



Engagement • Discovery • Integration • Transformation

FIELD EDUCATION PROGRAM MANUAL

2016 - 2017

THE UNIVERSITY OF SOUTHERN MISSISSIPPI

SCHOOL OF SOCIAL WORK

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PURPOSE OF THIS MANUAL

The purpose of this manual is to describe the structures, goals and expectations, the roles and responsibilities, and the policies and procedures that form the basis for, and guide Field Education, an integral part of the USM School of Social Work curriculum. It is intended to assist students, faculty, staff, field liaisons, and field instructors in clarifying, coordinating, and implementing the various aspects of the field instruction process.

Field Education is an educationally directed program offering students opportunities to practice and test the classroom skills, theories, and principles while working in a social work agency under the supervision field is intended to be a “magical environment”, a safe and supportive place where students are initiated into the traditions of social work practice. It is a place where what they have been taught in the classroom finds its way through “coaching” and their “doing” into their emerging professional persona.¹ Students learn how to deliver services with the guidance and direction of a qualified field instructor.

¹ Schon, D. (1987). *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions*. Jossey-Bass: San Francisco.

UNIVERSITY NONDISCRIMINATION POLICY

The University of Southern Mississippi offers to all persons equal access to educational, programmatic and employment opportunities without regard to age, sex, sexual orientation, religion, color, national origin, Vietnam era veteran status or disability status. These provisions are pursuant to applicable federal and state regulations. Inquiries concerning discrimination should be directed to the following:

Office of Affirmative Action/Equal Employment Opportunity

McLemore Hall (MCL) 310

118 College Drive #5168

Hattiesburg, MS 39406

Phone: 601.266.6618

Fax and TTY: (601) 266-6344

<http://www.usm.edu/aa-eeo>

UNIVERSITY DISABILITY ACCOMODATIONS

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

The University of Southern Mississippi

Office for Disability Accommodations

118 College Drive #8586

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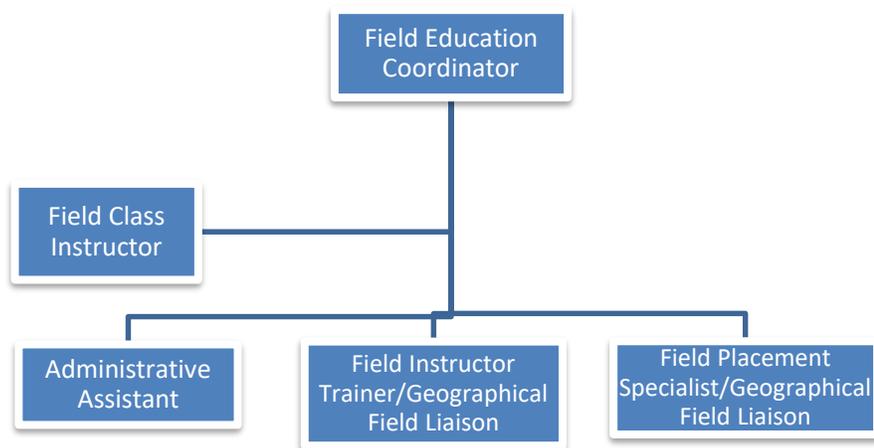
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**Items are in Tk20.*

THE PURPOSE OF FIELD

The field practicum is guided by a number of important principles pertaining to social work education. Knowledge, values, and skills first defined and learned in the classroom are reinforced and refined through professionally supervised practice. Curriculum content areas are, further, most effectively and most fully absorbed under conditions of planned and supervised integration and synthesis. Undergraduate and graduate students alike bring with them to the field practicum varied social, cultural, educational, and experiential qualities, about which they must become critically aware if they are to flourish as competent and effective practitioners following graduation. Educational opportunities and resources provided by field instruction must, moreover, address the promotion of social justice and institutional change, as well as the enhancement of social functioning of individuals, groups, organizations, and communities. Our field practica also provide students with an initiation into the traditions of the social work profession and the practice of the social work community. It provides students an intermediate space (Schon, 1987) between the “real” practice world and the academy. In this place they can learn particular ways of seeing, thinking, and doing that are consistent with social work practice and increase their professional social work confidence.



The

educational activities which support the field component of the curriculum are the responsibility of the Field Education Office. A key element for the field program is the interaction between the community-based field sites and the field liaisons that monitor the students' progress in their placements. Approximately 150 social service agencies serve the Field Education Office by providing diverse placement sites and day-to-day field teaching and

supervision by qualified field instructors. These agencies are a critical component of the field curriculum and carry a large share of responsibility for the education of students in the field.

THE FIELD EDUCATION OFFICE

The Field Education Office serves both the undergraduate and graduate programs. A full time Field Education Coordinator manages all aspects of field placement and serves on the school's administrative team. Rounding out the field office are an administrative assistant, a field instructor training, and field placement specialists.

The responsibilities of this team include the following:

1. Assign students to field placements.
2. Review agency and field instructor applications.
3. Obtain and renew agency affiliation agreements.
4. Ensure compliance with Council of Social Work Education (CSWE) educational policy and accreditation standards (EPAS) requirements.
5. Consult with faculty, students, field instructors, field liaisons, and agency administrators regarding field policies and procedures.
6. Conduct on-going evaluation of the field curriculum.
7. Provide field instructor training on the school's curriculum, field supervision, practice behaviors, and other relevant content.

Responsibilities of the Field Education Coordinator

1. Recruit and assess social service agencies as field instruction sites;
2. Establish and maintain cooperative relationships between the School and social service agencies;
3. Consult with agency administrative personnel on matters involving the provision of adequate field instruction, selection and training of field instructors and maintenance of field instruction standards;
4. Interpret the School's mission, goals, objectives, and philosophy of education and field education standards to the community and community agencies;
5. Develop seminars and staff development experiences for field agencies and field instructors;

6. Approve assignment of students to specific agencies following consultation with students, advisors, field office personnel, and field instructors; and,
7. Consultation with field office personnel, advisors, field instructors and students in situations involving student performance concerns.
8. Function as a field liaison for designated geographical areas.

Responsibilities of the Administrative Assistant

1. Maintain all records pertaining to agencies, field instructors, and students;
2. Facilitate communication to students, agencies, field instructors, and faculty;
3. Maintain current information on agencies approved as field instruction sites;
4. Assist with preparation for field instructor training and field-related workshops; and,
5. Assist with field interviews as needed.

Responsibilities of the Field Liaison /Field Placement Specialists

Each student is assigned a field liaison. The field liaison is a member of the faculty (regular or adjunct) of the School of Social work who serves as a link between the School and the field setting, interprets the objectives and other expectations of the School and shares with the School events in the field setting which are pertinent to the student's education plan.

1. Assist with student interviews and placement activities as needed
2. Assist with agency and field instructor recruitment
3. Initiate contact with the field instructor and the student
4. Conduct at least one agency site visit or make one agency contact during the semester.
5. Assess and monitor the quality of supervision provided to the student
6. To be available to the Field Instructor and the student to deal with problems that may occur during the course of the placement
7. Mediate if problems arise between students and field instructor or between student and other agency staff
8. Participate in field instructors' meetings planned by the School

Responsibilities of the Field Instructor Trainer/Field Liaison

1. Provide training for field instructors
2. Revise field instructor training materials to keep current
3. Assist with student interviews and placement activities as needed
4. Initiate contact with the field instructor and the student
5. Conduct at least one agency site visit or make one agency contact during the semester.
6. Assess and monitor the quality of supervision provided to the student
7. To be available to the Field Instructor and the student to deal with problems that may occur during the course of the placement
8. Mediate if problems arise between students and field instructor or between student and other agency staff
9. Participate in field instructors' meetings planned by the School

Responsibilities of the Field Classroom Instructor

1. Review and sign the orientation checklist
2. Communicate with the field liaison
3. Notify field office personnel of any problems or issues in field that have been reported in class or concerns with performance or number of hours worked
4. Monitor documentation in TK20
5. Review and sign the learning plan
6. Review and sign the mid-semester evaluation
7. Review and sign the end-of-semester evaluation

FIELD COURSES

BSW Program

Undergraduate students enroll in SWK 430, Field Education, and SWK 431, Field Seminar, during their final semester. Students in SWK 430 must complete a minimum of 450 hours by attending field placement 32 hours per week.

SWK 430. Field Education (9 hrs.) Prerequisites: Must have completed the required university general education curriculum, the social work core, and the professional foundation. The student must have at least a 2.5 cumulative GPA. Co-requisite: SWK 431. This internship in a social service agency provides experience in direct service to client systems and enhances and develops generalist practice skills. This course is the only one in the social work curriculum where students earn a Pass/Fail grade.

SWK 431. Field Seminar (3 hrs) Co-requisite: SWK 430. The seminar enables students to further develop generalist practice skills and integrate professional knowledge, values, skills and theory with practice.

Please refer to the Undergraduate Bulletin and the BSW Program Handbook for more detailed information on courses and degree plans.

MSW Program

Graduate students' field courses depend on the students' enrollment status: full time, part time, or advanced standing. All graduate students must have 900 field hours in order to graduate. Advanced standing students must provide documentation of undergraduate field hours that will be used toward the 900 required hours.

FULL TIME STUDENTS	First Year Field	Co-requisites
	<u>SWK 659.</u> (2 hrs.) Full Time Field Education I. Students attend field placement three days per week. Students attend biweekly group sessions that process field experiences to assist with developing a professional identity. Students should complete a minimum of 300 field hours.	<u>SWK 604.</u> (1 hr.) Professional Development II. This intensive orientation to field takes place during the first week of the semester. <u>SWKS 615.</u> (2 hrs.) Integrated Seminar II
	Second Year and Full Time Advanced Standing	Co-requisites
	<u>SWK 661.</u> (2 hrs.) Full Time Field Education II. Students begin field at a	<u>SWK 616.</u> (2 hrs.) Integrated Seminar III

different agency, attending three days per week.	
<u>SWK 662.</u> (2 hrs.) Full Time Field Education III. Students continue at the same agency as SWK 661, attending three days per week.	<u>SWK 647.</u> (2 hrs.) Integrated Seminar IV.

First Year

SWK 626. (1 hr.) Part Time Field Education I. Students attend field placement two days per week. Students attend field placement three days per week. Students attend biweekly group sessions that process field experiences to assist with developing a professional identity

SWK 627. (1 hr.) Part Time Field Education II. In the semester following SWK 626, students continue at same agency for two days each week. Students continue to attend field placement three days per week. Students attend biweekly group sessions.

By the end of SWK 626 and SWK 627, students need to have accumulated a total of 450 field hours.

Second Year and Part Time Advanced Standing

SWK 641. (2 hrs.) Part Time Field Education III

Students attend a new field placement two days each week.

SWK 642. (2 hrs.) Part Time Field Education IV

Students attend a new field placement two days each week.

By the end of SWK 641 and SWK 642, students need to have a total of 450 hours.

Co-requisites

SWK 604. (1 hr.) Professional Development II. This intensive orientation to field takes place during the first week of the semester.

SWKS 615. (2 hrs.) Integrated Seminar II

Co-requisites

SWK 616. (2 hrs.) Integrated Seminar III

SWK 647. (2 hrs.) Integrated Seminar IV.

Please refer to the Graduate Bulletin and the MSW Program Handbook for more information on courses and degree plans.

Advanced Standing

Student with a BSW degree and meeting other requirements may matriculate the MSW program in the second year. Students are required to provide proof of the number of hours successfully completed for undergraduate field. The undergraduate hours and the graduate hours must total a minimum of 900 hours. Adjustments to normally required field hours may be necessary in order to meet this requirement.

No Credit for Life Experience

Academic credit for life experience and previous work experience shall not be given in lieu of the field placement or any other required social work course.

THE FIELD PLACEMENT PROCESS

Tk20

Before entering field students need access to Tk20, the School of Social Work's field tracking and assessment software. Access can be purchased (a one-time fee) through the university bookstore or directly from Tk20. For more information about purchasing Tk20, please contact the field education office. To learn more about Tk20, please visit their website at www.tk20.com

Eligibility for Field

Undergraduate students must have completed all coursework per the degree plan and have a GPA of 2.5. Graduate students must have a GPA of 3.0 and be ready for field according to the student's plan of study.

Application

Field office staff will distribute information to students about the placement application and interview process during classes the semester before entering field. At that time, students will be given a deadline for completing a field application in Tk20. Students are required to turn in a current resume and unofficial transcript as part of the application process. The field office staff will not interview the student until all paperwork has been completed and All paperwork must be turned in and interviews completed within 15 days of the deadline provided or students will not be able to enter into their field placement.

Interviews

Students will then schedule an interview with the field office during the next two to three weeks. Students are expected to bring to this interview completed applications, unofficial transcripts, and resumes. Interviews may not be held if any of this information is missing or incomplete. **Field placement activities will not begin until the application and the field office interview are complete.**

The interview with the field office will give the placement staff a better understanding of the student's educational needs. The student will have the opportunity to ask specific questions about field placement and to provide the interviewer with any additional information deemed helpful to the placement process. The administrative assistant will provide information and obtain student signature on documents (see appendix) about confidentiality, responsibilities, background checks, and other possible agency requirements. Any costs associate with background checks and other agency requirements are the responsibility of the student. The University does not pay for backgrounds checks, drug tests, TB tests or other needs of an agency. The University does provide professional liability insurance for the student.

Tips for successful agency interviews:

1. *Learn about the agency's purpose and population(s) served;*
2. *Have questions prepared;*
3. *Dress in business attire;*
4. *Provide your resume; and*
5. *Smile!*

At the end of the field office interview time period, the field office staff begins the placement process. **Students are not to contact agencies or arrange their own placements.** The field office will notify students of the agency and field instructor assigned to them. The student then arranges for an interview with the agency and notifies the field office after the interview is completed. If the agency accepts the student, then the process is complete. Note: Student concerns arising from an agency interview will be handled on a case-by-case basis by the Field Education Coordinator and other staff involved.

The student will be formally notified of the assigned field agency and field instructor by the end of the semester. Students are asked to be patient because the placement process for the number of students entering field takes time. The agency and field instructor availability may change one semester to the next requiring time to develop other field sites. Obtaining affiliation agreements between the university and a new agency also takes time.

Different factors enter into the selection of an agency for a student; however, the main factor is finding a match for the student's educational needs. As such, students' preferences for agencies or populations cannot be guaranteed.

IN NO CASE MAY A STUDENT SEEK TO ARRANGE A FIELD PLACEMENT OR EXPLORE A PLACEMENT POSSIBILITY WITHOUT FIRST INVOLVING THE COORDINATOR OF FIELD EDUCATION.

The Geographical Field Liaison Model

The field office personnel are each assigned to a geographical area. Each member of the field personnel will make contact with their designated agencies 2 to 3 times a semester by face to face visits, phone, or email. There will be a least one face to face visit conducted for each agency each semester. If problems arise during the placement, the field office personnel who is assigned to the agency will make a face to face visit in an effort to resolve the problem.

Field Agency Responsibilities

Eligible agencies are those that provide social work practice opportunities for students and employ social workers who meet field instructor requirements. Students may be considered for agencies that do not have social workers only if a qualified off-site field instructor (usually faculty) agrees to provide weekly supervision and an experienced person holding a degree in a related profession (e.g., psychology, recreational therapy) provides daily onsite supervision.

A field agency/organization enters into an affiliation agreement with the University of Southern Mississippi before a student is placed. Responsibilities of the agency per the affiliation agreement are listed below.

1. Make facility social work experiences available to the student(s) for learning purposes.
2. Provide available space and instructional materials to the student(s).
3. Inform the liaison faculty of any changes in policy and/or procedures which may affect student learning and/or opportunities.
4. Inform the liaison faculty of any changes in the employment status or assignment of the assigned field instructor which may affect student learning experiences and/or opportunities.
5. Provide a planned educational experience to the social work student(s) in accordance with the Field Education Manual of the School of Social Work.

6. Provide resources, opportunities, social work staff time, and cooperation in planning for the educational program within the facility for the student(s).
7. Allow planned time to the social work field instructor to meet and consult with the field liaison from the School of Social Work.
8. Provide facility and social work program orientation to the student(s).
9. Provide, as needed, facility and social work program orientation to the field liaison from the School of Social Work.
10. Complete and submit to the School of Social Work a mid-term evaluation form and a final evaluation form for each semester a student is placed in the facility.
11. Retain full responsibility for the care and welfare of all clients when students are in training.
12. Allow social work field instructor to attend Field Education training when a student is receiving training in the facility.
13. Honor the University and School of Social Work policy that prohibits students from transporting clients in the student's personal vehicle.

Field Instructor Responsibilities

The School of Social Work uses the title of field instructor to designate those individuals who supervise the activities of social work field students. Field Instructors need to have an MSW from an accredited school of social work and at least two years practice experience. For BSW students and students in the first year of the graduate program, a field instructor may hold a BSW from an accredited school of social work plus two years practice experience. Exceptions to this requirement are made on a case by case basis. For example, the School of Social Work and the Field Education Office value many grandfathered social workers who have the knowledge and skills from years of practice experience.

All agency field instructors must be experienced in the job, complete field instructor training, and agree to provide one hour of supervision each week. Field instructors will complete the learning agreement, evaluations, and, as necessary, performance improvement plans.

The Field Instructor's responsibilities include the following:

1. Adhere to the NASW Code of Ethics, especially section 3.02, Social Workers' Ethical Responsibilities in Practice Settings, Education and Training. (See appendix.)

2. Interpret the field instruction program to other members of the agency staff in order to create a climate conducive to learning and facilitate the use of agency resources which will help meet the learning needs of the students.
3. Orient the student to the agency.
4. Provide a minimum of one hour of individual supervision per student per week and select appropriate learning assignments for the student.
5. Assist the field student in adding responsibilities or assignments to the learning plan. The field liaison will serve as a consultant in the procedure and should always receive a copy of the plan and confer with field instructor regarding the plan, as needed.
6. Provide opportunities to develop practice behaviors. Establish a plan of reviewing and evaluating student's progress in order to assess adequately.
7. Complete the mid-semester evaluation of the student and review with the student.
8. Complete the end-of-semester evaluation of the student and review with the student.
9. Report concerns to the field liaison or to the field office in a timely manner. Field instructors have the option of implementing performance improvement plans as they deem necessary.
10. Understand that field instructors function as both professional social workers and as educators. By being part of the adjunct faculty corps of the School of Social Work, boundaries appropriate to these roles are encouraged.

Tips for successful field supervision:

1. *Provide timely, honest feedback. Students want to know how they are doing.*
2. *Address concerns as they arise.*
3. *Call the field office if you have questions. We're happy to help.*
4. *Maintain a professional boundary to avoid dual relationships.*
5. *Be open to learning from your intern – our students are learning from the latest research.*

Task Coordinator

Some agencies may use a Task Coordinator in addition to a Field Instructor. A Task Coordinator is under the direction of the Field Instructor and may provide instruction and supervision regarding the daily tasks at the agency. The Task Coordinator is usually a social worker but may have a degree from a related profession. The Task Coordinator may provide feedback to the student and field instructor but does not conduct weekly supervision meetings or formally evaluate the student.

Student Responsibilities

The primary role of the student is to meet the educational objectives of the field curriculum as an active participant in an agency setting. Students are assigned to affiliated agencies where they are administratively responsible to an agency supervisor (the Field Instructor) and where they are expected to comply with agency policies and procedures. Students are also expected to comport themselves in accordance with the profession's standards of ethical performance.

The student's responsibilities include the following:

1. Assist in developing and implementing the learning plan.
2. Ensure the learning plan is signed and uploaded to TK20
3. Adequately prepare for weekly supervision
4. Follow agency policies and procedures, especially confidentiality.
5. Abide by the NASW and State of Mississippi Codes of Ethics.
6. Adhere to standards and/or guidelines of the agency's monitoring or accrediting bodies.
7. Accept supervision and feedback from the Field Instructor and agency staff.
8. First consult with the Field Instructor if problems occur in the placement; notify field liaison if a resolution cannot be reached.
9. Complete the required minimum contact hours.
10. Complete evaluations of field agency and field instructor in TK20.

Tips for a successful internship:

1. *Be open to learning. Put aside expectations.*
2. *If you don't understand something, be sure to ask your field instructor.*
3. *Be familiar with agency policy and procedure.*
4. *Develop a habit of self-reflection using the Integrated Processing Model.*

Tips for successful field at your place of employment:

1. *Physically separate your field work from your regular work.*
2. *Discuss your different hours with your co-workers so they know when you're available for regular work questions and consultation.*
3. *Take care of yourself! Find ways to manage stress.*
4. *Be honest about your field time so you don't shortchange your education.*

FIELD AT PLACE OF EMPLOYMENT

The field education program is designed with the belief that a more meaningful and integrated learning experience can take place if students are provided with a wide variety of field learning experiences. However, the School does recognize that expenses and the extremely limited amount of student financial aid are contributing factors in allowing some

students to pursue graduate education. It is believed that agencies which have an on-going investment in a valued employee may be willing to make further commitment to the employee's professional development if the student is allowed to remain in employee status while in field placement within the agency.

This arrangement is possible only if planned learning experiences are sufficiently different from the job responsibilities that the student has been performing. The new and different learning experiences must be educationally focused; must be in keeping with the student's specific educational needs; must meet the requirements of the School and the Council on Social Work Education; and, can in no way diminish the educational quality of the field learning experience.

The student must be placed within a different unit of the agency and with an MSW field instructor who has never functioned as that student's supervisor in any work setting. A student already employed in a social service agency or an agency that provides social work services may, under certain circumstances, be allowed to complete field practica at the place of employment. The following conditions must be met before an arrangement of this type can be considered.

1. The agency must be formally affiliated as an approved placement site with the USM School of Social Work.
2. The student's field assignment duties and responsibilities must be significantly and qualitatively different from his or her employment duties and responsibilities and must be in a different department, division or program of the agency.
3. A qualified, approved Field Instructor who is an employee of the agency but not the student's employment supervisor must supervise the student's practicum activities.
4. The student must be granted an appropriate amount of employment release time to complete the required number of clock hours for the semester.

A student wishing to do a field placement at place of employment must state this intent on the application. At the field office interview, the requirements will be discussed. The student will be given an Employment-based Field Placement Agreement to complete and have signed by appropriate staff of the employer. The Employment-based Field Placement Agreement must be completed and turned in within 30 days of the interview. **Each consideration for this type of placement is reviewed on a case-by-case process. The Field Education Coordinator will have final approval.**

The student's field instructor will be an MSW employee of the agency other than the student's regular employment supervisor. When this is not possible within the agency, utilization of an experienced field instructor from another agency can be considered. The School has the responsibility of approving the field instructor. The agency must agree in writing to accept an MSW field instructor from outside the agency, if necessary, to complete the placement for the student.

Rationale for the field instructor being a MSW other than the employment supervisor is that a field instructor who is not the employment supervisor is more likely to concentrate on learning objectives and processes rather than on the completion of agency tasks and can be more objective about a student's performance. Standards and scheduling for this placement must be the same as for any placement: the setting must be able to provide the required types of learning experience to meet the expectations of a field placement.

GENERAL FIELD PLACEMENT POLICIES

Attendance at Field Agency

Absences from the field agency must be reported in a timely manner to the field instructor or the field instructor's designee.

The field course syllabus provides information about attendance at the field agency relative to the course requirements. In general, however, any student – no matter which program or which field class - missing 32 hours of field must report this to the field office immediately. This much time is difficult to make up and will require a meeting with the appropriate program coordinator. Missing 32 hours or more at the field agency may result in the student being asked to withdraw from the field course.

Tardiness

When possible, tardiness to the field agency must be reported to the field instructor or the field instructor's designee.

Contact Hours

Students are expected to negotiate their field schedule (specific days of the week, specific hours, etc.) with the Field Instructor. A breakdown of the amount of time per week to be spent in field is contained in the previous section "FIELD COURSES". Students may not complete the internship before the end of the semester.

All students must complete the required number of contact hours. A contact hour is defined as time spent at the agency or time spent on behalf of the agency. Students follow the university academic calendar meaning that the student does not have to attend field during university scheduled breaks and holidays. If the student works at the agency during these times, the student may count the hours. The student may find that it is necessary to attend field placement during breaks in order to achieve the required number of contact hours.

It is the student's responsibility to make sure that the required number of contact hours is achieved. It is the student's responsibility to make arrangements with the Field Instructor to make up any lost time. When a student determines that achieving the required hours cannot happen, the student must notify the field office immediately.

Only hours in field will be counted. The only exception will be when the field agency and/or the university is closed due to a disaster.

Positive Background Checks

The School of Social Work does not require background checks of its students. However, students need to know that background checks are required by more and more field agencies. Agencies differ in their requirements for type of background checks and types of offenses that prohibit internship. Students need to understand that a positive result on a background check may result in not being able to complete the field education requirements for graduation.

CHANGES AND INTERRUPTIONS IN FIELD

Sometimes it is necessary to consider the removal of a student from a field placement after the start of the semester. A student may be removed from a site for the following reasons:

Agency Request

Documentation of:

- Failure of the student to abide by NASW and/or State of Mississippi Codes of Ethics.
- Failure of the student to abide by agency and/or accrediting body policies, procedures, rules, or regulations.
- Lack of satisfactory demonstration of the learning plan practice behaviors.
- Repeated, unexcused tardiness and/or absence of the student.
- Lack of student's progress in correction of identified deficiencies.

A student who is asked to leave a site under any of the above conditions will be subject to a grade of “No Pass” and forfeiture of all completed hours at the discretion of the Field Coordinator in consultation with field liaison, the appropriate program coordinator, and other relevant persons.

Field Liaison/Field Education Office Request

- Evidence that the field site is not providing an adequate learning experience and/or adequate supervision for the student.
- Agency closure, agency restructuring that does not support internship requirements, and/or resignation or termination of the Field Instructor (departure of a Field Instructor will result in removal of a student only if satisfactory alternative arrangements for qualified supervision cannot be made).

In the above instances the student, the Field Instructor, and the Field Liaison will consider the particular needs of clients as transition plans are made. The student may be given credit for some or all completed hours at the discretion of the Field liaison in consultation with the Coordinator of Field Education. Credit will be granted, however, only if it is determined that the quality and integrity of the learning experience at the new site will not be compromised.

- Failure of the student to abide by USM School of Social Work field policies and procedures.

A student who is removed from a placement for this reason will be subject to a failing grade and forfeiture of all completed hours depending on the circumstances and at the discretion of the Field Coordinator in consultation with field liaison, the appropriate program coordinator, and other relevant persons.

The Performance Improvement Plan

If at any point in the practicum a student’s performance falls below an acceptable level, a Performance Improvement Plan should be completed. This plan is a tool designed to address problematic behaviors and/or situations that may arise. This allows the student the opportunity to correct the identified behavior(s) and successfully complete the practicum. This plan should be implemented as soon as a need for change is identified to allow time for the student to address concerns and successfully complete the internship.

Transfer to another Agency

A request by a student to be moved from the assigned field agency to another agency (after the start of the semester) for any reason other than those cited above will be considered on a case by case basis.

In all cases, transfer of a student from one agency to another during the course of a semester (regardless of circumstances) is dependent on the availability of an appropriate alternate site and cannot be guaranteed. Issues related to personality conflict with agency staff and/or issues related to student dissatisfaction will be addressed by the field office staff. Students will be expected to communicate with the field instructor before requesting assistance from the field office **AND WILL BE REQUIRED TO ATTEND A MEETING INVOLVING ALL PARTIES BEFORE ANY CHANGES ARE MADE.** Efforts will be made to prevent a disruption in the placement through open communication and problem-solving between the field office staff, the student, and the field instructor.

Protocol for Reporting Abuse or Neglect

Interns are mandated reporters according to Section 43-21-353 of the Mississippi Code of 1972. It is not uncommon for social work interns and field instructors to collaboratively report suspected abuse/neglect of vulnerable populations. If there is a circumstance where the need to report is disputed between the student and field instructor the student should do the following immediately because these issues are time sensitive:

1. The student will contact the field office, after consulting with the field instructor.
2. The field office will contact the field instructor.
3. The field office will set up a meeting with the field instructor, and appropriate agency representatives.
4. If the student's concerns meet the standards of reporting in accordance with Section 43-21-105 of the Mississippi Code of 1972, the field office will assist the student in making a report.

Student Request Withdrawal from Field Course

A student who wishes to withdraw from field after the start of the semester must first consult with Field Education Coordinator. Once it has been determined that withdrawal is appropriate, University procedures regarding dropping courses must be followed (refer to the

current University undergraduate or graduate Catalog and/or the current Registrar's Bulletin for specific procedures and grading policies).

A student may have legitimate extenuating, personal circumstances (as determined by Field Education Coordinator in consultation with other appropriate persons) that preclude completion of the placement in the semester for which the student is registered in the course. In such an instance, the student may be given a grade of "I" if late enough in the semester and will be required to re-enroll in the field course the following semester to complete the remaining hours at the same agency (if possible). In all such instances the integrity of the field experience must be a primary consideration.

SELECTION OF FIELD AGENCIES AND FIELD INSTRUCTORS

The School of Social Work is always willing to have community agencies express interest in becoming field instruction sites. We welcome new agencies that reflect the diverse populations they serve. We seek affiliations with agencies and field instructors that prepare and provide the student with social work values, ethics, knowledge, skills and cultural competencies in working with a wide range of clientele. Exploration may be initiated by either the agency or by the School to assess whether an agency would be appropriate for providing the type of field instruction that would carry out the objectives of the field education program.

Agency Affiliation Criteria

Potential settings are visited and carefully reviewed by the Field Education Coordinator. In order to be approved for affiliation by the School of Social Work for the purpose of providing field instruction to social work students, agencies must meet the following criteria:

1. Agencies must be related in their purpose and function to the mission, goals, and objectives of the School of Social Work.
2. The agency administration supports the philosophy of professional education and is interested in and willing to commit staff time to student instruction
3. The agency offers a professional climate conducive to learning; staff relationship and morale contribute to a favorable climate for professional development.
4. Agencies' philosophy of service must be compatible with the philosophy, values, and ethics of the Social Work profession.
5. Agencies must be clear about their programs and services offered.

6. Agencies' programs must offer students a wide range of learning opportunities to work with client systems (individuals, groups, families, communities and organizations from various cultural, ethnic, social, religious, and sexual orientation backgrounds).
7. Agencies must have qualified Field Instructors or be willing to allow outside field instructors to work with their personnel.
8. Agencies must have been in operation for at least two years at the time of affiliation
9. Agencies must not be dependent on students to fulfill basic staffing needs.
10. The agency maintains and observes policies with respect to nondiscrimination in relation to clients, staff, students, and faculty.
11. Agencies must make reasonable arrangements for students with regard to space and equipment.
12. Agencies must agree to the execution of a written School/Agency Affiliation Agreement between the University of Southern Mississippi and the agencies' representative duly authorized to enter into contractual agreements.
13. Agencies must be willing to provide some release time for field instructors to attend field orientation sessions and field instruction continuing education seminars and workshops.

Agency Affiliation Process

1. The Field Education Office is informed that an agency is interested and potentially suitable and eligible to provide field instruction to social work students and provides an Application for Agency Affiliation and an Application for Field Instructor Approval to the interested agency.
2. The agency returns the completed applications and resumes for all potential Field Instructors to the Field Education Office.
3. If, after a review of the paperwork, it is determined that the agency meets affiliation criteria, a site visit may be scheduled for the purpose of verifying suitability and availability of space.
4. The administrative assistant manages the Affiliation Agreement process, notifying the Field Education Coordinator of delays or problems.
5. If the agency is denied approval for affiliation, the agency is notified of the decision in writing.

Updating Agency Information

The Field Education Office at the University of Southern Mississippi is consistently updating agency records. The Agency Update Information form is available to those agencies

that have a current affiliation agreement on file with the University and the School of Social Work.

We strive to keep agency information current, so this will help maintain an open relationship between the University and the Agency. If at any time your agency information changes, please contact the Field Education Office, so necessary revisions can be made.

Field Instructor Criteria

Generally, Field Instructors are social workers who are employed in social agencies or other institutions and have some experience in supervision and recognition for competence in their work. There must be a willingness to accept and apply the educational objectives of the curriculum of the School of Social Work. They are considered adjunct faculty by the School even though their time and expertise are donated. In a few instances, field instructors are members of the School faculty who are assigned the responsibility for field instruction. They are required to spend at least one hour per week with each student in individual supervision. New field Instructors must attend training prior to supervising a student.

Eligibility Criteria to Supervise Students

In order to be eligible to supervise the professional must possess:

- A Master of Social Work degree from a school accredited by the Council of Social Work Education
- A Bachelor of Social Work degree from a school accredited by the Council of Social Work Education – only for undergraduate and first year graduate students
- Two years postgraduate social work experience

Helpful attributes for field instructors include:

- Solid record of successful practice and a willingness to participate in refining existing skills and develop new ones to model for students.
- High standard of professional ethics and values and the ability to incorporate those values and ethics with students in practice
- Imaginativeness and creativity in developing field experiences related to field instruction course objectives.
- A willingness and ability to organize time for instructing students, meeting with field liaison, and attending meetings for field instructors.

In the relatively uncommon circumstance that no properly credentialed social worker is available within the agency to provide field instruction, the program assumes responsibility for reinforcing a social work perspective by asking a faculty member to serve as field instructor.

DOCUMENTATION AND EVALUATION

The field education experience involves much documentation: orientation to field, learning agreement, mid-term evaluation, final evaluation, and contact hours. The School of Social Work uses Tk20 software as an online tool to manage these field documents.

Tk20

Students are assessed a one-time fee associated with Tk20 and will have access to their Tk20 field records for seven years after graduation. Field instructors will submit time sheets, learning agreements, and evaluations through Tk20. Tk20 training is included in all field instructors training. For more information, please contact the field education office. To learn more about Tk20, please visit their website at <https://usm.tk20.com>.

Orientation to Field

The student is responsible for making arrangements through the field instructor to complete the orientation to the agency. The student uploads the Orientation to Field Form (copy included in the appendix) to Tk20.

Learning Agreement

The Learning Agreement is uploaded into Tk20 by the student and consists of two parts: (1) the agency's social worker job description and (2) the field instructor's guide to supervision. The purpose of including the job description is to identify the social work tasks and responsibilities the student will be learning. Some field instructors may want to circle those items that directly pertain to the student. In lieu of an agency job description, the field instructor may create a list of social work tasks and responsibilities to guide the internship. The Learning Agreement (see copy in appendix) has a section for adding other learning tasks the field instructor and/or student wish to include. An example is the student has an interest in understanding the agency's grant process.

The field instructor's guide for supervision presents the focus for student development. These are the competencies that the field instructor will use to evaluate the

student. Both the student and the field instructor should use the guide for weekly supervision discussions:

1. What opportunities did the student have during the week to demonstrate the practice behaviors?
2. What opportunities need to be created in order for the student to use the knowledge and skills associated with the practice behaviors?
3. Feedback from the field instructor on student's performance on particular practice behaviors.
4. Questions from the student regarding practice behavior challenges.

Evaluations

Each field course requires a mid-term and a final evaluation. All evaluations use a 10-point scale for five descriptions (2 points per description) of each practice behavior. The field instructor completes the evaluation and reviews with the student. The School of Social Work encourages field instructors to accurately rate the students and avoid the natural tendency to inflate a rating. The School believes that ratings in the 'highly achieved' category (ratings of 9 and 10) are exceptional and, thus, be reserved for exceptional performance. Also, the School's experience is that student's value and want honest feedback. All involved with field education – field instructors, USM School of Social Work, and students – have an obligation to our profession to develop or become competent social workers.

Sometimes circumstances are such that a student has not had the opportunity to exercise knowledge and skills for a particular practice behavior. In such circumstances, the field instructor needs to leave the item blank, i.e., no rating is given. The field instructor can make a remark on this item in the comments section of the evaluation.

Following is an example of an evaluation of one practice behavior. The complete evaluations can be found in the appendix.

Practice Behaviors	Method of Assessment	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED	HIGHLY ACHIEVED		
		1	2	3	4	5	6	7	8	9	10
1) Advocate for client access to the services of social work;	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Supervisory Discussion <input type="checkbox"/> Assessment <input type="checkbox"/> Review of Process Recording <input type="checkbox"/> Review Documentation <input type="checkbox"/> Other - Specify:	No concrete evidence of client advocacy. This has been discussed in supervision.	Discusses need for client advocacy in supervision but has taken no action	Discusses in supervision a plan for client advocacy but no action taken	Student has planned action for client advocacy and executed plan	Student advocates for client access to services on a consistent basis					

Contact Hours

Field Instructors need to document contact hours in Tk20 on a weekly basis. All persons involved need to monitor hours to assure completion of the required number.

Student Evaluation of Field Experience

At the end of the semester, the student will complete a Student Evaluation of Field Experience in Tk20. This evaluation is intended to provide feedback to the field office on the learning opportunities at the field agency. Evaluation information is not shared with the field agency or field instructor without permission from the student.

FREQUENTLY ASKED QUESTIONS

Will I be expected to perform as a social worker right away?

No. During field instructor training, we ask that students follow a four-step process:

1. Orientation to the agency (see Orientation Form in appendix).
2. Observing agency activities, client services, meetings, etc. The student and field instructor should process all observations.
3. Student conducts social work tasks in presence of field instructor or designee.
4. Student begins independent work.

Can I add holiday and break time to my field hours?

No.

I worked during the holiday. Can I count my hours?

Yes.

Don't hours worked during the holiday get doubled?

No.

My agency is closed for a holiday that the university doesn't recognize. I was supposed to work that day. Do I get to add these hours?

No. You may need to arrange with your field instructor to make up these hours.

Are there weekend and weeknight placements available?

Field placement takes place during normal business hours, i.e., Monday through Friday during the day. Field opportunities with non-traditional business hours are essentially non-existent. Students need to prepare to participate in weekday field assignments.

I do not have a car. Can I get a placement within walking distance from where I reside?

We cannot guarantee that an eligible field placement agency is located near your residence. Arranging travel to and from a field agency is the student's responsibility.

I don't think my agency is providing enough services for clients. What do I do?

The services an agency provides or does not provide are impacted by many factors. Talk to your field instructor about your agency's mission, goals, and scope of services.

Why can't I get the field placement that I want? I need to be placed at a certain agency so I can add it to my resume for future work in that area.

Field sites are selected first and foremost for educational purposes. The number of students being placed at any given time precludes placements based on personal desire.

APPENDIX
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**Items are in Tk20.*



STUDENT CONFIDENTIALITY AGREEMENT **For Social Work Students Entering Field Education**

As a student in the School of Social Work, you will be exposed to personal and private information of clients' lives both in your classes and your Field Education placements. The confidential nature of the relationship between client, student worker, and agency is a fundamental privacy right of the client and an ethical and legal responsibility for the student, social worker, and the agency. Confidentiality is the basic means through which social workers protect their clients' privacy. Responsibility for confidentiality resides with the social worker and is supported by the ethics of the profession as established in the NASW Code of Ethics (1996).

Use of clients' private information from case records and from student contact with clients is supported for teaching/learning purposes only by Field Education placement agencies. However, students must understand and adhere to the agency limitations for use of such records and client information. The School of Social Work and Field Education agencies expect students in Field Education placements to adhere to the following policies:

1. Client records should not be physically or electronically taken from the agency.
2. Placement Field Instructor approval is necessary for use of client records/information in the classroom or in Field Education seminars.
3. All identifying information must be deleted from the client record by the use of pseudonyms or "whiting out" identifying information brought into class.
4. Any client information used for teaching/learning purposes in the classroom or Field Education seminars shall be kept confidential and shall not be discussed outside those two approved-for-use settings.
5. Any client information used for research in course work shall assure privacy for the client by nonuse of any identifying information at any point in the research.
6. Prior agency approval shall be obtained before using any client information resulting from research done while in a Field Education placement.

As a student in the School of Social Work, I understand that any breach of this Student Confidentiality Agreement will result in my being requested to appear before the Student Performance Committee of the School of Social Work for consideration of disciplinary action, and may result in my dismissal from the School of Social Work.

CRIMINAL BACKGROUND CHECK INFORMATION

An amendment by House Bill 1077 to Section §43-11-13, Mississippi Code of 1972, requires a background check of all employees, including students, at **covered licensed entities** to include hospitals, nursing homes, personal care homes, home health agencies, and hospices. This amendment became law July 1, 2003 and compliance was required by August 11, 2003. The background checks will be regulated by the State Department of Health and will require each new employee or student to be fingerprinted. All students who begin their clinical training after July 1, 2003 must have the background check done before or by January 1, 2004. All students hereafter will have to have the background check done prior to clinical training.

When a student is fingerprinted the student must present a picture ID and proof of social security number (if not on driver's license). A passport will also serve as photo ID. A birth certificate may be acceptable with a social security card and school photo ID. In addition the **covered licensed entity** will require the following information: program name, the current address, the telephone number, date admitted to the program, and projected date of graduation.

The felonies covered by the current law are: possession or sale of drugs, murder, manslaughter, armed robbery, rape, sexual battery, child abuse, arson, grand larceny, burglary, gratification of lust, aggravated assault, felonious abuse and/or battery of vulnerable adult or sex offenses listed in Section 45-33-23, Mississippi Code of 1972.

If the student's record is clear, the student will receive a notarized letter stating that the individual is "suitable for employment." This letter is valid for two years and can be presented to future employers during that period. Other licensed entities may or may not accept this letter. The student must keep the original letter. A replacement letter will cost \$10.

If a student's record is not clear, the **covered licensed entity** will receive a letter stating that there may be a disqualifying event. Only the student will receive a list of any criminal activity that was determined during the background check. It will be the responsibility of the student to reveal the nature of the criminal activity to the **entity** when the student is notified by the Mississippi State Department of Health that the background check has revealed criminal activity. The university will not be sent any materials from the background check. The **entity** will arrange an interview with the student to review the specifics of the situation and determine the nature of the criminal record. All aspects of a criminal record including misdemeanors and unresolved cases will appear on the background check and trigger a letter to the **entity**. Only felony convictions specified by HB 1077 can disqualify the student under current law. The **entity** has the right to "show mercy" and to take mitigating circumstances into consideration. The **entity** can either grant a waiver or disqualify the students if a stipulated felony conviction is found. During the review process confidentiality will be maintained. If after review by entity, it is determined that the student is disqualified for clinical training at the **entity**, the university will only be informed that the student is disqualified from clinical training at the **entity**. The university may determine that the student cannot maintain student status in the specific program, since clinical training is an essential part of the program.

I understand that I must undergo a criminal background check for stipulated felonies and be cleared by the covered licensed entities to which I am assigned. I also understand that if a felony conviction is present, I may not be able to complete the degree, because I may not be able to perform a social work clinical practicum. I further understand that I must bear the cost of the background check (estimated cost up to \$125).



OFFICIAL AGREEMENT
For Social Work Students Entering Field Education

I understand that participation in Field Education requires adherence to certain professional standards. I agree that while participating in Field Education:

1. I will adhere to the Codes of Ethics of the National Association of Social Workers and the Mississippi State Board of Social Work Examiners.
2. I will follow all laws of the State of Mississippi.
3. I will comply with all agency policies and procedures. I agree to review all agency policies and procedures within two weeks of beginning the practicum.
4. I will adhere to the USM Student Code of Conduct and abide by the Academic Dishonesty policy.
5. I will come fully prepared and participate actively in all scheduled meetings with the Agency Field Instructor. I agree to meet at least weekly with the Field Instructor for supervision and notify the Field Instructor if I have to miss any supervision sessions. I understand that it is my responsibility to arrange supervision meetings.
6. I will submit all seminar assignments to the Agency Field Instructor prior to the date these assignments are due in seminar. I understand the Field Instructor must approve and sign all seminar assignments before the seminar instructor will accept them. Late papers will be penalized based on the USM School of Social Work policies.
7. I will come fully prepared and participate actively in all scheduled seminar classes and will complete all seminar assignments and turn them in on the due date.
8. I will comply with the USM policy for not using my vehicle for transporting clients.
9. I will conduct myself in a professional manner at all times. This includes being punctual, reliable, and responsible in all field education assignments, as well as interacting in a professional manner with all clients and co-workers.
10. I will set a schedule of my hours at the agency and adhere to the schedule. I will submit the schedule to my seminar instructor by the second seminar meeting.
11. I will negotiate a learning contract with my Field Instructor and submit it in writing to the seminar instructor.
12. I will comply with all policies, procedures, expectations, and consequences set forth in the "Social Work Field Education Manual."
13. I understand that I must maintain a Cumulative Grade Point Average of 2.5 with BSW and 3.0 with MSW programs. I must also make a Social Work "Passing" Grade throughout my enrollment in the field program.

I understand that failure to comply with this agreement could negatively affect my standing in Field Education and the Social Work Program. Any violation of this contract could result in dismissal from the program. I understand that dismissal from an agency for poor performance or inappropriate behavior could result in my having to repeat Field Education or other consequences. Refusal to sign this agreement will preclude participation in Field Education.



THE UNIVERSITY OF
**SOUTHERN
MISSISSIPPI**

School of Social Work

STUDENT RELEASE OF INFORMATION FORM

I authorize the School of Social Work, School Field Personnel and Coordinator of Field Education to consult with field agencies in the development of the student's field instruction placement.

I release from any liability any and all individuals and organizations who provide information in good faith and without malice concerning my professional competence, values, legal history, oral and written communication skills, ethics, character, student records and other related information in the development of a field instruction assignment placement, and I hereby consent to the release of such information.

Acknowledgments:

Student's Signature

Date

Witness

Date



School of Social Work

FIELD EDUCATION Agreement Signatures Page

Student Initial

<p>1. I have received and read the Student Confidentiality Agreement.</p>	
<p>2. I have received and read the Official Agreement.</p>	
<p>3. I have read and signed the Student Release of Information Form.</p>	
<p>4. I have been informed about the Criminal Background Check Information</p> <ul style="list-style-type: none"> a. I am responsible for the cost of the criminal background check b. A negative history may prevent me from continuing in the program. 	
<p>5. I am responsible for the cost of any exams, shots or procedures the agency requires before placement can begin.</p>	
<p>6. I am responsible for my own transportation to and from my field placement. University policy states I cannot transport clients in my personal vehicle.</p>	

Student Signature Date

Witness Date

**The University of Southern Mississippi
School of Social Work
Field Education**

Employment-based Field Placements

Work-related placement is not ideal. This plan might be appropriate for consideration for students:

- who have a career commitment to a particular agency or system that would not allow for sufficient leave-of-absence to complete the full academic year required for field placement; and/or,
- persons who must provide continued financial support for self and, perhaps, family and have no other means of financial aid.

For a student to complete field practicum at the place of employment, the following conditions must be met:

- The agency is an approved placement site with the USM School of Social Work.
- The student's field assignment duties and responsibilities must be significantly and qualitatively different from his or her employment duties such as in a different department, division, or program of the agency.
- A qualified, approved Field Instructor who is an employee of the agency but not the student's employment supervisor must supervise the student's practicum activities.
- The student must be granted an appropriate amount of employment release time to complete the required number of clock hours for the semester.

Please see the Field Education Coordinator for any situations that do not satisfy these conditions.

Approval process:

- The student and employment personnel complete the Employment-based Field Agreement. It is the student's responsibility to initiate this process.
- The Field Education Committee and/or the Field Education Coordinator will review the placement plan as stated on the submitted form and either approve, approve with modifications, or reject.
- When approved, the Field Education Coordinator will notify the student.

Remember that field placement where you work is not guaranteed.

Employment-based Field Placement Agreement

Revised 4/08

Please print information.

I. STUDENT INFORMATION

Name _____ Student ID# _____

E-Mail _____ Primary Phone _____

Other Phone _____

II. AGENCY INFORMATION

Agency Name _____

Address _____

Agency Phone _____ Agency Fax _____

Agency Director _____

Director Phone _____ Director E-Mail _____

III. STUDENT'S CURRENT EMPLOYMENT INFORMATION

Position Title _____ Hire Date _____

Department _____ Supervisor _____

Supervisor Phone _____ Supervisor E-Mail _____

Provide brief description of student's CURRENT job duties

IV. STUDENT'S PROPOSED FIELD PLACEMENT INFORMATION

Position Title _____ Department _____

Work Supervisor Name _____ Phone _____

Field Instructor Name _____ Credentials _____

Field Instructor Job Title & Department _____

Field Instructor Phone _____ Field Instructor E-Mail _____

Provide brief description of student's PROPOSED FIELD PLACEMENT job duties ____

Provide a proposed weekly schedule, indicating what days/hours will be regular work responsibilities (mark with "W") and what days/hours will be field placement responsibilities (mark with "F").

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

Comments

This agreement meets the approval of the Current & Proposed Work Supervisors, Field Instructor, and Student.

Current Work Supervisor: _____ Date _____

Proposed Work Supervisor _____ Date _____

Proposed Field Instructor: _____ Date _____

Student: _____ Date _____

This agreement meets the criteria established by the School of Social Work.

Approved

Not approved, reason :

 Coordinator of Field Education Date

The University of Southern Mississippi

School of Social Work

Field Education Office

ORIENTATION CHECKLIST FOR SOCIAL WORK INTERNS

As you go through orientation at your agency, check the items below after you have read or discussed them with your field instructor. It is the student's responsibility to know and understand the agency and its policies and procedures applicable to interns. Please discuss questions of any of the following with your field instructor.

Agency Overview

- Review agency mission/purpose statement
- Tour of agency
- Introductions to colleagues, support staff, and administration
- Review organizational structure
- Review the role of the agency within the community
- Review emergency, safety, and security procedures

Agency Policies

- Work schedule, including lunch and breaks
- Office procedures including use of equipment and supplies
- Telephone and communication/computer utilization
- Intake/admissions/eligibility
- Client record/charting
- Confidentiality, release of information
- Client emergency protocol
- Child or elder abuse reporting protocol
- Agency policy regarding harassment
- Agency policy regarding discrimination
- Agency policy regarding Americans with Disabilities Act

Field Instructor/Student Responsibilities

- Supervision schedule
- Student preparation for supervision
- Methods of assessing student performance
- Time sheet review

Student Signature/Date

Field Instructor/Date

THE UNIVERSITY OF SOUTHERN MISSISSIPPI
SCHOOL OF SOCIAL WORK

FIELD EDUCATION LEARNING AGREEMENT INSTRUCTIONS

The Field Education Learning Agreement consists of two parts:

1. Part 1. A job description from the field agency
 - a. Job duties
 - b. Job responsibilities
 - c. Other tasks assigned
2. Part 2. Practice Behaviors
 - a. Provides information about expected outcomes
 - b. Provides structure to field supervision sessions

How Part 1 works

A field student is expected to learn and perform the agency job duties and responsibilities assigned to the student by the field instructor. Together, the field instructor and student may add to the agency's job description to cover special interests or needs. For example, the student may want to observe staff from other disciplines or the field instructor may want the student to make a presentation to the staff. The job description items and activities will serve as the means for learning.

NOTE: Please be sure that specific tasks, activities, and responsibilities are listed; avoid generalities.

How Part 2 works

Both the student and the field instructor will be given a list of the practice behaviors which the student is expected to learn and/or demonstrate during the performance of the assigned tasks at the agency. It is these behaviors (i.e. the demonstrated knowledge and skills) upon which the student will be evaluated.

During the performance of the assigned job, the student can refer to the listed practice behaviors and reflect upon what has been learned or performed. During weekly supervision, the field instructor and student will use this list as a basis for their discussion of how, where, why, and to what extent the student is progressing toward achieving the outcomes.

The agency job description and receipt of the Practice Behaviors Worksheet represent the agreement entered into by the Student, Field Instructor, and Faculty Liaison during a specific semester for the express purpose of social work education in a human service agency setting. These learning agreement documents are part of the contractual agreement between the Agency and the School of Social Work. The signatures of Student, Field Instructor, and Faculty Liaison indicate that this learning agreement will give collaborative

direction to the work and progress expected of and with the student during this semester.

THE UNIVERSITY OF SOUTHERN MISSISSIPPI

SCHOOL OF SOCIAL WORK

FIELD EDUCATION LEARNING AGREEMENT

Please complete and return by end of first week of placement.

Student _____
Agency _____
Field Instructor (FI) _____ FI Phone _____
Semester: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: _____
Course: <input type="checkbox"/> 431 <input type="checkbox"/> 626 <input type="checkbox"/> 627 <input type="checkbox"/> 673

Part I – Agency job description

Please attach a copy of the agency job description that includes tasks and responsibilities the student is expected to learn and perform during this semester. Please add additional activities below.

Part 2 – Practice Behaviors

The list of the practice behaviors will be used during weekly supervision. In conjunction with this list, the field instructor will directly observe the student's interactions with colleagues and clients in order to assess the competencies listed on the worksheet. Signing below indicates willingness to enter into the learning agreement.

Student Signature _____ **Date** _____

Field Instructor _____ **Date** _____

Field Liaison _____ **Date** _____

Foundation Practice Behaviors

- 1) Advocate for client access to the services of social work
- 2) Attend to professional roles
- 3) Attend to professional boundaries
- 4) Demonstrates professional demeanor in behavior
- 5) Demonstrates professional demeanor in appearance
- 6) Demonstrates professional demeanor in communication
- 7) Establishes professional relationships with agency personnel, colleagues, and other contacts
- 8) Recognize and manage personal values in a way that allows professional values to guide practice
- 9) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- 10) Recognize and communicate an understanding of the importance of difference in shaping life experiences
- 11) Critique and apply knowledge to understand person and environment
- 12) Builds relationship using empathy and other interpersonal skills
- 13) Collect, organize, and interpret client data
- 14) Assess client strengths and limitations
- 15) Practice personal reflection and self-correction to assure continual professional development
- 16) Use supervision and consultation
- 17) Make ethical decisions by applying standards of the NASW Code of Ethics
- 18) Tolerate ambiguity in resolving ethical conflicts
- 19) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and/or communities
- 20) Recognize the extent to which a culture's structures and values may oppose, marginalize, alienate, or create or enhance privilege and power
- 21) Utilize conceptual frameworks to guide the processes of assessment, intervention, and/or evaluation
- 22) Analyze, formulate, and advocate for policies that advance social well-being
- 23) Collaborate with colleagues and clients for effective policy action
- 24) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- 25) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
- 26) Substantively & effectively prepare for action with individuals, families, groups, organizations, and/or communities
- 27) Develop mutually agreed-upon focus of work & desired outcomes
- 28) Develop mutually agreed-upon intervention goals & objectives

- 29) Select appropriate intervention strategies.
- 30) Initiate actions to achieve organizational goals
- 31) Implement prevention interventions that enhance client capacities
- 32) Help clients resolve problems
- 33) Negotiate, mediate, and advocate for clients
- 34) Facilitate transitions and endings
- 35) Critically analyze, monitor, and evaluate interventions. THE UNIVERSITY OF SOUTHERN MISSISSIPPI

MSW SECOND YEAR PRACTICE BEHAVIORS

EPAS 1 – Professional Identity

1. Readily identify and engage as social workers professionals with clients, communities, agencies, and organizations.
2. Recognize and manage personal biases as they affect the professional relationship with clients and colleagues, including power differentials.

EPAS 2 – Values & Ethics

Articulate the application of a model for ethical decision making.

EPAS 3 – Critical Thinking

Synthesize multiple perspectives to craft appropriate solutions.

EPAS 4 – Diversity

Adapt practice strategies to address cultural and ethnic contexts.

EPAS 5 – Social Justice

1. Ensure ethical principles are applied to decisions made on behalf of oppressed and vulnerable populations by incorporating the effects of oppression, discrimination, and historical trauma on client and client systems in treatment planning and intervention.
2. Advocate for access to services and reduction of treatment disparities for diverse populations by assessing and addressing any negative impacts of social policies and practices with historically disadvantaged populations.

EPAS 6 – Research

Use the evidence-based practice process in assessment and intervention with client systems.

EPAS 7 – Human Behavior

Synthesize and differentially apply theories of human behavior and the social environment to navigate clients through complex systems.

EPAS 8 – Policy

Identify the constraints of current policy and procedures to producing change.

EPAS 9 – Context

Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

EPAS 10A – Practice/Engagement

1. Establish a relationally based process that encourages client systems to be equal participants in the establishment of treatment goals and expected outcomes.
2. Effectively manage barriers and challenges in the engagement process.
3. Practice use of self and reflective process.
4. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the professional alliance.

EPAS 10B – Practice/Assessment

1. Assess client readiness for change.
2. Use multidimensional bio-psycho-social assessment tools for client systems.
3. Formulate differential and multi-axial diagnoses.
4. Identify contextual barriers to change.

EPAS 10C – Practice/Intervention

1. Critically evaluate, select, and apply best practices and evidence-based interventions.
2. Articulate reasons for intervention choices.
3. Collaborate appropriately with other professionals to coordinate interventions.

EPAS 10D – Practice/Evaluation

Synthesize and disseminate intervention findings in order to inform and improve practice, policy, and future research.

THE UNIVERSITY OF SOUTHERN MISSISSIPPI
SCHOOL OF SOCIAL WORK

FOUNDATION FIELD EVALUATION RUBRIC

Instructions

This form lists the practice behaviors and criteria for each level in the rating scale. The Field Instructor will use the separate Evaluation Rating Form to score the student. Please read the table below for detailed instructions on how to use the two forms together. If you have questions, please call the Field Office at 601.266.5569.

	Rubric Form <i>(on following pages)</i>	Rating Form <i>(separate)</i>
<p>Column 1: Practice Behaviors</p> <p>Columns 2 – 6: Criteria for rating</p> <p>The rating scale has five levels and two scores within each level. Therefore, you are rating the student on a scale of one to ten based on the criteria.</p>	<p>You are rating the student on these practice behaviors.</p> <p>Each column contains the criteria for that level in the rating scale. The scale has five levels ranging from “Not Achieved” to “Highly Achieved”</p>	<p>You are rating the student on these practice behaviors</p> <p>Circle the number to indicate your rating of the student.</p>
<p>Column 7: NA</p>	<p>Not included on this form.</p>	<p>Circle NA if this practice behavior does not apply to your setting.</p>
<p>Column 8: Method of Assessment</p> <p>Direct Observation: you watched the student perform this behavior.</p> <p>Supervision: You discussed this practice behavior in your weekly supervision meetings.</p> <p>Paperwork: psychosocial assessments, reports, case notes, or any other documentation.</p>	<p>Not included on this form.</p>	<p>Check the box to indicate which of the three assessment methods you used for rating the student.</p>
<p>Last Page</p> <p>Review and Signatures</p>	<p>Not included on this form.</p>	<p>Review and discuss this evaluation with the student. Provide the student an opportunity to make written comments. Both the field instructor and student sign. The student’s signature indicates the student participated in the review and discussion; however, the student signature does not indicate the student agrees with the evaluation.</p>

Follow this process for the midterm and final evaluations.

This rubric was adapted from Salve Regina University Department of Social Work Field Instructor Evaluation.

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
1) Advocate for client access to the services of social work	No concrete evidence of client advocacy. This has been discussed in supervision.		Discusses need for client advocacy in supervision but has taken no action		Discusses in supervision a plan for client advocacy but no action taken		Student has planned action for client advocacy and executed plan		Student advocates for client access to services on a consistent basis	
2) Attend to professional roles	Student seems unaware of professional roles (broker, counselor, advocate, etc.) as well as the role and function of the agency. This has been discussed in supervision.		When called to his/her attention, the student can identify possible role issues but skill in this area suggests limited ability to transfer to a new situation.		Student recognizes different role issues (e.g., when to act as a broker rather than as a counselor), although on 1-2 occasions there has been role confusion and/or understanding of agency's role seems limited.		Student evidences the knowledge and skill to identify role issues and to act appropriately in varying situations.		Student demonstrates the ability to anticipate possible role issues and to prepare a plan for dealing with them professionally. Works within role and function of agency, demonstrating good use of community resources.	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
3) Attend to professional boundaries	Student seems unaware of professional roles (broker, counselor, advocate, etc.) and appropriate boundaries as well as the role and function of the agency. This has been discussed in supervision.		When called to his/her attention, the student can identify possible role/boundary issues but skill in this area suggests limited ability to transfer to a new situation		Student recognizes different role and boundary issues, although follow through has been inconsistent 2-3 times and/or understanding of agency's role seems limited.		Student evidences the knowledge and skill to identify role/boundary issues and to act appropriately		Student demonstrates the ability to anticipate possible role/boundary issues and to prepare a plan for dealing with them professionally. Works within role and function of agency, demonstrating good use of community resources.	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
4) Demonstrate professional demeanor in behavior.	Student frequently does not maintain a calm and objective demeanor and/or time management skills interfere with the work of the agency. Student punctuality and overall dependability is inconsistent. A Performance Improvement Plan has been implemented.		Student is inconsistent with regard to poise, punctuality, dependability and professional demeanor (according to agency and professional standards).		Generally poised, punctual, dependable and objective demeanor under ordinary circumstances. Behavior is generally in accord with agency expectations and professional standards.		Calm and objective under usual circumstances and frequently when under stressful situations. Punctual and dependable. Behavior (90% of the time) is consistent with agency expectations and professional standards.		Exhibits calm and objectivity even under stressful situations. Always punctual and dependable, consistent with agency expectations and professional standards. Time management skills are exemplary.	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
5) Demonstrate professional demeanor in appearance	Student frequently does not maintain a professional appearance. A Performance Improvement Plan has been implemented .		Student is inconsistent with regard to appearance being, at times, not in accord with agency and professional standards. This issue has been discussed in supervision.		Appearance is typically in accord with agency expectations and professional standards, including clothing as well as accessories.		Appearance (90% of the time) is consistent with agency expectations and professional standards.		Appearance (including clothing and accessories) is always consistent with agency expectations and professional standards.	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
6) Demonstrate professional demeanor in communication	Student frequently does not maintain a professional level of communication (e.g., uses slang, has disregard for titles, uses value-laden language, has poorly written case notes, etc.). A Performance Improvement Plan has been implemented.		Student is inconsistent with regard to professional oral and written communication (according to agency and professional standards). For example, case notes have errors, value judgments have been discussed in supervision, etc.		Communication is typically in accord with agency expectations and professional standards. There is an on-going need to develop written communication, but improvement is evident.		Communication is (90% of the time) consistent with agency expectations and professional standards. Both oral and written communication is generally clear, concise, accurate, and respectful of others.		Communication is always consistent with agency expectations and professional standards. Skill in this area is beyond that typically evident in a foundation level intern.	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
7) Establishes professional relationships with agency personnel, colleagues, and other contacts	Student keeps to self and does not interact with others. A Performance Improvement Plan has been implemented .		Student interactions with colleagues, agency personnel or others are counter-productive to achieving agency goals. This issue has been discussed in supervision.		Student interacts as needed with colleagues, agency personnel or others in a positive manner.		Student initiates interaction with colleagues, agency personnel or others as needed to meet agency goals.		Student initiates and readily engages in professional relationships effectively with the ability to adapt boundaries and judgment to the situation.	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
8) Recognize and manage personal values in a way that allows professional values to guide practice	Allows personal values to interfere with practice (e.g., restricting services or options to clients due to personal values, not advocating in support of legislation beneficial to clients due to personal prejudices). Appears unaware of the values of the profession. This has been discussed in supervision.		Recognizes possible conflicts in personal and professional values but has not shown sufficient skill in either identifying conflicts in values or actively working to manage them. Passive compliance. Appears to have a limited knowledge of professional values and/knows the values but finds application difficult.		Once personal/professional value conflicts have been identified, student appears to engage in self-reflection and openly discusses with supervisor ways to manage conflicts.		Initiates efforts to identify conflicts in personal and professional values before openly exploring in supervision ways of managing conflicts.		Readily identifies personal/professional value conflicts and is frequently able to plan effective ways to manage them.	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
9) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	Student seems reluctant or unable to engage in self-assessment and/or to address personal biases and values which may impact work with diverse client populations. This has been discussed in supervision.		Student seems to be aware of personal biases and values but has had difficulty in supervision addressing how they will be managed in the practice setting.		Student's awareness of personal biases and values is consistent. Student demonstrates in supervision an ability to discuss openly ways to work on eliminating their influence on practice.		Student comes to supervision after careful self-reflection, well aware of potential biases and values that may impede the helping process. The student typically seeks assistance in eliminating personal biases and growing in even greater self-awareness.		Student is able to anticipate how personal biases and values may mitigate against the helping process and actively seeks out assistance in managing biases and values in the best interests of the client.	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
10) Recognize and communicate an understanding of the importance of difference in shaping life experiences	Student appears to have little understanding of the impact of difference in shaping life experiences. Student seldom, if ever, references client differences in designing or implementing plans or evaluations. This has been discussed in supervision.		Student seems to appreciate how difference may shape life experiences but seldom integrates that appreciation into their plans for work with clients. Application is lacking.		Student has demonstrated an ability to understand how client differences have impacted life experiences. Student is able to provide at least 1 – 2 concrete examples relative to each client.		Student consistently demonstrates an understanding of how client differences shape life experiences and has routinely been able to discuss several ways in which this is evident in his/her clients.		Student understands very well the importance of difference in shaping the human experience that s/he actively investigates resources useful in selecting assessment, intervention and evaluation strategies that are most appropriate for the client.	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
11) Critique and apply knowledge to understand person and environment.	Student has not provided evidence of being able to apply knowledge of human behavior in the social environment in his/her work with clients (e.g., fails to consider all dimensions of the human experience in making assessments). This has been discussed in supervision.		Student has been able to apply some knowledge from HBSE in working with clients but has not done so consistently or has only done so when prompted (e.g., culture not considered on a consistent basis).		Student has been able (at least twice) to critique knowledge from HBSE, applying only what is appropriate to a given client system.		Student routinely demonstrates (at least 5 times) the ability to accurately critique knowledge from HBSE and apply pertinent information in his/her work with clients.		Student consistently and accurately critiques knowledge from HBSE, applying valuable knowledge in all facets of his/her work with clients (e.g., assessments, interventions and evaluations)	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
12) Builds relationship using empathy and other interpersonal skills	Student has not been able to approach his/her work with clients with empathy and interpersonal skills. Student may, for example, mistake sympathy for empathy. This has been discussed in supervision.		Student has been able to make a human connection with clients but has had difficulty in some areas, or with specific client populations.		Student generally engages well with clients, evidencing good interpersonal skills, but has not been consistent across groups or situations (e.g., engages readily with children but appears intimidated by some adults)		Student has effectively used empathy and other interpersonal skills (e.g., attending skills, reflective listening, etc.) on a consistent basis to engage clients in the helping process.		Student's high level of skill in demonstrating empathy and using other interpersonal skills (e.g., silence, confrontation, etc.) has been a key determinant of the student's success in working with clients.	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
13) Collect, organize, and interpret client data	Student appears to have limited skill in gathering necessary client data, organizing information and interpreting client data. Assessments do not meet agency or professional standards as demonstrated through case notes or DAPs. This has been discussed in supervision.		Student has, in supervision, discussed data collection, organization and interpretation, but has been unsuccessful in demonstrating this skill on a consistent basis with client systems. Data have been inaccurate and/or incomplete		The student has demonstrated skill in gathering and organizing data, although the accuracy of interpretations has been inconsistent at times, requiring follow-up discussion in supervision.		The student has demonstrated, on at least three occasions, the ability to gather, organize and accurately interpret client data		The student has demonstrated, at least 5 times, skill in developing, gathering, organizing, and interpreting client data; employing data analysis skills appropriate for working with the client system (e.g., single case study design analyses, asset based community assessments, etc.).	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
14) Assess client strengths and limitations	Student seems unable to assess client strengths/limitations, resulting in inaccurate or inappropriate assessments as demonstrated through case notes or DAPs. This has been discussed in supervision.		Student has discussed attempts to assess client strengths and limitations in supervision but assessments are not generally reflective of client strengths and/or not completed in a timely manner.		The student has demonstrated skill in assessing client strengths/limitations but has been inconsistent at times, requiring follow-up discussion in supervision.		On at least three occasions, the student has demonstrated skill in accurately assessing client strengths and limitations, providing this evidence in case notes.		The student has demonstrated, at least 5 times, skill in assessing client strengths and limitations by employing data analysis skills appropriate for working with the client system (e.g., single case study design analyses, asset based community assessments, etc.).	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
15) Practice personal reflection and self-correction to assure continual professional development	Demonstrates a resistance to personal reflection and self-correction in supervision. Does not use personal reflection and self-correction to enhance practice. This has been discussed in supervision.		Personal reflection and self-correction not initiated unless prompted by others (e.g., field instructor, professor, etc.).		Has demonstrated personal reflection and self-correction on occasion (2 – 3 times)		Student weekly demonstrates (in supervision) the ability to be self-reflective and to take the necessary steps for continued professional development.		Consistently comes to supervision prepared with evidence of ongoing personal reflection and self-correcting behavior	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
16) Use supervision and consultation	Doesn't appear to utilize supervision in a manner consistent with on-going professional development (e.g., is ill-prepared, seeming pre-occupied, and/or has poor follow-through). This has been discussed in supervision.		Inconsistently prepared (no agenda, prior self-reflection, etc.). Has trouble accepting constructive input and/or does not follow through on supervisory input.		Consistently prepared for supervision and sometimes evidences good follow-through on feedback.		Consistently prepared, able to tactfully disagree, but remains open to constructive feedback. Good follow through		Maximizes the use of supervision to grow professionally. Consistently well prepared. Excellent follow through	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
17) Make ethical decisions by applying standards of the NASW Code of Ethics	Decisions seem to be unrelated to the ethical standards set forth by the profession. Student appears to have limited knowledge of the Code of Ethics and/or how the Code relates to practice. A Performance Improvement Plan has been implemented .		Student appears to be knowledgeable about the content of the NASW Code of Ethics but has difficulty applying the principles to practice situations as they emerge		Student has demonstrated a working knowledge of the NASW Code of Ethics and has, on 1 – 3 occasions, applied them in formulating a plan for client work		Student has demonstrated, through consistent reference to the Code of Ethics, an understanding and appreciation for the values of the profession. The student typically refers to the values and ethics of the profession in formulating decisions.		The student appears to have internalized the values and ethics of the profession so well that all decisions can be directly traced to one or more core values and/or ethical principles.	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
18) Tolerate ambiguity in resolving ethical conflicts	Student appears uncomfortable not having one clear, direct answer to each ethical dilemma. Fails to embrace the opportunities for professional growth presented by encountering ethical dilemmas. Stymied when confronted by ethical dilemmas. This has been discussed in supervision.		Student is aware of ethical dilemmas and able to discuss them but often finds ambiguity stressful, which negatively impacts the helping process.		Student can readily identify ambiguities in resolving ethical conflicts and often engages in discussions evidencing an appreciation for multiple perspectives.		Student can engage in dialogue relative to ethical conflicts, appreciating existing ambiguities, without resulting in undue stress on their practice.		Student not only recognizes ethical conflicts but often frequently initiates discussions around their resolution in order to better understand alternative perspectives, thereby enhancing their professional development.	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
19) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities	Communication is not consistent with professional standards. Communication is not accurate and contains grammatical and/or typographical errors and/or deadlines are not met. This has been discussed in supervision.		Student has demonstrated limited ability to document/communicate effectively. Deadlines are sometimes not met.		Communication (oral and written) is acceptable with deadlines generally being met.		Oral and written communication is clear, concise, cogent and always timely.		Oral and written communication is excellent and deadlines are always met. Communication is crafted with due consideration of the audience (e.g., literacy level, cultural background, etc.)	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
20) Recognize the extent to which a culture's structures and values may oppose, marginalize, alienate, or create or enhance privilege and power	Student has evidenced little or no ability to understand possible links between culture, power and privilege. This has been discussed in supervision.	Student can identify oppressed populations, marginalized groups, and those who have been alienated, but seldom sees cultural values and structures as determinants of power and privilege	Student has demonstrated the ability to identify several specific cultural values/structures that have served to enhance or reduce power/privilege for a client population.	Student demonstrates a good working knowledge of differences in cultural values/structures and has used that knowledge to engage clients in practice on 2-3 occasions. Consideration of power/privilege is consistent in that engagement.	Student has evidenced a strong understanding of power and privilege and has initiated discussions at the agency on ways in which client diversity/difference relates to power/privilege in order to enhance service delivery..					

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
21) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	<p>Student has provided no evidence to support that s/he is able to use conceptual frameworks to guide practice. Student is unable to clearly discuss major conceptual frameworks underlying human behavior in the social environment or to apply them to clients.</p> <p>This has been discussed in supervision.</p>		<p>Major conceptual frameworks are generally understood by the student but the ability to use the frameworks to conduct an appropriate assessment, intervention and evaluation is limited (e.g., student fails to consider stages of human development in developing an intake assessment.</p>		<p>Major conceptual frameworks are understood by the student who has demonstrated (1 – 3 times) the ability to apply that knowledge in concrete ways (e.g., in selecting an intervention appropriate for a teenage girl).</p>		<p>Student routinely (5+ occasions) considered conceptual frameworks underpinning the person-in-environment approach in designing assessments, interventions and evaluations (e.g., using asset-based community development approaches to gather information re: a community).</p>		<p>Student consistently integrates into the design and implementation of his/her assessment, intervention and evaluation plans with clients information gleaned from knowledge of human behavior and the social environment (especially the major conceptual frameworks).</p>	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
22) Analyze, formulate, and advocate for policies that advance social well-being	Student demonstrates very limited skill and/or interest in policies that would advance social well-being. Policy practice is generally not seen as part of his/her work with clients (e.g., student makes referrals for heating assistance but does not avail themselves of opportunities to promote policies to expand assistance). This has been discussed in supervision.		Skill in analyzing, formulating and advocating for policy change has been demonstrated but the student has not demonstrated skill in applying those skills within the practice setting at the agency.		Student is able to discuss ways of using his/her knowledge of policy analysis, policy formulation and advocacy in this practice setting but has been unable to engage in policy practice thus far.		Student has been able to accurately apply techniques to analyze policies and their impact on social well-being. Alternative policies that would further enhance client social well-being have also been offered by the student in supervision.		Student has integrated into his/her practice on-going analysis of policies in terms of social well-being. In addition, the student has demonstrated skill in formulating policy and advocating for those policies that advance client social well-being.	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
23) Collaborate with colleagues and clients for effective policy action	Student has been unable to contribute to effective policy action with colleagues (e.g., if the agency was undertaking a letter-writing campaign, student has not been a contributor). This has been discussed in supervision.		Student has engaged in discussions with colleagues around effective policy action but has played more of a supportive than leadership role.		Student has worked with colleagues to effect policy change at least once.		Student has worked with colleagues to effect policy change and has assumed a leadership role (at least once) in that effort.		Student actively seeks opportunities to engage colleagues in effective policy action and assumes a key leadership role in planning and executing supportive activities (e.g., student initiates a letter writing campaign to support a bill to increase benefits to low-income citizens).	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
24) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	Student does not appear to attend to, or incorporate into his/her work with clients changing realities, new trends, or other relevant information to improve services (e.g., possible opportunities with the new G.I. bill not shared with clients). Student seems uninformed on emerging developments. This has been discussed in supervision.		Student is able to identify changing contexts and their implications for clients but has not incorporated that knowledge into his/her practice at the agency (e.g., new information on working with clients with PTSD).		Student is readily able to identify and to discuss shifting contexts and their impact on work with clients. S/he has demonstrated, on at least three occasions, skill in applying new information in working with clients.		Student evidences skill in acquiring, evaluating and incorporating new information, technologies and trends into his/her practice with due consideration for providing the most appropriate services.		Student is continually aware of changing social contexts shaping practice and has demonstrated a high level of skill in acquiring and evaluating its relative value in providing quality services to clients (e.g., incorporating knowledge from classes).	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
25) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	Student has not yet worked towards promoting sustainable changes in service delivery. This has been discussed in supervision.		Student has been supportive of others at the agency working towards effecting changes in service delivery that can be maintained over time, but has been unable to demonstrate leadership in this area.		Student has worked cooperatively with others at the agency to promote changes in service delivery and has played a significant role in effecting those changes, although has not assumed a leadership role.		Student has worked in a leadership role on at least one occasion to develop and implement sustainable changes in service delivery.		Student continually plays a leadership role in promoting sustainable changes in service delivery, engaging others in making modifications that would qualitatively improve client services (e.g., assists in identifying ways to make the agency more user-friendly and welcoming to diverse populations)	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
26) Substantively & effectively prepare for action with individuals, families, groups, organizations, and communities	Student approaches his/her work with client systems without sufficient preparation and planning, as evidenced by discussions in supervision.		Student has a general working knowledge of effective planning/preparation needed for work with clients but has, at times, been unable to articulate that knowledge in developing a plan for work with a given client system.		Student evidences an understanding of good planning processes but has, at times, been inadequately prepared for action with clients (e.g., failed to bring needed materials, failed to read case notes in advance, etc.)		Student meets the expectation of work with clients although all preparation has been within the range of that normally required.		Student is consistently well prepared, beyond what is normally required, for action with clients as evidenced by the quality of service delivery and planning discussions.	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
27) Develop mutually agreed-upon focus of work & desired outcomes	Student appears to have limited skill in being able to identify, with the client, a plan for work (e.g., discussions lose focus, client is able to deter worker from the task, or student appears to independently determine focus of work and planned outcomes). This has been discussed in supervision.		Student has been able, in supervision, to discuss an approach to developing a mutually agreeable plan for work with the client, system but has not carried out such a plan with a client system.		While the student appears to be focused on developing a plan for work with the client system, an actual focus of work and desired outcomes are seldom identified in a timely manner with the client system		The focus of work and desired outcomes are completed in a timely manner but appear to lack sufficient client input, reflecting limited client system engagement		The student has demonstrated, at least 3 times, skill in developing a mutually agreed-upon focus of work and desired outcomes that are relevant, culturally sensitive, timely, and supportive of attempts to engage the client system in the helping process.	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
28) Develop mutually agreed-upon intervention goals & objectives	Student has had difficulty working on goals and objectives with clients. Student appears unclear about how goals differ from objectives or how to develop either with the client system. This has been discussed in supervision.		Student has limited skill in developing goals and objectives with clients. The process seems to inhibit, rather than facilitate, further work with the client system.		Student has (1-3 times) demonstrated skill in crafting goals and objectives with clients that are clear, comprehensive and appropriate.		Student has demonstrated at least three times the ability to engage clients in developing mutually agreed-upon goals and objectives that are relevant, clear and comprehensive.		Student is able to work very effectively with clients in developing mutually agreed-upon goals and supporting objectives. Goals and objectives are developed with ease and clarity, engaging the client in each step of the process.	
29) Select appropriate intervention strategies.	Student knowledge of intervention strategies is limited and/or student is not able to select an appropriate strategy for the situation. This has been discussed in supervision.		Student has knowledge of various strategies but has difficulty making the connection between client need and an effective strategy to employ.		On at least two occasions, student has been able to appropriately connect client needs to an appropriate strategy. More practice needed.		Student typically demonstrates an ability to discern and to use an appropriate strategy to meet client needs.		Student is very discerning, choosing from among a repertoire of strategies the most appropriate one to meet client needs.	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
30) Initiate actions to achieve organizational goals	Student is unaware of agency mission and goals and, therefore, has difficulty initiating actions to achieve stated organizational goals. This has been discussed in supervision.		Student has knowledge of agency mission and goals, but has shown no initiative in acting to achieve goals.		On 1-2 occasions, student has worked with colleagues in the agency to initiate some action to achieve agency goals.		Student initiates actions to achieve agency goals on a fairly consistent basis (3-5 times).		Student has been proactive in initiating actions and has taken a leadership role on at least seven occasions.	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
31) Implement prevention interventions that enhance client capacities	Student does not use appropriate prevention interventions with clients (e.g., educate regarding dangers of drinking and smoking while pregnant; recommend a stress reduction class when seeing client stress escalating, etc.). This has been discussed in supervision.		Student shows some initiative in using prevention interventions, especially when suggested by supervisor, but under-utilizes prevention as an intervention strategy.		Student has shown initiative on 1-2 occasions to implement prevention interventions that support client capacities (e.g., referred client for smoking cessation class).		Student typically is able to anticipate client needs and ways to support the client through prevention strategies. Good follow-through in designing and implementing plans.		Student actively investigates available prevention interventions with clients on a consistent basis and takes a leadership role in promoting opportunities to expand prevention interventions available to clients.	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
32) Help clients resolve problems	Student has limited ability to recognize client problems and to employ a strengths-based approach in resolving them. This has been discussed in supervision.		Student is able to recognize client problems and strengths but fails to include the client in the process.		Student has been able to demonstrate (2-3 occasions) skill in working with clients to identify and resolve problems.		Student typically encourages the client and supports the client in resolving the problem.		Student consistently supports the client in resolving the problem, using a strengths-based perspective.	
33) Negotiate, mediate, and advocate for clients	Student appears to be unaware of the roles of a social work as broker, advocate, mediator, etc. This has been discussed in supervision.		Student is aware of social work roles but his/her comfort and skill level do not provide him/her with the ability to negotiate, advocate and mediate for clients.		Student has, on 2-3 occasions, negotiated, advocated and/or mediated for clients. Comfort level with these skills is developing.		Student is readily able to negotiate, advocate and mediate on behalf of clients and does so effectively.		Student is accomplished in this area, having fine-tuned these skills to the degree that the student is comfortable.	

Practice Behaviors	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED	
	1	2	3	4	5	6	7	8	9	10
34) Facilitate transitions and endings	Student lacks the knowledge and skill to recognize and plan for transitions and endings. This has been discussed in supervision.		Student has the knowledge but avoids transitions and endings (e.g., has difficulty discussing endings in supervision, procrastinates in telling client of pending need to terminate, etc.).		Student is able to plan for transitions and endings in supervision but has difficulty fully executing the plan.		Student can plan and execute transitions and endings, appropriately facilitating the process for the client as well as for his/her colleagues.		Student has developed sufficient skill to be able to use transitions and endings as opportunity for both client and worker growth.	
35) Social workers critically analyze, monitor, and evaluate interventions.	Student does not acknowledge assessment as an on-going process and therefore does not monitor and evaluate interventions. This has been discussed in supervision.		Student recognizes the need for evaluation but lacks the skill to monitor and evaluate interventions.		Student has been able (at least 2-3 times) to use supervision to discuss and enhance their knowledge of evaluation.		Student demonstrates on-going ability to analyze, monitor and evaluate interventions in practice and the in supervisory process.		Student shows excellent evaluative skills, critically and accurately analyzing, monitoring and evaluating interventions on an on-going basis.	



School of Social Work

FOUNDATION EVALUATION RATING FORM

Student Name: _____ Date: _____

Agency _____ Field Instructor _____

Faculty _____ Semester/Year _____

	Not Achieved	Minimally Achieved	Moderately Achieved	Achieved	Highly Achieved	NA	Method of Assessment
1) Advocate for client access to the services of social work	1	3	5	7	9		<input type="checkbox"/> Observation
	2	4	6	8	10	NA	<input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
2) Attend to professional roles	1	3	5	7	9		<input type="checkbox"/> Observation
	2	4	6	8	10	NA	<input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
3) Attend to professional boundaries	1	3	5	7	9		<input type="checkbox"/> Observation
	2	4	6	8	10	NA	<input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
4) Demonstrates professional demeanor in behavior	1	3	5	7	9		<input type="checkbox"/> Observation
	2	4	6	8	10	NA	<input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork

	Not Achieved	Minimally Achieved	Moderately Achieved	Achieved	Highly Achieved	NA	Method of Assessment
5) Demonstrates professional demeanor in appearance	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
6) demonstrates professional demeanor in communication	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
7) Establishes professional relationships with agency personnel, colleagues, and other contacts	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
8) Recognize and manage personal values in a way that allows professional values to guide practice	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
9) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
10) Recognize and communicate an understanding of the importance of difference in shaping life experiences	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork

	Not Achieved	Minimally Achieved	Moderately Achieved	Achieved	Highly Achieved	NA	Method of Assessment
11) Critique and apply knowledge to understand person and environment	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
12) Builds relationship using empathy and other interpersonal skills	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
13) Collect, organize, and interpret client data	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
14) Assess client strengths and limitations	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
15) Practice personal reflection and self-correction to assure continual professional development	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
16) Use supervision and consultation	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
17) Make ethical decisions by applying standards of the NASW Code of Ethics	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork

	Not Achieved	Minimally Achieved	Moderately Achieved	Achieved	Highly Achieved	NA	Method of Assessment
18) Tolerate ambiguity in resolving ethical conflicts	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
19) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and/or communities	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
20) Recognize the extent to which a culture's structures and values may oppose, marginalize, alienate, or create or enhance privilege and power	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
21) Utilize conceptual frameworks to guide the processes of assessment, intervention, and/or evaluation	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
22) Analyze, formulate, and advocate for policies that advance social well-being	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
23) Collaborate with colleagues and clients for effective policy action	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork

	Not Achieved	Minimally Achieved	Moderately Achieved	Achieved	Highly Achieved	NA	Method of Assessment
24) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
25) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
26) Substantively & effectively prepare for action with individuals, families, groups, organizations, and/or communities	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
27) Develop mutually agreed-upon focus of work & desired outcomes	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork

	Not Achieved	Minimally Achieved	Moderately Achieved	Achieved	Highly Achieved	NA	Method of Assessment
28) Develop mutually agreed-upon intervention goals & objectives	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
29) Select appropriate intervention strategies.	1 2	3 4	5 6	7 8	9 10	NA	
30) Initiate actions to achieve organizational goals	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
31) Implement prevention interventions that enhance client capacities	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
32) Help clients resolve problems	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
33) Negotiate, mediate, and advocate for clients	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
34) Facilitate transitions and endings	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork
35) Critically analyze, monitor, and evaluate interventions.	1 2	3 4	5 6	7 8	9 10	NA	<input type="checkbox"/> Observation <input type="checkbox"/> Supervision <input type="checkbox"/> Paperwork

Major strengths and/or areas where student growth was most obvious to this point in the semester:

Student Comments:

This is to certify that the student has read and received a copy of this mid-semester evaluation, and is informed of his/her right to disagree in writing. If so, such a statement should be written above (Student Comments) or attached to this evaluation.

Signatures:

Field Instructor/Date _____

Student/Date _____

Faculty Liaison/Date _____

THE UNIVERSITY OF SOUTHERN MISSISSIPPI
SCHOOL OF SOCIAL WORK
ADVANCED FIELD EVALUATION: MSW Second Year

Student _____

Agency _____

Field Instructor (FI) _____ FI Phone _____

Semester: Fall Spring Year: _____

<p>Check one:</p> <p><input type="checkbox"/> Midterm Evaluation</p> <p><input type="checkbox"/> End of Semester Evaluation</p>

EVALUATION INSTRUCTIONS

Column 1

You are rating the student on these practice behaviors.

Column 2

Identify your assessment method. In what way(s) did you observe the student's performance? Common assessment methods are provided for you to check.

Column 3 - 7

This rubric will guide your rating. For each criteria, you have a high and low choice.

Column 8

Put your rating for this practice behavior on the line provided in the last column. If you have comments, please write them below the rating line or in the space below the columns. Comments are optional.

<p>PLEASE NOTIFY THE FIELD OFFICE OF ANY RATINGS OF '4' OR LOWER.</p>

Page 9: Review and Signature Page

Review and discuss this evaluation with the student. Provide the student an opportunity to make written comments. Both the field instructor and student sign. The student's signature indicates the student participated in the review and discussion; however, the student signature does not indicate the student agrees with the evaluation.

If you have questions about this form, please call the student's faculty liaison or the field office.

Practice Behaviors	Method of Assessment	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED		RATING and Comments
		1	2	3	4	5	6	7	8	9	10	
<p>EPAS 1-1 – Professional Identity</p> <p>Readily identify and engage as a social work professional with clients, communities, agencies, and organizations</p>	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Supervisory Discussion <input type="checkbox"/> Assessment <input type="checkbox"/> Review of Process Recording <input type="checkbox"/> Review Documentation <input type="checkbox"/> Other - Specify:	<p>Student does not understand how role as a professional social worker differs from other types of relationships. Student struggles to maintain appropriate boundaries with both clients and other professionals. Although discussed in supervision, student appears unable to attain professional identity.</p>	<p>Student has a beginning understanding of role as a professional social worker and the relationship to both clients and other professionals. Student has difficulty maintaining appropriate boundaries with others.</p> <p>Student is beginning to integrate feedback and develop professional (versus personal) perspective when working with clients.</p>	<p>Student understands role as a professional social worker and the relationship to both clients and other professionals.. Student is open to feedback about boundaries and delineating professional / personal perspectives during supervision.</p>	<p>Student understands their role as a professional social worker and their relationship to both clients and other professionals. Student is able to maintain appropriate boundaries with clients and other professionals. Student is able to reflect on situations and identify differences between personal and professional interactions.</p>	<p>Student is consistently and effortlessly able to engage clients and colleagues in micro and macro settings, maintaining an appropriate professional persona. Student reports routine use of reflection and feedback.</p>						

Practice Behaviors	Method of Assessment	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED		RATING and Comments
		1	2	3	4	5	6	7	8	9	10	
<p>EPAS 1-2 – Professional Identity</p> <p>Recognize and manage personal biases as they affect the professional relationship with clients and colleagues, including power differentials.</p>	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Supervisory Discussion <input type="checkbox"/> Assessment <input type="checkbox"/> Review of Process Recording <input type="checkbox"/> Review Documentation <input type="checkbox"/> Other - Specify:	<p>Student works with clients through egocentric and socio-centric perspectives. Student's reflections does not identify how his/her existing biases and/or life experiences affect the development of professional relationships with both clients and other professionals. Student is unable to modify behavior even though issues have been addressed in supervision</p>	<p>At times the student's work with clients represents meeting own needs, usually by directing client toward goals rather than collaborating. Student has made an effort to modify behavior following supervision but struggles with maintaining objectivity in situations that challenge those biases.</p>	<p>Student understands that pre-existing biases influence professional relationships and is beginning to recognize his/her own biases that are entering into client system interactions. Student is recognizing interactions that meet needs of self rather than clients. Student is making some efforts to modify behavior after issues have been addressed in supervision.</p>	<p>Student is able to interact with clients and keeps client's needs at the forefront. Student is able to keep personal biases from entering into the client relationship. During supervision, student recognizes and manages personal biases and collaborates rather than directs client's efforts or work.</p>	<p>Student prepares for professional interactions by reflecting on possible personal biases that may challenge his/her ability to maintain objectivity and / or may encourage non-collaboration. Student recognizes and effectively manages power differential.</p>	<p>_____</p>					

Practice Behaviors	Method of Assessment	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED		RATING and Comments
		1	2	3	4	5	6	7	8	9	10	
<p><u>EPAS 2 – Values & Ethics</u></p> <p>Articulate the application of a model for ethical decision making.</p>	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Supervisory Discussion <input type="checkbox"/> Assessment <input type="checkbox"/> Review of Process Recording <input type="checkbox"/> Review Documentation <input type="checkbox"/> Other - Specify:	<p>Student is unaware of how ethics are involved. This lack of awareness has been addressed in supervision and/or a Performance Improvement Plan has been implemented.</p>	<p>Student is able to recognize ethics involved in the practice setting but unable to accurately identify ethical conflicts.</p>	<p>Student is able to recognize ethical conflicts or dilemmas and attempts to follow steps to make decision for action; seeks input from supervisor.</p>	<p>Able to select and accurately use a named model for responding to ethical dilemmas, and can use NASW Code of Ethics.</p>	<p>The student is able to apply a hierarchy of rights and provides a rationale for conclusions.</p>	<p>_____</p>					

Example of named models: Congress ETHIC Decision Making Model; Reamer Decision-making Model; Loewenberg and Dolgoff's Hierarchy of Human Rights.

Practice Behaviors	Method of Assessment	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED		RATING and Comments
		1	2	3	4	5	6	7	8	9	10	
<p><u>EPAS 3 –</u> <u>Critical Thinking</u></p> <p>Synthesizes multiple perspectives to craft appropriate solutions</p>	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Supervisory Discussion <input type="checkbox"/> Assessment <input type="checkbox"/> Review of Process Recording <input type="checkbox"/> Review Documentation <input type="checkbox"/> Other - Specify:	<p>Unable to consider multiple explanatory theories or alternate solutions/option in practice.</p> <p>Does not appropriately utilize social work evidence-base for research-informed decision-making.</p> <p>This has been discussed in supervision.</p>	<p>Consideration of alternate explanatory theories and multiple solutions initiated unless prompted by field instructor or professors,</p>	<p>Periodically demonstrates ability to independently utilize multiple explanatory theories and multiple solutions.</p>	<p>Student weekly demonstrates (in supervision) the ability to utilize and articulate multiple explanatory theories or consider a variety of intervention situations.</p>	<p>Consistently demonstrates ability to utilize multiple explanatory theories and integrates appropriate intervention solutions.</p>	<p>_____</p>					

Practice Behaviors	Method of Assessment	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED		RATING and Comments
		1	2	3	4	5	6	7	8	9	10	
<p><u>EPAS 4 – Diversity</u></p> <p>Adapt practice strategies to address cultural and ethnic contexts</p>	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Supervisory Discussion <input type="checkbox"/> Assessment <input type="checkbox"/> Review of Process Recording <input type="checkbox"/> Review Documentation <input type="checkbox"/> Other - Specify:	<p>Demonstrates resistance or inability to understand possible links between culture, power and privilege.</p> <p>This has been discussed in supervision.</p>	<p>Student can identify oppressed populations, marginalized groups, and those who have been alienated; however, seldom sees cultural values and structures as determinants of power and privilege.</p>	<p>Student has demonstrated the ability to identify several specific cultural values/structures that have served to enhance or reduce power/privilege for a client population.</p>	<p>Student demonstrates a good working knowledge of differences in cultural values/structures and uses knowledge to engage clients. Consideration of power/privilege is consistent in that engagement.</p>	<p>Student has evidenced a strong understanding of power and privilege and has initiated discussions at the agency on ways in which client diversity/difference relates to power/privilege in order to enhance service delivery.</p>	<p>_____</p>					

Practice Behaviors	Method of Assessment	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED		RATING and Comments
		1	2	3	4	5	6	7	8	9	10	
<p><u>EPAS 5-1 – Social Justice</u></p> <p>Ensure ethical principles are applied to decisions made on behalf of oppressed and vulnerable populations by incorporating the effects of oppression, discrimination, and historical trauma on client and client systems in treatment planning and intervention.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Direct Observation <input type="checkbox"/> Supervisory Discussion <input type="checkbox"/> Assessment <input type="checkbox"/> Review of Process Recording <input type="checkbox"/> Review Documentation <input type="checkbox"/> Other - Specify: 	<p>Demonstrates resistance or inability to consider causes as well as impacts of discrimination, stigma and injustice on clients when formulating treatment plans and interventions.</p> <p>This has been discussed in supervision.</p>	<p>Occasionally considers causes and effects of discrimination, stigma and injustice when formulating treatment plans and interventions. Engages supervision positively to consider effects of discrimination, stigma, trauma, and injustices on treatment and intervention plans.</p>	<p>Has demonstrated ability to advocate for oppressed and vulnerable groups on occasion. More often than not, considers causes and effects of discrimination, stigma and injustice on clients when formulating treatment plans and interventions. Able to bring these issues up in supervision.</p>	<p>Student advocates for social justice for oppressed and vulnerable populations, and demonstrates ability to implement interventions addressing the causes as well as impacts of discrimination, stigma and injustice.</p>	<p>Student consistently demonstrates advocacy for oppressed and vulnerable groups. Student is vigilant in proactively identifying effects of discrimination, stigma, trauma, and injustice and consistently uses this knowledge in formulating treatment plans and interventions.</p>	<p>_____</p>					

Practice Behaviors	Method of Assessment	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED		RATING and Comments
		1	2	3	4	5	6	7	8	9	10	
<p><u>EPAS 5-2 – Social Justice</u></p> <p>Advocate for access to services and reduction of treatment disparities for diverse populations by assessing and addressing any negative impacts of social policies and practices with historically disadvantaged populations.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Direct Observation <input type="checkbox"/> Supervisory Discussion <input type="checkbox"/> Assessment <input type="checkbox"/> Review of Process Recording <input type="checkbox"/> Review Documentation <input type="checkbox"/> Other - Specify: 	<p>Demonstrates resistance or inability to understand the ways in which historically disadvantaged populations are negatively impacted by social policies and agency practices.</p> <p>This has been discussed in supervision.</p>	<p>Student can identify some ways in which historically disadvantaged populations are negatively impacted by social policies and practices, but seldom advocates for greater access and services for these populations.</p>	<p>Student has demonstrated the ability to identify several examples of ways in which historically disadvantaged populations are impacted by social policies and agency practices. Student has occasionally advocated for greater access and services for these populations.</p>	<p>Student has shown understanding of discrimination, barriers to service, and treatment disparities that impede client access, functioning and optimum use of resources and opportunities. Student has consistently advocated for equality in treatment of disadvantaged populations.</p>	<p>Student has consistently evidenced a strong understanding of treatment disparities and has initiated discussions at the agency on ways in which discrimination and barriers to treatment could be addressed. Student has advocated and confronted confronted discrimination in policy and practice, and developed strategies to address negative impacts.</p>						

Practice Behaviors	Method of Assessment	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED		RATING and Comments
		1	2	3	4	5	6	7	8	9	10	
<p>EPAS 6 – Research</p> <p>Use the evidence-based practice (EBP) process in assessment and intervention with client systems.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Direct Observation <input type="checkbox"/> Supervisory Discussion <input type="checkbox"/> Assessment <input type="checkbox"/> Review of Process Recording <input type="checkbox"/> Review Documentation <input type="checkbox"/> Other - Specify: 	Student fails to utilize assessment and intervention methods that are found in the professional literature and are the methods of best practice.	Student demonstrates inflexibility in using evidence-based practice; i.e., using same intervention for all clients without regard to whether or not the intervention fits the situation.	Student is able to choose from 2-3 evidence-based / best practice processes when working with clients. Student finds supervision helpful in tailoring intervention to unique client situations.	Student periodically uses the professional literature (including textbooks) in order to develop assessment and interventions appropriate to the client situation.	Student consistently uses EBP for assessment and developing interventions. Student may have a 'reference library' of methods to use for assessing and interventions.						

Reference library: journal articles, information on professional organizations, books, handouts from conferences and workshops – essentially building their own 'library'.

Practice Behaviors	Method of Assessment	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED		RATING and Comments
		1	2	3	4	5	6	7	8	9	10	
<p><u>EPAS 7 – Human Behavior</u></p> <p>Synthesize and differentially apply theories of human behavior and the social environment to navigate clients through complex systems.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Direct Observation <input type="checkbox"/> Supervisory Discussion <input type="checkbox"/> Assessment <input type="checkbox"/> Review of Process Recording <input type="checkbox"/> Review Documentation <input type="checkbox"/> Other - Specify: 	<p>Demonstrates resistance to integrating multiple theories of human behavior into case conceptualization & practice. Does not differentially apply social work theory to practice.</p> <p>This has been discussed in supervision.</p>	<p>Willing to differentially apply social work theory & human development to treatment plans when initiated by others (e.g., field instructor, professor, etc.).</p>	<p>Demonstrates ability to differentially apply developmental theory to case conceptualization and practice through supervision process.</p>	<p>Student periodically demonstrates ability to differentially apply social work theories of human development & behavior to assessment and intervention with clients.</p>	<p>Consistently and independently incorporates social work theories of human development & behavior to assessment and intervention with clients.</p>						

Practice Behaviors	Method of Assessment	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED		RATING and Comments
		1	2	3	4	5	6	7	8	9	10	
<p><u>EPAS 8 – Policy</u></p> <p>Identify constraints of current policy and procedures to producing change.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Direct Observation <input type="checkbox"/> Supervisory Discussion <input type="checkbox"/> Assessment <input type="checkbox"/> Review of Process Recording <input type="checkbox"/> Review Documentation <input type="checkbox"/> Other - Specify: 	<p>Fails to identify current policies and procedures involved in meeting client needs.</p>	<p>Only superficially identifies concepts of policies and procedures; seldom involved in in-depth analysis or strategies for effecting change.</p>	<p>Able to recognize constraints of policies and procedures, the student displays limited willingness to follow through influencing changes as discussed in supervision.</p>	<p>Student occasionally is able to recognize constraints of policies and procedures plus discuss and carry out strategies for effecting change as discussed in supervision.</p>	<p>Student is able to develop a plan for change in constraining policies and procedures; may take some action on the plan. Student is able to independently work around policy constraints in order to encourage positive client change.</p>	<p>_____</p>					

Summary: Students should be able to identify systemic policy issues (internal to or externally imposed on their field agency) which constrain or create hardships in delivering services to clients. Students should be able to propose changes to said policies and describe the processes for effecting needed policy changes.

NOTE: The field instructor will not evaluate the student on EPAS #9.

Practice Behaviors	Method of Assessment	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED		RATING and Comments
		1	2	3	4	5	6	7	8	9	10	
<p>EPAS 10a-1 – Practice / Engage</p> <p>Establish a relationally based process that encourages client systems to be equal participants in the establishment of treatment goals and expected outcomes</p>	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Supervisory Discussion <input type="checkbox"/> Assessment <input type="checkbox"/> Review of Process Recording <input type="checkbox"/> Review Documentation <input type="checkbox"/> Other - Specify:	<p>Student recognizes little to no utility of the working/helping relationship with the client and the utility of engagement skills. The student is rarely aware of how differences between client and student impact the helping relationship. The student verbalizes minimal understanding of the importance of mutually negotiating goals and expected outcomes with the client. This has been discussed in supervision and a Performance Improvement Plan Implemented.</p>	<p>Student verbalizes inconsistent understanding of a working/helping relationship with the client and needed engagement skills. The student is inconsistently aware of how differences between client and student can impact the helping relationship. The student verbalizes minimal understanding of the importance of mutually negotiating goals and expected outcomes with the client.</p>	<p>Student demonstrates the ability at times to establish a working relationship with client using engagement skills with awareness of client differences. The student at times uses the helping relationship to mutually negotiate client goals and expected outcomes.</p>	<p>Student demonstrates the ability the majority of the time to establish a working relationship with client by creating a positive helping relationship with clients who are significantly different from the student. The student uses this relationship the majority of the time to mutually negotiate goals and expected outcomes with the client.</p>	<p>Student consistently demonstrates the ability to establish a working relationship with the client by creating a positive therapeutic or helping relationship with clients who are significantly different from the student. The student consistently uses this relationship to mutually negotiate goals and expected outcomes with the client.</p>	<p>_____</p>					

Engagement skills: genuineness, empathy, active listening, respect, reflection, warmth and caring.

Practice Behaviors	Method of Assessment	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED		RATING and Comments
		1	2	3	4	5	6	7	8	9	10	
<p><u>EPAS 10a-2 – Practice / Engage</u></p> <p>Effectively manage barriers and challenges in the engagement process</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Direct Observation <input type="checkbox"/> Supervisory Discussion <input type="checkbox"/> Assessment <input type="checkbox"/> Review of Process Recording <input type="checkbox"/> Review Documentation <input type="checkbox"/> Other - Specify: 	<p>Student rarely recognizes the barriers and challenges in the engagement process with any client.</p> <p>This has been discussed in supervision.</p>	<p>Student inconsistently overcomes barriers and challenges in the engagement process which have to be surmounted to establish rapport with clients.</p>	<p>Student is able at times to surmount the barriers and challenges in the engagement process to establish rapport with some clients.</p>	<p>Student is able the majority of the time to surmount the barriers and challenges in the engagement process to establish rapport with most client.</p>	<p>Student is consistently demonstrates capacity to establish rapport with all clients.</p>						

Practice Behaviors	Method of Assessment	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED		RATING and Comments
		1	2	3	4	5	6	7	8	9	10	
<p>EPAS 10a-3 – Practice / Engage</p> <p>Practice use of self and reflective process</p>	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Supervisory Discussion <input type="checkbox"/> Assessment <input type="checkbox"/> Review of Process Recording <input type="checkbox"/> Review Documentation <input type="checkbox"/> Other - Specify:	<p>Student verbalizes no understanding of the reflection process and how to make meaningful connections between social work knowledge and experiences in the field. The student is not able to use self in ways that benefit the helping relationship with the client.</p> <p>This has been discussed in supervision.</p>	<p>Student rarely reflects on their own process and has difficulty making meaningful connections between social work knowledge and experiences in the field. The student only minimally is able to use self in the relationship with the client.</p>	<p>Student at times demonstrates the ability to reflect on social work practice and make meaningful connections between social work knowledge and experiences in the field internship. Student occasionally demonstrates the ability to consciously use self in the relationship with client.</p>	<p>Student demonstrates the majority of the time the ability to reflect on social work practice and make meaningful connections between social work knowledge and experiences in the field internship. Student consistently demonstrates the ability to consciously use self in the relationship with client.</p>	<p>Student consistently demonstrates the ability to reflect on social work practice and make meaningful connections between social work knowledge and experiences in the field internship. Student consistently demonstrates the ability to consciously use self in the relationship with the client.</p>	_____					

Practice Behaviors	Method of Assessment	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED		RATING and Comments
		1	2	3	4	5	6	7	8	9	10	
<p><u>EPAS 10a-4 – Practice / Engagement</u></p> <p>Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the professional alliance.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Direct Observation <input type="checkbox"/> Supervisory Discussion <input type="checkbox"/> Assessment <input type="checkbox"/> Review of Process Recording <input type="checkbox"/> Review Documentation <input type="checkbox"/> Other - Specify: 	<p>Student does not recognize how they undermine establishing professional relationships.</p>	<p>With prompting or guidance, student can verbally identify strengths and stressors of interpersonal interactions that interfere with professional alliances.</p>	<p>Student generally demonstrates the ability to manage conflict and problem solving in order to sometimes establish professional alliances.</p>	<p>Student consistently recognizes strengths and stressors of each interpersonal interaction and is able to communicate and navigate through interpersonal conflicts.</p>	<p>Student can build rapport with other professionals while managing conflict, problem solving, and promoting best outcome of professional alliances.</p>	<p>_____</p>					

Practice Behaviors	Method of Assessment	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED		RATING and Comments
		1	2	3	4	5	6	7	8	9	10	
<p><u>EPAS 10b-1</u></p> <p><u>Practice / Assess</u></p> <p>Assess readiness for change</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Direct Observation <input type="checkbox"/> Supervisory Discussion <input type="checkbox"/> Assessment <input type="checkbox"/> Review of Process Recording <input type="checkbox"/> Review Documentation <input type="checkbox"/> Other - Specify: 	<p>Student verbalizes no understanding of the current knowledge of the change process. Student verbalizes no understanding client ambivalence and motivation to change.</p> <p>This has been discussed in supervision.</p>	<p>Student rarely recognizes client readiness to change based on the current knowledge of the change process. Student rarely recognizes clients' ambivalence and motivation to change.</p>	<p>Student inconsistently times the ability to assess the client's readiness to change based on current knowledge of the change process. Student inconsistently resolved the client's ambivalence by evoking intrinsic motivation to change.</p>	<p>Student demonstrates the majority of the time the ability to assess the client's readiness to change based on current knowledge of change. Student demonstrates the majority of the time the ability to resolve client ambivalence by evoking intrinsic motivation to change.</p>	<p>Student consistently demonstrates the ability to assess the client's readiness to change based on current knowledge of the change process. Student consistently demonstrates the ability to resolve client ambivalence by evoking intrinsic motivation to change.</p>	_____					

Trans-theoretical Model of Change: Stages of Change: 1) Pre-contemplation-no intention of changing behavior 2) contemplation- aware a problem exists. No commitment to action 3) preparation- intent on making action 4) action- active modification of behavior 5) maintenance-sustained change-new behavior replaces old 6) relapse- fall back into Old patterns of behavior

Practice Behaviors	Method of Assessment	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED		RATING and Comments
		1	2	3	4	5	6	7	8	9	10	
<p><u>EPAS10b-2 – Practice / Assessment</u></p> <p>Understand multi-dimensional bio-psycho-social assessment tools for client systems.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Direct Observation <input type="checkbox"/> Supervisory Discussion <input type="checkbox"/> Assessment <input type="checkbox"/> Review of Process Recording <input type="checkbox"/> Review Documentation <input type="checkbox"/> Other - Specify: 	Bi-psycho-social assessments are incomplete, inaccurate and disorganized.	Bi-psycho-social assessment tools are occasionally used, are incomplete and inaccurate, do not flow well, and contain grammatical errors or slang terminology.	Bi-psycho-social assessment tools are used but are incomplete and may lack clarity. Student asks for and/or accepts feedback from supervisor about means of improvement.	Bi-psycho-social assessment tools are adequate, most information is obtained. Instrument is completed with professional language.	Bi-psycho-social assessment tools are consistently and effectively used. Information is organized, accurate, and thorough. Professional language strengthens the foundation of the document.						

Practice Behaviors	Method of Assessment	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED		RATING and Comments
		1	2	3	4	5	6	7	8	9	10	
<p><u>EPAS 10b-3 – Practice / Assessment</u></p> <p>Understand differential and multi-axial diagnoses to inform practice.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Direct Observation <input type="checkbox"/> Supervisory Discussion <input type="checkbox"/> Assessment <input type="checkbox"/> Review of Process Recording <input type="checkbox"/> Review Documentation <input type="checkbox"/> Other - Specify: 	<p>Student displays limited understanding of DMS-IV. Student is unable to comprehend use of multi-axial system as a practice tool.</p>	<p>Student displays basic understanding of multi-axial diagnosis concept and has difficulty making application to client situations.</p>	<p>Student recognizes common clusters of symptoms associated with DMS-IV classifications. Can use DMS-IV as reference tool in order to gain more knowledge to assist with assessment and intervention. Through supervision is able to rule out less accurate diagnoses.</p>	<p>Student consistently rules out least accurate diagnoses by starting with most obvious and working toward most complicated. Actively and appropriately uses DSM-IV.</p>	<p>DSM-IV used routinely and properly. Each multi-axial diagnosis is accurately reported.</p>						

Practice Behaviors	Method of Assessment	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED		RATING and Comments
		1	2	3	4	5	6	7	8	9	10	
<p><u>EPAS 10b-4 Practice / Assessment</u></p> <p>Identify contextual barriers to change.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Direct Observation <input type="checkbox"/> Supervisory Discussion <input type="checkbox"/> Assessment <input type="checkbox"/> Review of Process Recording <input type="checkbox"/> Review Documentation <input type="checkbox"/> Other - Specify: 	<p>Student rarely assesses client's contextual barriers to change (i.e., situational, environmental, historical, political, professional, etc.). This has been addressed in supervision.</p>	<p>Student occasionally recognizes contextual factors that impact client change but rarely recognizes their impact on client change.</p>	<p>Student assesses for contextual factors and through supervision makes attempts to identify how factors impact change as well as potential strategies for overcoming barriers.</p>	<p>Student considers client's contextual barriers and discusses strategies with clients for how to overcome barriers.</p>	<p>The student consistently develops, with client input, plans that circumvent contextual barriers to change.</p>	<p>_____</p>					

Practice Behaviors	Method of Assessment	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED		RATING and Comments
		1	2	3	4	5	6	7	8	9	10	
<p><u>EPAS 10c-1 Practice / Intervention</u></p> <p>Critically evaluate, select, and apply best practices and evidence-based interventions.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Direct Observation <input type="checkbox"/> Supervisory Discussion <input type="checkbox"/> Assessment <input type="checkbox"/> Review of Process Recording <input type="checkbox"/> Review Documentation <input type="checkbox"/> Other - Specify: 	<p>Student is unable to identify the best practice or an evidence-based intervention that fits with a client's situation.</p> <p>This has been discussed in supervision.</p>	<p>Student makes superficial attempt to identify best practice or evidence-based intervention as evidenced by stated sources (i.e., Google, Wikipedia, or other non-scholarly sources).</p>	<p>With encouragement, student uses scholarly sources to assist with developing options for intervention. Through supervision, the student is able to articulate reasons for selection, i.e., how the intervention applies or generalizes to client situation.</p>	<p>Student sometime and independently seeks best practices and evidence-based interventions. To inform intervention options.</p>	<p>Student consistently and independently seeks professionally validated EBP interventions from accumulated articles, professional sources, texts and other scholarly sources to consistently inform intervention options.</p>	<p>_____</p>					

Practice Behaviors	Method of Assessment	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED		RATING and Comments
		1	2	3	4	5	6	7	8	9	10	
<p><u>EPAS 10c-2 – Practice / Intervention</u></p> <p>Articulate reasons for intervention choices.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Direct Observation <input type="checkbox"/> Supervisory Discussion <input type="checkbox"/> Assessment <input type="checkbox"/> Review of Process Recording <input type="checkbox"/> Review Documentation <input type="checkbox"/> Other - Specify: 	<p>Student does not demonstrate ability to conceptualize or use interventions interchangeable, even when supervision is provided.</p>	<p>Student requires supervision in order to select appropriate interventions.</p>	<p>Appropriate interventions are chosen but student provides incomplete or inaccurate reasons for why or how the choices were made.</p>	<p>Student sometimes expresses substantial understanding of interventions and verbally communicates the process of selecting each particular intervention.</p>	<p>Student can consistently and adequately verbalize a rational justifying intervention selection.</p>	<p>_____</p>					

Practice Behaviors	Method of Assessment	NOT ACHIEVED		MINIMALLY ACHIEVED		MODERATELY ACHIEVED		ACHIEVED		HIGHLY ACHIEVED		RATING and Comments
		1	2	3	4	5	6	7	8	9	10	
<p><u>EPAS 10c-3 Practice / Intervention</u></p> <p>Collaborate appropriately with other professionals to coordinate interventions.</p>	<input type="checkbox"/> Direct Observation <input type="checkbox"/> Supervisory Discussion <input type="checkbox"/> Assessment <input type="checkbox"/> Review of Process Recording <input type="checkbox"/> Review Documentation <input type="checkbox"/> Other - Specify:	<p>Student inconsistently or grudgingly collaborates. He/she may be demanding, inconsiderate, argumentative, or too personal. This has been discussed in supervision and a Performance Improvement Plan implemented.</p>	<p>Student collaborates with some of the related professionals yet lacks understanding of roles involved. For example, wants to maintain control of client, reveals too much unnecessary information, or has unrealistic expectations of the other professional.</p>	<p>Student has established an appropriate relationship with 1-2 other professionals but interventions are disjointed and overlapping because plans are unclear.</p>	<p>Student usually collaborates with most relevant professionals in a respectful, professional manner in order to coordinate client interventions.</p>	<p>Student consistently collaborates with all relevant professionals demonstrating ethical, respectful interactions in order to coordinate client interventions. Coordination of interventions reflect appropriate boundaries for self and agency and are documents with clear professional communication.</p>	<p>_____</p>					

Major strengths and/or areas where student growth was most obvious to this point in the semester:

Student Comments:

This is to certify that the student has read and received a copy of this mid-semester evaluation, and is informed of his/her right to disagree in writing. If so, such a statement should be written above (Student Comments) or attached to this evaluation.

Signatures:

1. Field Instructor/Date _____

2. Student/Date _____

3. Faculty Liaison/Date _____

**THE UNIVERSITY OF SOUTHERN MISSISSIPPI
SCHOOL OF SOCIAL WORK
FIELD EDUCATION OFFICE
PERFORMANCE IMPROVEMENT PLAN**

Date: _____

Student's Name: _____

Agency Name: _____

Field Instructor Name: _____

Field Liaison Name: _____

Identify/Describe area of concern with student's performance in behavioral terms.

Identify/Describe what the student must do to correct the behavior(s) identified above.

Identify the time frame/date by which the corrected behavior(s) is to occur.

Identify/Describe the consequences to the student if the desired behavior(s) change does not occur.

Document any previous discussions with this student that have occurred about this issue.

Student and Field Instructor will meet on (date) _____ to evaluate student progress toward desired behavior(s). (EVALUATIVE CONFERENCE)

Student Signature/Date

Field Instructor Signature/Date

DOCUMENTATION OF EVALUATIVE CONFERENCE

Describe how the student did or did not demonstrate the desired behavior(s).

Student Signature/Date

Field Instructor Signature/Date

Submit original to the Field Liaison and a copy to the Field Education Office

I was offered sufficient opportunity to be able to take part in activities about the process of community planning or change efforts. _____

This agency setting offered appropriate opportunities to learn the practice behaviors for which I was evaluated. _____

I believe this agency setting should be utilized as a field placement for future students:

- With little or no changes
- With only MAJOR changes (*specify in comments*)
- At the MSW level only
- At the BSW level only
- Do not use again

Rating scale: 1 = Strongly Disagree 2 = Disagree 3 = Somewhat Disagree
 4 = Somewhat Agree 5 = Agree 6 = Strongly Agree

ITEM	FIELD INSTRUCTOR RATING	TASK COORDINATOR RATING
Spend sufficient length of time providing supervision	_____	_____
Provided scheduled, regular supervision conferences	_____	_____
Available (in person or by phone) as needed	_____	_____
Provided clear and adequate training for the responsibilities assigned to me	_____	_____
Helped me relate my field experiences to a theoretical framework, knowledge, and value base	_____	_____
Received guidance for identifying and resolving challenges	_____	_____
Allowed to be an active participant in selecting learning goals	_____	_____
Received timely and constructive feedback	_____	_____
Overall, a good mentor	_____	_____

Comments:

Please check one box below.

- I give permission for any or all of this evaluation to be shared with the agency, field instructor, and task coordinator.
- I do not give permission to share any part of this evaluation with the agency, field instructor, and task coordinator.

Student Signature _____ Date _____