Human Services Dept.
 Miami Dade County Juvenile Services Dept. (The JAC) Main Office
 Miami Dade County Juvenile Services Dept. (The JAC) South Dade
 Miami Dade County Juvenile Services Dept. (The JAC)/North - Edison
 Community Act
 Miami Dade County New Direction Adult Residential
 Miami Dade County Public Schools
 Miami V.A. Healthcare Services, Healthcare for Homeless Vets
 Michael Ann Russell Jewish Community Center

Miramar Police Dept. Victim Services
National Multiple Sclerosis Society/S. FL Chapter
NeighborhoodHELP
Neuroscience Centers of FL Foundation, Inc.
Okeechobee Juvenile Offender Correction Center
PACE Center for Girls - Miami
PACE Center for Girls, Inc. Broward
Palace at Kendall Nursing & Rehabilitation Center, The
Park Summit of Coral Springs
Pride Center
Public Defender's Office- Dade
Regis House-North
Regis House-South
Seasons Hospice & Palliative Care
South Miami Hospital
South Miami Hospital Addictions Treatment Center
Sunrise Community, Inc.
SunServe
Survivors' Pathway
Take Stock in Children of Broward
Touching Miami with Love
Trinity Church - Peacemakers Family Center (North Campus)
UM - University of Miami Hospital
UM-Sylvester Comprehensive Cancer Center
United Home Care Services
Veteran's Administration Medical Center
Volunteers of America-Dade and Broward

APPENDIX C

References

Council on Social Work Education. (2008, revised 2010, updated 2012). *Educational Policy and Accreditation Standards*. Retrieved December 3, 2013 from <http://www.cswe.org>

International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved December 3, 2013 from <http://www.ifsw.org>

National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.