

USF School of Social Work



Field Manual

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PLEASE NOTE: Throughout the year revisions may be made to this manual.
Please check for updates online at

www.usf.edu/cbcs/social-work

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Welcome to the Field Program at the University of South Florida School of Social Work

The field education program at the University of South Florida (USF) School of Social Work represents a critical stage in your professional development as a social worker.

Field education connects theory, research, practice skills, and values, allowing you to apply classroom learning to real-world situations. Field placements are designed to be intellectually stimulating, professionally challenging, and emotionally engaging, fostering the development of competent, ethical, and reflective practitioners.

The primary objective of the USF field education program is to facilitate a comprehensive learning experience that transcends mere skill acquisition. Our curriculum is structured to cultivate critical thinking, problem-solving abilities, and professional comportment essential for navigating the complex landscape of social work practice. Through strategic partnerships with over hundreds of agency partnerships across the Tampa Bay area, surrounding communities, and nationwide, we offer a diverse array of placement opportunities. These span various domains of social work practice, including healthcare, substance abuse treatment, child welfare, gerontology, and numerous other specialized areas, ensuring that students can align their fieldwork with their professional aspirations and areas of interest.

This manual, in conjunction with the field program website, serves as a comprehensive guide to navigating your field placement experience. Its structure adheres to the guidelines established by the Council on Social Work Education (CSWE), ensuring alignment with national standards for social work education. The manual explains policies, procedures, and expectations, providing a framework for your professional growth and academic success.

The USF School of Social Work is deeply committed to fostering your success within the program and supporting your future contributions to the social work profession. We recognize the transformative potential of field education in shaping competent, ethical, and effective social work practitioners. As you embark on this crucial phase of your educational journey, we encourage you to fully engage with the opportunities presented, critically reflect on your experiences, and actively participate in your professional development.

For any inquiries or clarifications regarding the policies outlined in this manual, please do not hesitate to contact the Field Department. We stand ready to support you throughout your field education experience and look forward to witnessing your growth and achievements in the program. The address of the field program website is: <https://www.usf.edu/cbcs/social-work/programs/field-program/index.aspx>

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Section I: USF Field Program

Mission

The mission of the USF School of Social Work (SSW) is to prepare students through education, science, and community engagement to become competent social work professionals who promote social, racial, economic and environmental justice, and human rights in their practice to improve the well-being of individuals, families, groups, organizations, and communities.

Theoretical Orientation

The graduate and undergraduate programs of the USF School of Social Work provide a progressive identification with the knowledge, values, ethics, and skills of social work practice. The unifying themes and theoretical underpinnings of USF's social work curricula are found in both explanatory theories (e.g., *ecosystems theory*) and change theories (e.g., psychodynamic and cognitive-behavioral theories), *operationalized through the perspectives of empowerment, strengths, capacity building, and evidence-based social work practice.*

Ecosystems theory reflects the social work value of enhancing human system functioning and focuses on biological, psychological, emotional, cultural, and social environments holistically. The *strengths perspective* emphasizes viewing the range of human differences as normal and acceptable, as opposed to making judgments about peoples' personal characteristics, race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, national origin, and level of social and emotional functioning. The *empowerment perspective* supports resourcefulness and the development of skills to remove social barriers for individuals, groups, and communities. The *capacity building perspective* reinforces the social work profession's mandate to serve the most vulnerable of society, to enhance the caring capacity of society to end discriminatory practices and to develop and expand resources to those in need. *Evidence-based practice* entails the conscientious and judicious use of current best practices in decision-making about interventions at all system levels, integrating relevant scientific information with informed professional judgment and the personal preferences and cultural backgrounds of service consumers in order to practice effectively and ethically.

The **BSW Program** prepares students for generalist professional social work practice. Secondly, the BSW Program prepares social work students for graduate social work education. The BSW Program also introduces individuals within the University community to relevant social work and social welfare issues.

The **MSW Program** at USF prepares graduates for clinical social work practice. This is accomplished by empowering our graduates to articulate and implement a practice paradigm which advances human rights by implementing social and economic justice as an outcome. Students are challenged to develop their understanding, analysis, and evaluation of human experiences and societies in the past and in the contemporary world, and of families and individuals of varied cultural and social contexts. These conceptualizations explicitly build on the liberal arts tradition. The curriculum supports this mission through two themes: strengths-based empowerment approach, and families within a global context.

Field Education Philosophy

The Bachelor of Social Work (BSW) and Master of Social Work (MSW) programs at USF are accredited by the Council on Social Work Education (CSWE), a specialized accrediting body recognized by the Council on Post-Secondary Accreditation. CSWE accrediting standards are reflected in specific field education learning goals, practice behaviors, and competencies. In addition to developing these competencies and practice behaviors, USF students are expected to honor the NASW Code of Ethics and demonstrate the principle of continuity of professional growth in their field placement. All these elements are essential to sound professional learning.

The USF School of Social Work views supervised field instruction as the most effective method of teaching students how to apply knowledge gained from the academic setting. Because the development of the Practice Behaviors is fundamental to achieving the goals of the profession, the field program at USF is designed so the scope, depth, and breadth of learning will increase throughout the 460 (BSW), 600 {Advanced Standing MSW}, 900 (Non-Advanced Standing MSW) hours of field placement.

The Bachelor of Social Work (BSW) and Master of Social Work (MSW) programs at USF are accredited by the Council on Social Work Education (CSWE), a recognized specialized accrediting body. CSWE standards shape our field education goals, practices, and competencies. USF students are expected to develop these competencies, adhere to the NASW Code of Ethics, and commit to ongoing professional growth during their field placements.

The USF School of Social Work believes supervised field instruction is the best way for students to apply academic knowledge in practice. Our field program is structured to progressively develop students' practice behaviors, which are crucial to achieving professional goals. The program offers:

- 460 hours for BSW students
- 600 hours for Advanced Standing MSW students
- 900 hours for Non-Advanced Standing MSW students

Throughout these placements, students will experience increasing scope, depth, and breadth of learning opportunities.

The field education department considers the requirements of different agency settings and matches students with placement that aligns with their goals. USF arranges for students to stay at one agency that emphasizes generalist practice (case manager, advocate, organizer, direct practice). After a generalist experience, second-year or advanced standing students focus on a specialization clinical experience which builds on the generalist year and provides practice at a deeper level. This placement's context must include working with individuals, groups, and families, communities, and policy levels.

As of Fall 2025, students will have an opportunity to choose a Macro specialization concentration. This concentration is designed for social work students who want to make a broader impact beyond individual case management. It emphasizes skills like policy advocacy, community organizing, and strategic planning - all aimed at creating systemic change to benefit disadvantaged groups.

Careful thought goes into matching students with an appropriate agency. Therefore, we need students to fully engage with their assigned placement match until the placement has been confirmed

The Matching Process is a collaborative effort involving three parties: the student, the agency, and the field team. The parties involved work together to ensure that the student is placed in an agency ready to be involved in the student learning objectives outlined by the school.

A placement is only considered final after it has been confirmed, suggesting there's a formal agreement or approval process between the student and agency. Once confirmed, students are expected to complete the entire placement at the assigned agency. This implies a strong commitment and discourages changing placements mid-way through placement. This approach helps to ensure a good fit between student and agency. It provides stability for both the student and the agency and allows for in-depth learning and project completion.

The agency-based field instruction provides opportunities for students to apply knowledge obtained in the academic setting and to develop skills fundamental to the achievement of the core competencies established by CSWE. In turn, the academic seminar provides a forum for students and faculty to discuss topics and issues related to the integration of theory and practice. It is also a mechanism for evaluation of the attainment and appropriateness of program objectives. These equally important functions are bound together in providing specific content, which reinforces and expands the student's professional development and practice competency.

The professional field seminar class complements the field practicum by reinforcing the development of practice behaviors established by CSWE. Additional learning objectives are derived from the learning needs for additional skills or self-awareness. Thus, the seminar is conducted to attain the specific objectives set by the program and the ongoing professional development objectives identified in the Student Field Learning Plan (see Appendices).

The learning objectives listed in the multiple semesters of field instruction, therefore, can be considered shared objectives of the student, agency field instructor, faculty member conducting the accompanying professional seminar, and the University based faculty field liaison.

Expectations for Professional Behavior

USF is mandated by the Council on Social Work Education to foster and evaluate professional behavioral development for all the students in the social work program. This evaluation occurs in all classes but is particularly important in the field. USF and the community agencies who agree to host USF social work students enter a partnership and share the responsibility of supervising and coordinating the placement.

Professionalism in both field placements and seminar classes are very important. As a matter of fact, it is a crucial aspect of social work, education and practice. Consider your field placement like your actual workplace where you will gain hands-on experience. Your seminar class is the academic setting where students discuss and reflect on their field experiences. Professionalism is critical for success in the field placement. It helps build positive relationships with colleagues and clients and contributes to the overall effectiveness of the agency. Appropriate Dressing for the placement interview; making a good first impression is crucial. Throughout the entire placement it's good to maintain a professional appearance consistently. In addition to the values of the profession which are codified in the NASW Code of Ethics, students are expected to exhibit the following ethical standards of behavior:

Accountability

Attend class, arrive on time and return from break in a timely manner. Participate in group activities and assignments and complete assignments on time. Read and follow directions.

In the field: If you must request an alteration in your schedule, plan to speak with your Field Instructor ahead of time. Read and follow agency policy. Arrive on time and be prepared for supervision sessions with a written agenda.

Respect

Treat all your peers, your instructors, and those you come in contact with, with dignity and respect at all times. Listen when others are speaking, offer feedback in a constructive manner, approach conflict in a cooperative manner and use positive non-judgmental language.

In the field: Treat your agency, its personnel, policies, and procedures with respect and dignity by always using positive, constructive, respectful and professional language when discussing any part of your field experience. Ask permission to make changes to your schedule. Do not engage in office gossip. Deal with problems or concerns directly.

Confidentiality

Treat any personal information you hear about a peer or instructor as confidential. Use good judgment in self-disclosing in the classroom. Never disclose identifying information about clients in the classroom or in assignments for the class.

In the field: Do not discuss clients in an open area such as the lunchroom or break area. Do not listen to your voicemail on speaker phone. Never leave a client record or computer screen up when you leave the area. Be sure you understand your agency's policies on confidentiality when dealing with individuals, children, families, and groups.

Competence

Apply yourself to your academic pursuits with seriousness and conscientiousness, meeting deadlines as given by your instructors. Take responsibility for the quality of your completed work. Strive to work toward greater awareness of personal issues which may affect your work with clients.

In the field: Take initiative to seek out information about the type of client you are working with. Review your findings in supervision. Ask how you can improve your skills and remain open to corrective feedback. Do not believe you are free of any biases.

Personal Appearance

Dress appropriately for class.

In the field: Familiarize yourself with the agency dress code and follow it. Take into consideration your clientele and adjust your style of dress accordingly. Do not break policy even if you observe other employees at the agency doing it. Dress up if you will be representing the agency at a community meeting or the University at a board meeting

etc. Refrain from using heavy colognes and perfumes when you go to your placement. Ask about the agency policy regarding exposure of tattoos and piercings.

Integrity

Practice honesty with yourself, your peers, and your instructors. Do your own work and take credit only for your own work. Acknowledge areas where improvement is needed.

In the field: Commit yourself to fostering the development of professional self-awareness, learning the NASW code of ethics and social work practice standards, and becoming a lifelong learner. Because of the sensitive nature of client material and the powerful feelings which are often evoked in discussion with clients, it may become necessary for you to explore your innermost thoughts and feelings with a therapist or other appropriate person. Professional social workers consider this process integral to the development of the professional self.

Remain open to it and ask for direction or resources when you need it.

Diversity

Embrace diversity. Strive to become more open to people, ideas, and beliefs you are not familiar with.

In the field: Exhibit a willingness to serve diverse groups of people. Take initiative to learn about people, ideas and beliefs different from your own. Acknowledge your own biases and stereotypes and strive to eliminate them through the development of professional self-awareness.

The NASW Code of Ethics can be accessed online at:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

All students are expected to be very familiar with the Code of Ethics and use it in their field placement & classroom.

Additionally, MSW Students should know the contents of the NASW Standards of Practice for Clinical Social Work found at:

<https://www.socialworkers.org/Practice/NASW-Practice-Standards-Guidelines/NASW-Standards-for-Clinical-Social-Work-in-Social-Work-Practice>

Program Structure - BSW Program

The primary goal of the BSW program is to produce professionally competent generalist practitioners for agency-based community practice. The professional foundation of the BSW program includes content on social work values and ethics, diversity, social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice, research, and the field placement.

The USF School of Social Work utilizes a single community agency placement for the entire practicum experience. The completion of the field experience is simultaneous with completion of the BSW program. The student is evaluated by the field instructor in the middle of the semester and at the end of the semester.

Required Number of Hours for BSW Students

The USF School of Social Work requires BSW students to complete at a minimum, a total of 460 field placement hours to be eligible for graduation; exceptions cannot be made regardless of the circumstances. Students needing to take additional time off during their internships, or wishing to make up time missed for emergencies, illness or vacation, must discuss their request with their field instructor. Field placements only begin in the fall and spring semesters.

Students are not permitted to begin their placements prior to the beginning of the semester in which they are enrolled in Integrative Field Seminar/Field. Students are expected to remain in their placement for the duration of the semester.

BSW Program Overview

BSW students enter the field in the semester following the successful completion of the required BSW coursework. Students begin the field placement process the semester before they enter field.

FIRST SEMESTER	
SOW 3101 Human Behavior & the Social Environment I	3
SOW 4522 Multi-Cultural America in a Global Society	3
SOW 4341 Multi Methods of Social Work I: Micro Practice	3
SOW 3401 Research and Statistics	3
SOW 3210 The American Social Welfare System	3
<i>Total semester credits</i>	<i>15 credits</i>
SECOND SEMESTER	
SOW 3102 Human Behavior & the Social Environment II	3
SOW 4233 Social Welfare: Policy & Program	3
SOW 4343 Multi Methods of Social Work II: Macro Practice	3
SOW 4315 Case Management	3
SOW 4414 Data Management	2
<i>Total semester credits</i>	<i>14 credits</i>
FINAL SEMESTER	
SOW 4510C Integrative Seminar & Field Placement	9
* SOW 4602 Social Work Practice in Mental Health and Health Care or SOW4650 Child Maltreatment	3
<i>Total semester credits</i>	<i>12 credits</i>

TOTAL
41
CREDITS

* May be replaced by Education Abroad if approved by the School of Social Work (discuss with advisor).

Program Structure - MSW Program

The MSW program at USF is committed to preparing social workers for clinical practice. Clinical social work is value-based evidence supporting practice with individuals, families, groups, organizations and communities. The primary goal of clinical practice is to enhance the bio-psychosocial functioning of clients through culturally competent strengths-based practice. Clinical social work practice uses a person-in-environment framework to assess, diagnose, and treat client concerns. In addition, clinical social workers promote the cause of social justice for diverse and oppressed groups and advocate on behalf of clients. Clinical social work practice, firmly based on ethical principles, enhances client functioning at the intrapsychic, interpersonal and social levels.

The MSW program at the University of South Florida offers both Advanced Standing and Traditional options:

- The Advanced Standing MSW program is 35 credits, designed for students with a BSW from a CSWE accredited program.
- The Traditional MSW program is 60 credits, for non-advanced standing students with a Bachelor's degree in another discipline.
- Both programs have full-time and part-time options.
- The MSW program is offered both on-campus (in-person) and fully online.

Students are admitted to the MSW Program in cohorts. The MSW Social Work curriculum is organized so that courses are provided in sequence. Class sections are designated for particular cohorts and are based on program modality (online or in-person).

Note: Students are not permitted to take courses out of sequence or class sections intended for other cohorts. (e.g., students in the full-time program cannot take courses that are for part-time students). Any exceptions require prior approval from the MSW Program chair.

1. Foundation courses (Traditional program - 17 Credit Hours)
2. Core courses (5 Credit Hours)
3. Additional required courses (15 Credit Hours)
4. Advanced Clinical Electives
 - Traditional program: 9 Credit Hours
 - Advanced Standing program: 6 Credit Hours
5. Field Education
 - The Field Practicum is the signature pedagogy of the social work curriculum. It enables students to demonstrate and practice social work competencies in the field.
 - The Advanced Standing MSW program requires 600 hours of field practicum.
 - The Traditional MSW program requires 900 hours of field practicum.

- Full-time program options require 20 hours per week at a field placement.
- Part-time program options require 10-15 hours per week at a field placement.
- For field instruction courses associated with internship hours: students must be either placed with an agency or engaged in the field placement process to remain enrolled in the course.

6. Social Work Capstone (1 Credit Hour)

The MSW Program emphasizes standards of professional behavior and ethics in the practice of social work. Entrance into the M.S.W. does not guarantee graduation from the major. Students admitted to the M.S.W. must maintain a minimum GPA of 3.00 in all social work courses, with no grade below "B-" counting toward graduation. Failure to maintain the specified GPA may result in delayed graduation or academic dismissal. Courses with grades below "B-" must be repeated before progressing in the program or graduating.

Required Number of Hours for MSW Students

Each traditional (non-advanced standing) student will complete a minimum of 900 hours of field practicum, which includes a combination of a foundation practicum of 300 hours and an advanced clinical field practicum of at least 600 hours in a model utilizing a single community agency placement for the entire practicum experience. Advanced standing students complete 600 hours. Students may "bank" up to 36 hours (if full-time) and 20 hours (if part-time) which will be applied to their total hours in the next semester. Students are expected to be in placement for the duration of each semester.

MSW Program Overview: Full-Time Students (Advanced Standing and Traditional)

The field placement process begins the semester before the placement is scheduled to start or at the time of admission for advanced standing students. All students are required to attend a mandatory Field Orientation prior to beginning field placement.

MSW Program Overview: Part-Time Students

Students enrolled in the part-time program complete the same courses, field practicum and hours as students enrolled in the full-time format. In addition, the same guidelines and policies outlined in this manual apply to part-time students.

Students who have not already negotiated work schedule flexibility with their employers when first admitted to the program will want to begin this process as soon as possible. Most approved field agencies operate on weekdays and during daytime hours. Students are required to do at least 4 hours a week of their placement during regular business hours.

A Field Orientation will be made available to students prior to their field placement.

Program Dismissal

Entrance into the BSW or MSW Program does not guarantee graduation from the program. Students must maintain the required GPA, complete their field hours, and pass their field evaluations. Failure to exhibit responsible professional behavior as determined by the School may result in dismissal from the program.

The following situations may result in dismissal:

- Behavior that is inconsistent with the Code of Ethics of the National Association of Social Workers: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
- Behavior or performance, or lack thereof, which raises questions from the faculty or field instructor about the student's suitability for professional social work
- Plagiarism, cheating, or any other form of academic dishonesty or disruption
- Dismissal from Field Placement
- Not completing field seminar assignments

EPAS 2015 Competencies and Behaviors: BSW/MSW Foundation and Specialization Clinical Field Education

The following list of Competencies and Practice Behaviors in social work education. These are established by the Council on Social Work Education (CSWE), which is the accrediting body for social work programs. This approach ensures that students graduate with a standardized set of skills and knowledge, regardless of their specific program or field placement. It also helps maintain the quality and consistency of social work education across different institutions. These Competencies and Practice Behaviors form the basis of the student's Learning Plan. They guide the student's progression and development within their field placement agency.

By the end of the first 300 (MSW) and full 460 (BSW) hours of field placement students are expected to be able to demonstrate all the Practice Behaviors listed below. By the end of the total hours, student should be proficient in the areas listed below:

Competency #1: Demonstrates Ethical and Professional Behavior

- 1.1 Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to context
- 1.2 Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- 1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- 1.4 Use technology ethically and appropriately to facilitate practice outcomes
- 1.5 Use supervision and consultation to guide professional judgement and behavior

Competency #2: Engage Diversity and Difference in Practice

- 2.1 Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- 2.2 Presents her/himself as a learner and engages clients and constituencies as experts of their own experience
- 2.3 Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

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

- 3.1 Applies her/his understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- 3.2 Engages in practices that advance social, economic, and environmental justice

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

- 4.1 Uses practice experience and theory to inform scientific inquiry and research

4.2 Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

4.3 Uses and translates research evidence to inform and improve practice, policy, and service delivery

Competency #5: Engage in Policy Practice

5.1 Identifies social policy at the local, state, and federal level that impacts wellbeing, service delivery, and access to social services

5.2 Assesses how social welfare and economic policies impact the delivery of and access to social services

5.3 Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

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

6.1 Applies knowledge of human behavior and the social environment, person -in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

6.2 Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

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

7.1 Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies

7.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies

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

7.4 Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

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

- 8.1 Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies
- 8.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- 8.3 Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- 8.4 Negotiates, mediates, and advocates with on behalf of diverse clients and constituencies
- 8.5 Facilitates effective transitions and endings that advance mutually agreed-upon goals

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

- 9.1 Selects and uses appropriate methods for evaluation of outcomes
- 9.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation outcomes
- 9.3 Critically analyzes, monitors, and evaluates intervention and program processes and outcomes
- 9.4 Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

EPAS Competencies and Behaviors:

Advanced Clinical Concentration Field Education

The skills acquired by students in the foundation practicum will continue to be practiced as additional skills are acquired. Advanced clinical practicum students will continue to focus on issues related to diversity, values and ethics, professional development, vulnerable populations, and social and economic justice.

Progressive learning is an educational approach of social work education builds upon foundational concepts to more complex and specialized skills as they progress through your program.

Building on their foundation practicum, students will use theories from the classroom, apply them with discretion, and evaluate their appropriateness and effectiveness with clients. The behaviors in the Advanced Clinical Sequence will become more focused on skills becoming independent practitioners. By the end of 900 hours (600 for Advanced Standing) of field placement students are expected to demonstrate the following behaviors:

Competency #1: Demonstrate Ethical and Professional Behavior.

- 1.1 Demonstrate professional use of self with client(s).
- 1.2 Demonstrate the ability to recognize professional strengths, limitations and challenges by proactively engaging and collaborating with members of other professions in inter-professional teams.
- 1.3 Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives.
- 1.4 Apply ethical decision-making skills to issues specific to clinical social work, including practice with advanced technologies.
- 1.5 Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats.

Competency #2: Engage Diversity and Difference in Practice.

- 2.1 Research and apply knowledge of diverse populations to enhance client wellbeing.
- 2.2 Work effectively with diverse populations.
- 2.3 Identify and use practitioner/client differences from strengths perspectives.
- 2.4 Practice ethically with diverse groups, using a cultural humility and social justice practice paradigm.
- 2.5 Use evidence-based practice and practice-based evidence in advocacy for policies that advance social, economic and environmental well-being of diverse populations.

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

- 3.1 Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.
- 3.2 Advocate at the micro, mezzo and macro level for mental health parity and reduction of health disparities for diverse populations.
- 3.3 Actively promote and engage in inter-professional collaborations and co-learning environments that enhance social, environmental and economic justice for clients at the micro, mezzo and macro levels.

Competency #4: Engage in Practice-informed Research and Research-informed Practice.

- 4.1 Use the evidence-based practice process in clinical assessment and intervention with clients.
- 4.2 Use research methodology to evaluate clinical practice assessment and intervention with clients.
- 4.3 Participate in the generation of new clinical knowledge, through research and practice.

Competency #5: Engage in Policy Practice.

- 5.1 Communicate and educate stakeholders about the implication of policies and policy change in the lives of diverse clients.
- 5.2 Use knowledge from multiple sources (e.g., empirical data, historical, social, cultural, economic, organizational, environmental, and global influences) in advocacy for policies that advocate social and economic well-being and environmental justice.
- 5.3 Advocate with and inform administrators and legislators to influence social, economic, and environmental policies that impact clients and services in diverse practice settings.

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

- 6.1 Develop a culturally responsive therapeutic relationship.
- 6.2 Attend to the interpersonal dynamics and cultural and contextual factors that both strengthen and potentially threaten the therapeutic alliance.

6.3 Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

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

7.1 Use multidimensional bio-psycho-social-spiritual assessment tools.

7.2 Assess clients' readiness for change.

7.3 Assess client coping strategies and capacities within their broader context to reinforce and improve adaption to life situations, circumstances and events.

7.4 Select and modify appropriate intervention strategies based on continuous clinical assessment

7.5 Use current diagnostic categories in conjunction with scientific evidence and clients' cultural biopsychosocial spiritual histories to effectively assess client symptoms.

7.6 Consult with medical professionals as part of the larger practice context to confirm diagnosis and/or to monitor medication in the treatment process.

7.7 Demonstrate the ability to assess client systems using a culturally grounded approach.

7.8 Utilize current technology systems to collect, organize and interpret health and behavioral health data.

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

8.1 Critically evaluate, select, and apply best practice and evidence-based interventions.

8.2 Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.

8.3 Collaborate with other professionals to coordinate treatment interventions.

8.4 Synthesize and differentially apply theories of human behavior and social environment to guide clinical practice.

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

9.1 Conduct process and/or outcome evaluations to develop empirically informed clinical practice interventions for a range of bio-psycho-social-spiritual conditions.

9.2 Critically apply theoretical frameworks and evaluation methods to advance research informed practice.

Signatures

Student: _____ Date _____

Field Instructor: _____ Date _____

Field Seminar Instructor: _____ Date _____

Section II: Field Instruction Policies and Guidelines

Field Placement Process

Readiness for Field Placement: students must meet course completion requirements, grade standards, GPA levels and other criteria as outlined in the MSW program student handbook. Once eligible, students must participate fully in the placement process. Direct contact with field agencies by students is prohibited. Students are encouraged to research various practice settings, consider preferred areas of practice experience, and reflect on findings before their field placement interview. There is mandatory preparation and students are required to read the entire field placement manual before beginning the agency interview process.

The first step in the placement process is for students to complete the Field Placement Application. Also provide a current resume, prior to interviewing with their field coordinator. Students will be contacted by their field coordinator to schedule a face-to-face interview. Advanced standing MSW students will be contacted upon admission and interviewed as soon as possible.

During the interview with the field coordinator, the field application will be reviewed and discussed. The field coordinator will explore with the student their top choices of areas of practice and future career goals/ aspirations. If the student indicates a particular geographic preference, this preference may have to take precedence over the top choices for area of practice preference.

Students should be aware many agencies have costs associated with placement (i.e., immunizations, background screenings, drug tests, parking, etc.).

It is imperative the student notify the field office on the application of any instances in their past which may restrict their placement choices. Students who indicate a legal history will be asked to sign a form declaring their legal history and granting the school permission to disclose this information to the placement agency. In rare circumstances a legal history may exclude a student from participating in Field and thereby impede their ability to continue toward graduation and/or licensure.

Field coordinator initiates the matching process after student interview completion. The matching criteria include the student's learning needs, agency's learning opportunities, and the expectations of student, agency, BSW program, and MSW program. The field coordinator selects affiliated agency best aligning with criteria. Upon match, the student receives notification with the assigned agency name and contact person's details at agency. It is the student's responsibility to arrange an interview with the agency contact person. Students should approach this interview with the same professionalism and preparation as a paid job interview.

Following the interview, the student must complete the Agency Interview Form (located in Tevera) indicating the outcome of the interview and submit it electronically within 48 hours to the field coordinator.

The School of Social Work will work with a student to find a suitable field placement, but it does not guarantee a placement. The Field Education department assesses a student's

placement readiness after two agency rejections or two student refusals of coordinator-designated agencies.

If an agency requests a student be removed from placement for any of the following reasons, it will be considered a significant setback in the student's field education progress:

- Unsatisfactory performance
- Poor attendance
- Failure to adhere to agency policies
- Unprofessional behavior

In such cases, the student's field placement will be terminated, and this outcome will be factored into decisions regarding their future placement options and overall progress in the program.

Sharing of Student Information during Field Placement Process

Students should be advised that the Field Education department should share all relevant information with appropriate people involved in the student's field placement process. This may include but is not limited to the agency administrator or contact person, the agency field instructor, the faculty seminar instructor or liaison, the student's academic advisor, or the Director of the School of Social Work. Relevant information is defined as information which may have an impact on the field placement selection and information which may affect clients, agency field instructors, staff, or the student learning experience. Such information will be shared to enable informed choice by field instructors, protect clients, protect students, and facilitate the learning process. Agency field instructors are also expected to share relevant information with the Field Education department. The student may be required to sign a release of information for some types of information sharing.

Background Checks

Background checks are required by most agencies before a student is accepted for, and/or allowed to begin, an internship. If an agency requires any type of background check and/or medical testing, the agency typically notifies the intern of these requirements during the interview process. Conducting background checks is usually the responsibility of the agency; however, this is not the case for all placements. Some agencies, such as certain medical placements, require more extensive background checks and medical testing prior to starting placement. These placements sometimes require a unique process that students must follow. If an agency is not able to pay for these requirements, payment is the responsibility of the student.

Holidays, Breaks and Vacations

USF does not require students to be at their internships during holidays officially observed by the University. Agencies, however, may require students to be at their internships during University holidays, and this requirement may supersede USF's holiday policy. This should be communicated to students during the internship interview process. Students needing to take additional time off during their internships or wishing to make up time missed for illness or vacation, must discuss their request with their field instructor and create a plan to make up the missed hours.

Malpractice Coverage

All students in field are required to have malpractice insurance. Students are provided this coverage by USF. Students with a criminal history may have to purchase their own insurance. In some instances, students may be required to purchase their own health care policies as required by their placement agencies.

Mileage Reimbursement/Use of Personal Vehicle

Agencies may require a student to use their personal vehicle to carry out the expected duties of a professional social worker. Students should inquire about the need to make home visits during the interview process. If the agency required travel, then they must compensate students for mileage equal to that paid to their professional staff. Students are prohibited from transporting clients in personal vehicles. In addition, the University of South Florida does not provide automobile insurance coverage for interns.

Field Forms

Any field form required by the School of Social Work must be submitted via Tevera or email within the designated time frame. Examples of this include the Agency Interview Form, Student Field Learning Plan, Record of Field Practicum Hours and Student Evaluation of Field. The responsibility of making certain field instructors aware of approaching deadlines, within a reasonable time frame, is shared by both the student and the Field Education department. Students must record all field and supervision hours in the Tevera data system, and both the student and Field Instructor must electronically sign the Hours Log at the end of each semester.

Personal Emergencies and Field Hours

Students must complete the minimum number of field hours to be eligible for graduation. For additional time off or to make up missed hours due to illness or family emergency, students must discuss their request with their field instructor. Students are responsible for notifying their field instructor as early as possible about any emergency causing them to miss scheduled field internship hours. All time missed due to personal emergencies must be made up before the end of the semester.

Emergency Closings

Students scheduled for field hours on a day when the University closes in response to an emergency (i.e. hurricane or national disaster) will not be penalized for the loss of internship hours. Students will report the number of hours originally scheduled for internship on the day (s) of the emergency on their Record of Field Hours form in the field database. These hours will not have to be made up.

Health Issues

Students should be aware of potential exposure to and from the public, as well as clients or at-risk populations. Students should evaluate the health implications of these contacts. Consultation is encouraged with personal physicians or discuss recommended immunizations and tests with health professionals. During the placement interview, students should inquire about any areas of concern and ask about necessary preparation prior to placement.

During the field placement, a student should be aware of the possibility of exposure to and from the public as well as client or at-risk populations. Each student should contemplate the health implications of such contacts and is encouraged to speak with a personal physician or a health care representative at the USF Student Health Center regarding recommended immunizations and tests. It is recommended students inquire during the placement interview of any areas of concern or need for preparation prior to placement.

Student Safety in the Field

Students and agencies must work together to create a safe environment. Each agency is responsible for orienting field students to the safety policies and procedures of the setting during the agency orientation, as well as in supervision. Students are responsible for discussing safety concerns with their Field Instructor. It is important to discuss guidelines for prevention, as well as crisis/safety plans. Such discussions should also include, but not be limited to, safety issues in the community, during home visits, within the agency building and environs, with particular clients prone to violent behavior, and the security of personal belongings.

Students may be required to make home visits if such tasks are routinely requested of professional staff. A student is expected to have access to any equipment which is given to other paid agency staff or volunteers. If a student believes he or she is at personal risk on a home visit or within the agency or community setting, the student should discuss their concerns immediately with the agency field instructor. If this solution fails to resolve the concerns in a reasonable manner, the student must immediately contact the School of Social Work and speak with their field liaison or other faculty field representative.

Student Learning

Field Instruction education is specifically designed for learning experience and not intended for on-the-job training accumulation. Students employed in social service agencies cannot complete field placements at their current workplace. Detailed information is provided later in this field manual.

Persons with Disabilities

The faculty and administration strive to ensure students with disabilities participate in all aspects of university life. Academic accommodation is arranged through the Students Accessibility Services (SAS) office. Any student interested in requesting accommodations through SAS can learn about this process by visiting the website: <https://www.usf.edu/student-affairs/student-accessibility/>. It is the student's responsibility to share accommodations letter with the field coordinator.

Sexual Harassment and Equal Opportunity

USF Policies on Equal Opportunity and Sexual Harassment can be found in the USF Student Handbook <https://www.usf.edu/student-affairs/dean-of-students/resources/handbooks-and-guides.aspx>

Criteria for the Selection of Field Agencies

Each of the area agencies utilized as a site for field placement is known to offer a wealth of learning experiences for social work practice and must be able to provide opportunities for the student to demonstrate skill in all practice behaviors associated with specific competencies.

These experiences are developed around the Learning Plan and typically are carried out through the usual day-to-day activities at the agency. The USF Field Program Office maintains a database of approved agencies and their associated qualified Field Instructors. The Field Program Office is always interested in developing new placements for our students. The following list of criteria is used as a guide to determine if an agency may be appropriate to host a BSW and/or MSW student intern:

- The agency's program must be compatible with USF's educational objectives. This means the agency has the ability to offer a generalist experience (for BSW students) and a clinical experience (for MSW students). Opportunities provide both direct client contact and community learning opportunities are appropriate. Practice opportunities and field instruction must be compatible with bachelor's level generalist social work for BSW students and graduate level clinical social work for MSW students.
- The program must be of sufficient size and scope to provide breadth, diversity and depth in learning opportunities.
- For BSW students, the agency must provide a Field Instructor with at least a Bachelor of Social Work (BSW) plus at least two years of post-graduate experience. For MSW students, the agency must provide a Field Instructor with at least a Master of Social Work (MSW) plus at least two years of
- post-graduate professional social work experience. The degrees must be from a CSWE accredited program.
- Agency staff must have time available to provide effective supervision and professional instruction, including the prospective Field Instructor's participation in a USF Field Instructor Training and liaison visits. Field Instructors are expected to provide a minimum of 1 hour of face-to-face field instruction per week (one hour every other week for part-time students). Additionally, Field Instructors, or their designee, should be on-site for the majority of the time the student is at the agency until they determine the student is able to practice without direct observation.
- Physical facilities should be adequate for effective student learning, including desk space, telephone, computer access, office support, reimbursement for on-the-job costs consistent with staff privileges and budgetary provisions, and confidential client interview space.
- Agencies must complete and sign the "Affiliation Agreement" form and complete the Agency Information Form and submit them to the field office.

Agency Affiliation Agreement

Administratively, field education consists of a formalized arrangement between the University and the social service agency referencing mutual expectations, requirements and procedures. This arrangement is typically formalized with an agency Affiliation Agreement signed by appropriate administrative personnel signifying the partnership between the University and the agency.

Criteria for Selection of Field Instructors

Social work is a change-oriented profession. Therefore, coordination between the field and University is crucial in maintaining a vibrant and relevant curriculum. Input and feedback from field instructors about practice needs and service delivery are essential components of curriculum development and its revision. The School's faculty values the collaborative support of field instructors and students are encouraged to facilitate the communication between agency personnel and University faculty when appropriate. Additionally, agency personnel are encouraged to access the School's website and utilize the interactive tools in place to encourage their feedback and participation in the ongoing development of the field program.

The primary goal of the field internship is the student's professional educational development. Capacity for field instruction requires the ability to adapt social work practice skills to teaching and supervision. The following criteria are used in selecting Field Instructors:

- Field Instructors must have a social work degree from a CSWE accredited program:
 - to supervise BSW students: must have a bachelor's degree in Social Work from a CSWE accredited program and a minimum of two years post-graduate professional social work practice experience. A Master of Social Work degree from a CSWE accredited program is recommended, but not required.
 - to supervise MSW students: must have a master's degree in Social Work from a CSWE accredited program and a minimum of two years post-graduate professional social work practice experience. Social work licensure (LCSW) is recommended, but not required.
- Field Instructors must demonstrate the capacity and commitment to assume responsibility for the teaching of students, identification with the profession, and effectiveness in the creative use of agency function and structure to identify learning opportunities.
- Field instructors must be willing to accept the sole responsibility for supervising and evaluating the student intern at their agency.
- Field Instructors must demonstrate motivation for field instruction, including readiness to achieve satisfaction from the professional growth of others, through staff supervision or comparable activities, and a desire to participate in the instruction of students in accordance with the philosophy and educational objectives of the USF social work curriculum.
- Field Instructors must provide a resume describing their educational background and professional experience to the field program office.
- Field Instructors must have time available for effective educational assessment, planning of learning experiences, and scheduling of ongoing supervision.
- Field Instructors are expected to participate in Field Instructor Training, offered through USF or another State of Florida University. The Field Instructor Training includes (but is not limited to) the following topics:
 - Description of each Program (BSW; MSW)

- Explanation of Field Staff Roles
- Definition of the Roles and Responsibilities of the Field Instructor
- Explanation of the EPAS/Competencies/Practice Behaviors
- Development of the Learning Plan
- Use of the Problem-Solving Process
- Evaluation Tools
- Integration of Theory into Practice
- Learning Styles of Students
- Developmental Stages of the Internship
- Incorporating Research and Evidence-Based Practice
- Typical Challenges and Rewards
- Administrative issues (i.e., mileage reimbursement, parking, use of student cell phones for agency business)

Field Instructor Benefits

Field Instructors for the University of South Florida School of Social Work receive a number of benefits including:

- Tuition waivers which can be used for academic classes
- The opportunity to sharpen professional knowledge and skills through the field instruction process
- The opportunity to develop teaching skills
- The opportunity to preserve ties with the academic community and network with the practice community
- The opportunity to contribute substantially to maintenance and development of social work standards through the instruction process
- The opportunity to contribute to one's own agency by instructing students who bring new ideas and stimulation to the work setting

Section III: Roles and Responsibilities of School, Field Agency, and Student

Roles and Responsibilities of the School of Social Work

The USF School of Social Work has ultimate responsibility for the administration of the field education program and for all decisions affecting the student including, but not limited to, grades, credits, field hours, and student withdrawal. Through its field team, USF assumes the following specific responsibilities in relation to the field internship:

- To approve student internships, with agency consent, and to provide agencies with pertinent information concerning the students selected, as appropriate;
- To orient Field Instructors to the curriculum and the role of the field internship within the program;
- To provide a Field Liaison to be the link between USF, the student, and the internship agency;
- To provide field education resources for Field Instructors;
- To provide guidelines for the formal evaluation of students' field performance in accordance with the Field Learning Plan;
- To evaluate each agency's appropriateness and effectiveness as a field internship site;
- To evaluate the performance of Field Instructors based on student and Field Liaison feedback;
- To select the Field Instructor, in cooperation with the field internship agency;
- To approve agencies as field internship sites and review the approval in a timely manner.

Roles and Responsibilities of the Director of Field Education

The Director of Field Education is responsible for the oversight of the field program, long-term development of the program, and representation of the program on the Curriculum Committee. This person is responsible for recruitment and assignment faculty field liaisons; development of field placement locations; and ongoing coordination and training of field instructors and other agency representatives. This faculty member is also responsible for developing and conducting periodic orientation, training, and program assessment sessions for students, faculty field liaisons, field instructors and other appropriate agency or community representatives. The Director also chairs the resolution process for any concerns which originate in the field.

Roles and Responsibilities of the Field Coordinator

The Field Coordinator is responsible for coordinating and overseeing the field placement process (as assigned), which in addition to developing field placement locations and maintaining contact with field instructors, includes the following:

- Contacting students to begin the field placement process.
- Coordinating with the Program Assistant with the collection of field applications and scheduling interviews.
- Conducting student interviews to explore the students' areas of interest.
- Matching students with the affiliated agency most likely to meet the mutual learning needs, opportunities, and expectations of the student, agency, and the BSW or MSW program.
- Contacting the agency to facilitate the interview process for the student.
- Notifying the student to schedule the interview with the agency.
- Collecting Agency Interview Forms and ensuring they get to the Program Assistant for data entry.

Roles and Responsibilities of the Field Program Assistant

The Field Program Assistant is responsible for the team's office support, maintenance and accuracy of the field database, the logistics of the Field Instructor Training, and other field related meetings. The Program Assistant also maintains the yearly meeting calendar, handles materials and mailings, files field forms and assists in tracking liaison assignments.

Roles and Responsibilities of the Field Liaison/Seminar Instructor

The Field Liaison/Seminar instructor is the official representative of the School of Social Work and acts as a link between USF, the student, and the internship agency. He or she plays a variety of roles and provides a number of services in relation to the field internship. The range of roles includes linkage, mediation, monitoring, administration, consultation, and advocacy. Specific services rendered depend upon the needs of the Field Instructors and students. The Liaison (typically the Seminar Instructor) is an ongoing consultant to the Field Instructor and field agency in the selection and planning of learning experiences which are consistent with the curriculum objectives and developmental needs of the student.

Other responsibilities include:

- Contacting field instructors 3 times during the semester, the first contact to occur within the first 3 weeks of the semester.
- One face-to-face visit per semester with student and field instructor (usually at mid-term). Exceptions may be made when internships are more than 50 miles from USF, in which case other arrangements may be made (i.e., Teams conference call). Liaison visits are made every other semester for part-time MSW students.
- Interpretation of the BSW and MSW curriculum objectives to Field Instructors.
- Clarification of USF expectations regarding internship objectives and appropriate field experiences to students and Field Instructors.

- Assistance in problem-resolution, as needed, to ensure maximum field learning for students.
- Assisting Field Instructors in the identification of each student's learning style and planning learning experiences to fit this style, including accommodations requested and approved under ADA guidelines.
- Assisting students in identification of learning needs and educational experiences necessary to meet those needs.
- Assisting students with integration of coursework and internship experiences.
- Assisting Field Instructors in the development of supervisory and teaching skills.
- Assisting the Field Instructors in the development of a Student Success Plan, if needed.
- Evaluating Field Instructors and field internship agencies.

Roles and Responsibilities of the Field Agency

Field education is a partnership between the USF School of Social Work and field agencies selected for their willingness and appropriateness to provide experiential learning opportunities for students. The importance of this partnership's collaborative nature, and the central role played by the Field Instructor, cannot be overemphasized.

The success of the internship rests heavily on the skill and commitment of the Field Instructor and the support of their agency administration. Upon accepting a student intern, each agency assumes the following responsibilities:

- To provide a description of agency functions, services provided, client population served, learning opportunities available to students and instruction available, and to provide updates of this information annually, or more frequently if necessary;
- To provide a qualified individual(s) with a BSW or MSW to serve as the Field Instructor (see Field Instructor Criteria);
- To provide relevant social work generalist and/or clinical services (preventive, habilitative, or rehabilitative);
- To structure the workload of employees selected as Field Instructors to allow for the necessary time for them to adequately supervise students, meet with the faculty liaison, attend field instructor training, and prepare the student evaluations as required.
- To provide adequate workspace for the student and supplies needed to accomplish assigned tasks;
- To view work expectations for students as different from those of staff;
- To provide experiential learning opportunities which will enable the student to develop the competencies outlined in the Field Learning Plan and Evaluation Instrument and integrate academic learning and practice;
- To inform students of any special requirements which must be completed prior to the beginning of the internship (e.g., CPR training, TB test, background checks);

- To conduct any background checks, etc., which may be required by the agency before a student can begin the internship;
- To provide mileage or travel compensation when student is required to use personal vehicle to perform professional duties as a part of the internship when the professional staff of the agency is paid for the same;
- To provide training and any equipment and support necessary to provide for the practical safety of the student in keeping with that provided for other employees of the agency;
- To observe policies regarding non-discrimination based on race, ethnic origin, religion, disability, and sexual orientation.

Roles and Responsibilities of the Field Instructor

The primary role is teacher. In conjunction with this role the Field Instructor will:

- Demonstrate a willingness to oversee a student's total learning needs beyond those of a specific department within the agency;
- Complete all evaluative tools in a timely manner including field performance evaluations (both mid-semester and final) and meetings with the Field Liaison and share this information with the student in the requisite manner;
- Assist the student in preparing for generalist or clinical social work practice in a variety of settings by identifying and arranging for a diverse and rich internship opportunity which includes both those roles/tasks typically performed by generalist social work staff in the agency and roles/tasks which the professional staff might like to engage in if the opportunity were presented;
- Develop with the student explicit, individualized learning objectives and strategies through the student's Field Learning Plan;
- Provide minimum of one hour per week (biweekly for part-time students) of regularly scheduled, uninterrupted, individual field instruction (group supervision may be used to supplement but not to replace individual supervision);
- Be available (or ensure identified staff if available) if the student needs consultation between regularly scheduled field instruction;
- Consult in a timely manner with the assigned Faculty Field Liaison and/or Director or Field Coordinator for discussion of those questions relating to the School of Social Work or about any student related learning and/or performance issues;
- Attend and participate in all mandatory field instruction seminars and other special activities offered by the School of Social Work to enhance the Field Instructor's professional development and meet requirements of The Council on Social Work Education;
- Register on the Tevera data system for final evaluation and hours log entries and keep their own status information updated.

Roles and Responsibilities of the Student

Students are expected to take an active role in the planning and implementation of their learning experiences in the field placement. In addition to following the behavioral expectations outlined earlier in this manual in the Expectations for Professional Behavior section, each student assumes the following specific responsibilities in relation to the field placement:

- Read the field manual and follow the procedures outlined for the field placement process (enter date of completion on student detail page of the Tevera database system).
- Communicate with Field Coordinator within requested timeframes to ensure a smooth field placement process;
- To register and keep updated the student page of the Tevera data system maintained by the Field Education Department.
- Update ANY change in field placement, field instructor, or personal information in the Tevera data system within one week of the change.
- Take responsibility for discussing, in a timely fashion, with either the Field Instructor or Field Liaison, concerns which develop regarding the field internship and/or the quality of the learning experience, and follow established procedures for solving identified problems;
- To become familiar with, and abide by, agency policies and regulations, as well as those of USF, and present him/herself in a manner consistent with these standards;
- Report on time to the agency on scheduled internship days, work all required hours, and consult with the Field Instructor regarding any necessary changes in the schedule;
- Complete a written Field Learning Plan, in conjunction with the Field Instructor and submit to the Seminar Instructor for review and comment;
- Provide detailed accounts of practice experiences and samples of work to the Field Instructor and Field Liaison/Seminar Instructor, as requested;
- Provide the Field Instructor with copies of course syllabi (or provide information on how to access electronic course syllabi) for all courses being taken concurrently with the field internship;
- Prepare for, and participate actively in, all supervision meetings;
- Abide by the NASW Social Work Code of Ethics at all times and, in so doing, protect the confidentiality of clients when required to present case material from the internship in class or in written assignments:
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics>
- BSW: Complete the 460-hour requirement for field placement. Any time missed must be made up within a time frame agreed to in writing by the student, field instructor, and field liaison.

- MSW: Complete the 900-hour requirement for field placement, 600 hours for advanced standing. Any time missed must be made up within a time frame agreed to in writing by the student, field instructor and faculty field liaison.

Failure by a student to comply with any of the policies or procedures outlined in this USF Field Manual could result in receiving a failing grade for field/field seminar or dismissal.

Section IV: Requirements for Alternative Placement Arrangements

BSW Program - Two Semester (Split) Field Placement

The BSW placement is offered in a block or 32 hour per week format for one semester. Occasionally, a student may need an exception to this format for extenuating circumstances which may make it impossible to complete a 32 hour per week field placement. In an effort to accommodate those students, a two-semester field placement option is available. There is an application process to seek advance approval for a two-semester field placement. Applications are only accepted in the semester prior to or at the time of the formal field placement interview with the field coordinator. Examples of extenuating circumstances which may warrant application for two-semester field placement include financial hardship or medical need.

Two semester field placements create a change in the BSW student's plan of study. Students approved for a two-semester field placement will complete all of the requirements of the SOW4510C-Integrative Seminar/Field, except for the integrative paper assignment and half of the field placement hours, during the first semester of the internship. The student must request an Incomplete (I) grade for the class in the first semester and complete the integrative paper in the second semester of field. In the second semester, students will submit the integrative paper electronically to the BSW program chair (or designee), who will grade the paper and assign the final grade for the class.

Students interested in applying for a split field placement must request the application from their academic advisor. Completed applications are to be submitted directly to the BSW Field Coordinator for processing.

BSW and MSW Programs - Field Internship in Place of Employment (Employment-Based)

The School of Social Work recognizes the personal economic situation of some students may make it necessary for a student to explore field internship opportunities in their places of employment. It is also recognized professional activity and learning are not incompatible, but there is a difference between the goals of educational development and those of a job description. In order to facilitate the student's ability to complete their field placement at their place of employment, the School must have a way to be assured the focus of the field internship is on the student's learning; therefore, students interested in an employment-based internship must request permission from the field office by completing the Field Planning Agreement process described below.

To be eligible to consider completing a field placement in the place of employment, the student must have been employed for a minimum of six months or be beyond their probation period and must have a field placement supervisor who is different from their employment supervisor. The student must have learning opportunities for their internship experiences which are distinctly different from their usual job responsibilities.

A place of employment can be an internship setting only when the following guidelines are met:

- The agency must have available either different units or distinctly different learning opportunities which will provide the student with non-employment related social work practice experiences. Thus, the BSW student will work outside of his or her current job description activities 32 hours per week which will constitute the field internship to ensure specific, bachelor-level learning objectives may be accomplished. The MSW student will work outside of his or her employment job description activities 20 (full-time) or (10 part-time) hours per week which will constitute the field internship to ensure specific, graduate-level learning objectives may be accomplished.
- The agency must have a qualified BSW from a CSWE accredited program (or MSW), with two years of post-graduate experience, to serve as the Field Instructor. This must be someone other than the student's regular job supervisor to ensure, in part, the Field Instructor is free to focus on educational aspects of the internship rather than on workload issues. The Field Instructor must agree to provide individual field instruction for 1 hour per week. If the Field Instructor has not attended Field Instructor Training, then they also must agree to attend the next scheduled training.
- The agency and USF must agree the assignments given to the student are consistent with the educational objectives of the BSW program or MSW program, and the assignments must show evidence of sound educational design and planned development of the student's capacities. This may necessitate lighter caseloads, planned and varied assignments for educational purposes, and additional hours above the normal workweek to achieve internship requirements.

Student Procedure for Requesting Field Internship in Place of Employment

In developing a field internship in the place of employment, it is expected the student will take the initiative by making the proposal to the Field Department and coordinating the administrative requirements of the agency. The following steps are to be followed:

- The student must discuss with their Field Coordinator his or her intent to request an internship in the agency of employment.
- The student must facilitate the completion of the Field Placement Planning Agreement in Place of Employment with the highest available administrator at the agency.
- The Agency must agree to protect the students' learning.
- The student must submit the completed Field Place of Employment Planning Agreement along with a written proposal describing the distinctly different job duties and field experiences to the Director of Field Education.
- The Director of Field Education or Field Coordinator will review the request and notify the student whether the internship is acceptable and/or whether any modifications will be necessary.
- The student is responsible for supplying the Field Liaison/Seminar Instructor with a copy of the approved internship plan.

- If the internship in the place of employment is found to be unacceptable, the student must notify their Field Coordinator immediately and begin the process of finding a placement.

* A member of the field team may visit the agency to discuss with the administrator and/or Field Instructor how USF's educational objectives will be met during the internship.

* It will be the responsibility of the Seminar Instructor/Field Liaison to determine, throughout the internship, the content remains consistent with USF's educational objectives and the proposal made by the student. Deviations from the internship plan may result in the student's internship being terminated.

Any student who is offered employment by their field agency that will begin before the completion of their internship must notify their Seminar Instructor/Field Liaison and the Field Department. Depending upon the timing of the employment offer, students may need to complete the "Field Place of Employment Planning Agreement" form. This form can be accessed at: <https://www.usf.edu/cbcs/social-work/programs/field-program/mswfieldprogram.aspx>

BSW and MSW Programs - Paid Field Placements

Some agencies may be in the position to provide students with financial support during the field internship experience. USF encourages agencies to pay student interns whenever possible. Planning and prior approval are required before a paid field placement can be approved by the School. Requests are made to the Director of Field Education or BSW Field Coordinator, as appropriate. Supporting documentation includes the following:

- The agency must have a qualified BSW, with two years of post-graduate experience (or MSW), to serve as the Field Instructor. This must be someone other than the student's employment supervisor to ensure, in part, the Field Instructor is free to focus on educational aspects of the internship rather than on workload issues. The Field Instructor must agree to provide individual field instruction for 1 hour per week. If the Field Instructor has not attended Field Instructor Training, then they also must agree to attend the next scheduled training.
- The work activities must be congruent with the student's concentration or level (graduate or undergraduate) in the program. Some jobs which are assigned the title of "Social Worker" do not meet USF's expectations of the practice activities for a particular field experience. Students are responsible for the understanding and adherence to the course objectives for field education.
- There must be caseload control (if applicable) in this position in order to ensure the student's educational goals are the primary focus, not simply the needs of the agency.
- The Agency must agree the student will be given sufficient support and encouragement to approach the internship experience with the same opportunity for learning as would be available to any student in a comparable setting, paid or unpaid.

- The employment date or date of reassignment within the agency must be no more than 30 days from the first day of the semester in which the student is registered to start the placement, in order to ensure the field education experience falls in sequence with academic course work as structured by our program of study.
- The student must have demonstrated clear understanding and endorsement of the educational principles involved. The Office of Field Education retains the right to grant this employment-based exception only for students who demonstrate high standards of professional and ethical behavior and a strong academic record.
- The student must submit a "Field Placement Planning Agreement in Place of Employment" signed by participants before a paid placement is approved.

It is important to note paid field placements can present many complicating factors which limit students' full utilization of this educational opportunity. The positives and negatives of entering into a paid field placement agreement should be weighed carefully by the student and the employer. USF reserves the right to deny a request for paid field placement.

Field Placement Planning Agreement in Place of Employment

Often agency employment-based might be great opportunity for students to complete their current placement at place of employment. The employer agency and supervisor must meet the general requirements placements, including generalist practice standards. The tasks and assignments during the placement must be complex and different, requiring substantially different skills compared to the student's regular job.

BSW and MSW Programs - Employment Based Field Placement (EBFP) (Policy and Procedure)

To be completed by employee/student:

The USF School of Social Work recognizes the personal economic situation of some students. This may make it necessary for a student to explore field placement opportunities within their employment settings. The USF School of Social Work recognizes professional activity and learning are not incompatible, however, there is a difference between the goals of educational development and those job responsibilities and duties outlined in a job description. In order to facilitate the student's ability to complete their field placement at their place of employment, the school must engage in a review process to ensure the student's employment and potential field placement highlight their respective BSW or MSW practice-based learning criteria; therefore, students interested in employment-based field placements are required to complete the Employment Based Field Placement (EBFP) application form and process in order to receive field education approvals and credits.

The EBFP application must explicitly demonstrate the social work educational and learning outcomes with a student's aligned employment-based practice activities. Additional graduate level social work field activities often need to be added to meet field requirements which is established by the Council of Social Work Education Educational Policy and Accreditation Standards (2015 CSWE EPAS) and the school's policies and requirements.

Approval of an EBFP is carefully determined after a review of the EPFP application, discussion with the student and as needed, discussion with an employment representative to ensure field activities align with the above criteria and adequate supervisory and monitoring of student learning can occur within the agency. The decision will be made by the Field Coordinator and will be communicated directly to the student following the comprehensive review process. **Students should not assume that Employment Based Field Placements will be automatically approved.**

Employment Based Field Placement (EBFP) Requirements:

A student's employment may be used as a field placement site **ONLY** when the following requirements are met:

1. The student contacts the Field Coordinator via email requesting a review for an Employment-Based Field Placement.

2. The student must demonstrate an offer of employment. This could be in a form of an offer letter, confirmation of a work email or if needed, verification by supervisor.
3. The BSW/MSW student completes the **Employee Based Field Placement Application (EBFP) Form** and submits it online to their assigned Field Coordinator.
 - The **EBFP Form** must contain signatures from the student, their direct supervisor, field instructor (if different) and the highest-ranking administrator within the agency or program for approval. (This is determined by the agency)
 - Signed and submitted **Placement at Place of Employment Agreement Policy Acknowledgement Form**
4. The student is encouraged to have been employed and exceeded the timeframe of their *probation/orientation period. This is to ensure the employment is more secure and stable as this can negatively impact the student's field placement.*
5. MSW Students **may** use the same field placement agency from their BSW program for their MSW Employment Based Field Placement.
6. It is encouraged that a student be assigned a different Field Instructor than their direct employment supervisor. In situations where an agency cannot provide another Field Instructor, the student's work supervisor may act as Field Instructor provided field learning activities and field supervision are clear, distinct from work activities and outlined in Employment Based Field Placement Form. Field activities must be clearly delineated on EBFP Form and learning process maintained.
7. All Field Instructors must meet USF's requirements.
 - If it is not possible for students to be assigned another Field Instructor due to constraints within the agency, a student's employment-based direct supervisor, intending to provide Field Instruction, must meet the below outlined criteria for a USF BSW/MSW Field Instructor:
 1. Possess an MSW degree from an accredited school of social work;
 2. Completed a minimum of two (2) years of post-MSW agency practice experience;
 3. Has completed USF's Supervisory Training or is willing to complete training if supervising students for the first time.
 - It is highly encouraged, Field Instructors and/or Task Supervisors participate and complete the Field Instructor Training.
 - Participants who completed the Field Instructor Training will receive a certificate of completion.

8. If the student's direct employment supervisor does not meet the above criteria, the employment agency or in rare instances, USF, agrees to provide an outside Field Instructor (FI). This outside Field Instructor will provide the student supervision. The agency will then assign an onsite Task Supervisor (TS) to provide the educational (BSW/MSW) daily assignments, monitoring, feedback, guidance and oversight. The outside Field Instructor will collaborate with the agency's Task Supervisor to complete all USF field documents for evaluation and grading purposes.

9. The student's employment provides social work specific experiences linked to the nine (9) core competencies as outlined by 2015 CSWE EPAS. Field activities must meet either the BSW or MSW educational standards and requirements for field education activities.
 - The following outlines examples of work-related field activities which may also be approved for field hours: (This is not an exhaustive list and each work setting and their respective functions will be screened for BSW or MSW level (advanced) appropriateness:
 - Direct services to clients (Must be BSW or MSW level of practice)
 - Activities must meet BSW or MSW (Foundation and Specialized) practice educational requirements determined by student status in program.
 - Individual, group and or family-level interventions
 - Biopsychosocial and spiritual assessments
 - Facilitation of psycho-educational groups
 - Case-management (If in MSW Specialized Year, clinical case-management is required)
 - Conducting home visits
 - Role-playing with supervisor and/or colleagues

Students in their specialized clinical field placements must be assigned cases where evidence-based best practices are implemented in service delivery. (Research-informed practice)

- Interdisciplinary Staff Meetings
- Trainings (Agency or Community-Based)
- Multi-disciplinary Meetings (Case conferences)
- Supervisory Sessions (Group or Individual)
- Conducting observations of direct services (Intakes, counseling sessions, group work, family sessions, etc.)
- Macro-level Activities (participation in social advocacy, policy review and analysis, program design and implementation, non-profit management activities, focus groups, community-based outreach interventions, community organizing, townhall meetings, grant-writing, practice-informed research-based activities (data collection), social media campaigns related to social work-related issues)

- **For MSW Students-** students must be assigned their own caseload and be able to provide graduate level clinical assessments, treatment planning and various forms of clinical interventions in their 2nd specialized advanced year (i.e., evidence-based therapeutic interventions may include CBT, DBT, psychodynamic interventions, narrative or expressive therapies, trauma informed strategies, motivational interviewing approaches, etc.)
10. For instances where it is determined the employment does **NOT** meet the required social work practice-based direct service experiences, additional practice-based learning opportunities will be assigned. This may include, but is not limited to, adding field placement hours to the student's work schedule to meet field placement requirements.
 11. All employment responsibilities and field placement activities will be reviewed and approved by the Field Coordinator (FC). All criteria used to make decisions will be informed by the CSWE nine core competencies (CSWE/EPAS 2015).
 12. Once the student, their direct supervisor and/or Field Instructor and agency administrator have agreed and provided signatures to terms and requirements for an **Employee Based Field Placement, the application will be reviewed by the Field Coordinator for approval.**
 13. Field Coordinators will review Employment Based Field Placement request and notify the student whether the internship has been approved and/or whether any modifications will be necessary.
 14. The student is responsible for supplying the Field Liaison/Seminar Instructor with a copy of the approved Employment Based Field Placement plan.
 15. If the Employment Based Field Placement is found to be unacceptable and the request is denied by any party, the student must notify their Field Coordinator **immediately** and begin the process of finding a suitable field placement.

The below are possible scenarios where a student's employment is **modified** to meet BSW/MSW field placement guidelines:

- The agency has available either different units or distinctly different learning opportunities providing the BSW/MSW student with additional non-employment related social work practice experiences.
 - Thus, the BSW or MSW student will work outside of his or her current job description activities and required employment hours to ensure the field placement/internship learning objectives are accomplished.
 - **NOTE:** The BSW or MSW student **may be required** to work outside of their employment's job responsibilities and duties to achieve the total required hours. This will ensure specific, graduate-level learning objectives may be achieved.

- The agency and USF must agree the assignments given to the student are consistent with the educational objectives of the BSW program or MSW program. Additionally, the assignments must show evidence of sound educational design and planned development of the student's competencies. Doing so may necessitate reduced caseloads, planned and varied assignments for educational purposes, and additional hours above the standard work schedule to achieve internship requirements.
- If the student's employment duties change, and the duties of the position may no longer meet the criteria for social work field placement activities a separate review may be needed to assess the student's learning needs and practice activities within the employment setting.
- Students understand, both parties, the student and employment parties may be less willing to disclose problems that arise during the field placement, such as inadequate supervision, activities incongruent with field placement learning expectations and/or situations that threaten a student's employment or field placement status, etc. This could lead to a delayed intervention by the Field Education Office, sometimes resulting in an "Unsatisfactory" or "Incomplete" grade for the field placement. Students are encouraged to communicate with their Field Liaisons and Field Coordinators immediately upon recognition of potential problems.
- It will be the responsibility of the Seminar Instructor/Field Liaison to determine, throughout the internship, the content remains consistent with USF's educational objectives and the proposal made by the student. Deviations from the internship plan may result in the student's internship being terminated.
- Mid semester field site visits are conducted and are coordinated between the student and Field Coordinator.
- Should a student become unemployed and separates from employment for any reason, including termination, the student is responsible for communicating their status **via email**, with their Field Seminar Instructor and Field Coordinator.
 - A meeting will be held with the student and Field Coordinator to determine whether a student can be placed at another field placement. If feasible, all attempts will be made to continue a student's field placement.
 - A comprehensive review will occur in consideration of all student and agency factors and discussions held with all relevant parties.
 - A determination will be made for next steps and communicated with student via email.
 - Students may be required to take an INCOMPLETE grade and delay placement in certain circumstances.
 - In situations where a student chooses to leave their employment and field placement during the term, they would also be withdrawing from their field

course. Field placement and aligned field seminar course are taken simultaneously.

Any student who is offered employment by their field agency that will begin before the completion of their internship must notify their Seminar Instructor/Field Liaison and their Field Coordinator. Depending upon the timing of the employment offer, students may need to complete the "Field Place of Employment Planning Agreement" form. This form can be accessed at: <https://www.usf.edu/cbcs/social-work/programs/field-program/mswfieldprogram.aspx>

Section V: Field Problems and Resolution

Field Problems and Resolution

The mission of the USF field program is to prepare students for the professional practice of social work. The field internship is an integral part of the student's educational experience and preparation for professional practice. Performance in the field is a critical indicator of readiness for professional practice and is a key element of the program. It is important for concerns arising in the field internship be discussed early, and feedback be given regularly.

The University and the profession of social work delegate to the faculty, in collaboration with the field placement agency, the responsibility for determining whether students have demonstrated the required level of achievement - academic performance, professional behavior, and ethical behavior - sufficient to interact positively with client systems and practice in field placement. Concerns that may arise include but are not limited to:

1. Inadequate interpersonal relationship skills necessary for social work practice, including the inability to form positive working relationships with clients, faculty, supervisors, and peers.
2. Inadequate written or verbal communication skills, which impede the ability to work effectively with faculty, peers, clients, and supervisors.
3. Inability to successfully secure a field internship within a reasonable period of time or following 3 or more "missed opportunities" for placement.
4. Students who exhibit impaired performance in the classroom or in the field placement. Behaviors include, but are not limited to, being actively suicidal, inability to focus or communicate, distortion in thought processes, or otherwise unable to develop appropriate working relationships in the social work context even though appropriate ADA accommodations may have been provided.
5. Active substance abuse.
6. Lying, cheating, or any form of plagiarizing in course work or field work.
7. Absences or tardiness from class or field, which are considered predictive of poor professional performance.

8. Inability to meet deadline dates on assignments and projects, suggesting an inability to be dependable and responsible in serving clients.
9. Non-disclosure of felony conviction, discipline by state licensing board, or malpractice judgments.
10. Behavior or language that is harmful to clients or suggests the student might harm clients in any way.
11. Failure in a required academic course.

Faculty, in collaboration with the field placement agency, have the responsibility to identify students who are not meeting acceptable standards of professional and ethical conduct and seek, when possible, a way to remedy problems which are identified. As directed in the Council on Social Work Education accreditation standards guidelines, each social work educational program must inform students in writing of its criteria for evaluating their academic and professional performance as well as set forth their assessment processes.

Both the academic and field work standards are explicitly stated in the BSW/MSW Student Handbooks and in the Field Manual. Concerns related to a student's field placement may be raised by Students, Field Instructors, or Field Liaisons/Seminar Instructors.

Concerns Raised by Students

Student concerns related to their field internship should first be brought directly to the Field Instructor. If, for some reason, the student believes this is not possible, he or she may discuss the concerns with the Field Liaison/Seminar Instructor. In many cases, the Field Instructor or Field Liaison may coach the student in resolving the problem for him or herself. If this does not result in a satisfactory resolution of the problem, the Field Instructor, Field Liaison and/or other member of the field team will call a meeting with the appropriate person(s) to determine the possibility and appropriateness of further attempts at problem-solving. The Field Liaison/Seminar Instructor will be responsible for monitoring the progress of any attempted solutions.

Concerns Raised by Field Placement Agency

Most students develop effective strategies for integrating the field internship into the many other demands of their lives. However, if performance problems are observed, it is important students be given early feedback. When problems impair field performance and professional behavior to the extent client and agency obligations are not being appropriately met, the Field Instructor and Field Liaison/Seminar Instructor have the obligation to intervene. Such problems often present an interrelated set of concerns which require communication, monitoring, and an educational assessment by the Field Instructor, Field Liaison, and/or field team.

The Field Instructor should be the first to intervene with a student exhibiting problems in their field internship. If the underlying issues are not resolved in a timely manner or result in actual or potential harm, the Field Liaison/Seminar Instructor is to be involved and the Field Coordinator/Director of Field Education apprised of the situation.

Problem Solving Process for Field

The faculty of the School of Social Work is committed to creating and maintaining an environment conducive to learning. In order to sustain this creative environment, faculty, students, and staff are encouraged to conduct themselves in a professional manner when resolving general problems or conflicts which may occur in the course of classroom learning, field education, and professional interchange. The School of Social Work is committed to resolving issues at the earliest possible point. In order to achieve a fair and equitable resolution of general student or faculty concerns, complaints or disagreements about issues which affect any area of student academic performance or the classroom/field setting, the student, faculty member and/or field instructor shall make reasonable effort to resolve his or her grievance with the concern or problem. For academic grievances not resolved which include a reference to a violation of a specific USF Policy, or an academic decision was applied differently to the grievant than other students, students are to follow with the Academic Grievance Procedure provided in USF Policy 10-002: [Academic Grievance Process for Students-Policy 10-002.pdf](#)

[Regulation and Policy Development-Policy 0-001.pdf](#)

Should student, agency or faculty concerns arise the following steps must be taken in an attempt to resolve field internship concerns:

1. The student and Field Instructor (and, if needed, agency administrator or field Liaison/Seminar Instructor) discuss the concerns, problem-solve to pose solutions, and attempt to implement these solutions.
 2. If deemed necessary, a face-to-face liaison visit is conducted to assess the progress of implementing solutions to the problem which may include a Student Success Plan
- It is important to note if an instructor or supervisor deems a student's behavior or academic performance creates a safety or disruption risk, the instructor or supervisor may take immediate action and remove the student from a classroom or field placement (see information under Involuntary Change of Placement). If a student is dismissed from a placement this may constitute a rationale for dismissal from the program.
 - Unless directed otherwise by an instructor or supervisor, students with concerns must continue to meet the directives and participation requirements of a class or field placement and must complete all assignments in a timely fashion. Failure to fully participate and complete assignments may result in a failure or dismissal.

Student Code of Conduct

<https://www.usf.edu/student-affairs/dean-of-students/policies/student-conduct-policies.aspx>

Office of Students Rights & Responsibilities (Honor Code) <https://www.usf.edu/student-affairs/student-conduct-ethical-development/about-us/honorcode.aspx>

Disruption of Field Placement

Field placements are chosen after a thoughtful process which includes the student, the agency, and the field team. Field placement assignments are made, to the extent possible, with consideration given to a student's preferences and learning needs. Students are expected to be placed in a single field placement for their entire field placement experience. Disruption of a field placement is not taken lightly.

Removing a student from a field placement is considered only when serious circumstances which cannot be remedied merit this radical disruption of a student's experiential education. Any mid-program internship change decision will be made jointly by the Field Instructor, the Field Liaison/Seminar Instructor, the student and the Field Coordinator/Director of Field Education. Other individuals, such as the student's academic advisor or the agency director, also may be asked to participate in the decision.

In the unlikely event there should be a mid-program change in field internship, the Field Liaison/Seminar Instructor should be consulted for the appropriate process and to guide this change. ***Students who leave an internship without prior approval of their Field Liaison/Seminar Instructor risk failing Integrative Seminar/Field.*** Students are not to initiate the process of finding another internship without the expressed approval by, and participation of, the Field Department. Please note that due to the timing and brevity of the BSW field placement, requests for a voluntary (or involuntary) change in placement will most likely cause a delay in graduation.

When a mid-program field placement change provides the best possible solution to a field problem or concern, students should learn from the experience in a meaningful way. With this goal in mind, the USF field education program created a formal process to request a change of field placement.

With a formalized process for a mid-program field placement change, students are provided the opportunity to examine and articulate their experiences in field. This information allows the students, the current Field Instructor, the Field Liaison/Seminar Instructor and the student's academic advisor to take part in the process, thereby ensuring a smooth transition that enhances the student's learning. The current Field Instructor, Liaison, new Field Instructor and advisor can be included in the process at any time as the situation warrants. This process empowers the student to assume responsibility as an adult learner and allows the student to understand his or her learning needs that will impact his or her future professional career.

A student should view the need to change internships as a positive learning experience. This process offers students the opportunity for reflection and assessment in order to clearly articulate a rationale for change. The student's rationale provides an individualized view of his or her needs and prevents possible comparison with other students at the same agency. As a result, this rationale will help others to be supportive of his or her individual learning needs and goals.

The process below may be modified based on individual circumstances. This is particularly true if the problem is agency-based (e.g., the elimination of an internship, agency downsizing that impacts the availability of a Field Instructor, etc.).

Voluntary Change in Placement

Below is a list of the criteria which would meet the requirements for considering a voluntary mid-program field placement change. The particular criteria must be judged by the student's Seminar Instructor/Liaison in collaboration with the field coordinator or field director as serious enough to be inhibiting the student's learning, in which the competencies required to fulfill the field requirements cannot be met.

Student-related criteria:

- The student has moved geographically, making the agency more than a 40-mile drive from the student's home.
- The student has experienced a family/personal crisis (e.g., death, divorce, serious illness) which makes working with the current client population or setting unmanageable.
- The student's experiential learning needs are not being met even after consultation.
- The student, in consultation with the Field Liaison/Seminar Instructor, identifies irreconcilable conflicts with the Field Instructor which preclude a productive student-mentor relationship.

Agency-related criteria:

- The agency is experiencing a period of reorganization which significantly disrupts the student's learning.
- The agency has down sized or otherwise lost the staff person who has provided the student's field instruction, and it has no other staff qualified and/or with time available to serve in this role.
- The agency does not have enough work/learning experiences for the student (clients, projects, groups, etc.).
- The agency no longer supports the Field Instructor to do the supervision required by USF.
- The agency's mission, policies, or theoretical base conflict with social work values/ethics or USF guidelines.

Field Instructor-related criteria:

- The Field Instructor experiences a personal crisis (illness, death of a loved one, accident, etc.) which interferes with his or her ability to be available physically or emotionally for the student.
- The Field Instructor, in consultation with the Field Liaison/Seminar Instructor, identifies irreconcilable conflicts with the student which precludes a productive student-mentor relationship.

- The Field Instructor assigned to supervise the student is not qualified (e.g., has not had at least two years of post-graduate practice experience) or does not want to be a Field Instructor.
- The Field Instructor is moved to a new job assignment within the agency, which precludes fulfilling his or her Field Instructor role, and a qualified replacement cannot be identified.
- The Field Instructor does not comply with USF's policies and procedures regarding supervision or evaluation of the student.

Should the steps outlined under Problem Solving Process not be successful, a formalized process outlined below will begin to request a Voluntary Change in Placement.

1. The field liaison, in collaboration with the student and the placement agency, determines if the change process should be initiated.
2. The student formally requests a change of field placement in writing or in a meeting with the Field Coordinator/Director.
3. If the request is approved, a plan is developed to bring about professional closure of the internship which takes into consideration agency and client needs, as well as the learning needs of the USF student. Students are expected to clearly communicate the plan to both the agency and school. Students will also need to submit the following documents to their Seminar Instructor/Field Liaison:
 - a. A final evaluation from the current agency
 - b. A signed hours log from the current agency
4. In consultation with the Field Education Team, options for a new field placement will be found, either within the same agency or at a different field site.
5. If a new field placement assignment is made the student will submit a new Agency Interview form. Additionally, a new Field Learning Plan must be developed and approved by the Field Liaison/Seminar Instructor. Student will need to submit a transition plan to the Seminar Instructor/Field Liaison with target dates for creating a new Field Learning Plan, and assuming responsibilities at the new agency. Failure to create a new Field Learning Plan will result in an unsatisfactory grade in Integrative Field Seminar/Field.

Involuntary Change in Placement

While it is always the preference of the School of Social Work that students experiencing difficulty in their placement follow the problem-solving process outlined above, there are circumstances in which an agency may determine the need for an immediate dismissal from the placement. If the agency allows, students should work with the agency to develop a plan to bring about professional closure of the internship. Should the agency determine an immediate dismissal from placement the following steps will be taken to determine if the student is eligible to request a mid-program change of field placement and continue in the BSW/MSW program.

1. The Seminar Instructor/Field Liaison and/or a member of the Field Department will meet with the agency and the student to discuss the reasons for dismissal. This meeting may occur separately or together depending on the situation.
2. The student will meet with the Field Director/Coordinator to request a mid-program change in placement. This proposal should include what the student learned from the experience and what they would do differently next time to prevent a reoccurrence of the situation.
3. The Field Department will review all information gathered from the agency and the student and will make a recommendation to the Chair of the program as to whether the student's request should be granted or denied.
4. If the student's request is granted the process of identifying a new field placement will begin. Once a placement is found the student will need to submit a new Agency Interview form. Additionally, a new Field Learning Plan must be developed and approved by the Field Liaison/Seminar Instructor. Student will need to submit a transition plan to the Seminar Instructor/Field Liaison with target dates for creating a new Field Learning Plan, and assuming responsibilities at the new agency. Failure to create a new Field Learning Plan will result in a failing grade in Integrative Field Seminar/Field.
5. If the student's request is denied the student will be dismissed from the program.

Changing field placement agencies mid-semester may cause the student to be unable to complete the required number of field hours. When this occurs, the student will need to discuss with their seminar instructor/field liaison the possibility of asking for an Incomplete grade ("I") in the class. Field placement changes may also result in delay of graduation, particularly for BSW students.

*A mid-program change in field internship may not occur more than once during a student's enrollment at USF.

Section VI: Evaluations, Grading, and Learning Plan

The Field Learning Plan

The Field Learning Plan is a plan for the field experience, which allows the student, the Field Instructor and the Faculty Liaison/Seminar Instructor to focus on the learning tasks and goals/objectives of the placement. It helps all parties get a "bird's eye view" of what will be accomplished. The Faculty Liaison/Seminar Instructor is available for consultation to the student when writing the contract and will initiate the deadlines for when it is due. The student is responsible for brainstorming the ideas for the Field Learning Plan in consultation with the Field Instructor regarding the specifics. Once this has been accomplished, the Seminar Instructor reviews and approves or suggests changes to the document. The final document when finished is signed by the student, the Field Instructor, and the Faculty Liaison/Seminar Instructor.

The Field Learning Plan contains 9 competency areas the student must address by creating strategies for accomplishing each practice behavior. Strategies are the concrete steps the student will take to complete the goal. They must be clear, specific, and measurable. This involves three criteria:

- Objectivity (what can be seen and measured),
- Completeness (provide enough information), and
- Clarity (any reader can understand).

The Field Learning Plan has been designed to follow a national model from the Council on Social Work Education (CSWE). Our focus is to demonstrate our students have achieved the 9 Competencies measured by the Practice Behaviors deemed essential by CSWE for graduation. Please remember when the statement reads "is skilled at" the interpretation is they are skilled at the level of a BSW intern, not an experienced practitioner. It is possible one strategy will be used for several practice behaviors.

Suggestions for Creating Learning Strategies

1. Review the Field Evaluation Instrument that your field instructor will complete at the end of the semester.
2. Determine, with the help of your Field Instructor, what each skill will "look like" in your field placement setting.
3. Remember to address all Practice Behaviors under each Competency. Some strategies may be used more than once for different Practice Behaviors.

Create a strategy which is clear, specific, and measurable for each Practice Behavior. Ask yourself "how will I know when the objective is complete?"

The writing of the Field Learning Plan should reflect standards appropriate to the student level (BSW or MSW). Spelling, clarity, and conciseness are important.

Evaluation of Student Performance in the Field

Written field evaluations are designed to provide an interactive process for the student and Field Instructor to review the student's progress, areas of strength, and areas needing continued growth. Written (BSW only) evaluations are completed by the Field Instructor at the mid-semester in hard copy and at the end of the semester experience via the Tevera data system.

Student performance and progress in the field placement are also evaluated at mid- semester during the field liaison visit. Additionally, the Field Seminar Instructor evaluates student progress through written assignments and timely submission of required field program paperwork and field database information.

Student performance is assessed by a field evaluation based on progress on the Social Work Competencies and Practice Behaviors established by the Council on Social Work Education.

For BSW students, evaluations are completed by the Field Instructor and reviewed with the student prior to the arrival of the Liaison for the (midterm visit) and prior to the final Tevera submission at the end of the semester. MSW students, have only one evaluation completed at the end of the semester. ***It is the student's responsibility to alert the Field Instructor when the due dates for the evaluation are approaching.*** The final evaluation is considered complete only when it is accompanied by a signed hours log which is also submitted via the Tevera data system at the end of the semester. NOTE: the electronic signature of the Field Instructor "locks" the form and automatically submits it to the Field Seminar Instructor. The form should not be signed until it is ready to be submitted.

Grading

Criteria for grading include student progress as measured by the performance evaluation instruments, timely completion of all field seminar assignments, and completion of the required number of hours of field placement as evidenced by submission of electronically signed time logs. Grading criteria is detailed in the syllabus for each seminar.

Hours Log

All students are required to track their field placement and supervision hours on the hours log found on the Tevera website (<https://usf.tevera.app/#/login>). Students should ask their Field Instructor to view their hours log weekly, however don't initial or sign until the end of semester. The student should always keep a copy of their signed hours log. Attendance in the field placement is a beginning benchmark of the developing professional social worker. Students should treat their agency and agency expectations as they would a formal job. If a student is not going to be able to go to field placement for a legitimate reason, the field instructor should be notified and a plan to make the hours up initiated. The field instructor will electronically "sign" the log at the end of the semester. The log will be automatically locked from further input. Contact the Field Assistant should the form(s) need unlocking.

Students with Disabilities Services

The School of Social Work is committed to work toward the elimination of any potential barrier to the education of a student accepted and enrolled in academic course work provided

by this School. As a way of demonstrating this commitment, the faculty of the School will make every effort to follow the policies and procedures outlined by the University and articulated by the University's office on Student Accessibility Services. This approach includes not making pre-admission inquiries regarding a student's disability. It is, therefore, the responsibility of the student to notify the University and School of any special requests for accommodation.

The field program continues to work with community agencies which are primarily, but not exclusively of public or private not-for-profit status. Any agency serving as a field site agrees to follow the policies outlined by the University and the State University System (SUS). The formal recognition of this partnership is provided through the signed Affiliation Agreement. As such, it is expected these agencies will work in partnership with the University and the School in making every effort to provide reasonable accommodation for each student enrolled.

Procedure for Student Requesting Disability Accommodation

1. Contact the Student Accessibility Services office, (813) 974-4309, and initiate the policy guidelines established by the University described in the previous section. Contact should be made as early as possible as delay could result in the inability of a student to proceed with academic objectives in a timely manner.
2. Contact the BSW or MSW Instructors the student is enrolled in to inform them of the request being made. Request must be made in advance of needed accommodation.
3. Contact the Director of Field Education or Field Coordinator if a request for accommodation is being made for field instruction.
4. An appropriate plan would be made at that time.

All steps must be followed to ensure a student's learning objectives are adequately met.

USF Counseling Center

The USF Counseling Center is a comprehensive, student-oriented facility providing services in educational skill enhancement, career development, and mental health to the USF community.

SVC 2124, 813-974-2831, <http://www.usf.edu/student-affairs/counseling-center/>

- Career Counseling
- The Personal Counseling Program
- The Reading and Learning Program
- Veterans Services Program
- Testing and Assessment Services
- Outreach Program
- Career Development/ Academic Skills
- Performance Anxiety
- Interpersonal Relationship Skills

- Personal Development/Skills Enhancement
- Support Groups
- Center for Alcohol and Substance Abuse (CASA) and Vocational Rehabilitation Services

Appendix

Learning Plan: Foundation (BSW & MSW)

Revised April 2018

*please note this Learning Plan is to be used for students admitted Fall 2018 or later and is based on the 2015 EPAS Competencies by the Council on Social Work Education

Competency #1: Demonstrates Ethical and Professional Behavior

- 1.1 Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to context**

Strategy:

Measurement:

- 1.2 Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations**

Strategy:

Measurement:

- 1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication**

Strategy:

Measurement:

- 1.4 Use technology ethically and appropriately to facilitate practice outcomes**

Strategy:

Measurement:

- 1.5 Use supervision and consultation to guide professional judgement and behavior**

Strategy:

Measurement:

Competency #2: Engage Diversity and Difference in Practice

- 2.1 Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels**

Strategy:

Measurement:

- 2.2 Presents her/himself as a learner and engages clients and constituencies as experts of their own experience**

Strategy:

Measurement:

- 2.3 Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies**

Strategy:

Measurement:

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

- 3.1 Applies her/his understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels**

Strategy:

Measurement:

- 3.2 Engages in practices that advance social, economic, and environmental justice**

Strategy:

Measurement:

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

- 4.1 Uses practice experience and theory to inform scientific inquiry and research**

Strategy:

Measurement:

4.2 Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

Strategy:

Measurement:

4.3 Uses and translates research evidence to inform and improve practice, policy, and service delivery

Strategy:

Measurement:

Competency #5: Engage in Policy Practice

5.1 Identifies social policy at the local, state, and federal level that impacts wellbeing, service delivery, and access to social services

Strategy:

Measurement:

5.2 Assesses how social welfare and economic policies impact the delivery of and access to social services

Strategy:

Measurement:

5.3 Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Strategy:

Measurement:

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

6.1 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

Strategy:

Measurement:

6.2 Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Strategy:

Measurement:

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

7.1 Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies

Strategy:

Measurement:

7.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies

Strategy:

Measurement:

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

Strategy:

Measurement:

7.4 Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Strategy:

Measurement:

Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities**8.1 Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies**

Strategy:

Measurement:

8.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies

Strategy:

Measurement:

8.3 Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes

Strategy:

Measurement:

8.4 Negotiates, mediates, and advocates with on behalf of diverse clients and constituencies

Strategy:

Measurement:

8.5 Facilitates effective transitions and endings that advance mutually agreed-upon goals

Strategy:

Measurement:

Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities**9.1 Selects and uses appropriate methods for evaluation of outcomes**

Strategy:

Measurement:

9.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation outcomes

Strategy:
Measurement:

9.3 Critically analyzes, monitors, and evaluates intervention and program processes and outcomes

Strategy:
Measurement:

9.4 Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Strategy:
Measurement:

Signature of student: _____

Date

Signature of Field Instructor: _____

Date

Signature of Field Seminar Instructor: _____

Date

Note: The Field Learning Plan has been designed to follow the Educational Program and Assessment Standards (EPAS) established by Council on Social Work Education (CSWE). Our focus is to demonstrate that our students have achieved the nine competencies measured by the behaviors deemed essential by CSWE for graduation. Remember that skills and experience of a BSW student vary from that of an MSW student and this form is used for students at both the BSW level and MSW foundation level.

It is possible that one strategy will be used for several behaviors.

Learning Plan: Advanced Clinical Concentration

Name: _____ Field instructor: _____

Task Instructor: _____ Field Seminar Instructor: _____

Semester: Fall Spring Summer Year: _____

Agency: _____

Competency #1: Demonstrate Ethical and Professional Behavior.

1.1 Demonstrate professional use of self with client(s).

Strategy:

Measurement:

1.2 Demonstrate the ability to recognize professional strengths, limitations and challenges by proactively engaging and collaborating with members of other professions in inter-professional teams.

Strategy:

Measurement:

1.3 Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives.

Strategy:

Measurement:

1.4 Apply ethical decision-making skills to issues specific to clinical social work, including practice with advanced technologies.

Strategy:

Measurement:

- 1.5 Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats.**

Strategy:

Measurement:

Competency #2: Engage Diversity and Difference in Practice.

- 2.1 Research and apply knowledge of diverse populations to enhance client wellbeing.**

Strategy:

Measurement:

- 2.2 Work effectively with diverse populations.**

Strategy:

Measurement:

- 2.3 Identify and use practitioner/client differences from strengths perspectives.**

Strategy:

Measurement:

- 2.4 Practice ethically with diverse groups, using a cultural humility and social justice practice paradigm.**

Strategy:

Measurement:

- 2.5 Use evidence-based practice and practice-based evidence in advocacy for policies that advance social, economic and environmental well-being of diverse populations.**

Strategy:

Measurement:

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

- 3.1 Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.**

Strategy:

Measurement:

3.2 Advocate at the micro, mezzo and macro level for mental health parity and reduction of health disparities for diverse populations.

Strategy:

Measurement:

3.3 Actively promote and engage in inter-professional collaborations and co-learning environments that enhance social, environmental and economic justice for clients at the micro, mezzo and macro levels.

Strategy:

Measurement:

Competency #4: Engage in Practice-informed Research and Research-informed Practice.

4.1 Use the evidence-based practice process in clinical assessment and intervention with clients.

Strategy:

Measurement:

4.2 Use research methodology to evaluate clinical practice assessment and intervention with clients.

Strategy:

Measurement:

4.3 Participate in the generation of new clinical knowledge, through research and practice.

Strategy:

Measurement:

Competency #5: Engage in Policy Practice.

5.1 Communicate and educate stakeholders about the implication of policies and policy change in the lives of diverse clients.

Strategy:

Measurement:

- 5.2 Use knowledge from multiple sources (e.g., empirical data, historical, social, cultural, economic, organizational, environmental, and global influences) in advocacy for policies that advocate social and economic well-being and environmental justice.**

Strategy:

Measurement:

- 5.3 Advocate with and inform administrators and legislators to influence social, economic, and environmental policies that impact clients and services in diverse practice settings.**

Strategy:

Measurement:

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

- 6.1 Develop a culturally responsive therapeutic relationship.**

Strategy:

Measurement:

- 6.2 Attend to the interpersonal dynamics and cultural and contextual factors that both strengthen and potentially threaten the therapeutic alliance.**

Strategy:

Measurement:

- 6.3 Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.**

Strategy:

Measurement:

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

- 7.1 Use multidimensional bio-psycho-social-spiritual assessment tools.**

Strategy:

Measurement:

- 7.2 Assess clients' readiness for change.**

Strategy:

Measurement:

- 7.3 Assess client coping strategies and capacities within their broader context to reinforce and improve adaption to life situations, circumstances and events.**

Strategy:

Measurement:

- 7.4 Select and modify appropriate intervention strategies based on continuous clinical assessment**

Strategy:

Measurement:

- 7.5 Use current diagnostic categories in conjunction with scientific evidence and clients' cultural biopsychosocial spiritual histories to effectively assess client symptoms.**

Strategy:

Measurement:

- 7.6 Consult with medical professionals as part of the larger practice context to confirm diagnosis and/or to monitor medication in the treatment process.**

Strategy:

Measurement:

- 7.7 Demonstrate the ability to assess client systems using a culturally grounded approach.**

Strategy:

Measurement:

- 7.8 Utilize current technology systems to collect, organize and interpret health and behavioral health data.**

Strategy:

Measurement:

Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities.**8.1 Critically evaluate, select, and apply best practice and evidence-based interventions.**

Strategy:

Measurement:

8.2 Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.

Strategy:

Measurement:

8.3 Collaborate with other professionals to coordinate treatment interventions.

Strategy:

Measurement:

8.4 Synthesize and differentially apply theories of human behavior and social environment to guide clinical practice.

Strategy:

Measurement:

Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.**9.1 Conduct process and/or outcome evaluations to develop empirically informed clinical practice interventions for a range of bio-psycho-social-spiritual conditions.**

Strategy:

Measurement:

9.2 Critically apply theoretical frameworks and evaluation methods to advance research informed practice.

Strategy:

Measurement:

Signature of student: _____

Date

Signature of Field Instructor: _____

Date

Signature of Field Seminar Instructor: _____

Date

Note: It is possible that one strategy will be used for several practice behaviors (i.e., “student will successfully complete four intake assessments” might be used for several of the Practice Behaviors in Competency 9).

Revised 6/2012

BSW/MSW Foundation Concentration Field Evaluation I

Rating Scale for Evaluation of Field Placement Performance

Signature of intern: _____

Date

Signature of Field Instructor: _____

Date

Instructions for Rating Interns on the 9 Competencies in the First Part of the Evaluation:

The standard by which an intern is to be compared is that of a new beginning-level social worker. The 9 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

- 5 The intern has excelled in this area
- 4 The intern is functioning above expectations for interns in this area
- 3 The intern has met the expectations for interns in this area
- 2 The intern has not as yet met the expectations in this area but gives indications/he will do so in the near future.
- 1 The intern has not met the expectations in this area and does not give indications/he will do so in the near future.
- N/O No opportunity, as the intern has not had the opportunity to demonstrate competence in this area.

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas in which the student needs improvement.

This evaluation is intended to give the intern feedback about her or his performance. The field instructor's rating of these items will not directly be used to calculate the grade given to the intern. The faculty liaison/field seminar instructor has the responsibility of assigning the grade for field instruction. The grade that is assigned will be based on: the faculty liaison's overall evaluation of the student's performance in field placement in conjunction with the field instructor's evaluation and other submitted materials such as: intern logs; seminar participation; papers that integrate field with classroom instruction.

If you prefer to use another evaluation system in addition to this form to evaluate a student's performance, please discuss this with the faculty supervisor.

Competency #1: Demonstrates Ethical and Professional Behavior

- | | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 1.1 | Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to context | <input type="checkbox"/> |
| 1.2 | Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations | <input type="checkbox"/> |
| 1.3 | Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication | <input type="checkbox"/> |
| 1.4 | Use technology ethically and appropriately to facilitate practice outcomes | <input type="checkbox"/> |
| 1.5 | Use supervision and consultation to guide professional judgment and behavior | <input type="checkbox"/> |

Comments:

Competency #2: Engage Diversity and Difference in Practice

- | | | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 2.1 | Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels | <input type="checkbox"/> |
| 2.2 | Presents her/himself as a learner and engages clients and constituencies as experts of their own experience | <input type="checkbox"/> |
| 2.3 | Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies | <input type="checkbox"/> |

Comments:

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

- | | | |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 3.1 | Applies her/his understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels | <input type="checkbox"/> |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|

- 3.2 Engages in practices that advance social, economic, and environmental justice

Comments:

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

- 4.1 Uses practice experience and theory to inform scientific inquiry and research
- 4.2 Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- 4.3 Uses and translates research evidence to inform and improve practice, policy, and service delivery

Comments:

Competency #5: Engage in Policy Practice

- 5.1 Identifies social policy at the local, state, and federal level that impacts wellbeing, service delivery, and access to social services
- 5.2 Assesses how social welfare and economic policies impact the delivery of and access to social services
- 5.3 Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Comments:

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

- 6.1 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

- 6.2 Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Comments:

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

- 7.1 Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies
- 7.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- 7.3 Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- 7.4 Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Comments:

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

- 8.1 Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies
- 8.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies

- | | | |
|-----|----------------------------------------------------------------------------------------------|--------------------------|
| 8.3 | Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes | <input type="checkbox"/> |
| 8.4 | Negotiates, mediates, and advocates with on behalf of diverse clients and constituencies | <input type="checkbox"/> |
| 8.5 | Facilitates effective transitions and endings that advance mutually agreed-upon goals | <input type="checkbox"/> |

Comments:

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

- | | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 9.1 | Selects and uses appropriate methods for evaluation of outcomes | <input type="checkbox"/> |
| 9.2 | Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation outcomes | <input type="checkbox"/> |
| 9.3 | Critically analyzes, monitors, and evaluates intervention and program processes and outcomes | <input type="checkbox"/> |
| 9.4 | Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels | <input type="checkbox"/> |

Comments:

Average Score

Overall Evaluation:

Please check one of the following at the midterm evaluation.

At the final evaluation do NOT complete this section.

- This intern is excelling in field placement by performing above expectations for interns.
- This intern is meeting the expectations of a field placement intern.
- This intern is functioning somewhat below the expectations of a field placement intern.
- There is a question whether this intern will be ready for beginning level social work practice by the end of placements.
- This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.

Comments/Elaboration:

Signature of Agency Field Instructor:

Signature of Field Seminar Instructor:

The following section should be completed by the intern:

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

Intern's Signature:

If this intern disagrees with the evaluation, she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should be held to discuss the disagreement.

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

BSW/MSW Foundation Concentration Field Evaluation II

Rating Scale for Evaluation of Field Placement Performance

Signature of intern: _____

Date

Signature of Field Instructor: _____

Date

Instructions for Rating Interns on the 9 Competencies in the First Part of the Evaluation:

The standard by which an intern is to be compared is that of a new beginning-level social worker. The 9 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

- 5 The intern has excelled in this area
- 4 The intern is functioning above expectations for interns in this area
- 3 The intern has met the expectations for interns in this area
- 2 The intern has not as yet met the expectations in this area but gives indications/he will do so in the near future.
- 1 The intern has not met the expectations in this area and does not give indications/he will do so in the near future.

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas in which the student needs improvement.

This evaluation is intended to give the intern feedback about her or his performance. The field instructor's rating of these items will not directly be used to calculate the grade given to the intern. The faculty liaison/field seminar instructor has the responsibility of assigning the grade for field instruction. The grade that is assigned will be based on: ***the faculty liaison's overall evaluation of the student's performance in field placement in conjunction with the field instructor's evaluation and other submitted materials such as: intern logs; seminar participation; papers that integrate field with classroom instruction.***

If you prefer to use another evaluation system ***in addition*** to this form to evaluate a student's performance, please discuss this with the faculty supervisor.

Competency #1: Demonstrates Ethical and Professional Behavior

- | | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 1.1 | Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to context | <input type="checkbox"/> |
| 1.2 | Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations | <input type="checkbox"/> |
| 1.3 | Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication | <input type="checkbox"/> |
| 1.4 | Use technology ethically and appropriately to facilitate practice outcomes | <input type="checkbox"/> |
| 1.5 | Use supervision and consultation to guide professional judgment and behavior | <input type="checkbox"/> |

Comments:

Competency #2: Engage Diversity and Difference in Practice

- | | | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 2.1 | Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels | <input type="checkbox"/> |
| 2.2 | Presents her/himself as a learner and engages clients and constituencies as experts of their own experience | <input type="checkbox"/> |
| 2.3 | Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies | <input type="checkbox"/> |

Comments:

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

- 3.1 Applies her/his understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- 3.2 Engages in practices that advance social, economic, and environmental justice

Comments:

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

- 4.1 Uses practice experience and theory to inform scientific inquiry and research
- 4.2 Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- 4.3 Uses and translates research evidence to inform and improve practice, policy, and service delivery

Comments:

Competency #5: Engage in Policy Practice

- 5.1 Identifies social policy at the local, state, and federal level that impacts wellbeing, service delivery, and access to social services
- 5.2 Assesses how social welfare and economic policies impact the delivery of and access to social services
- 5.3 Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Comments:

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

- 6.1 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- 6.2 Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Comments:

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

- 7.1 Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies
- 7.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- 7.3 Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- 7.4 Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Comments:

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

- 8.1 Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies

- | | | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 8.2 | Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies | <input type="checkbox"/> |
| 8.3 | Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes | <input type="checkbox"/> |
| 8.4 | Negotiates, mediates, and advocates with on behalf of diverse clients and constituencies | <input type="checkbox"/> |
| 8.5 | Facilitates effective transitions and endings that advance mutually agreed-upon goals | <input type="checkbox"/> |

Comments:

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

- | | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 9.1 | Selects and uses appropriate methods for evaluation of outcomes | <input type="checkbox"/> |
| 9.2 | Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation outcomes | <input type="checkbox"/> |
| 9.3 | Critically analyzes, monitors, and evaluates intervention and program processes and outcomes | <input type="checkbox"/> |
| 9.4 | Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels | <input type="checkbox"/> |

Comments:

Average Score

Comments

Comments/Elaboration

Signature of Agency Field Instructor:

Signature of Field Seminar Instructor:

The following section should be completed by the intern:

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

Intern's Signature:

If this intern disagrees with the evaluation, she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should be held to discuss the disagreement.

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

MSW Advanced Clinical Concentration Field Evaluation I

Rating Scale for Evaluation of Field Placement Performance

Signature of intern: _____

Date

Signature of Field Instructor: _____

Date

Instructions for Rating Interns on the 9 Competencies in the First Part of the Evaluation:

The standard by which an intern is to be compared is that of a beginning-level MSW social worker. The 9 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

- 5 The intern has excelled in this area
- 4 The intern is functioning above expectations for interns in this area
- 3 The intern has met the expectations for interns in this area
- 2 The intern has not as yet met the expectations in this area but gives indications/he will do so in the near future.
- 1 The intern has not met the expectations in this area and does not give indications/he will do so in the near future.
- N/O No opportunity, as the intern has not had the opportunity to demonstrate competence in this area.

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas in which the student needs improvement.

This evaluation is intended to give the intern feedback about her or his performance. The field instructor's rating of these items will not directly be used to calculate the grade given to the intern. The faculty liaison/field seminar instructor has the responsibility of assigning the grade for field instruction. The grade that is assigned will be based on: the faculty liaison's overall evaluation of the student's performance in field placement in conjunction with the field instructor's evaluation and other submitted materials such as: intern logs; seminar participation; papers that integrate field with classroom instruction.

Competency #1: Demonstrate Ethical and Professional Behavior.

- | | | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 1.1 | Demonstrate professional use of self with client(s). | <input type="checkbox"/> |
| 1.2 | Demonstrate the ability to recognize professional strengths, limitations and challenges by proactively engaging and collaborating with members of other professions in inter-professional teams. | <input type="checkbox"/> |
| 1.3 | Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives. | <input type="checkbox"/> |
| 1.4 | Apply ethical decision-making skills to issues specific to clinical social work, including practice with advanced technologies. | <input type="checkbox"/> |
| 1.5 | Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats. | <input type="checkbox"/> |

Comments:

Competency #2: Engage Diversity and Difference in Practice.

- | | | |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 2.1 | Research and apply knowledge of diverse populations to enhance client wellbeing. | <input type="checkbox"/> |
| 2.2 | Work effectively with diverse populations. | <input type="checkbox"/> |
| 2.3 | Identify and use practitioner/client differences from strengths perspectives. | <input type="checkbox"/> |
| 2.4 | Practice ethically with diverse groups, using a cultural humility and social justice practice paradigm. | <input type="checkbox"/> |
| 2.5 | Use evidence-based practice and practice-based evidence in advocacy for policies that advance social, economic and environmental well-being of diverse populations. | <input type="checkbox"/> |

Comments:

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

- 3.1 Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.
- 3.2 Advocate at the micro, mezzo and macro level for mental health parity and reduction of health disparities for diverse populations.
- 3.3 Actively promote and engage in inter-professional collaborations and co-learning environments that enhance social, environmental and economic justice for clients at the micro, mezzo and macro levels.

Comments:

Competency #4: Engage in Practice-informed Research and Research-informed Practice.

- 4.1 Use the evidence-based practice process in clinical assessment and intervention with clients.
- 4.2 Use research methodology to evaluate clinical practice assessment and intervention with clients.
- 4.3 Participate in the generation of new clinical knowledge, through research and practice.

Comments:

Competency #5: Engage in Policy Practice.

- 5.1 Communicate and educate stakeholders about the implication of policies and policy change in the lives of diverse clients.
- 5.2 Use knowledge from multiple sources (e.g., empirical data, historical, social, cultural, economic, organizational, environmental, and global influences) in advocacy for policies that advocate social and economic well-being and environmental justice.
- 5.3 Advocate with and inform administrators and legislators to influence social, economic, and environmental policies that impact clients and services in diverse practice settings.

Comments:

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

- | | | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 6.1 | Develop a culturally responsive therapeutic relationship. | <input type="checkbox"/> |
| 6.2 | Attend to the interpersonal dynamics and cultural and contextual factors that both strengthen and potentially threaten the therapeutic alliance. | <input type="checkbox"/> |
| 6.3 | Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes. | <input type="checkbox"/> |

Comments:

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

- | | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 7.1 | Use multidimensional bio-psycho-social-spiritual assessment tools. | <input type="checkbox"/> |
| 7.2 | Assess clients' readiness for change. | <input type="checkbox"/> |
| 7.3 | Assess client coping strategies and capacities within their broader context to reinforce and improve adaption to life situations, circumstances and events. | <input type="checkbox"/> |
| 7.4 | Select and modify appropriate intervention strategies based on continuous clinical assessment. | <input type="checkbox"/> |
| 7.5 | Use current diagnostic categories in conjunction with scientific evidence and clients' cultural biopsychosocial spiritual histories to effectively assess client symptoms. | <input type="checkbox"/> |
| 7.6 | Consult with medical professionals as part of the larger practice context to confirm diagnosis and/or to monitor medication in the treatment process. | <input type="checkbox"/> |
| 7.7 | Demonstrate the ability to assess client systems using a culturally grounded approach. | <input type="checkbox"/> |
| 7.8 | Utilize current technology systems to collect, organize and interpret health and behavioral health data. | <input type="checkbox"/> |

Comments:

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

- | | | |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 8.1 | Critically evaluate, select, and apply best practice and evidence-based interventions. | <input type="checkbox"/> |
| 8.2 | Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed. | <input type="checkbox"/> |
| 8.3 | Collaborate with other professionals to coordinate treatment interventions. | <input type="checkbox"/> |
| 8.4 | Synthesize and differentially apply theories of human behavior and social environment to guide clinical practice. | <input type="checkbox"/> |

Comments:

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

- | | | |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 9.1 | Conduct process and/or outcome evaluations to develop empirically informed clinical practice interventions for a range of bio-psycho-social-spiritual conditions. | <input type="checkbox"/> |
| 9.2 | Critically apply theoretical frameworks and evaluation methods to advance research informed practice. | <input type="checkbox"/> |

Comments:

AVERAGE SCORE

Overall Evaluation:

- This intern is excelling in field placement by performing above expectations for interns.
- This intern is meeting the expectations of a field placement intern.
- This intern is functioning somewhat below the expectations of a field placement intern.
- There is a question whether this intern will be ready for beginning level social work practice by the end of placements.
- This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.

Comments/Elaboration:

Signature of Field Instructor: _____

Agency: _____

Signature of Field Seminar Instructor: _____

The following section should be completed by the intern:

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

Intern's Signature: _____

If this intern disagrees with the evaluation, she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should be held to discuss the disagreement.

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

MSW Advanced Clinical Concentration Field Evaluation II

Rating Scale for Evaluation of Field Placement Performance

Signature of intern: _____

Date

Signature of Field Instructor: _____

Date

Instructions for Rating Interns on the 9 Competencies in the First Part of the Evaluation:

The standard by which an intern is to be compared is that of a beginning-level MSW social worker. The 9 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

- 5 The intern has excelled in this area
- 4 The intern is functioning above expectations for interns in this area
- 3 The intern has met the expectations for interns in this area
- 2 The intern has not as yet met the expectations in this area but gives indication s/he will do so in the near future.
- 1 The intern has not met the expectations in this area and does not give indication s/he will do so in the near future.

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas in which the student needs improvement.

This evaluation is intended to give the intern feedback about her or his performance. The field instructor's rating of these items will not directly be used to calculate the grade given to the intern. The faculty liaison/field seminar instructor has the responsibility of assigning the grade for field instruction. The grade that is assigned will be based on: the faculty liaison's overall evaluation of the student's performance in field placement in conjunction with the field instructor's evaluation and other submitted materials such as: intern logs; seminar participation; papers that integrate field with classroom instruction.

Competency #1: Demonstrate Ethical and Professional Behavior.

- | | | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 1.1 | Demonstrate professional use of self with client(s). | <input type="checkbox"/> |
| 1.2 | Demonstrate the ability to recognize professional strengths, limitations and challenges by proactively engaging and collaborating with members of other professions in inter-professional teams. | <input type="checkbox"/> |
| 1.3 | Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives. | <input type="checkbox"/> |
| 1.4 | Apply ethical decision-making skills to issues specific to clinical social work, including practice with advanced technologies. | <input type="checkbox"/> |
| 1.5 | Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats. | <input type="checkbox"/> |

Comments:

Competency #2: Engage Diversity and Difference in Practice.

- | | | |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 2.1 | Research and apply knowledge of diverse populations to enhance client wellbeing. | <input type="checkbox"/> |
| 2.2 | Work effectively with diverse populations. | <input type="checkbox"/> |
| 2.3 | Identify and use practitioner/client differences from strengths perspectives. | <input type="checkbox"/> |
| 2.4 | Practice ethically with diverse groups, using a cultural humility and social justice practice paradigm. | <input type="checkbox"/> |
| 2.5 | Use evidence-based practice and practice-based evidence in advocacy for policies that advance social, economic and environmental well-being of diverse populations. | <input type="checkbox"/> |

Comments:

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

- 3.1 Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.
- 3.2 Advocate at the micro, mezzo and macro level for mental health parity and reduction of health disparities for diverse populations.
- 3.3 Actively promote and engage in inter-professional collaborations and co-learning environments that enhance social, environmental and economic justice for clients at the micro, mezzo and macro levels.

Comments:

Competency #4: Engage in Practice-informed Research and Research-informed Practice.

- 4.1 Use the evidence-based practice process in clinical assessment and intervention with clients.
- 4.2 Use research methodology to evaluate clinical practice assessment and intervention with clients.
- 4.3 Participate in the generation of new clinical knowledge, through research and practice.

Comments:

Competency #5: Engage in Policy Practice.

- 5.1 Communicate and educate stakeholders about the implication of policies and policy change in the lives of diverse clients.
- 5.2 Use knowledge from multiple sources (e.g., empirical data, historical, social, cultural, economic, organizational, environmental, and global influences) in advocacy for policies that advocate social and economic well-being and environmental justice.
- 5.3 Advocate with and inform administrators and legislators to influence social, economic, and environmental policies that impact clients and services in diverse practice settings.

Comments:

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

- | | | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 6.1 | Develop a culturally responsive therapeutic relationship. | <input type="checkbox"/> |
| 6.2 | Attend to the interpersonal dynamics and cultural and contextual factors that both strengthen and potentially threaten the therapeutic alliance. | <input type="checkbox"/> |
| 6.3 | Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes. | <input type="checkbox"/> |

Comments:

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

- | | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 7.1 | Use multidimensional bio-psycho-social-spiritual assessment tools. | <input type="checkbox"/> |
| 7.2 | Assess clients' readiness for change. | <input type="checkbox"/> |
| 7.3 | Assess client coping strategies and capacities within their broader context to reinforce and improve adaption to life situations, circumstances and events. | <input type="checkbox"/> |
| 7.4 | Select and modify appropriate intervention strategies based on continuous clinical assessment. | <input type="checkbox"/> |
| 7.5 | Use current diagnostic categories in conjunction with scientific evidence and clients' cultural biopsychosocial spiritual histories to effectively assess client symptoms. | <input type="checkbox"/> |
| 7.6 | Consult with medical professionals as part of the larger practice context to confirm diagnosis and/or to monitor medication in the treatment process. | <input type="checkbox"/> |
| 7.7 | Demonstrate the ability to assess client systems using a culturally grounded approach. | <input type="checkbox"/> |
| 7.8 | Utilize current technology systems to collect, organize and interpret health and behavioral health data. | <input type="checkbox"/> |

Comments:

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

- | | | |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 8.1 | Critically evaluate, select, and apply best practice and evidence-based interventions. | <input type="checkbox"/> |
| 8.2 | Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed. | <input type="checkbox"/> |
| 8.3 | Collaborate with other professionals to coordinate treatment interventions. | <input type="checkbox"/> |
| 8.4 | Synthesize and differentially apply theories of human behavior and social environment to guide clinical practice. | <input type="checkbox"/> |

Comments:

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

- | | | |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 9.1 | Conduct process and/or outcome evaluations to develop empirically informed clinical practice interventions for a range of bio-psycho-social-spiritual conditions. | <input type="checkbox"/> |
| 9.2 | Critically apply theoretical frameworks and evaluation methods to advance research informed practice. | <input type="checkbox"/> |

Comments:

AVERAGE SCORE

Overall Evaluation:

- This intern is excelling in field placement by performing above expectations for interns.
- This intern is meeting the expectations of a field placement intern.
- This intern is functioning somewhat below the expectations of a field placement intern.
- There is a question whether this intern will be ready for beginning level social work practice by the end of placements.
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Comments/Elaboration:

Signature of Field Instructor: _____

Agency: _____

Signature of Field Seminar Instructor: _____

The following section should be completed by the intern:

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

Intern's Signature: _____

If this intern disagrees with the evaluation, she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should be held to discuss the disagreement.

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

Employment Based Field Placements (EBFP) 2023-24

STUDENT NAME:
STUDENT ID:
STUDENT USF EMAIL:
SEMESTER/YEAR OF PLACEMENT
Please check BSW/MSW Program:

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> BSW
<input type="checkbox"/> MSW – FT Tampa Campus
<input type="checkbox"/> MSW – PT Tampa Campus
<input type="checkbox"/> MSW- AS Tampa Campus
<input type="checkbox"/> MSW- Sarasota Campus
<input type="checkbox"/> MSW – AS Sarasota Campus | <input type="checkbox"/> MSW Online Traditional
<input type="checkbox"/> MSW Online – FT AS
<input type="checkbox"/> MSW Online – PT AS

Expected Graduation Date:
_____ |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Choose Field Instruction Course: (Check all boxes which apply)

- | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> BSW (SOW 4510) – FINAL SEMESTER
<input type="checkbox"/> MSW (SOW 6534) – 2ND SEMSTER
<input type="checkbox"/> MSW – (SOW 6553) – 3RD SEMESTER
<input type="checkbox"/> MSW- (SOW 6554) – 4TH SEMESTER
<input type="checkbox"/> MSW- (SOW 6555) – 5TH SEMESTER
<input type="checkbox"/> MSW – (SOW 6556) – 6TH SEMESTER
<input type="checkbox"/> MSW – (SOW 6557) – 7TH SEMESTER
<input type="checkbox"/> MSW – (SOW 6558) – 8TH SEMESTER

<input type="checkbox"/> MSW Generalist (1st year field)
<input type="checkbox"/> MSW Specialization) (2nd year field placement) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Name of Employer: _____

Site/Unit/Program Name: _____

Employment Site Address: _____

City: _____

State: _____

Zip: _____

**Student Employment
Position/Title:** _____

Employment Start Date: _____

Is Student on Probation?
 YES
 NO
Employment Supervisor: _____

Phone/Email: _____

Is agency currently affiliated with USF?

YES **NO**

of Field Hours outside of employment:

of Weekly Field Hours required by USF

Department Name

(For additional Field Activities)

Employment Schedule

Monday		Monday	
Tuesday		Tuesday	
Wednesday		Wednesday	
Thursday		Thursday	
Friday		Friday	
Saturday		Saturday	
Sunday		Sunday	

Proposed Field Instructor(s):

Field Instructor will be the same as employment supervisor.

YES **NO**

Field Instructor Requirements include: (if a different field instructor, please complete below)

1. Field Instructors **MUST** have an MSW degree from an accredited school of social work;
2. Two (2) years of post-MSW agency practice experience; current and 3. Completed Field Instructor OR willingness to participate for first time Field Instructors (requirement 1 and 2* will need to be met).

Name of Field Instructor (FI)/Task Supervisor (TS)	E-mail	Phone	Completed Required USF Field Instructor Training or possesses Qualified Supervisor Certificate?*	New to Supervising USF students?
FI:			Yes <input type="checkbox"/> No <input type="checkbox"/> **	Yes <input type="checkbox"/> No <input type="checkbox"/>
TS:			Yes <input type="checkbox"/> No <input type="checkbox"/> **	Yes <input type="checkbox"/> No <input type="checkbox"/>

**If Field Instructor meets the requirements 1 and 2 above they will take Field Instructor Training while providing field instruction to students for the first time.

AN AFFILIATION AGREEMENT WILL NEED TO BE EXECUTED OR BEFORE STUDENTS CAN BEGIN A USF FIELD PLACEMENT

Agency Legal Representative (or person designated to sign Affiliation Agreement):

Name: _____

Title: _____

E-mail: _____

Phone: _____

Description of Field Assignment/Opportunity - Please provide a brief description of the student(s) assignment(s) at your site. For example, give us an idea of the number and type of cases or groups assigned, outline clinical activities or examples of macro-level practice such as community organization, grant-writing, social media campaigns, resource development, research or management projects. *Please include any particular circumstances as they apply to Covid-19 i.e., solely remote, mixture of in person and on-site assignments, etc. Also, please list agency protocols for practice in the pandemic, i.e. PPE, testing, etc.*

POPULATION GROUPS SERVED BY AGENCY *(Choose as many that apply)*

Adolescents	
Adults	
Adults – Older	
Children	
Children – early childhood (0-3)	
Communities	

Families	
Groups	
Individuals	
Intergenerational	
Organizations	
Undocumented Individuals/families	

CLIENTS SERVED AT YOUR SITE ARE:

Voluntary	<input type="checkbox"/>	Mandated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-----------	--------------------------	----------	--------------------------	--------------------------	--------------------------

TYPE OF SETTING

Centers for the Aging					
Child Welfare Agency					
Substance Misuse/Addiction Treatment Center					
Child Guidance Center					
Community Based Mental Health Clinic					
Community Organizing Organization					
Correctional/Detention Centers					
Court Setting	<table border="1"> <tr> <td>Criminal</td> <td><input type="checkbox"/></td> <td>Family</td> <td><input type="checkbox"/></td> </tr> </table>	Criminal	<input type="checkbox"/>	Family	<input type="checkbox"/>
Criminal	<input type="checkbox"/>	Family	<input type="checkbox"/>		
Domestic Violence Program/Shelter					
Early Childhood Development Center					
Employee Assistance Program (EAP)					
Employment/Job Readiness					
Evidence Based-PROS, ACT Programs					
Faith-based Organization					
Family Service Agency					
Higher Education/Universities					
HIV/AIDS Programs					

Hospital/Medical Provider	
Hospice/Palliative Care	
Juvenile Diversion Programs	
Legal/Social Justice Settings	
Long Term/Nursing Care Facility	
Mental Health Program (Private Practice)	
Programs for Immigrants/Refugees	
Parole/Probation	
Political Office	
Residential Treatment Center	
Schools (pre-K-12th grade)	
Settlement House/Community Based Organization	
Shelter, Transitional and/or Supportive Housing	
Union Sponsored Programs (Member Assist Program)	

SERVICES PROVIDED BY THE AGENCY *(Check all that apply)*

Administration	
Advocacy	
After-school programming	
Aging Wellness	
Alternatives to Incarceration	
Ambulatory/Primary Health Care	
At risk early intervention (0-3)	
Care Coordination	
Child Abuse and Neglect	
College-Based Services	
Community Development	
Community Education	
Constituent Services	
Corrections/Criminal Justice	
Discharge Planning	
Domestic Violence/Victim Services	
Employee Assistance Services	
Emergency Care	
Food Pantry	

Hospice/Palliative care	
Housing Services	
Inpatient Medicine	
Inpatient Mental Health/Psychiatry	
Immigrant/Refugee Services	
International/Global Issues	
Legal Services	
LGBTQ services	
Outpatient/IOP Mental Health/Psychiatric Services	
Preventive/Permanency Planning/Foster Care	
Program Evaluation	
Rehabilitation Services	
Residential Treatment	
School (Pre-K to 12 th) Based Supportive Services	
Social Policy	
Substance Misuse Recovery	
Supportive Housing Services	
Union Sponsored Members' Support Services (MAP)	
Veteran's Services	

Grassroots Organizing and Planning	
HIV/AIDS Services	
Homeless Services	

Welfare/Public Assistance Benefits Counseling	
Other	

FOCUS OF INTERVENTION *(Check all that apply)*

Addiction/Substance Use Treatment	Abstinence	Harm Reduction
Administration/management		
Affordable Housing		
Aging Services/Adult Protective Services		
Care Coordination		
Case Management		
Child Welfare (Adoption, Permanency, Family Reunification)		
Coalition Building/Community Organization		
Community Education		
Creative Arts and Social Work		
Crisis Intervention		
Developmental/Intellectual Disabilities		
Discharge Planning		
Domestic Violence/Intimate Partner Treatment Programs		
Eating Disorders		
Educational Justice		
Employment Assistance		
Entitlement Services		
Environmental Justice		
Evidence Based Practice Modalities		

Food Justice	
Global Social Work	
Grant Writing	
Grassroots Organizing	
Group Counseling/Services	
Housing Justice	
Human Trafficking/Victim Advocacy	
Immigration/Refugee Issues	
Individual Counseling	
Leadership Development	
Legislative Advocacy	
Organizational Development	
Peer to Peer Support/Mentorship	
Play Therapy/Drama Therapy/Art Therapy	
Policy Analysis	
Prisoner Reentry	
Program Planning/Education	
Rehabilitation (Behavioral Health)	
Rural Social Work Services	
Spirituality and Healing	
Staff Development/Training	

ADDITIONAL LEARNING EXPERIENCES *(Check all that apply)*

Case conferences	
Grand rounds	
Inter-disciplinary teams/collaboration	
In-service training	

Group Supervision	
Coaching/Mentoring with other staff	
Social Media Activities (Social Work Related)	
Event Planning	

Practice-based Research	
Staff Meetings	
Student seminars	
Other:	

Agency Fund Development	
Grant Writing Activities	
Marketing Activities	
Other:	

AGENCY CLASSIFICATION (Check all that apply)

Public (City)	<input type="checkbox"/>	For Profit/Proprietary	<input type="checkbox"/>
Public (State)	<input type="checkbox"/>	Not-for-Profit/Voluntary	<input type="checkbox"/>
Public (Federal)	<input type="checkbox"/>		<input type="checkbox"/>

CLEARANCE REQUIREMENTS

Do you require students to have a physical examination prior to placement?							Yes <input type="checkbox"/> No <input type="checkbox"/>	
Do you require evidence of immunization against the following? <i>(check all that apply)</i>								
(a) Tuberculosis		(b) Rubella		(c) Measles		(d) Varicella Titer		(e) DPT
COVID-19								
Does agency provide the resources to complete background checks/tests/physical?							Yes <input type="checkbox"/> No <input type="checkbox"/>	
Does your agency expect students to show proof of these tests prior to the start of the field practicum?							Yes <input type="checkbox"/> No <input type="checkbox"/>	
Does your agency require a background check?							Yes <input type="checkbox"/> No <input type="checkbox"/>	
Does your agency require a drug screen?							Yes <input type="checkbox"/> No <input type="checkbox"/>	
Does your agency require fingerprinting of students? Costs _____							Yes <input type="checkbox"/> No <input type="checkbox"/>	
If yes, does your agency pay for these tests?							Yes <input type="checkbox"/> No <input type="checkbox"/>	
Name/phone of person to contact for further information about these:								

ADDITIONAL INFORMATION

If students are expected to make home visits, do you provide			
(a) Escorts	Yes <input type="checkbox"/> No <input type="checkbox"/>	(b) Transportation	Yes <input type="checkbox"/> No <input type="checkbox"/>
(c) Reimbursements to/from agency assignments			Yes <input type="checkbox"/> No <input type="checkbox"/>
Does your agency provide field placement stipends for students?			Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, (a) is it by hour or by internship:		(b) Amount	

FIELD EDUCATION DEPARTMENT APPROVAL REQUIRED (completed by Field Coordinator)

1. Student Interviewed	Date Completed
2. Meeting held with Field Instructor & if applicable, Employment Supervisor	Date Completed
3. Employment Based Field Placement Agreement (Signed and Received)	Date Received:
4.	
5. Determination: (If modifications are needed, write below)	Circle or Highlight: APPROVED DENIED

	If denied, reasons for denial:
--	---------------------------------------

Signature of Field Coordinator _____ **Date:** _____

ev 5/2023 (MP)
CC: Student – Field Instructor – Field Coordinator- Record