



EAST TENNESSEE STATE
UNIVERSITY

DEPARTMENT OF
Social Work

Masters of Social Work

FIELD EDUCATION MANUAL

2020-2021

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USE OF THIS MANUAL

This manual is designed to serve students, field instructors, agencies and faculty as a guide to graduate social work field instruction. Use of this manual will hopefully support the reader in a rewarding and educational field experience.

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PREFACE

Social work, as an applied profession, requires an emphasis on planned practice as a vital component of the educational process. East Tennessee State University Department of Social Work

MSW students are required to complete field education internships as a part of the curriculum. Traditional track MSW students are required to spend over 1000 hours during four semesters in field internship under the supervision of a qualified field instructor. Advanced standing MSW students spend 600 hours over a two-semester internship.

The field internship is intended to offer students the opportunity to integrate and apply classroom learning to practice situations. In addition to the time spent in field, students are also enrolled in a concurrent seminar designed to further develop the relationship between theory and practice.

This field manual is designed as an orientation and companion handbook to field education. It is divided into six sections. The first section presents the ETSU vision, mission, and values. Then the goals of the MSW program are presented. The emphasis of field education is addressed next followed by an overview of the MSW curriculum, field education, and the competencies for field education.

The second section delineates the administrative roles and responsibilities of the various field components including the Field Education Office, supporting committees, participating agencies, field instructors, faculty liaisons, and students. Requirements for the field internship are included. A copy of the Agency Affiliation Agreement is also located here.

Part three describes the policies related to field education such as attendance, transportation, grievance, etc.

The fourth section describes the Generalist/Foundation Practice Year Internship including the process for placement. The Generalize Practice Year Field Competencies, the format and suggestions for writing the learning agreement and the evaluation tool are included here. Students are encouraged to assess their current knowledge by use of the Personal Assessment Questionnaire which is found in Part six.

Part five describes the Specialized/Concentration Practice Year Internship and includes the process for placement. The Specialized Practice Year Field Competencies, the format and suggestions for writing the Learning Agreement and the evaluation tool are included here. Students are encouraged to assess their current knowledge by use of the Personal Assessment Questionnaire which is found in Part six.

Part six contains the forms used in the internship along with the end of semester evaluation forms. The student, field liaison, and field instructor are all asked to complete and return these evaluation forms to the field office at the end of their internship.

Part One

Included in this part are:

ETSU Vision, Mission, Values

MSW Program Goals and Curriculum

The Role of Field Education in the Social Work Curriculum

Integration of Field Education with Curriculum

Definition of Clinical Practice

Social Work Competencies

Requirements for Field Internship

ETSU Vision, Mission, Values

Our Vision

Developing a world-class environment to enhance student success and improve the quality of life in the region and beyond.

Our Mission & Values

ETSU provides a student-centered community of learning, reflecting high standards and promoting a balance of liberal arts and professional preparation, and continuous improvement. The university conducts a wide array of educational and research programs and clinical services including a comprehensive Academic Health Sciences Center. Education is the university's highest priority, and

the institution is committed to increasing the level of educational attainment in the state and region based on core values where:

PEOPLE *come first, are treated with dignity and respect, and are encouraged to achieve their full potential;*

RELATIONSHIPS *are built on honesty, integrity, and trust;*

DIVERSITY *of people and thought is respected;*

EXCELLENCE *is achieved through teamwork, leadership, creativity, and a strong work ethic;*

EFFICIENCY *is achieved through wise use of human and financial resources; and*

COMMITMENT *to intellectual achievement is embraced.*

Mission, Goals, and Objectives of the MSW Program

Mission:

The East Tennessee State University Department of Social Work seeks to provide students with an educational experience that prepares them to address and meet the need for optimal social, economic, health, and environmental conditions, especially in Northeast Tennessee and surrounding areas.

Goal 1: To prepare students with the knowledge, values, and skills of clinical practice.

Generalist Objective 1

Students will demonstrate the ability to critically analyze a broad range of theories that explain human behavior and interactions among social systems of all sizes.

Generalist Objective 2

Students will demonstrate the ability to select from a broad range of relevant theories to explain human behavior and interactions among client systems and environments.

Generalist Objective 3

Students will demonstrate the ability to practice with sensitivity to diversity and an understanding of mechanisms of oppression with all client systems.

Specialized Objective 1

The ability to develop a theory-based clinical practice framework for their own practice.

Specialized Objective 2

The ability to synthesize and utilize theory integration in developing their practice base.

Specialized Objective 3

The ability to synthesize and integrate the theories of supervision and management in the provision of services to staff and clients.

Goal 2: To prepare students to engage in competent and responsible clinical practice within public and private agencies.

Generalist Objective 1

Students will demonstrate the ability to evaluate, select, and utilize an array of effective clinical interventions, which are based on social work values and ethics, with client systems of all types and sizes.

Generalist Objective 2

Students will demonstrate the ability to critically analyze the impact of social and agency policies and procedures on service delivery.

Generalist Objective 3

Students will demonstrate the ability to address problems in service delivery through modification and development of agency policies and procedures.

Specialized Objective 1

The ability to evaluate, select, and use organizational theories and skills in the improvement and change of service delivery systems.

Specialized Objective 2

The ability to recognize and resolve ethical dilemmas, and practice according to professional social work values and ethics.

Specialized Objective 3

The ability to incorporate cultural sensitivity into their own practices.

Specialized Objective 4

The ability to integrate the generalist perspective into clinical social work practice.

Goal 3: To prepare students to develop and use ethical research in the advancement and enhancement of social work practice.

Generalist Objective 1

Students will demonstrate an ability to critically review published research to inform their practice with client systems.

Generalist Objective 2

Students will demonstrate an ability to conduct evaluations of practice and program effectiveness.

Specialized Objective 1

The ability to complete research studies for the purposes of practice and program evaluation and knowledge building.

Goal 4: To provide service at the university, local, state, regional, national, and global levels.

Program Objective 1

The department will establish partnerships with human service providers, groups, and organizations for the mutual benefit of the community, clients, students, and faculty.

Program Objective 2

The department will identify, develop, and provide opportunities for continuing education for regional professionals.

Program Objective 3

The department will engage in research and scholarly activities and share the knowledge gained.

Program Objective 4

The department will seek opportunities to provide leadership within the academic and professional communities.

Goal 5: To increase the availability of skilled advanced practice social work professionals in this region.

Program Objective 1

The department will graduate students skilled in autonomous clinical practice.

Program Objective 2

The department will prepare graduates with the academic foundation for obtaining state licensure.

Program Objective 3

The department will prepare students with leadership skills.

MSW CURRICULUM

See the ETSU MSW Program website for the most up to date curriculum.
https://www.etsu.edu/crhs/socialwork/msw_program/

The Role of Field Education in the Social Work Curriculum

General Perspectives

Field education is an independent and integral component of the MSW curriculum. By means of selected, organized opportunities, and guided by educational objectives, the field internship provides an opportunity to validate, apply, and integrate the knowledge, theories and concepts of social work practice being learned throughout the curriculum. In this process, the student is engaged in experiential learning which requires him/her to bring together and to integrate for professional use; cognitive learning, professional values, and activities which will enhance skill and critical analysis of social work practice.

Field education takes place in selected and approved agencies and organizations which represent a wide range of social services. Field agencies are approved on the basis of the quality of their professional practice, their commitment to addressing social work problems while education social work students, and resources available. Field education is provided by social workers who are community agency employees or, in rare instances, faculty members of the Department of Social Work. Field instructors must be approved by both the agency providing the internship and the Department of Social Work serve as field instructors. The field instruction process is selective, organized, sequential and individualized within the framework of a particular social work agency and in congruence with the goals and expectations of the program. This educational process is expected to include: 1) direct interventions with individuals, families, and non-related groups; 2) indirect practice interventions enabling social, organizational or institutional change; 3) diversity of modalities, populations, treatment issues; and 4) a range of theoretical and teaching methodologies and models. All these are to be presented and practiced within an environment of appropriate professional values and ethics.

Field education encourages building on previous life and work experience and the development of new areas of professional competence. During this process, a mutual effort is undertaken by the student, the field instructor, the agency and the faculty liaison to maximize the learning within the opportunities available.

Each placement is made on an individual basis that takes into consideration the following: geographic location, previous experiences, future goals and professional interests, appropriate opportunities, and special needs. Though field experiences vary with agency-specific circumstances, they must meet MSW program expectations and criteria, and they are monitored by designated faculty liaisons who provide consultation and assistance. The Field Education Office is administratively responsible for all field education (program, faculty liaison, agency, field instructor, and student) defined in the Affiliation Agreement. In addition, the Field Education Manual incorporates ETSU's Department of Social Work major administrative policies and procedures regarding field education. This manual is used in the orientation of new field instructors and is available to all as a continuing reference.

Integration of Field Education with Curriculum

Field education provides an opportunity for the student to engage in selected and organized activities – with or on behalf of clients – that apply the social work skills, knowledge and values learned in the classroom. These include: knowledge about human diversity, knowledge about social

welfare programs and issues, dynamics of human behavior, relevant social work research, methods of service delivery, and intervention skills and strategies.

Academic integration is, and should be, a two-way process that flows in both directions. Academic field internship is expected to provide both “in vivo” experiences relevant to academic content; and the student is expected to share course information with the field instructor for the purpose of planning and integration. Field instructors are given an orientation and basic training to the Department of Social Work curriculum and are provided with course outlines, assignment requirements, etc., as requested, to enable them to support student integration and application of learning.

With supervision, students function as practitioners assuming responsibility for the service they provide to clients and client systems.

The student is expected to utilize relevant field material in course work through class discussion, assignments, and case presentations. These must be accompanied by two precautions: 1) the protection of client confidentiality; and 2) avoidance of the department faculty “supervising” the student’s field case.

In order to promote integration of learning in concurrent field and class, constant collaboration between agency and MSW program is necessary. Administrators, field instructors, class teachers, students and faculty liaisons need to share in, and have time for, those activities which will enhance the quality of the total educational program.

The Master of Social Work student enrolls in field internship as a part of the core academic requirements.

No Field Education credit is given for life experience or previous work experience.

Definition of Clinical Practice

Clinical practice is defined as a model of practice that involves interactive professional activities with and on behalf of clients, especially those activities undertaken in the client's presence and with the client's collaboration. These activities are informed by an ecologically based bio-psycho-social assessment. Intervention and change oriented activities are based on a range of theories with the clinical social worker selecting the one, or the combination, most appropriate for the client's situation. These activities may take place in an individual, family, or group setting. While focusing on those activities done in direct contact with clients, clinical social workers must also be prepared to make indirect contacts on behalf of clients. Those contact functions include advocacy, consultation, referral, and supervision. All social workers, including clinical social workers, must be aware of the impact of social policies upon their clients, and as citizens knowledgeably engage in the democratic process in a common struggle for economic and social justice.

The following **Social Work Competencies** represent the desired learning from the field curriculum for the two-year field experience of the graduate student. Students should be able to practice at an advanced level in most of these areas by the time they graduate. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components.

Social Work Competencies

Competency 1: Demonstrate ethical and professional behavior.

Generalist Practice:

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the professions' history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professionals when engaged in inter-professional teams. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure that they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

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

Specialized Practice:

Clinical social workers value the therapeutic relationship and the professional use of self in practice. They are aware of and adhere to ethical and legal guidelines for professional behavior. Clinical social workers are knowledgeable of ethical issues that commonly arise in practice, and seek supervision/consultation to maintain ethical behavior. Clinical social workers apply ethical reasoning frameworks that allow them to cope effectively with ethical dilemmas. They understand and apply ethical standards and reasoning in the delivery of treatment modalities, including the ethical use of technology.

- Identify ethical ambiguity and strategies to gain clarity.
- Employ strategies of ethical reasoning to address the use of technology in clinical practice and its impact on clients' rights.
- Identify and use knowledge of relationship dynamics, including power differentials.
- Recognize and manage personal biases, transference and counter-transference as they affect the therapeutic relationship in the service of the clients' well-being

Competency 2: Engage diversity and difference in practice.

Generalist Practice:

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Specialized Practice:

Clinical social workers are knowledgeable and value many forms of diversity and difference. They are aware of how diversity and difference may influence the therapeutic relationship and clients' presenting issues. Clinical social workers apply knowledge of intersectionality to realize differences in explanations of illness, help-seeking behaviors, and healing practices. Clinical social workers demonstrate cultural self-awareness and realize how clinical practice choices are culture-bound.

- Apply culturally appropriate intervention skills in practice with diverse populations.
- Identify and use practitioner/client differences from a strengths perspective.
- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege or power.
- Use and apply research knowledge of diverse populations to enhance client well-being.

Competency 3: Advance human rights and Social, Economic, and Environmental Justice.**Generalist Practice:**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

- Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- Engage in practices that advance social, economic, and environmental justice.

Specialized Practice:

Clinical social workers understand the potentially challenging effects of economic, social, organizational, institutional and cultural factors in the lives of clients and client systems. They understand context as it relates to the origin, maintenance, expression, amelioration or prevention of psychological distress. Clinical social workers understand the stigma and shame associated with disorders, diagnoses, and help-seeking behaviors across diverse populations and use this to inform assessment and intervention. They value equality and strengths associated with diversity. Clinical social workers support the NASW Code of Ethics. Clinical social workers have knowledge and skills to employ strategies for advancing human rights and social, economic, and environmental justice in domestic and global contexts.

- Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide assessment, treatment planning, and intervention.
- Advocate for elimination of structural barriers to rights that impede self-actualization.
- Engage in self-care to help reduce potential harmful affective effects of working with chronically and systematically oppressed people and groups.
- Practice in a manner that reflects social work principles and values such as acknowledging worth of person, equality, inclusion in treatment planning and implementation.

Competency 4: Engage in practice-informed research and research-informed practice.

Generalist Practice:

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

- Use practice experience and theory to inform scientific inquiry and research.
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Specialized Practice:

Clinical social workers know about evidence-informed interventions and the evidence-informed research process in assessing and understanding best practices. This knowledge enables them to be aware of, and regulate, bias in selecting appropriate intervention strategies. Likewise, clinical social workers use the knowledge and skill gained through practice to inform the social work knowledge base. They employ principles and techniques of empirical research in their practice with client systems, up to and perhaps embracing carefully controlled experimental experience reflecting values of the social work profession. They use information about evidence-informed interventions in selecting treatment modalities.

- Use evidence-informed practice processes in clinical assessment and intervention with clients
- Routinely access and read current empirically based treatment literature to understand new treatment advances, protocols and skills.
- Identify ethically sound research practices that inform clinical practice.
- Use empirical research to temper affective reactions.

Competency 5: Engage in policy practice.

Generalist Practice:

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Specialized Practice:

Clinical social workers recognize the connection between clients, practice, and both public and organizational policy. Clinical social workers have knowledge of and recognize factors that influence the development of legislation, policies, program services, and funding at all system levels that profoundly affect the life circumstances of actual or potential clients. They know of and employ advocacy methods that contribute to effective policies that promote social and economic well-being.

- Communicate to stakeholders the implication of policies and policy change in the lives of clients.
- Assess how policies impact the well-being of individuals, families, and communities and impact the delivery of services to clients within the organizational structure.
- Advocate with and inform administrators and legislators to influence policies that impact clients and service.

Competency 6: Engage with individuals, families, groups, organizations, and communities.

Generalist Practice:

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups,

organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

- Apply knowledge of human behavior and the social, environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Use empathy, reflection, and interpersonal skills to effectively engage with diverse clients and constituencies.

Specialized Practice:

Clinical social workers involve the dynamic, interactive, and reciprocal processes of therapeutic engagement based on social values. Clinical social workers have a theoretically informed knowledge base and skills so as to effectively engage with individuals, families, groups, organizations, and communities. They understand and implement theories (models, metaperspectives, strategies, techniques, and approaches) when engaging with clients. Clinical social workers engage in self-reflection and self-regulation.

- Apply knowledge of human behavior and the social, environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Use empathy, reflection, the strengths perspective and interpersonal skills to effectively engage with diverse clients and constituencies.
- Develop a culturally responsive therapeutic relationship.
- Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially harm the therapeutic alliance.
- Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

Competency 7: Assess individuals, families, groups, organizations, and communities.

Generalist Practice:

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.

Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Specialized Practice:

Clinical social workers involve the dynamic, interactive, and reciprocal process of therapeutic multidimensional assessment at multiple levels. Clinical social workers have a theoretically informed knowledge and skill base so as to effectively perform multidimensional assessments. They understand and implement theories (models, metaperspectives, strategies, techniques, and approaches) when assessing client situations. They have skill in recognizing and managing their own affective reactions through the assessment process. Clinical social workers have the knowledge base and know how to synthesize and differentially apply the theories of human behavior and the social environment (biological, developmental, psychological, social, cultural, and spiritual). They are familiar with diagnostic classification systems used in the formulation of a comprehensive assessment. Clinical social workers also understand how sociocultural contexts influence definitions of psychopathology.

- Use multidimensional bio-psycho-social-spiritual assessment tools.
- Assess clients' readiness for change.
- Select appropriate intervention strategies based on continuous clinical assessment.
- Use differential diagnoses in the process of assigning appropriate diagnosis.
- Use clinical evaluation measures to identify client strengths and skill sets.

Competency 8: Intervene with individuals, families, groups, organizations, and communities.

Generalist Practice:

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social

workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Specialized Practice:

Clinical social workers involve the dynamic, interactive, and reciprocal processes of clinical intervention based on social work values. They have a theoretical and ethically informed knowledge and skill base to effectively intervene with individuals, families, groups, and organizations. Clinical social workers understand and implement practice theories (models, metaperspectives, strategies, techniques, and approaches) during the intervention process with individuals, families, and groups. They practice self-awareness and self-regulation in the selection and delivery of appropriate treatment strategies and are attentive to issues of diversity and difference.

- Collaborate with other professionals to coordinate treatment interventions.
- Critically evaluate, select, and apply best practices and evidence-informed interventions.
- Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.
- Practice in a manner that reflects social work ethics and values.
- Recognize and attend to affective reactions exhibited and expressed by clients.

Competency 9: Evaluate individuals, families, groups, organizations, and communities.

Generalist Practice:

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

- Select and use appropriate methods for evaluation of outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Specialized Practice:

Clinical social workers involve the dynamic, interactive, and reciprocal processes of practice evaluation. They understand the ethical obligation to engage in practice evaluation and are knowledgeable of research methods used in evaluation. Clinical social workers continuously evaluate treatment outcomes and practice effectiveness. Clinical social workers use clinical evaluation of the process and/or outcomes to inform practice with individuals, families, groups, organizations, and communities, recognizing the interplay between individuals. Clinical social workers design evaluation methods that are sensitive to social work values recognizing social justice issues in evaluation. Social work values are used to guide choice of measures with respect to diverse populations. They share information from evaluation with clients and explain what it means.

- Measure client treatment progress using single system designs and measurement tools.
- Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.
- Use evaluation information to inform intervention strategies.

Requirements for Field Internship

Generalist/Foundation Practice Year

Students must be accepted into the MSW Program to be eligible for field education. The field internship is completed concurrently with class work. When a student is part-time, they must take a practice coursework at the same time they are completing their internships.

Specialized/Concentration Practice Year

Students seeking to enter the concentration field internship must have completed all their foundation year classes successfully **OR** have been accepted into the advanced standing program **and** have completed their bridge and psychopathology courses. The concentration year internship is traditionally completed in the final two consecutive semesters of the MSW educational process. If a student elects to take a part-time course load, he/she will need to plan accordingly so that he/she is taking at least one practice course concurrently with his/her concentration year internship.

Part Two

This section contains descriptions of the roles and responsibilities of the various players in field education.

Introduction

The Student

Responsibilities of the Department of Social Work

Director of MSW Field Education

Faculty Field Liaisons

Affiliation Agreement

 Description of Affiliation Agreement

 Affiliation Agreement

Field Instructors

Task Supervisors

Suggested Learning Sequence

The Community Advisory Committee

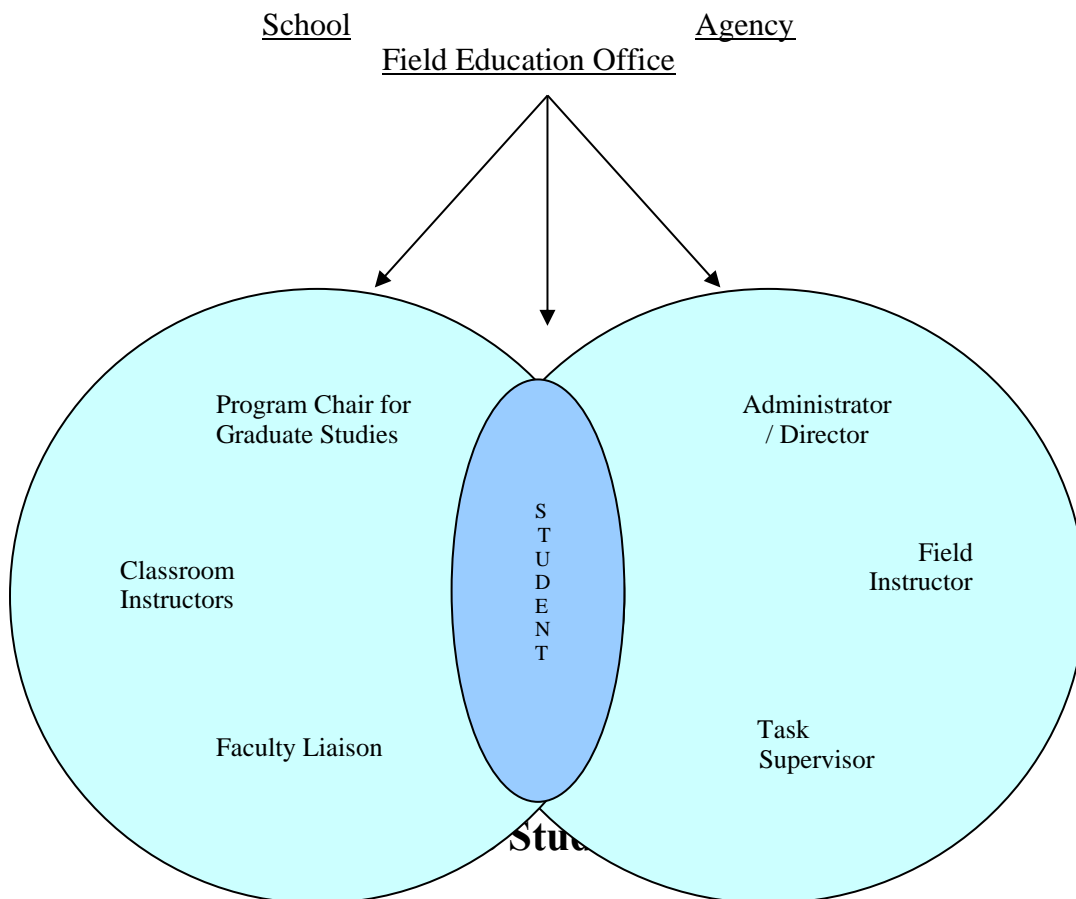
Introduction

Field education is a partnership between the student, the social work department, and the community through agencies and their employees. This partnership works best when everyone understands their roles and responsibilities. The focus of this partnership is always the STUDENT. The other players focus on helping to provide learning and growth opportunities for the STUDENT. See diagram below – the STUDENT is central to the process.

This would include providing a valuable learning environment which involves:

- Space and accommodation for the student
- Orientation to the agency
- Opportunities for working with an agency setting with “real” clients
- Direct supervision of day to day activities
- Field instruction including:
 - The integration of the course work.
 - Understanding and application of social work knowledge, values, and skills.

The student needs support in their endeavor and also needs to be challenged to go beyond previous experiences – to s-t-r-e-t-c-h themselves, so to speak. Sometimes this means that they need to have their hands held, sometimes it means they have to be pushed out to do something they are hesitant to do, and sometimes this means that they have to be held back from doing something they are not yet ready to do (that could cause harm to the client).



The MSW Program regards the student as an adult learner, capable of identifying his/her learning needs and shaping the field educational process. This philosophy is exemplified by the student's responsibilities within a field assignment.

The student's responsibilities include the following:

1. Complete the planning process for the internship experience with the field office.
2. Purchase liability insurance through the Field Education Office of the Department of Social Work. All students are required to participate in this blanket policy regardless of any personal insurance they may maintain.
3. Attend all scheduled planning and orientation meetings for field students prior to the beginning of field placement.
4. The student's general appearance and dress should be consistent with agency norms and expectations. Personal and professional behavior should reflect the standards of the agency and the profession. The student should demonstrate self-awareness, poise, and self-control. At all times the student should conduct him/herself within the agreed upon **NASW CODE OF ETHICS**.
5. Comply with agency policies and procedures. This includes, but is not limited to, adhering to agency working hours and arranging for continuity of services during school holidays or other times that the student is not expected to be in the agency.
6. Follow the program's field calendar and work in agency for assigned field hours each week. Notify the agency field instructor, in advance if possible, when faced with an unavoidable absence or tardiness. Notify the field liaison (seminar professor) if the absence will be two days or more. Since the student does not accumulate annual leave or sick leave, the missed time must be made up. The student may not bank hours in advance in order to end the internship prior to the last scheduled day of field.
7. Provide own transportation. If a student cannot secure any means of transportation, efforts will be made to secure a placement in which transportation is not necessary. However, this cannot be guaranteed. ***The department assumes no responsibility for reimbursement for student travel.*** Maintain strict confidentiality regarding agency clientele and agency matters.
8. Take responsibility for their own learning and use the field internship as an opportunity to enrich and extend the whole curriculum.
9. Identify personal and professional strengths and limitations and where their personal strengths best fit.
10. Assume the professional responsibility and appropriate accountability for assigned client services and other agency activities; thus demonstrating effectiveness in providing client services. Students must complete agency work such as recording, reports, and transfer summaries by the end of the placement period.
11. Prepare a Field Education Learning Contract for the field instructor's review, revising it as necessary.
12. Participate in weekly supervisory meetings with the field instructor (and task supervisor if applicable); preparing an agenda, selecting, recording, or presenting material representative of work, sharing reactions to and questions about the field experience, and advising the field instructor/task supervisor of work they are doing.
13. Develop and maintain professional relationships. Understand the role of social worker in various settings.

14. Participate in selected agency activities (i.e.: staff meetings, conference, in-service training, committee work) when these are not in conflict with campus-based courses, seminars, or other academic commitments.
15. Obtain agency approval for the use of any case material or records outside of the agency, maintaining accepted standards of confidentiality. Inform the field instructor of classroom assignments that relate to field instruction, sharing material when relevant.
16. Report safety issues and/or concerns to agency and school.
17. Attend all required field integration seminars and complete assignments. Confer regularly with the faculty liaison about learning experiences and any problems and/or concerns related to the field experience.
18. Complete and return a Student Evaluation of Field Education faculty liaison, field instructor, and task supervisor forms at the termination of the field education internship.
19. Complete and return a Student Evaluation of Field Experience form at the termination of field internship.

Responsibilities of the Social Work Department

1. To designate a faculty member to direct the field instruction program.

2. Confer with agency personnel prior to placement and provide them with information regarding the student's academic achievements, work experience, and career plans.
3. Assign the student to the field agency after the social work department, the agency, and the student have agreed upon the selection.
4. Provide the agency with a calendar of school related activities, including the student's first and last days in placement, school holidays, and dates of Field Integration Seminars when the student will be on campus.
5. Through group meetings and individual conferences, provide students with an orientation to field instruction including information about each student's placement agency.
6. Provide an **MSW Field Education Manual** to guide the Field Internship experience.
7. A member of the faculty will be assigned to serve as faculty liaison and will contact and visit each agency a minimum of two times during each semester of the student's placement. The faculty liaison will consult with the field instructor and student regarding the student's performance and progress toward meeting the course objectives. More frequent meetings may be needed.
8. Conduct field seminars at least once every two weeks to facilitate the integration of classroom knowledge with field learning.
9. Arrange orientation meetings with field instructors throughout the year. These meetings are designed to promote understanding of the social work curriculum and to encourage communication and interaction between social work practice and education.
10. Provide orientation and basic training for all field instructors and task supervisors.
11. Encourage all faculty to serve as resource at agency invitation.
12. List the field agencies and maintain a departmental resource file containing pertinent information on field agencies.

Director of MSW Field Education

The Director of MSW Field Education within the ETSU Social Work Program works in collaboration with the Department Chair, MSW Program Director, Director of Off-Campus Programming, and Faculty of the social work program and is responsible for the coordination of field instruction.

Specific responsibilities include:

- Develop and expand field internship facilities including recruitment, assessment, and orientation of new field instructors.
- Ensure that field instructors and agencies meet the standards set by CSWE.
- Place all field students.
- Maintain high standards of education in the field.
- Transmit to agencies significant information pertaining to the operation and training of field instructors.
- Administer the program according to the provisions of the Field Manual.
- Assign students to seminars and faculty liaisons
- Work with Field Liaisons to monitor student progress in the field.
- Work with Field Liaisons to resolve concerns and problems related to field instruction.
- Store all field internship records.
- Plan innovations which will enhance the field instruction program.
- Act as chair of Faculty Field Committee.
- Manage all changes in field internship.
- Identify training needs for field instructors and field issues which should be addressed by the department.
- Evaluate new and returning agencies and instructors for each year of the internship.
- Evaluate field agencies and instructors presently involved in internship.
- Participate in the resolution of problems and concerns which cannot be reconciled by faculty liaison and/or field instructors and students. Provide consultation, mediation, and problem solving to faculty liaison, field instructor and/or task supervisor, and student.
- Negotiate changes in field internship assignments of students after thorough evaluation and discussions with all involved when the need arises.
- Communicate consistently with MSW faculty concerning issues related to integration of class and field content and concerns about students, classes, and other related areas.

Faculty Field Liaison

Faculty field liaisons are members of the East Tennessee State University Master of Social Work Program faculty who serve as the link between the Field Education Office and field instructors. The faculty liaison is the department's representative in the field instruction agency and is expected to serve both as consultant to the field instructor and advisor to the student. The liaison is charged with monitoring the student. They are responsible for making a minimum of one face to face visit per semester to the field site to meet with the field instructor and student. However, more visits may be required due to special circumstances. Phone contact is made as needed.

Specific faculty liaison responsibilities include:

- Meet with the student and field instructor at least once each semester.
- Teach a field seminar which meets weekly except for the last semester of field prior to graduation when it meets every other week
- Contact and meet with task supervisor (if applicable).
- Consult with the field instructor and agency to develop learning goals and objectives.
- Review and approve Learning Contracts.
- Deal with student special learning problems.
- Assure that students' conduct is in keeping with the department's standards.
- Inform the Field Education Office about new agencies and potential field instructors and assist in their recruitment.
- Inform the agency of the program's expectations regarding the content and structure of field internship.
- Communicate with field instructors about the program's curriculum and any changes in the program.
- Consult with the agency about the development of a student field educational program that includes individual student learning agreements.
- Inform and confer with the Field Education Office about any significant changes in the agency, the field experience, or individual performance.
- Describe and evaluate the field educational opportunities within the agency after consulting with the field instructor and the agency administrator; provide the department with a written report at the end of the academic year as needed.
- Confer with the student and the field instructor about the student's experience and performance in accordance with the program's field educational expectations.
- Review the field evaluation with the field instructor and the student at the end of each term; assign the student's grade taking into consideration the field instructor's recommendation; and report unsatisfactory or marginal performance to the Field Education Faculty who are available as a resource in the evaluation of the student and in the resolution of problems. The final field evaluation is to be given to the field office. It is included in annual program evaluation statistics and then placed in the student's permanent record.
- Provide consultation, mediation, and problem solving.

Field Education Agencies

The setting for field instruction is a social service unit, which may be within a private or public setting. The social service unit supplies the resources for students to engage in social work practice. These include office space, secretarial staff, recording instruments, supplies, etc. as available. More importantly, it makes staff resources available for student learning. Students then serve the clientele of the field agency.

The social service unit is perceived as a social system, in which the students become members, both as students and as practitioners. They must relate to the essential sub-systems including clients, administrative personnel, field educational personnel, practitioners, aides, and secretarial staff.

Teaching is done by a Field Instructor who is in the employ of the agency, a MSW from another agency, or a faculty member in conjunction with a faculty field liaison from the ETSU Department of Social Work. When an MSW is not available for day to day supervision and direction, a Task Supervisor is identified by the agency and approved by the Department of Social Work to provide this. In all cases however, the student meets weekly with a MSW Field Instructor.

The agency is selected because of recognized interest in professional standards of practice, an interest in cooperating with the Department of Social Work, and a commitment to making resources available for field educational purposes.

CRITERIA FOR SELECTION OF THE FIELD INTERNSHIP AGENCY

1. Commitment to and interest in social work education.
2. Desire to have student placements and respect for students as having something meaningful to contribute.
3. Compliance with non-discrimination standards in relation to students and client systems based on race, culture, gender, age, creed, ethnic or national origin, disability, sexual orientation, religion, or political preference.
4. Administrative support for participation in social work education.
5. Utilization of social work as an integral part of the primary services network of the agency.
6. Sufficient flexibility in administrative structure, program, and service delivery to provide a sound learning atmosphere.
7. Availability of qualified field instructors within the agency or willingness of the agency to have an ancillary field instructor assigned.
8. Willingness to allocate field instructor and appropriate support staff time and resources to field instruction.

9. Willingness to release time for field instructors to participate in orientation, area training sessions, and such staff development programs as may be held.
10. Availability of learning experiences which meet the educational objectives of field instruction and willingness to assign these to students as appropriate.
11. Willingness to work with assigned faculty liaison.
12. Willingness to participate in the evaluation and grading processes.
13. Familiarity with the ETSU Social Work curriculum and a willingness to keep current with curriculum developments.
14. Ability to provide appropriate generalist and clinical practitioner experiences.

Some of the above criteria are more applicable to established agencies, therefore the field director(s) are prepared to make necessary modifications to certain criteria in an effort to provide field instruction opportunities in innovative and emerging programs. In modifying criteria, care is taken to insure social work education integrity and compliance with Council on Social Work Education standards and guidelines. Should an agency not be able to provide a qualified social worker to supervise the student in placement, it may be possible to assign a degreed social worker to assume major field instruction responsibilities.

New agencies are approved by the field education office. Agency information is reviewed, and agency personnel are met. The Field Education Office has the final decision-making responsibility in approving the internship site.

Responsibilities of the Field Internship Agency

1. Sign a formal written contract with the East Tennessee State University department of social work providing legal protection in the agency's supervision of the student. See **AGREEMENT BETWEEN EAST TENNESSEE STATE UNIVERSITY AND THE AGENCY.**
2. Arrange and conduct a pre-placement interview with the student after receiving notice from the social work department of a potential student for placement. Accept or reject each student interviewed.
3. Designate a qualified field instructor for the student. In the event the field instructor is faced with a prolonged absence, substitute supervision should be arranged only after consultation with the field education office.
4. Provide an office, or equivalent space, including equipment, office supplies, and telephone which enable the student to function effectively.
5. Provide general orientation and learning experiences which are consistent with the student's needs.
6. Make case materials and other appropriate agency materials available to the student.
7. Provide time for the field instructor to plan and supervise the student's work activities. This includes at least one hour per week for supervisory conferences.
8. Provide time for the field instructor to attend training sessions and other meetings for field instructors throughout the year.
9. Compensate the student for travel expenses incurred while performing agency tasks.

Agency/University Affiliation Agreement

It is in the interest of both the ETSU Department of Social Work and community social agencies to affiliate as partners in the process of social work education. The Department

receives the advantage of on-site practice education for students in agency settings as part of the total MSW curriculum. Agencies gain access to new and developing knowledge, research, and practice wisdom from contact with students and faculty. In this two-way process, each has responsibilities to the other as noted in the Affiliation Agreement which follows.

**AFFILIATION AGREEMENT BETWEEN
EAST TENNESSEE STATE UNIVERSITY
AND _____**

It is hereby agreed by East Tennessee State University on behalf of its Department of Social Work (“University”) and _____ (“Agency”), that University will be permitted to place social work *students* with the Agency for the purpose of completing their field practicum in social work.

Responsibilities of the University:

1. It is the responsibility of University to designate a faculty member to direct the field instruction program. The University shall retain responsibility for arranging a student’s educational and appropriate clinical learning experience as well as responsibility for appropriate disciplinary action with students.
2. University will confer with the Agency prior to placement and provide the Agency with information regarding the student’s academic achievements, work experiences, and career plans.
3. University will assign the student to the placement Agency after the selection has been agreed upon by the field office, the Agency, and the student.
4. University will provide the Agency with a calendar of activities including the student’s beginning and ending dates, school holidays, and times the student will need to be on campus for workshops or field seminars.
5. University will provide students with an orientation to field instruction, including information about each student’s placement Agency and requirements for the practicum.
6. A member of the University faculty will visit each Agency during placement. The designated faculty will consult with the field instructor and student regarding the student’s performance and progress toward meeting the course objectives.
7. University will conduct field seminars a minimum of once every two weeks in order to help students integrate classroom knowledge with field learning.
8. University will provide educational events/ training throughout the year for field instructors. These meetings are designed to promote understanding of the social work curriculum and to encourage communication and interaction between social work practice and education.
9. University will encourage social work faculty members to serve as resource persons at Agency activities and in-services by invitation.
10. University shall provide proof of each student’s professional liability policy, which shall be in force before he or she is assigned to the Agency. The minimum amount of coverage shall be \$1,000,000/\$3,000,000 for each claim /aggregate.

Responsibilities of the Agency:

1. The Agency will provide an office arrangement including office supplies, equipment, and telephone which will enable the student to function effectively.
2. The Agency will provide general orientation and learning experiences which are consistent with student's capacity and learning needs.
3. The Agency will make appropriate case records and materials available for the student's use.
4. The Agency will provide time for the field instructor to plan and supervise the student's activities. This includes time for at least one supervisory conference per week.
5. The Agency will provide time for the field instructor to attend training sessions and other meetings for field instructors.
6. The Agency field instructor is to contact the appropriate field faculty immediately if problems arise that impair the student's ability to function effectively.
7. The field instructor should evaluate the student's request to be absent from the Agency. Approval should be granted only for sound reasons such as a job interview that cannot be scheduled at a time the student is not required to be at the Agency.
8. Agencies are urged to compensate the student for travel expenses incurred while performing Agency tasks.
9. The field instructor is responsible for submitting written evaluations within the prescribed time period. The field instructor is expected to provide the student with a copy of the final evaluation.
10. The Agency shall maintain all applicable accreditation requirements and certify such compliance. The Agency shall also permit authorities responsible for accreditation to inspect the Agency's clinical facilities and services as necessary.
11. The Agency shall maintain complete responsibility for patient/client care while cooperating with the University faculty in making selected learning experiences available to students. The Agency retains final responsibility for all aspects of the Agency operations.
12. The Agency agrees that all personally identifiable information about students, including information protected by FERPA, provided by the University under this Agreement shall be treated as confidential, shall be used only in furtherance of this Agreement and shall not be further disclosed without the student's written consent except as required by law.
13. The Agency will provide training to students concerning HIPAA requirements of the Agency.

14. The Agency shall have the right to exclude a student from the Agency in the event that the Agency determines that individual is not performing satisfactorily or is interfering with the Agency's operations; provided, however, that the person has been made aware of the intent to release him/her and has been given the opportunity to respond. In the event the Agency elects to exclude a student or faculty member, it shall immediately notify the University.

Joint Responsibilities:

1. The University and the Agency will agree upon a designated Field Instructor which will be identified by the Agency. In the event the field instructor is faced with a prolonged absence, substitute supervision should be arranged only after consultation with the field liaison faculty.
2. University shall select field students for submission to Agency, and Agency will have the right to approve or deny that placement. Agency will determine the number of students it can accommodate in any given year.
3. The Agency and the Department assume joint responsibility in planning productive tasks and other learning experiences designed to meet the educational objectives of the field instruction program.
4. If problems arise during placement that seriously affect the student's learning, both the Agency and Department must work together in an effort to help resolve such problems.
5. If a placement becomes unsatisfactory, whether this be because of circumstances in the Agency or inappropriate behavior or performance of the student, the student can be removed from that placement. Such a decision will be reached only after joint consultation which may also involve other significant persons such as the Agency director and Department chair.
6. The parties agree to comply with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, PL 101-336 Americans With Disabilities Act of 1990, Executive Order 11,246, and the related regulations of each. Each party assures that it will not discriminate against any individual including, but not limited to employees or applicants for employment and/or students on the basis of race, color, gender, age, creed, ethnic or national origin, handicap, or political or sexual orientation.
7. The confidentiality of client records and student records shall be maintained at all times.
8. The University and the Agency agree that all students assigned to the Agency will adhere to all the rules, regulations, and standards applicable to the University and Agency, including rules of ethical and professional conduct as set forth in the University's Student Handbook, the written policies, procedures, standards of care and protocols of the Agency.

9. There shall be no discrimination on the basis of race, religion, age, color, creed, gender, national origin, sexual orientation, physical disability, or veteran status in either the selection of students for clinical practice or as to any aspect of the clinical practice experience.
10. Students assigned to the Agency under this Agreement shall not be deemed employees or agents of the Agency or the University by reason of such assignment. Neither the Agency nor the University shall be responsible for payment to students of any salary, wages or employment-related benefits, including but not limited to workers compensation benefits.
11. The costs of first aid or emergency care provided by the Agency to any of the University's students for illness or accidents occurring to those persons while on the property of the Agency shall be the responsibility of the individual student.

Miscellaneous Terms:

Any and all claims against the University for personal injury and/or property damage resulting from the negligence of the University in performing any responsibility specifically required under the terms of this agreement shall be submitted to the Board of Claims or the Claims Commission for the State of Tennessee. Damages recoverable shall be expressly limited to claims paid by the Board of Claims or Claims Commission pursuant to T.C.A. Section 9-8-301 et.seq.

Term, Renewal, and/or Termination of the Agreement:

The initial term of the Agreement shall commence on _____, and shall remain in force until _____. At the end of the initial term, this Agreement shall automatically renew for four (4) successive terms of one (1) years each.

Either party may terminate this agreement upon giving thirty (30) days' written notice to the other party. Such termination shall have no effect on students currently receiving clinical experience.

AGENCY

EAST TENNESSEE STATE UNIVERSITY

**Agency Administrator or
 appropriate legal representative**

**Dr. Wilsie S. Bishop
 Vice President, Division of Health Affairs**

Date _____

Date _____

Field Instructors

Field Instructors for the MSW program must have a MSW degree from an accredited social work program and a minimum of two years post master's social work experience. Field Instructors will be chosen based on the following criteria:

- A sufficient background of social work experience to assure security in social work practice (preferably at least six months at the agency and no less than two years post-MSW experience).
- Demonstration of skill in practice.
- Conviction about and identification with social work as a profession.
- Independence, creativity, and flexibility in the use of professional self.
- Knowledge and capacity to deal with the following elements:
 1. Students with a wide range of backgrounds and interests.
 2. Institutional structures of a society.
 3. The structure and functions of a particular social agency.
 4. Organization of resources for educational purposes.
 5. Authority inherent in role of educator.
 6. Divergent philosophies of life.
- Interest in and commitment to field instruction including the potential for teaching, that includes the following:
 1. Ability to conceptualize theory and practice and reinforce this in field.
 2. Interest in designing and organizing assignments and other learning activities in field instruction.
 3. Commitment to increasing knowledge of learning theory and skill in teaching.
 4. Attendance in the various orientation and training seminars which may be held to enhance field internship.
 5. Willingness to take responsibility for a student intern which includes (but is not limited to) the following:
 - Provide agency orientation to the student
 - Notify student of safety issues
 - Report changes that affect placement
 - Assist student with learning contract
 - Provide learning opportunities appropriate to the student's level of education and experience
 - Provide an atmosphere of learning and acceptance for the student.
 - Provide ongoing feedback
 - Meet with the student individually for field supervision. These must be for a minimum of one hour per week but may require longer periods of time. Group "supervision" is allowed to replace the individual conferences once per month.
 - Be available to the student in emergency situations or arrange emergency coverage when not personally available.
 - See the next page for a more in-depth description of responsibilities.

External Field Instructors hold the same responsibilities as above and on the following page with the exception of guiding the day to day activities of the student. Because of the involvement of an additional person, the Task Supervisor, the field instructor must make regular contact (weekly is recommended) with the task supervisor in order to insure that the needs of the student are being met. At least one face to face meeting should be scheduled

within each semester with the Field Instructor, the student, and the Field Liaison to assist with the student's evaluation. The field office has the final decision-making responsibility in approving both new and returning field instructors.

The emphasis of field instruction is on the development of a sound *educational* experience. In working towards this, the field instructor must function as an administrator, educator, and supervisor.

1. Administrative functions of the field instructor include:
 - a. Assign tasks that will best meet the educational needs of the individual student and that can be developed in terms of the student's capacity to carry out the function of the agency.
 - b. Meet the Master of Social Work Program requirements such as conferring with faculty field liaison, maintaining contact with the task supervisor (if applicable), attending meetings for field instructors, and providing student performance evaluations.
 - c. Keep the faculty field liaison informed about the student's progress and raising questions as needed.
 - d. Provide feedback to the School of Social Work about various components of the curriculum and the appropriateness of the internship; thus helping to plan the future use of the internship.
 - e. Advocate for the student to gain access to learning experiences within the agency and the professional community
2. Educational functions include:
 - a. Assume overall responsibility for the student's educational field experience.
 - b. Assess the field educational needs of the student. Read and be familiar with the MSW field manual.
 - c. Establish, along with the student, goals to meet those needs.
 - d. Make available to the student appropriate learning experiences in relation to the educational assessment.
 - e. Help the student to integrate theoretical knowledge and knowledge from previous experience with the student's present practice.
 - f. Provide a field educational climate that challenges the student to expand professional skills, knowledge, and values.
3. Supportive functions include:
 - a. Orient the student to the agency, its history, function, policies and procedures, and target populations, and informing students about the strengths and weaknesses of the agency and the community's services delivery system.
 - b. Work closely with the students in the actual delivery of services.
 - c. Integrate the student's work with that of agency personnel.
 - d. Work with the student to schedule the student's work week and assist the student in meeting professional responsibilities and using time appropriately.
 - e. Provide weekly scheduled supervision with the student as protected time for teaching, educational support, and administrative supervision.
 - f. Participate in evaluation and grading procedures, including a written evaluation of the student's performance at the end of each term.
 - g. Provide regular feedback to the student about his/her performance in the field.

Task Supervisor

Task Supervisors are agency personnel who assume responsibility for the day to day direction and supervision of students *only when there is no MSW Field Instructor* in an

agency position available to perform that day to day supervision. Therefore, ***not every MSW student will have a Task Supervisor***. The Field Education Office must approve task supervisors.

The following are the basic responsibilities:

- Participate in planning the field education experience and activities.
- Provide day to day direction and supervision of the student's activities.
- Review with the field instructor the assignment of cases and projects congruent with the student's field educational goals. Weekly contact via phone or email is suggested. At least one face to face meeting with the field instructor (early in the internship) is required. More frequent contacts are recommended in order to help the student with the integration of class and field.
- Orient students to the agency and their assignments.
- Provide on-the-spot positive and constructive feedback to students regarding their performance.
- Focus on the students' skill development.
- Consult with the field instructor about the student's skill development and coordinate planning for promoting optimal student development.
- Assist in the preparation of the mid-term progress report and the final student evaluations. Ideally, this is done in another face to face meeting.
- Provide ongoing feedback to the field instructor about the student's progress in meeting learning goals, identifying any performance issues requiring follow up.
- Be available to students in emergency situations or arrange coverage to the students for emergencies that may arise in their absence.

Responsibilities of Supervision

(shared if there is a Field Instructor and a Task Supervisor)

1. Orientation

The agency field instructor will facilitate the student's orientation and induction into the agency, providing a bridge from classroom to field learning.

Prior to the student's arrival the agency staff relevant to the student's placement should be informed about the placement and ways in which they might participate. Preparations for the student's arrival should include allocating an appropriate working space, including a desk, equipment, and supplies needed to perform adequately in the agency.

An orientation to the agency should include the following:

- A. Discussion of personnel practices including, but not limited to: office hours, work breaks, personal conduct, office procedures and routines, appropriate dress, and confidentiality guidelines.
- B. Description of the agency organizational hierarchy and the chain of responsibility and accountability.
- C. The agency's purpose, philosophy, and objectives, including a brief discussion of all the programs and services provided by the agency.
- D. Introduction to the agency's office system and expectations of student record keeping, the method of filing client records and procedures for accessing files, how mail is handled, and regulations regarding photocopying materials.
- E. The agency's financing, including whether the agency is financed by public or private funds or a combination of both. Also included might be the cost of operations.
- F. The agency's written policies and procedures, as well as any other written materials related to specific orientation issues should be provided for the student. Reading materials should be related to the student's work and learning experience and may include case records, pamphlets, and agency manuals.
- G. Some agencies require specialized knowledge or familiarity with specific terms. This written material should be reviewed with the student.
- H. The agency's relationship to the network of community resources. Students should be provided the opportunity to learn about the availability of community resources and assisted in the utilization of the services of other agencies in the community.

2. Planning and preparation

Plans for the semester should be worked out cooperatively, involving the student, field instructor, and faculty liaison as appropriate. The field instructor will be provided information related to the student's academic background to facilitate a focus on the student's learning needs. Advance preparation will have been made, during which many of the work assignments and learning experiences will have been tentatively selected.

A helpful tool to assist the field instructor and the student in the discussion of educational and work expectations is the "Evaluation of Field Placement" instrument, itself. The Learning Contract is then developed as a joint process between the student and field instructor. Clearly defined learning tasks and activities, including professional behavior and practice skills, will enable both the field instructor and the student to monitor progress and assess problems on an ongoing basis.

The field instructor should make a general timetable for orientation, training activities, and ongoing assignments. Purposeful contacts with persons served by the agency, such as accompanying other social workers on interviews and home visits, are desirable during the first week or two in the agency. During the second or third week in placement, the student's workload will have increased considerably.

Caseload and other generalist practice assignments are made on an individual basis with the student's learning needs clearly in mind. Assignments will usually start with less demanding situations and progress to more complex systems intervention. Before the first client contact, it is helpful for the student and the field instructor to have a clear understanding and agreement on the student's identity with the agency. For example, most clients will have had ongoing contacts with an agency social worker with whom they may continue to be involved when the student completes the Field internship. The student should have a clear idea about expectations for bridging the change of workers with the client. It is advisable to be clear with clients in the first contact as to the student's status and the length of time he/she will be working in the agency. The student should also be apprised of the regulations or expectations regarding client contact following the Field internship. Some agencies may allow the student to continue as a volunteer, however, continued client contact following termination of the student/client service contract should be discouraged if not prohibited.

3. The individual conference

Supervision is an integral part of administration, and the major components of supervision include planning, organizing, reviewing, teaching, consulting, and evaluating. The core of the supervisory process is the relationship between the supervisor and supervisee. The individual conference is the main vehicle through which this relationship is established and maintained.

The field instructor is expected to plan and schedule supervisory conferences with the student on a regular basis, with the minimum of one per week. However, the field instructor should also be available for brief conferences, questions, and instructions at unscheduled times. The student is responsible for being prepared for supervisory conferences, making wise use of supervision. This active participation in the supervisory process is essential to the relationship and to maximum learning. The student should determine what he/she expects to gain from supervision and ways in which supervision can most effectively be used for learning and professional growth. Evaluation of growth and learning begins with a learning

agreement, or contract, negotiated between the student and the field instructor. Learning is further enhanced by the student's bringing a carefully prepared agenda to all scheduled individual conferences.

4. Selection and assignment of field learning experiences

Students enter field experience at various levels of knowledge, skill, intellectual ability, and personal maturity. Work experiences are selected to meet these individual needs and differences, while at the same time providing the student with a generalist preparation for practice. In the beginning, the field instructor may have to provide much more guidance in order to help the student determine the purposes and objectives of work assignments and activities. However, the student should be able to assume an increasing amount of responsibility, initiative, and independence as the semester progresses.

5. Evaluation of Student

The field instructor is responsible for submitting evaluations within the prescribed time periods. The field instructor is also expected to provide the student with a copy of the written evaluation.

6. Professional Development

Students are encouraged to attend professional conferences, workshops, and meetings for professional development. Through these experiences, foundation knowledge is reinforced and challenged, and students are further socialized in the social work profession.

7. Impaired Student

Any disagreements should be handled tactfully, with diplomacy, and in a professional manner.

The field instructor will contact the appropriate faculty liaison immediately if problem areas arise that impair the student's ability to function effectively.

Suggested Learning Sequence

Orientation to Agency: Students should receive adequate orientation to the agency and its services the first few days of the internship. This phase should include tours of the facility, introductions to staff, overview of the agency, overview of the relevant agency procedures

and services to clients, and specific expectations of the agency (such as dress code, parking, work schedules, etc.) . This information is best transmitted in a personal or interactional process rather than simply reading agency policy and procedure manuals. This is a critical time for development of a trusting relationship between the Student intern and Field Instructor.

Orientation/Observation of Client Services: Early in the internship, students should be involved in opportunities with clients. This may include observing intakes, conduct intakes directly, observe agency staff as they conduct social assessments or social histories, observing group sessions, observing staffing or treatment team meetings, etc. As the student completes the orientation phase, they should have developed a good understanding of the agency's procedures for working with clients, documentation, and the organizational structure. Student observation of the social worker's engagement skills should be reflected in the supervisory relationship.

Provision of Services to Client(s):

Generalist Practice Year: Although graduate students are being prepared for clinical practice in our MSW program, the generalist perspective is the focus of the generalist year internship and there should be opportunities for extensive client contact, a range of client situations, varied practice approaches, and diverse agency activities/assignments. It is expected that the internship should include the following: working one-on-one with clients to assess their needs and determine resources to meet those needs; working with people in families and groups; participation in staffing; documentation in case records; research, assessment, or intervention within an agency setting and community or committee work; and intervention as appropriate in systems that affect the client system, using such skills as organizing, bargaining, and influencing policy. Students should be given as much direct responsibility as they are capable of managing.

Specialized Practice Year: This level graduate student should be focus on providing clinical treatment during this internship. This would include all the above generalist opportunities and should slowly (depending upon the student's abilities) be allowed and encouraged to provide more advanced and in-depth treatment.

Conclusion of Internship: Students should address the conclusion of their internship with clients, co-workers, and the Field Instructor. The termination process should include evaluation of clients' progress and accomplishments, providing for follow-up or aftercare, summarizing and evaluating their own learning and performance, and addressing feelings regarding termination. Because the end of the internship typically comes "so quickly", this phase is often overlooked as a part of the internship process. Both the Student and Field Instructor should give attention to this time.

The Community Advisory Committee

The community advisory committee is comprised of 6-9 community representatives and directors and program directors of the social work department (the department chair, the MSW and BSW program directors, the director of BSW Field Education and the director of MSW Field Education). The committee members represent a variety of practice fields. A faculty representative from the social work department and a social worker from the School of Medicine also serve on the committee.

The committee meets two - three times per year to discuss the interconnectedness between the community and the department of social work. This committee's focus is to enhance the role of social work in the community and maximizing the knowledge of current trends in social work practice. The committee also serves as a sounding board and feedback loop for social work issues related to both the overall community and the education of social workers in this area.

Field issues are discussed at each meeting. If the need arises, the committee may form a sub-committee to focus specifically on field education. During the MSW accreditation process, a field development committee met monthly in an effort to increase the number and quality of MSW placement sites. This was successful and that particular committee is no longer meeting at this time. The community advisory committee continues to play an important role in field education by providing input and feedback related to field issues.

Part Three

The following are policies that apply to students in the MSW program at ETSU. Most relate directly to field education although there are some which apply in general.

Field Policies

Attendance

Inclement Weather

Travel/Transportation of Clients

Liability Insurance

Safety

ETSU Sexual and Racial Harassment Policy

Grievance Procedure

Confidentiality

Disclosure of Student/Trainee Status

Special Considerations

Agency Requirements

Accommodations for Students with Disabilities

Employment and Field Internship

Employment Based Internship Policy

Change in Field Agency Site

Problem Resolution

Violation of Ethics

Discontinuance

Academic Performance Policy

Attendance

Generalist/foundation practice year MSW interns must complete **480 hours** of fieldwork during their field placement. This requires an average of 16 hours per week at their field agencies.

Specialized/concentration practice year MSW interns must complete **600 hours** of fieldwork during their field placement. This requires an average of 16 hours per week in the first semester and 24 hours per week in the second semester.

At the end of the internship, the student shall provide their faculty liaison with their documented time sheets. All students must have completed **ALL** their field hours in order to receive a grade and get credit for their internship.

All field students have access to the academic calendar which serves as a guide for the student. Students are expected to follow the academic calendar and complete the required hours, regardless of holidays. The student does not need to work on the holiday itself but must make arrangements to work another day if that holiday should fall on one of their regularly scheduled field days. If unforeseen circumstances (such as snow) result in the closure of the agency, then the student is not required to make up that time however *the student must contact the Field Liaison if the agency remains closed more than one day*. If illness or weather or some type of situation keeps the student from attending on a scheduled day, then the student is required to make up that time, with the coordination by the field instructor and/or task supervisor. If the student is likely to miss more than two days due to any of the above reasons, the circumstances and make up time will be dealt with on an individual basis and must involve input by the faculty liaison. Students completing their clinical internship may be required to provide ongoing clinical services to their clients over the long winter semester break. This work should be **LIMITED** to the least number of hours needed to maintain treatment continuity **ONLY**. Hours completed will count for spring semester.

Students are encouraged to make the best use of opportunities provided by the agency such as working in the evening or on week-ends for special events. This enables the student to apply some flexibility in meeting their required field hours and take advantage of special learning opportunities. *Students should not plan on working evening and/or week-end hours on a regular basis without PRIOR approval from the field office*. Flexibility in hours does not allow for students to end their internships early. The internship is designed to be a process which moves concurrently with practice courses.

Inclement Weather

If an emergency closure of the assigned field agency occurs due to inclement weather (or natural disaster), the student is not required to make up the time missed. If, however, the student is unable to travel (due to weather) and the agency is open, the student is required to make up the time missed. If the agency remains closed for two days, the student must contact the faculty liaison to arrange for other work. If the university is closed due to inclement weather (or natural disaster), the student should follow the schedule of the agency.

Travel / Transportation of Clients

Students pay the cost of traveling to and from their assigned agencies each day. Expenses incurred while completing required field assignments may be reimbursed by the agency (when at all possible) according to agency procedure. If the agency requires the use of the student's car, these requirements must be explained to the student before approval of the Internship site.

The Department of Social Work field policy advises students to avoid transporting clients in their personal vehicles. This is stated for the safety of both client and student. Student's liability insurance purchased through the Department of Social Work does **NOT** cover vehicle insurance. If the student is required to transport clients as part of the practicum, the agency is expected to supply the vehicle and assume any liability.

Liability Insurance

There is always the possibility that a student may be held personally responsible and vulnerable to legal action, even if a field agency carries liability insurance that includes student coverage. Students must purchase liability insurance through the Department of Social Work, regardless of carrying their own personal coverage.

Safety

The Department of Social Work faculty is responsible for educating the student about general safety in the field. Faculty address safety issues as they relate to the content of lectures and discussions in the classroom. Field orientation also includes a section of safety in field.

Each field agency is responsible for orienting the student to the safety policies and procedures of that setting. Such orientation should include, but not be limited to, discussion of safety issues in the community, within the agency building(s), and with particular clients prone to violent behavior. Orientation should address security of personal belongings and procedures in the event of a safety problem.

Students should not be required to engage in assignments in which they feel physically at risk. Students should discuss their feeling with the field instructor. If a student's concerns about safety begin to interfere with the learning process, the faculty liaison should be contacted to facilitate exploration of the concerns.

If an incident occurs in which the student is personally threatened or hurt, the agency should contact the Director of Field Education immediately to decide on actions the agency and school should take to ensure the student's physical and emotional well-being. The Director of Field Education will document the incident and the steps taken to address it and will meet with the student and faculty liaison to assess the student's readiness to return to the field, the need for replacement, and any other relevant issues.

Sexual and Racial Harassment

ETSU has established a sexual and racial harassment policy that is applicable to off-campus internship sites (see ETSU Student Handbook, [Spectrum](#), for specific information).

Grievance Procedures

Social work students have the right to appeal course grades and adverse decisions relating to the field internship according to the appeal process outlined in the MSW Student Handbook.

Confidentiality Statement

Since the Health Insurance Portability and Accountability Act of 1996 (H.I.P.A.A.) was implemented on April 15, 2004, persons who violate this act are subject to civil and criminal penalties, including jail time and large monetary fines. It is important that student not discuss clients or the agency outside the agency. If a student uses client related material in class for educational purposes, the information must be carefully disguised so the identity of the client and others is protected.

Students sign a confidentially statement (see Forms section of this manual) at the beginning of their internship.

Disclosure of Student or Trainee Status

In the best interest of client care, the student must identify themselves as a student/trainee/intern to clients/patients either verbally or through the use of name tags. The student's status should be clearly designated in documentation and signing notes in client records.

Special Considerations

Agency Requirements

An increasing number of field agencies, especially those dealing specifically with medicine, children, and the justice system, will require additional information related to the student before they are able to offer an internship. Immunization records, a police background check, drug screenings, and knowledge of CPR/First Aid are examples of such requirements. Findings in the background checks and/or drug screening tests may affect a student's ability to participate in certain field internships. Students are alerted to this possible request for information by the field education office when possible. Most agencies cover the cost of these checks whereas others require the student to pay. The student must notify the field office if there is an issue with the cost of this requirement. If a student is not comfortable complying with these checks they are encouraged to discuss this with the director(s) of field instruction.

Accommodation for Students with Disabilities

The university offers support services to eligible students with disabilities. Formal requests from students with disabilities must go through the Office of Disability Services. The Social Work Department will work with eligible students and other support services to enable successful completion of the field internship. It is recognized that students may choose not to disclose a disability. In such cases, the student may not receive special accommodation in class or the field internship.

Employment and Field Internships

The field education office, along with the faculty from the MSW program, strongly **DISCOURAGE** students from trying to work, especially full-time, while completing their graduate program. The MSW program, when taken on a full-time basis, is a full-time program. Classes are held two or three days per week and internships are designed to be 16-24 hours or two to three days per week. Therefore it is obvious that there is simply not enough time in a week to work full-time also. Some students are hopeful that they will be able to complete their internships within the social work agency where they are currently employed. Sometimes that is possible. It is very important for students to understand that their internship experience must be “different” from their current job and that their responsibilities must be appropriate for the internship in order to maintain the integrity of the social work education. Students are encouraged to look over the goals and objectives of Field Education and think about the types of activities that would help them meet those goals and objectives. Students should also review the employment based internship policy (see next page). Students then discuss their plans in detail with the Director of Field Education. Students must be supervised by an MSW who is different than anyone who has previously supervised them.

If a student believes that they can fulfill these requirements then they must submit, along with the regular field review packet, an “Employment Based Internship Proposal.” These are available from the Field Education Office. Among other things this proposal will outline the student’s current job responsibilities and the proposed internship responsibilities. Students are often required to appear in front of the MSW faculty to answer questions related to the possibility of placement within the employing agency. Another step in this process will be for the student to get the written approval and signature of the agency director on the petition form. This type of internship often requires more face to face contact with the Field Education Office. Please feel free to direct related questions to the Director of Field Education.

Employment Offered During Internship

Occasionally students may be offered employment at the agency they are actively interning with. Students should immediately notify their field liaison and Director of MSW Field Education or Program Coordinator if in a cohort program. After a meeting with the student, the field instructor, the field liaison and the program director or coordinator decisions will be made regarding the appropriateness of payment or employment on a case by case basis. If permission is granted, a plan is developed that maintains the integrity of the education process. This plan would ensure the responsibility of the field internship agency and the responsibilities of the field instructor continue to be up held.

Employment Based Internship Policy

Students may request completion of their Field Internship at an agency in which they are employed if specific standards are met. A setting where the student is employed can only be approved if:

1. Both the Agency and the Field Instructor meet the required criteria for selection (see requirements listed in manual).
2. The Student's assignments for the field education course are new and different from those associated with assignments of their employment. Proposed field assignments must meet the Social Work Department's and CSWE's curriculum standards.
3. The Field Internship shall be educationally directed. It is important that the Student be exposed to a diversity of practice experiences to support professional and educational growth. The Student should work in a site different than their employment and perform tasks different from their current or past job duties. A plan to transition the student from the worker/employee role to the learner/student role must be developed.
4. If a student is newly hired in a social work position while enrolled in school, they may request approval of the site if the established criterion is met.
5. The Field Instructor must be different than the supervisor of the Student's employment. The Field Instructor will provide a teaching role focused on the Student's educational and professional development needs.
6. The agency must sign the **Agreement between East Tennessee State University and the Field Placement Agency.**

Students requesting a Field Internship at their place of employment must complete the Employment-Based Internship Proposal form. This form is available from the field office and must be submitted to that office. The form must contain the signatures of the designated agency personnel. The field office will review the form and make a determination as to whether the proposed internship will be approved. Discussions with faculty, the student, and agency personnel including the proposed field instructor may be required.

Change in Field Agency Site

Any student enrolled in the MSW program may seek a change in his/her field agency site when problems unrelated to the student's performance make continuation in the field internship an issue. It is the function of the student's faculty field liaison to determine whether the problem is performance or non-performance. Changes involve termination from the current field internship site, and, if appropriate, replacement in a different setting. Any changes require the involvement of the field office.

1. Examples of some non-performance problems are:

- a. Inadequate agency resources to support field internship. For example, lack of student office space, lack of clients for student cases, insufficient supervisory time, loss of field instructor due to illness, change in jobs, etc.
- b. Learning experiences in agency are not appropriate to MSW program goals and objectives. For example, lack of opportunities to work with individuals, families, and groups or to assume multiple interventive roles: counselor, broker, and advocate.
- c. Misplacement, error in field placement based on paper credentials of students and field internship. For example, agency learning experiences are too advanced for the student or the converse
- d. Agency reorganization. During the academic year the agency substantially changes its administrative structure which creates a chaotic situation for the student and adversely affects available learning opportunities.
- e. Personality or ideological clash between field instructor and student.

2. Procedure for requesting termination of Field Internship:

- a. Faculty field liaison and student discuss the problem to identify the issues.
- b. Faculty field liaison, student, and field instructor discuss problem and explore alternative solutions. At this point, it is the faculty field liaison's responsibility to inform the Field Director of the difficulties. If a solution is not found within the agency, a decision to terminate the internship is then made by the field instructor, faculty field liaison and the field director.
- c. The student is expected to complete the termination process in the initial internship which includes administrative requirements of the agency as well as termination contacts with assigned clients. The original field instructor will be asked to submit a summary of the student's field experience to date, which is shared with the student and becomes part of the student's record. The student may submit a response to the field instructor's evaluation.

3. Procedure related to field changes due to performance issues:

In rare situations, an agency may unilaterally request that a student be terminated from the internship. If this is due to concern about the student's suitability for that particular setting, then the faculty field liaison, field coordinator (if applicable) and the field director must be involved in order to review the situation, to provide the student with due process and

to develop further plans. If the request is due to some severe or drastic failure on the part of the student, then it will be necessary to proceed with formal administrative measures. A review based on the *academic performance policy* may be initiated at this point (see pages 58 in this section).

The student, faculty liaison, field coordinator (if applicable) and the field director(s) determine whether or not replacement is advisable and if so, they explore options of other internships and a decision to replace the student is made. If a review based on the *academic performance policy* is initiated, then the decision of replacement or continuation of the internship will be made at that level.

Procedure for replacements

Replacement is coordinated by the field director(s) who selects and facilitates the most suitable replacement. An interview with the new field instructor and agency is required, and information about the previous situation is openly shared and discussed. It may be necessary for the student to put in additional or extended time in the new internship to make up for earlier time and teaching missed. These arrangements are negotiated by the student, the faculty field liaison, and the new field instructor.

Problem Resolution

Should problems arise in the internship, the following steps should be followed.

Be clear about the policies and procedures of the field internship and related expectations. Most answers to issues can be found within this field manual. When an issue arises in the internship, the people involved or related to that issue need to communicate by sitting down and talking. The key people would be the student, the field instructor, the task supervisor (if applicable) and the faculty liaison. By addressing issues explicitly, proactively, professionally, and in a timely fashion, most problems, whether personal, academic, or administrative, can be resolved in a professional manner. Should problem resolution not be satisfactory, formal corrective action may be indicated.

The first step in the problem-solving process is for the student to meet with the field instructor, task supervisor (if one is involved), and the field liaison to describe and problem solve the situation. In most instances, issues may be handled successfully and appropriately at this level. If not, the next step is to involve the field director(s) to assist in problem solving. If that is not satisfactory then the next step is to involve the MSW Program Director, then the Social Work Department Chair, and finally the Dean of the Graduate School.

Violation of Ethics

In instances where the student's problem has arisen because of violation of professional ethics or behavior that is detrimental to the welfare of the student's client, the student will be subject to an academic performance review.

Discontinuance

Students who are unable to secure or maintain a satisfactory field internship for reasons related to inappropriate behavior or lack of readiness for field will be subject to discontinuance from the program. This will be in the form of an academic performance review and the results of that review will determine the internship plan.

Students who are asked to leave their internships for performance reasons are subject to an academic performance review and the results of that review will determine the internship plan.

Students must receive at least a B in field education. If a student receives a grade of B-, C+ or C in their internship, they must repeat that semester of field education. They may not move forward in the field curriculum or with an accompanying practice course until they have earned a grade of at least a B. Field may only be repeated once. If a student is in danger of receiving an F grade, there will be an academic performance review.

**EAST TENNESSEE STATE UNIVERSITY
MSW PROGRAM
ACADEMIC PERFORMANCE POLICY**

See the most up to date handbook located at,

https://www.etsu.edu/crhs/socialwork/msw_program/handbook.php

Part Four

Part Four contains information related to the student's activities in their Generalist year field internship. The planning activities, the placement process and Foundation Year Teaching Objectives and included along with information and forms for the learning contract and evaluation.

MSW Generalist/Foundation Practice (First Year) Information Sheet

An Explanation of the Internship Process

Generalist Practice Social Work Competencies

The Generalist Practice Field Education Learning Contract and Evaluation

General Information

Writing the Learning Contract

Evaluating Student Performance

Grades for Field Internship

MSW Generalist/Foundation Practice (First) Year Information Sheet

First year interns are *generalist practice social work students* which often means they are coming to social work from another field such as psychology or criminal justice. They are taking their first social work courses at the same time they are beginning their field internships with your agency. They need a structured and supportive environment in which to practice and build social work skills.

The first year MSW students are in field two days per week for both the spring and summer semesters for a weekly total of 16 hours. Since they are in class on Mondays and Tuesdays (including their field seminar) they will generally complete their hours between Wednesday and Friday. Schedules should reflect times that are optimal for both the intern and your agency. There is a field calendar provided for each semester which outlines the field hours and university holidays.

The field experience for first year MSW students should include:

- Psycho-social assessments, interviewing, problem solving, and supportive counseling with individuals, families and/or groups (including accompanying paperwork).
- Indirect client work
 - Professional or educational meetings/workshops including team and community meetings.
 - Evaluation (i.e., data collection, outcomes development)
- Case management (resource allocation and referral).
- Advocacy and planned social change work.

Supervision at the internship must be provided by an MSW with at least two years post MSW experience. This person is the Field Instructor and is an extension of our social work faculty, responsible for instructing and role modeling. The Field Instructor must meet with the student for a minimum of one hour per week. We provide orientation for our Field Instructors prior to each semester which gives them information necessary to facilitate a successful internship.

The student may be under the direct daily supervision of a person without a social work degree (Task Supervisor). We would expect that the Task Supervisor hold a degree and several years' experience in a human service position. Although the Field Instructor will take the lead role in coordinating the instruction of the student, the task supervisor will work closely with the student to achieve learning objectives.

The placement process is detailed and requires a planning form, an interview with the field office and an interview with the proposed Field Instructor (and other agency personnel required by the agency). We understand that agencies may have extra requirements and that is perfectly appropriate. This is part of the "real world" experience we want our students to have.

An Explanation of the Internship Process

All students entering field complete an Internship Planning Form. This information is used along with telephone, email and face to face contact to determine the most appropriate generalist internship. Students attach a copy of their current resume, a copy of their current driver's license, and a self-profile for review. The Director of Field Education makes arrangements for the internship based on this information. **Students are not to arrange their own internships.** Once an agency and Field Instructor (and Task Supervisor if necessary) have been identified, the student will be given an interview packet including a Field Confirmation Form. An interview is then scheduled between Field Instructor (Task Supervisor, if necessary) and student. This enables the student and the Field Instructor (and Task Supervisor if applicable) to determine if they will be able to work together toward the goals and objectives of the internship. If the interview is not successful (either the student or the Field Instructor or Task Supervisor feels that this is not a good match), then a review takes place to determine a different direction and the student is given another interview packet. Students are encouraged to make certain that they feel comfortable in the internship setting but also believe they will be challenged in their learning. Field Instructors and Task Supervisors are encouraged to feel comfortable with the student and in the student's ability to learn during the internship process. Sometimes interviews with the proposed Field Instructor lead to a decision to go in a different direction in regards to the internship site.

Generalist Practice Social Work Competencies

Competency 1: Demonstrate ethical and professional behavior.

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the professions' history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professionals when engaged in inter-professional teams. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure that they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

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

Competency 2: Engage diversity and difference in practice.

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance human rights and Social, Economic, and Environmental Justice.

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable

about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

- Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in practice-informed research and research-informed practice.

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

- Use practice experience and theory to inform scientific inquiry and research.
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in policy practice.

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with individuals, families, groups, organizations, and communities.

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social

workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

- Apply knowledge of human behavior and the social, environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Use empathy, reflection, and interpersonal skills to effectively engage with diverse clients and constituencies.

Competency 7: Assess individuals, families, groups, organizations, and communities.

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with individuals, families, groups, organizations, and communities.

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate individuals, families, groups, organizations, and communities.

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

- Select and use appropriate methods for evaluation of outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

The Field Education Learning Contract and Evaluation

How This Works

General Information

The Field Education Student Learning Contract is designed to help the student and field instructor identify activities at the particular field agency that will meet the competencies and behaviors provided. The field instructor (and task supervisor, if applicable) can use the Learning Contract to decide which of the agency's

educational activities (cases, projects, meetings, etc.) is most appropriate to fulfill the field educational competencies and behaviors. The Learning Contract may be modified as competencies are achieved, new needs emerge, or additional field experiences become available.

Developed by the student, the field instructor and the task supervisor (if applicable) in consultation with the faculty liaison, the Learning Contract makes explicit what the student's tasks will be. Thus, it is a major tool for evaluating the student's progress towards meeting his/her learning competencies. The following shows the approach commonly used to develop the Field Education Learning Contract. To begin the process, the student completes the *Personal Assessment Questionnaire*. The student should discuss the assessment of his or her skills with the field instructor and task supervisor (if applicable). The field instructor's (and task supervisor's) observations and ideas will help the student develop the tasks selected to meet the goals and learning objectives. Once the Learning Contract is completed, it is typed or written on the following form in this manual. The Learning Contract should be reviewed and updated regularly to insure appropriate learning tasks. This enables the student to develop a clear picture of how they will be evaluated as they work with their Learning Contract.

During the spring semester, the Learning Contract is revised in order to continue and deepen the educational experience of the student. It is then used as the end of the spring semester for the final evaluation.

Writing the Learning Contract

Using clearly written, measurable learning activities based on the social work competencies in the Learning Contract adds structure to the student's field experiences. It helps to individualize the experience as the activities are based on the agency's ability to provide those opportunities. Finally, it makes the evaluation process easier. A well-stated learning task is content specific and focuses on the performance expected of the student. It answers the questions:

--What is the student to learn?

--What will the student be doing when he/she has learned the concept or skill?

- a) Review the Social Work Competencies (1-9).
- b) Review the behaviors. Think about how you learn best and what steps you will need to take to become competent in the behaviors. What skills and knowledge do you bring to this behavior and where need to focus as you move toward competency? If you view your skills as near competency now, what can you do to improve? How can you grow?
- c) Review the *Personal Assessment Questionnaire*. Make a list of the skills and knowledge that you would like to develop during the coming year. This list may include skill gaps and skills and knowledge that need additional improvement.
- d) Use the following guidelines:
 - Be specific. Avoid global or general statements.
 - Describe what is to be done that is observable, not in feeling terms. It is difficult to measure feeling states.
 - Include only one task or skill in each statement.
 - Write simply. It is not necessary to include jargon or buzz words.
 - Use examples if it will help the reader understand the intent.
 - Learn to condense material (*putting emphasis on quality not quantity*)
 - Write activities in a way that can be measured.
- e) Competencies often reflect an experience which can be broken down into a number of tasks and smaller activities. For example, the objective, "develop social work skills in working with adolescent groups" can be broken down into the following activities:

- Observe field instructor leading adolescent treatment group for three sessions.
 - Co-lead with field instructor three adolescent group sessions.
 - Lead three adolescent group sessions.
- f) Write a draft of your Learning Agreement and discuss it one more time with your field instructor and your task supervisor. Put the finishing touches on and turn it in.

**ETSU Department of Social Work
MSW Generalist Practice Learning Contract and Evaluation**

Student: _____

Agency: _____

Field Instructor: _____

**Task Supervisor
(if applicable):** _____

Field Liaison: _____

Dates in Field: _____ **to** _____

Competency 1: Demonstrate ethical and professional behavior.

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact

practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the professions' history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professionals when engaged in inter-professional teams. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure that they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

In your field placement, what experiential, collegial, or practical activities do you anticipate that will enable you to demonstrate this competency? Provide at least three.	Date Completed	Field Instructor Initial
1.		
2.		
3.		

MIDTERM

Evaluation of Competency 1: Demonstrate Ethical and Professional Behavior

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Demonstrate professional demeanor in behavior, appearance, and oral, written and electronic communication	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use technology ethically and appropriately to facilitate practice outcomes	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use supervision and consultation to guide professional judgement and behavior	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

FINAL**Evaluation of Competency 1: Demonstrate Ethical and Professional Behavior**

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Demonstrate professional demeanor in behavior, appearance, and oral, written and electronic communication	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use technology ethically and appropriately to facilitate practice outcomes	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use supervision and consultation to guide professional judgement and behavior	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

Competency 2: Engage diversity and difference in practice.

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

In your field placement, what experiential, collegial, or practical activities do you anticipate that will enable you to demonstrate this competency? Provide at least three.	Date Completed	Field Instructor Initial
1.		
2.		
3.		

MIDTERM**Evaluation of Competency 2: Engage diversity and difference in practice.**

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Present themselves as learners and engage clients and constituencies as experts of their own experiences	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

FINAL**Evaluation of Competency 2: Engage diversity and difference in practice.**

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Present themselves as learners and engage clients and constituencies as experts of their own experiences	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

Competency 3: Advance human rights and Social, Economic, and Environmental Justice.

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

In your field placement, what experiential, collegial, or practical activities do you anticipate that will enable you to demonstrate this competency? Provide at least three.	Date Completed	Field Instructor Initial
1.		
2.		
3.		

MIDTERM**Evaluation of Competency 3: Advance human rights and Social, Economic, and Environmental Justice.****Please rate your student's attainment of each competency according to the following scale:**

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Engage in practices that advance social, economic, and environmental justice	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

FINAL**Evaluation of Competency 3: Advance human rights and Social, Economic, and Environmental Justice.****Please rate your student's attainment of each competency according to the following scale:**

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Engage in practices that advance social, economic, and environmental justice	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

Competency 4: Engage in practice-informed research and research-informed practice.

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

In your field placement, what experiential, collegial, or practical activities do you anticipate that will enable you to demonstrate this competency? Provide at least three.	Date Completed	Field Instructor Initial
1.		
2.		
3.		

MIDTERM**Evaluation of Competency 4: Engage in practice-informed research and research-informed practice.**

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Use practice experience and theory to inform scientific inquiry and research	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use and translate research evidence to inform and improve practice, policy, and service delivery	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

FINAL**Evaluation of Competency 4: Engage in practice-informed research and research-informed practice.****Please rate your student's attainment of each competency according to the following scale:**

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Use practice experience and theory to inform scientific inquiry and research	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use and translate research evidence to inform and improve practice, policy, and service delivery	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

Competency 5: Engage in policy practice.

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

In your field placement, what experiential, collegial, or practical activities do you anticipate that will enable you to demonstrate this competency? Provide at least three.	Date Completed	Field Instructor Initial
1.		
2.		
3.		

MIDTERM

Evaluation of Competency 5: Engage in policy practice.

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Assess how social welfare and economic policies impact the delivery of and access to social services	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

FINAL**Evaluation of Competency 5: Engage in policy practice.**

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Assess how social welfare and economic policies impact the delivery of and access to social services	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

Competency 6: Engage with individuals, families, groups, organizations, and communities.

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

In your field placement, what experiential, collegial, or practical activities do you anticipate that will enable you to demonstrate this competency? Provide at least three.	Date Completed	Field Instructor Initial
1.		
2.		
3.		

MIDTERM**Evaluation of Competency 6: Engage with individuals, families, groups, organizations, and communities.****Please rate your student's attainment of each competency according to the following scale:**

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Apply knowledge of human behavior and the social, environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use empathy, reflection, and interpersonal skills to effectively engage with diverse clients and constituencies	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

FINAL**Evaluation of Competency 6: Engage with individuals, families, groups, organizations, and communities.****Please rate your student's attainment of each competency according to the following scale:**

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Apply knowledge of human behavior and the social, environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use empathy, reflection, and interpersonal skills to effectively engage with diverse clients and constituencies	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

Competency 7: Assess individuals, families, groups, organizations, and communities.

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

In your field placement, what experiential, collegial, or practical activities do you anticipate that will enable you to demonstrate this competency? Provide at least three.	Date Completed	Field Instructor Initial
1.		
2.		
3.		

MIDTERM**Evaluation of Competency 7: Assess individuals, families, groups, organizations, and communities.**

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

FINAL**Evaluation of Competency 7: Assess individuals, families, groups, organizations, and communities.**

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

Competency 8: Intervene with individuals, families, groups, organizations, and communities.

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

In your field placement, what experiential, collegial, or practical activities do you anticipate that will enable you to demonstrate this competency? Provide at least three.	Date Completed	Field Instructor Initial
1.		
2.		
3.		

MIDTERM

Evaluation of Competency 8: Intervene with individuals, families, groups, organizations, and communities.

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Facilitate effective transitions and endings that advance mutually agreed-on goals	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

FINAL**Evaluation of Competency 8: Intervene with individuals, families, groups, organizations, and communities.**

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Facilitate effective transitions and endings that advance mutually agreed-on goals	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

Competency 9: Evaluate individuals, families, groups, organizations, and communities.

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

In your field placement, what experiential, collegial, or practical activities do you anticipate that will enable you to demonstrate this competency? Provide at least three.	Date Completed	Field Instructor Initial
1.		
2.		
3.		

MIDTERM**Evaluation of Competency 9: Evaluate individuals, families, groups, organizations, and communities.**

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Select and use appropriate methods for evaluation of outcomes	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Critically analyze, monitor, and evaluate intervention and program processes and outcomes	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

FINAL**Evaluation of Competency 9: Evaluate individuals, families, groups, organizations, and communities.**

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Select and use appropriate methods for evaluation of outcomes	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Critically analyze, monitor, and evaluate intervention and program processes and outcomes	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

LEARNING CONTRACT SIGNATURE PAGE

This Learning Contract may be amended or renegotiated at any time if both the student and field instructor agree. The faculty liaison must be notified of any major changes.

Contract Period: (dates) from _____ to _____

Semesters: (Midterm) _____ (Final) _____

Agency: _____

Signatures:

Student Signature **Date**

Field Instructor Signature **Date**

Task Supervisor Signature **Date**

Field Liaison Signature **Date**

EVALUATION SIGNATURE PAGE

MIDTERM

Comments by Field Instructor (include explanation of any non-applicable competencies):

Comments by Task Supervisor (include explanation of any non-applicable competencies):

Comments by Student:

I agree/disagree with this assessment/evaluation. (Circle one)

Student Signature **Date**

Field Instructor Signature **Date**

Task Supervisor Signature **Date**

Field Liaison Signature **Date**

Feel free to use additional paper if needed
EVALUATION SIGNATURE PAGE

FINAL

Comments by Field Instructor (include explanation of any non-applicable competencies):

Comments by Task Supervisor (include explanation of any non-applicable competencies):

Comments by Student:

I agree/disagree with this assessment/evaluation. (Circle one)

Student Signature **Date**

Field Instructor Signature **Date**

Task Supervisor Signature **Date**

Field Liaison Signature **Date**

Feel free to use additional paper if needed

Grades for Field Education

A student in the graduate program is expected to maintain a 3.0 or above grade point average in all course work. In the field internship, grades for each student are recommended by the field instructor to the faculty field liaison.

Grading is done on the alphabetical system as follows:

- A** Excellent or superior performance in all field assignments.
- A-** Excellent or superior performance in most field assignments.
- B+** Excellent or superior performance in some field assignments.
- B** Meets all required field assignments.
- B-** Slightly below expectations for graduate internship.
- C+** Mostly below expectations for graduate internship.
- C** Unacceptable graduate performance.
- F** Complete failure in performance in field education.
- I** The grade of Incomplete presupposes that the student is doing passing work in the field internship course, but because of illness or another emergency situation which is beyond the student's control, is unable to complete satisfactorily all course requirements by the end of the semester.
- W** The grade of Withdrawn indicates that the student has officially withdrawn from the field instruction course, or that the student has been dropped for non-attendance

Students must receive at least a B in field education. If a student receives a grade of B-, C+ or C in their internship, they must repeat that semester. They may not move forward in the curriculum until they have earned at least a grade of B. Field may only be repeated once. If a student is in danger of receiving an F grade, there will be an academic performance review.

Incomplete or Withdrawal Grades

I: An incomplete grade must be removed and changed to a letter grade before the student can move forward in their internship.

W: No student who has officially withdrawn from the field instruction course, or who has been dropped for non-attendance, may continue in their field internship.

Part Five

Part Five contains information related to the student's activities in their Specialized/Concentration year field internship and the evaluation process. The Learning Agreement forms the foundation for both the activities and the evaluation and is completed at the beginning of each semester.

MSW Specialized/Concentration Practice Information Sheet

An Explanation of the Internship Process

MSW Specialized Practice Field Planning Form & Contract

Field Internship Contract/Self Profile

Confirmation of Field Internship Form

Specialized Practice Social Work Competencies

The Field Education Learning Contract and Evaluation

Grades for Field Internship

MSW Specialized/Concentration Practice (Second) Year Information Sheet

There are two types of second year MSW interns, second year *regular track* students and *advanced standing* students. Second year MSW interns go into field in the first semester of their second year and are moving from a generalist perspective (either their BSW studies or first year MSW studies) into a clinical concentration. Though advanced standing students (holding a BSW degree) skip the first year of the MSW program, they enter the program in the summer before their second year and take “bridge” courses to get them ready for the advanced year. It should be noted that students who are accepted as advanced standing are those who demonstrate high academic and field achievement in their BSW work.

The second year MSW students are in field for two days per week (16 hours) in the first semester and for three days per week (24 hours) in the second semester. Since the students are in class on Mondays and Tuesdays (including field seminar) they will generally complete their field hours between Wednesday and Friday. In the spring they are usually in field Wednesday through Friday. Schedules should reflect times that are optimal for both the intern and your agency. There is a field calendar provided for each semester which outlines the field hours and university holidays.

The field experience for second year MSW students build on their foundation skills developed and practiced in their first internship and should include an emphasis on *advanced clinical social work practice*:

- Advanced clinical social work practice
 - Advanced clinical assessments of individuals, families, and groups
 - Ongoing contact
 - Specific use of intervention or psychotherapeutic models based on advanced theories
- Indirect client work
 - Professional or educational meetings/workshops including presentations at such meetings
 - Attendance and participation at community meetings, staff and board meetings
 - Evaluation (i.e., data collection, outcomes development)
- Case management (resource allocation and referral)
- Advocacy and planned social change work

Definition of Clinical Practice

Clinical practice is defined as a model of practice that involves interactive professional activities with and on behalf of clients, especially those activities undertaken in the client's presence and with the client's collaboration. These activities are informed by an ecologically based bio-psycho-social assessment. Intervention and change oriented activities are based on a range of theories with the clinical social worker selecting the one, or the combination, most appropriate for the client's situation. These activities may take place in an individual, family, or group setting. While focusing on those activities done in direct contact with clients, clinical social workers must also be prepared to make indirect contacts on behalf of clients. Those contact functions include advocacy, consultation, referral, and supervision. All social workers, including clinical social workers, must be aware of the impact of social policies upon their clients, and as citizens knowledgeably engage in the democratic process in a common struggle for economic and social justice.

Supervision at the internship must be provided by an MSW with at least two years post MSW experience. This Field Instructor is an extension of our social work faculty, responsible for instructing and role modeling. The Field Instructor must meet with the student individually for a minimum of one hour per week. Orientation is provided for our Field Instructors prior to each semester. The student may be under the direct daily supervision of a person without a social work degree (Task Supervisor). We would expect that the Task Supervisor hold a degree and several years' experience in a human service position. Although the Field Instructor will take the lead role in coordinating the instruction of the student, the task supervisor will work closely with the student to achieve learning objectives. See roles and responsibilities for a more detailed explanation.

The placement process is detailed and requires a planning form, an interview with the field office and an interview with the proposed Field Instructor (and other agency personnel required by the agency). We understand that agencies may have extra requirements and that is perfectly appropriate. This is part of the "real world" experience we want our students to have.

An Explanation of the Internship Process

All students entering field complete an Internship Planning Form. This information is used along with telephone, email and face to face contact to determine the most appropriate foundation internship. Students attach a copy of their current resume, a copy of their current driver's license, and a self-profile for review. The Director of Field Instruction makes arrangements for the internship based on this information. **Students are not to arrange their own internships.** Once an agency and Field Instructor (and Task Supervisor if necessary) have been identified, the student will be given an interview packet including a Field Confirmation Form. An interview will then be set up with the Field Instructor (Task Supervisor, if necessary) and the student. This enables the student and the Field Instructor (and Task Supervisor if applicable) to determine if they will be able to work together toward the goals and objectives of the internship. If the interview is not successful (either the student or the Field Instructor or Task Supervisor feels that this is not a good match), then a review takes place to determine a different direction and the student is given another interview packet. Students are encouraged to make certain that they feel comfortable in the internship setting but also believe they will be challenged in their learning. Field Instructors and Task Supervisors are encouraged to feel comfortable with the student and in the student's ability to learn during the internship process. Sometimes interviews with the proposed Field Instructor lead to a decision to go in a different direction in regards to the internship site.

The specialized/concentration year internship process follows the same process as the foundation year, however planning is more intense. The student has considerable input into the selection process and this is based on their special interests, career goals, and individual academic and learning needs. Other MSW faculty members also have input into the placement of the concentration year student. The concentration year internship is completed at a different site from the foundation internship to insure that the learning will be very different. Exceptions to this plan will be scrutinized by the Director of Field Education in consultation with others.

Specialized Practice Social Work Competencies

Competency 1: Demonstrate ethical and professional behavior.

Clinical social workers value the therapeutic relationship and the professional use of self in practice. They are aware of and adhere to ethical and legal guidelines for professional behavior. Clinical social workers are knowledgeable of ethical issues that commonly arise in practice, and seek supervision/consultation to maintain ethical behavior. Clinical social workers apply ethical reasoning frameworks that allow them to cope effectively with ethical dilemmas. They understand and apply ethical standards and reasoning in the delivery of treatment modalities, including the ethical use of technology.

- Identify ethical ambiguity and strategies to gain clarity.
- Employ strategies of ethical reasoning to address the use of technology in clinical practice and its impact on clients' rights.
- Identify and use knowledge of relationship dynamics, including power differentials.
- Recognize and manage personal biases, transference and counter-transference as they affect the therapeutic relationship in the service of the clients' well-being.

Competency 2: Engage diversity and difference in practice.

Clinical social workers are knowledgeable and value many forms of diversity and difference. They are aware of how diversity and difference may influence the therapeutic relationship and clients' presenting issues. Clinical social workers apply knowledge of intersectionality to realize differences in explanations of illness, help-seeking behaviors, and healing practices. Clinical social workers demonstrate cultural self-awareness and realize how clinical practice choices are culture-bound.

- Apply culturally appropriate intervention skills in practice with diverse populations.
- Identify and use practitioner/client differences from a strengths perspective.
- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege or power.
- Use and apply research knowledge of diverse populations to enhance client well-being.

Competency 3: Advance human rights and Social, Economic, and Environmental Justice.

Clinical social workers understand the potentially challenging effects of economic, social, organizational, institutional and cultural factors in the lives of clients and client systems. They understand context as it relates to the origin, maintenance, expression, amelioration or prevention of psychological distress. Clinical social workers understand the stigma and shame associated with disorders, diagnoses, and help-seeking behaviors across diverse populations and use this to inform assessment and intervention. They value equality and strengths associated with diversity. Clinical social workers support the NASW Code of Ethics. Clinical social workers have knowledge and skills to employ strategies for advancing human rights and social, economic, and environmental justice in domestic and global contexts.

- Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide assessment, treatment planning, and intervention.
- Advocate for elimination of structural barriers to rights that impede self-actualization.

- Engage in self-care to help reduce potential harmful affective effects of working with chronically and systematically oppressed people and groups.
- Practice in a manner that reflects social work principles and values such as acknowledging worth of person, equality, inclusion in treatment planning and implementation.

Competency 4: Engage in practice-informed research and research-informed practice.

Clinical social workers know about evidence-informed interventions and the evidence-informed research process in assessing and understanding best practices. This knowledge enables them to be aware of, and regulate, bias in selecting appropriate intervention strategies. Likewise, clinical social workers use the knowledge and skill gained through practice to inform the social work knowledge base. They employ principles and techniques of empirical research in their practice with client systems, up to and perhaps embracing carefully controlled experimental experience reflecting values of the social work profession. They use information about evidence-informed interventions in selecting treatment modalities.

- Use evidence-informed practice processes in clinical assessment and intervention with clients.
- Routinely access and read current empirically based treatment literature to understand new treatment advances, protocols and skills.
- Identify ethically sound research practices that inform clinical practice.
- Use empirical research to temper affective reactions.

Competency 5: Engage in policy practice.

Clinical social workers recognize the connection between clients, practice, and both public and organizational policy. Clinical social workers have knowledge of and recognize factors that influence the development of legislation, policies, program services, and funding at all system levels that profoundly affect the life circumstances of actual or potential clients. They know of and employ advocacy methods that contribute to effective policies that promote social and economic well-being.

- Communicate to stakeholders the implication of policies and policy change in the lives of clients.
- Assess how policies impact the well-being of individuals, families, and communities and impact the delivery of services to clients within the organizational structure.
- Advocate with and inform administrators and legislators to influence policies that impact clients and service.

Competency 6: Engage with individuals, families, groups, organizations, and communities.

Clinical social workers involve the dynamic, interactive, and reciprocal processes of therapeutic engagement based on social values. Clinical social workers have a theoretically informed knowledge base and skills so as to effectively engage with individuals, families, groups, organizations, and communities. They understand and implement theories (models, metaperspectives, strategies, techniques, and approaches) when engaging with clients. Clinical social workers engage in self-reflection and self-regulation.

- Apply knowledge of human behavior and the social, environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Use empathy, reflection, the strengths perspective and interpersonal skills to effectively engage with diverse clients and constituencies.
- Develop a culturally responsive therapeutic relationship.
- Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially harm the therapeutic alliance.
- Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

Competency 7: Assess individuals, families, groups, organizations, and communities.

Clinical social workers involve the dynamic, interactive, and reciprocal process of therapeutic multidimensional assessment at multiple levels. Clinical social workers have a theoretically informed knowledge and skill base so as to effectively perform multidimensional assessments. They understand and implement theories (models, metaperspectives, strategies, techniques, and approaches) when assessing client situations. They have skill in recognizing and managing their own affective reactions through the assessment process. Clinical social workers have the knowledge base and know how to synthesize and differentially apply the theories of human behavior and the social environment (biological, developmental, psychological, social, cultural, and spiritual). They are familiar with diagnostic classification systems used in the formulation of a comprehensive assessment. Clinical social workers also understand how sociocultural contexts influence definitions of psychopathology.

- Use multidimensional bio-psycho-social-spiritual assessment tools.
- Assess clients' readiness for change.
- Select appropriate intervention strategies based on continuous clinical assessment.
- Use differential diagnoses in the process of assigning appropriate diagnosis.
- Use clinical evaluation measures to identify client strengths and skill sets.

Competency 8: Intervene with individuals, families, groups, organizations, and communities.

Clinical social workers involve the dynamic, interactive, and reciprocal processes of clinical intervention based on social work values. They have a theoretical and ethically informed knowledge and skill base to effectively intervene with individuals, families, groups, and organizations. Clinical social workers understand and implement practice theories (models, metaperspectives, strategies, techniques, and approaches) during the intervention process with individuals, families, and groups. They practice self-awareness and self-regulation in the selection and delivery of appropriate treatment strategies and are attentive to issues of diversity and difference.

- Collaborate with other professionals to coordinate treatment interventions.
- Critically evaluate, select, and apply best practices and evidence-informed interventions.
- Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.

- Practice in a manner that reflects social work ethics and values.
- Recognize and attend to affective reactions exhibited and expressed by clients.

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.

Clinical social workers involve the dynamic, interactive, and reciprocal processes of practice evaluation. They understand the ethical obligation to engage in practice evaluation and are knowledgeable of research methods used in evaluation. Clinical social workers continuously evaluate treatment outcomes and practice effectiveness. Clinical social workers use clinical evaluation of the process and/or outcomes to inform practice with individuals, families, groups, organizations, and communities, recognizing the interplay between individuals. Clinical social workers design evaluation methods that are sensitive to social work values recognizing social justice issues in evaluation. Social work values are used to guide choice of measures with respect to diverse populations. They share information from evaluation with clients and explain what it means.

- Measure client treatment progress using single system designs and measurement tools.
- Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.
- Use evaluation information to inform intervention strategies.

The Field Education Learning Contract and Evaluation

How This Works

General Information

The Field Education Student Learning Contract is designed to help the student and field instructor identify activities at the particular field agency that will meet the competencies and behaviors provided. The field instructor (and task supervisor, if applicable) can use the Learning Contract to decide which of the agency's educational activities (cases, projects, meetings, etc.) is most appropriate to fulfill the field educational competencies and behaviors. The Learning Contract may be modified as competencies are achieved, new needs emerge, or additional field experiences become available.

Developed by the student, the field instructor and the task supervisor (if applicable) in consultation with the faculty liaison, the Learning Contract makes explicit what the student's tasks will be. Thus, it is a major tool for evaluating the student's progress towards meeting his/her learning competencies. The following shows the approach commonly used to develop the Field Education Learning Contract. To begin the process, the student completes the *Personal Assessment Questionnaire*. The student should discuss the assessment of his or her skills with the field instructor and task supervisor (if applicable). The field instructor's (and task supervisor's) observations and ideas will help the student develop the tasks selected to meet the goals and learning objectives. Once the Learning Contract is completed, it is typed or written on the following form in this manual. The Learning Contract should be reviewed and updated regularly to insure appropriate learning tasks. This enables the student to develop a clear picture of how they will be evaluated as they work with their Learning Contract.

During the spring semester, the Learning Contract is revised in order to continue and deepen the educational experience of the student. It is then used as the end of the spring semester for the final evaluation.

Writing the Learning Contract

Using clearly written, measurable learning activities based on the social work competencies in the Learning Contract adds structure to the student's field experiences. It helps to individualize the experience as the activities are based on the agency's ability to provide those opportunities. Finally, it makes the evaluation process easier. A well-stated learning task is content specific and focuses on the performance expected of the student. It answers the questions:

- What is the student to learn?
- What will the student be doing when he/she has learned the concept or skill?

- a) Review the Social Work Competencies (1-9).
- b) Review the behaviors. Think about how you learn best and what steps you will need to take to become competent in the behaviors. What skills and knowledge do you bring to this behavior and where need to focus as you move toward competency? If you view your skills as near competency now, what can you do to improve? How can you grow?
- c) Review the *Personal Assessment Questionnaire*. Make a list of the skills and knowledge that you would like to develop during the coming year. This list may include skill gaps and skills and knowledge that need additional improvement.
- d) Use the following guidelines:
 - Be specific. Avoid global or general statements.
 - Describe what is to be done that is observable, not in feeling terms. It is difficult to measure feeling states.

- Include only one task or skill in each statement.
 - Write simply. It is not necessary to include jargon or buzz words.
 - Use examples if it will help the reader understand the intent.
 - Learn to condense material (*putting emphasis on quality not quantity*)
 - Write activities in a way that can be measured.
- e) Competencies often reflect an experience which can be broken down into a number of tasks and smaller activities. For example, the objective, “develop social work skills in working with adolescent groups” can be broken down into the following activities:
- Observe field instructor leading adolescent treatment group for three sessions.
 - Co-lead with field instructor three adolescent group sessions.
 - Lead three adolescent group sessions.
- f) Write a draft of your Learning Agreement and discuss it one more time with your field instructor and your task supervisor. Put the finishing touches on and turn it in.

**ETSU Department of Social Work
MSW Specialized Practice Clinical Learning Contract and Evaluation**

Student: _____

Agency: _____

Field Instructor: _____

**Task Supervisor
(if applicable):** _____

Field Liaison: _____

Dates in Field: _____ to _____

What is the agreement for coverage during school breaks (holidays, winter break, and spring break)?

Competency 1: Demonstrate ethical and professional behavior.

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the professions’ history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professionals when engaged in inter-professional teams. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure that they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Clinical social workers value the therapeutic relationship and the professional use of self in practice. They are aware of and adhere to ethical and legal guidelines for professional behavior. Clinical social workers are knowledgeable of ethical issues that commonly arise in practice, and seek supervision/consultation to maintain ethical behavior. Clinical social workers apply ethical reasoning frameworks that allow them to cope effectively with ethical dilemmas. They understand and apply ethical standards and reasoning in the delivery of treatment modalities, including the ethical use of technology.

In your field placement, what experiential, collegial, or practical activities do you anticipate that will enable you to demonstrate this competency? Provide at least three.	Date Completed	Field Instructor Initial
1.		
2.		
3.		

MIDTERM

Evaluation of Competency 1: Demonstrate Ethical and Professional Behavior

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Demonstrate professional demeanor in behavior, appearance, and oral, written and electronic communication.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use technology ethically and appropriately to facilitate practice outcomes.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use supervision and consultation to guide professional judgement and behavior.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Identify ethical ambiguity and strategies to gain clarity.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Employ strategies of ethical reasoning to address the use of technology in clinical practice and its impact on client's rights.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;
4 = Nearing Competence; 5 = Competence

Identify and use knowledge of relationship dynamics, including power differentials.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Recognize and manage personal biases, transference and counter-transference as they affect the therapeutic relationship in the service of the clients' well-being.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

FINAL**Evaluation of Competency 1: Demonstrate Ethical and Professional Behavior**

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Demonstrate professional demeanor in behavior, appearance, and oral, written and electronic communication.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use technology ethically and appropriately to facilitate practice outcomes.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use supervision and consultation to guide professional judgement and behavior.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Identify ethical ambiguity and strategies to gain clarity.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Employ strategies of ethical reasoning to address the use of technology in clinical practice and its impact on client's rights.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

Please rate your student's attainment of each competency according to the following scale:
 0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;
 4 = Nearing Competence; 5 = Competence

Identify and use knowledge of relationship dynamics, including power differentials.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Recognize and manage personal biases, transference and counter-transference as they affect the therapeutic relationship in the service of the clients' well-being.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

Competency 2: Engage diversity and difference in practice.

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Clinical social workers are knowledgeable and value many forms of diversity and difference. They are aware of how diversity and difference may influence the therapeutic relationship and clients’ presenting issues. Clinical social workers apply knowledge of intersectionality to realize differences in explanations of illness, help-seeking behaviors, and healing practices. Clinical social workers demonstrate cultural self-awareness and realize how clinical practice choices are culture-bound.

In your field placement, what experiential, collegial, or practical activities do you anticipate that will enable you to demonstrate this competency? Provide at least three.	Date Completed	Field Instructor Initial
1.		
2.		
3.		

MIDTERM

Evaluation of Competency 2: Engage diversity and difference in practice.

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Present themselves as learners and engage clients and constituencies as experts of their own experiences.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Apply culturally appropriate intervention skills in practice with diverse populations.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege or power.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use and apply research knowledge of diverse populations to enhance client well-being.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

FINAL**Evaluation of Competency 2: Engage diversity and difference in practice.**

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;
4 = Nearing Competence; 5 = Competence

Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Present themselves as learners and engage clients and constituencies as experts of their own experiences.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Apply culturally appropriate intervention skills in practice with diverse populations.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege or power.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use and apply research knowledge of diverse populations to enhance client well-being.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

Competency 3: Advance human rights and Social, Economic, and Environmental Justice.

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Clinical social workers understand the potentially challenging effects of economic, social, organizational, institutional and cultural factors in the lives of clients and client systems. They understand context as it relates to the origin, maintenance, expression, amelioration or prevention of psychological distress. Clinical social workers understand the stigma and shame associated with disorders, diagnoses, and help-seeking behaviors across diverse populations and use this to inform assessment and intervention. They value equality and strengths associated with diversity. Clinical social workers support the NASW Code of Ethics. Clinical social workers have knowledge and skills to employ strategies for advancing human rights and social, economic, and environmental justice in domestic and global contexts.

In your field placement, what experiential, collegial, or practical activities do you anticipate that will enable you to demonstrate this competency? Provide at least three.	Date Completed	Field Instructor Initial
1.		
2.		
3.		

MIDTERM

Evaluation of Competency 3: Advance human rights and Social, Economic, and Environmental Justice.

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Engage in practices that advance social, economic, and environmental justice.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Engage in self-care to help reduce potential harmful affective effects of working with chronically and systematically oppressed people and groups.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Practice in a manner that reflects social work principles and values such as acknowledging worth of person, equality, inclusion in treatment planning and implementation.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

FINAL**Evaluation of Competency 3: Advance human rights and Social, Economic, and Environmental Justice.**

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Engage in practices that advance social, economic, and environmental justice.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Engage in self-care to help reduce potential harmful affective effects of working with chronically and systematically oppressed people and groups.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Practice in a manner that reflects social work principles and values such as acknowledging worth of person, equality, inclusion in treatment planning and implementation.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

Competency 4: Engage in practice-informed research and research-informed practice.

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Clinical social workers know about evidence-informed interventions and the evidence-informed research process in assessing and understanding best practices. This knowledge enables them to be aware of, and regulate, bias in selecting appropriate intervention strategies. Likewise, clinical social workers use the knowledge and skill gained through practice to inform the social work knowledge base. They employ principles and techniques of empirical research in their practice with client systems, up to and perhaps embracing carefully controlled experimental experience reflecting values of the social work profession. They use information about evidence-informed interventions in selecting treatment modalities.

In your field placement, what experiential, collegial, or practical activities do you anticipate that will enable you to demonstrate this competency? Provide at least three.	Date Completed	Field Instructor Initial
1.		
2.		
3.		

MIDTERM**Evaluation of Competency 4: Engage in practice-informed research and research-informed practice.**

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Use practice experience and theory to inform scientific inquiry and research.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use and translate research evidence to inform and improve practice, policy, and service delivery.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use the evidence-based practice processes in clinical assessment and intervention with clients.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Routinely access and read current empirically based treatment literature to understand new treatment advances, protocols and skills.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Identify ethically sound research practices that inform clinical practice.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use empirical research to temper affective reactions.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

FINAL**Evaluation of Competency 4: Engage in practice-informed research and research-informed practice.**

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Use practice experience and theory to inform scientific inquiry and research.							
Student Assessment	0	1	2	3	4	5	
Field Instructor Assessment	0	1	2	3	4	5	
Task Supervisor Assessment	0	1	2	3	4	5	
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.							
Student Assessment	0	1	2	3	4	5	
Field Instructor Assessment	0	1	2	3	4	5	
Task Supervisor Assessment	0	1	2	3	4	5	
Use and translate research evidence to inform and improve practice, policy, and service delivery.							
Student Assessment	0	1	2	3	4	5	
Field Instructor Assessment	0	1	2	3	4	5	
Task Supervisor Assessment	0	1	2	3	4	5	
Use the evidence-based practice processes in clinical assessment and intervention with clients.							
Student Assessment	0	1	2	3	4	5	
Field Instructor Assessment	0	1	2	3	4	5	
Task Supervisor Assessment	0	1	2	3	4	5	
Routinely access and read current empirically based treatment literature to understand new treatment advances, protocols and skills.							
Student Assessment	0	1	2	3	4	5	
Field Instructor Assessment	0	1	2	3	4	5	
Task Supervisor Assessment	0	1	2	3	4	5	
Identify ethically sound research practices that inform clinical practice.							
Student Assessment	0	1	2	3	4	5	
Field Instructor Assessment	0	1	2	3	4	5	
Task Supervisor Assessment	0	1	2	3	4	5	
Use empirical research to temper affective reactions.							
Student Assessment	0	1	2	3	4	5	
Field Instructor Assessment	0	1	2	3	4	5	
Task Supervisor Assessment	0	1	2	3	4	5	

COMMENTS:

Competency 5: Engage in policy practice.

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Clinical social workers recognize the connection between clients, practice, and both public and organizational policy. Clinical social workers have knowledge of and recognize factors that influence the development of legislation, policies, program services, and funding at all system levels that profoundly affect the life circumstances of actual or potential clients. They know of and employ advocacy methods that contribute to effective policies that promote social and economic well-being.

In your field placement, what experiential, collegial, or practical activities do you anticipate that will enable you to demonstrate this competency? Provide at least three.	Date Completed	Field Instructor Initial
1.		
2.		
3.		

MIDTERM

Evaluation of Competency 5: Engage in policy practice.

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Assess how social welfare and economic policies impact the delivery of and access to social services.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Communicate to stakeholders the implication of policies and policy change in the lives of clients.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Assess how policies impact the well-being of individuals, families, and communities and impact the delivery of services to clients within the organizational structure.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Advocate with and inform administrators and legislators to influence policies that impact clients and service.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

FINAL**Evaluation of Competency 5: Engage in policy practice.**

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Assess how social welfare and economic policies impact the delivery of and access to social services.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Communicate to stakeholders the implication of policies and policy change in the lives of clients.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Assess how policies impact the well-being of individuals, families, and communities and impact the delivery of services to clients within the organizational structure.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Advocate with and inform administrators and legislators to influence policies that impact clients and service.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

Competency 6: Engage with individuals, families, groups, organizations, and communities.

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Clinical social workers involve the dynamic, interactive, and reciprocal processes of therapeutic engagement based on social values. Clinical social workers have a theoretically informed knowledge base and skills so as to effectively engage with individuals, families, groups, organizations, and communities. They understand and implement theories (models, metaperspectives, strategies, techniques, and approaches) when engaging with clients. Clinical social workers engage in self-reflection and self-regulation.

In your field placement, what experiential, collegial, or practical activities do you anticipate that will enable you to demonstrate this competency? Provide at least three.	Date Completed	Field Instructor Initial
1.		
2.		
3.		

MIDTERM

Evaluation of Competency 6: Engage with individuals, families, groups, organizations, and communities.

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Apply knowledge of human behavior and the social, environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use empathy, reflection, and interpersonal skills to effectively engage with diverse clients and constituencies.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Develop a culturally responsive therapeutic relationship.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially harm the therapeutic alliance.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

FINAL**Evaluation of Competency 6: Engage with individuals, families, groups, organizations, and communities.**

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Apply knowledge of human behavior and the social, environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use empathy, reflection, and interpersonal skills to effectively engage with diverse clients and constituencies.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Develop a culturally responsive therapeutic relationship.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially harm the therapeutic alliance.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

Competency 7: Assess individuals, families, groups, organizations, and communities.

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Clinical social workers involve the dynamic, interactive, and reciprocal process of therapeutic multidimensional assessment at multiple levels. Clinical social workers have a theoretically informed knowledge and skill base so as to effectively perform multidimensional assessments. They understand and implement theories (models, metaperspectives, strategies, techniques, and approaches) when assessing client situations. They have skill in recognizing and managing their own affective reactions through the assessment process. Clinical social workers have the knowledge base and know how to synthesize and differentially apply the theories of human behavior and the social environment (biological, developmental, psychological, social, cultural, and spiritual). They are familiar with diagnostic classification systems used in the formulation of a comprehensive assessment. Clinical social workers also understand how sociocultural contexts influence definitions of psychopathology.

In your field placement, what experiential, collegial, or practical activities do you anticipate that will enable you to demonstrate this competency? Provide at least three.	Date Completed	Field Instructor Initial
1.		
2.		
3.		

MIDTERM

Evaluation of Competency 7: Assess individuals, families, groups, organizations, and communities.

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use multidimensional bio-psycho-social-spiritual assessment tools.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Assess clients' readiness for change.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
	Student Assessment	0	1	2	3	4	5

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Select appropriate intervention strategies based on continuous clinical assessment.	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use differential diagnoses in the process of assigning appropriate diagnosis.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use clinical evaluation measures to identify client strengths and skills sets.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

FINAL**Evaluation of Competency 7: Assess individuals, families, groups, organizations, and communities.**

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.							
Student Assessment	0	1	2	3	4	5	
Field Instructor Assessment	0	1	2	3	4	5	
Task Supervisor Assessment	0	1	2	3	4	5	
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies							
Student Assessment	0	1	2	3	4	5	
Field Instructor Assessment	0	1	2	3	4	5	
Task Supervisor Assessment	0	1	2	3	4	5	
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.							
Student Assessment	0	1	2	3	4	5	
Field Instructor Assessment	0	1	2	3	4	5	
Task Supervisor Assessment	0	1	2	3	4	5	
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.							
Student Assessment	0	1	2	3	4	5	
Field Instructor Assessment	0	1	2	3	4	5	
Task Supervisor Assessment	0	1	2	3	4	5	
Use multidimensional bio-psycho-social-spiritual assessment tools.							
Student Assessment	0	1	2	3	4	5	
Field Instructor Assessment	0	1	2	3	4	5	
Task Supervisor Assessment	0	1	2	3	4	5	
Assess clients' readiness for change.							
Student Assessment	0	1	2	3	4	5	
Field Instructor Assessment	0	1	2	3	4	5	
Task Supervisor Assessment	0	1	2	3	4	5	
Student Assessment	0	1	2	3	4	5	

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;
4 = Nearing Competence; 5 = Competence

Select appropriate intervention strategies based on continuous clinical assessment.	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use differential diagnoses in the process of assigning appropriate diagnosis.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use clinical evaluation measures to identify client strengths and skills sets.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

Competency 8: Intervene with individuals, families, groups, organizations, and communities.

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Clinical social workers involve the dynamic, interactive, and reciprocal processes of clinical intervention based on social work values. They have a theoretical and ethically informed knowledge and skill base to effectively intervene with individuals, families, groups, and organizations. Clinical social workers understand and implement practice theories (models, metaperspectives, strategies, techniques, and approaches) during the intervention process with individuals, families, and groups. They practice self-awareness and self-regulation in the selection and delivery of appropriate treatment strategies and are attentive to issues of diversity and difference.

In your field placement, what experiential, collegial, or practical activities do you anticipate that will enable you to demonstrate this competency? Provide at least three.	Date Completed	Field Instructor Initial
1.		
2.		
3.		

MIDTERM**Evaluation of Competency 8: Intervene with individuals, families, groups, organizations, and communities.**

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.							
Student Assessment	0	1	2	3	4	5	
Field Instructor Assessment	0	1	2	3	4	5	
Task Supervisor Assessment	0	1	2	3	4	5	
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.							
Student Assessment	0	1	2	3	4	5	
Field Instructor Assessment	0	1	2	3	4	5	
Task Supervisor Assessment	0	1	2	3	4	5	
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.							
Student Assessment	0	1	2	3	4	5	
Field Instructor Assessment	0	1	2	3	4	5	
Task Supervisor Assessment	0	1	2	3	4	5	
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.							
Student Assessment	0	1	2	3	4	5	
Field Instructor Assessment	0	1	2	3	4	5	
Task Supervisor Assessment	0	1	2	3	4	5	
Facilitate effective transitions and endings that advance mutually agreed-on goals.							
Student Assessment	0	1	2	3	4	5	
Field Instructor Assessment	0	1	2	3	4	5	
Task Supervisor Assessment	0	1	2	3	4	5	
Collaborate with other professionals to coordinate treatment interventions.							
Student Assessment	0	1	2	3	4	5	
Field Instructor Assessment	0	1	2	3	4	5	
Task Supervisor Assessment	0	1	2	3	4	5	
Critically evaluate, select, and apply best practices and evidence-informed interventions.							
Student Assessment	0	1	2	3	4	5	
Field Instructor Assessment	0	1	2	3	4	5	
Task Supervisor Assessment	0	1	2	3	4	5	

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Practice in a manner that reflects social work ethics and values.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Recognize and attend to affective reactions exhibited and expressed by clients.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

FINAL**Evaluation of Competency 8: Intervene with individuals, families, groups, organizations, and communities.**

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.							
Student Assessment	0	1	2	3	4	5	
Field Instructor Assessment	0	1	2	3	4	5	
Task Supervisor Assessment	0	1	2	3	4	5	
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.							
Student Assessment	0	1	2	3	4	5	
Field Instructor Assessment	0	1	2	3	4	5	
Task Supervisor Assessment	0	1	2	3	4	5	
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.							
Student Assessment	0	1	2	3	4	5	
Field Instructor Assessment	0	1	2	3	4	5	
Task Supervisor Assessment	0	1	2	3	4	5	
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.							
Student Assessment	0	1	2	3	4	5	
Field Instructor Assessment	0	1	2	3	4	5	
Task Supervisor Assessment	0	1	2	3	4	5	
Facilitate effective transitions and endings that advance mutually agreed-on goals.							
Student Assessment	0	1	2	3	4	5	
Field Instructor Assessment	0	1	2	3	4	5	
Task Supervisor Assessment	0	1	2	3	4	5	
Collaborate with other professionals to coordinate treatment interventions.							
Student Assessment	0	1	2	3	4	5	
Field Instructor Assessment	0	1	2	3	4	5	
Task Supervisor Assessment	0	1	2	3	4	5	
Critically evaluate, select, and apply best practices and evidence-informed interventions.							
Student Assessment	0	1	2	3	4	5	
Field Instructor Assessment	0	1	2	3	4	5	
Task Supervisor Assessment	0	1	2	3	4	5	

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Practice in a manner that reflects social work ethics and values.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Recognize and attend to affective reactions exhibited and expressed by clients.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

Competency 9: Evaluate individuals, families, groups, organizations, and communities.

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Clinical social workers involve the dynamic, interactive, and reciprocal processes of practice evaluation. They understand the ethical obligation to engage in practice evaluation and are knowledgeable of research methods used in evaluation. Clinical social workers continuously evaluate treatment outcomes and practice effectiveness. Clinical social workers use clinical evaluation of the process and/or outcomes to inform practice with individuals, families, groups, organizations, and communities, recognizing the interplay between individuals. Clinical social workers design evaluation methods that are sensitive to social work values recognizing social justice issues in evaluation. Social work values are used to guide choice of measures with respect to diverse populations. They share information from evaluation with clients and explain what it means.

In your field placement, what experiential, collegial, or practical activities do you anticipate that will enable you to demonstrate this competency? Provide at least three.	Date Completed	Field Instructor Initial
1.		
2.		
3.		

MIDTERM**Evaluation of Competency 9: Evaluate individuals, families, groups, organizations, and communities.**

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;

4 = Nearing Competence; 5 = Competence

<p>Please rate your student's attainment of each competency according to the following scale: 0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence; 4 = Nearing Competence; 5 = Competence</p>							
Select and use appropriate methods for evaluation of outcomes.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Measure client treatment progress using single system designs and measurement tools.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use evaluation information to inform intervention strategies.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

FINAL

Evaluation of Competency 9: Evaluate individuals, families, groups, organizations, and communities.

Please rate your student's attainment of each competency according to the following scale:

0 =unable to observe; 1 = Unacceptable Progress; 2 = Insufficient Progress; 3 = Emerging Competence;
4 = Nearing Competence; 5 = Competence

Select and use appropriate methods for evaluation of outcomes.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Measure client treatment progress using single system designs and measurement tools.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5
Use evaluation information to inform intervention strategies.	Student Assessment	0	1	2	3	4	5
	Field Instructor Assessment	0	1	2	3	4	5
	Task Supervisor Assessment	0	1	2	3	4	5

COMMENTS:

LEARNING CONTRACT SIGNATURE PAGE

This Learning Contract may be amended or renegotiated at any time if both the student and field instructor agree. The faculty liaison must be notified of any major changes.

Contract Period: (dates) from _____ to _____

Semesters: Midterm _____ Final _____

Agency: _____

Signatures:

Student Signature **Date**

Field Instructor Signature **Date**

Task Supervisor Signature **Date**

Field Liaison Signature **Date**

EVALUATION SIGNATURE PAGE

MIDTERM

Comments by Field Instructor (include explanation of any non-applicable competencies):

Comments by Task Supervisor (include explanation of any non-applicable competencies):

Comments by Student:

I agree/disagree with this assessment/evaluation. (Circle one)

Student Signature **Date**

Field Instructor Signature **Date**

Task Supervisor Signature **Date**

Field Liaison Signature **Date**

Feel free to use additional paper if needed

EVALUATION SIGNATURE PAGE

FINAL

Comments by Field Instructor (include explanation of any non-applicable competencies):

Comments by Task Supervisor (include explanation of any non-applicable competencies):

Comments by Student:

I agree/disagree with this assessment/evaluation. (Circle one)

Student Signature **Date**

Field Instructor Signature **Date**

Task Supervisor Signature **Date**

Field Liaison Signature **Date**

Feel free to use additional paper if need

Grades for Field Education

A student in the graduate program is expected to maintain a 3.0 or above grade point average in all course work. In the field internship, grades for each student are recommended by the field instructor to the faculty field liaison.

Grading is done on the alphabetical system as follows:

- A** Excellent or superior performance in all field assignments.
- A-** Excellent or superior performance in most field assignments.
- B+** Excellent or superior performance in some field assignments.
- B** Meets all required field assignments.
- B-** Slightly below expectations for graduate internship.
- C+** Mostly below expectations for graduate internship.
- C** Unacceptable graduate performance.
- F** Complete failure in performance in field education.
- I** The grade of Incomplete presupposes that the student is doing passing work in the field internship course, but because of illness or another emergency situation which is beyond the student's control, is unable to complete satisfactorily all course requirements by the end of the semester.
- W** The grade of Withdrawn indicates that the student has officially withdrawn from the field instruction course, or that the student has been dropped for non-attendance

Students must receive at least a B in field education. If a student receives a grade of B-, C+ or C in their internship, they must repeat that semester. They may not move forward in the curriculum until they have earned at least a grade of B. Field may only be repeated once. If a student is in danger of receiving an F grade, there will be an academic performance review.

Incomplete or Withdrawal Grades

I: An incomplete grade must be removed and changed to a letter grade before the student can move forward in their internship.

W: No student who has officially withdrawn from the field instruction course, or who has been dropped for non-attendance, may continue in their field internship.

Part Six

This part describes and provides examples of other evaluation forms which are related to the field internship experience.

Confidentiality Agreement

Time Sheet

Personal Assessment Questionnaire

End of Semester Evaluation Forms

Student Evaluation of Field Experience

Field Instructor Evaluation of Field Liaison Effectiveness

Field Liaison Evaluation of Agency and Field Instructor



**FIELD EDUCATION
CONFIDENTIALITY AGREEMENT**

This is to certify that I, _____ shall maintain
(Student)

confidentiality when working with clients at _____
(Field Internship Agency)

and shall not reveal clients' names, nor identities of related individuals in accordance with the rules and regulations of the participating agency and the policies of East Tennessee State University Social Work Department.

This agreement shall be binding even after termination of my field internship experience.

(Student's signature)

(Date)

(Field Instructor's signature)

(Date)

(Task Supervisor's signature)

(Date)

MSW TIME REPORT – FULL SEMESTER

STUDENT _____ Agency _____ Semester _____ 20 _____

Wk.	M	T	W	R	F	S	S	Student Signature	Supervisor's Signature	Total	Cumulative
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											

WEEKLY SUPERVISION MEETING

Week of: _____

This form is intended to serve as a guide in identifying topics of discussion for weekly field instructor/field student interaction.

(To be completed by the student one day prior to scheduled meeting with field instructor)

My Agenda for Supervision:

Learning Contract

Questions I have:

Resources I think I need:

(To be completed by field instructor prior to meeting)

Additional Topics for Discussion

Circle the items which were discussed/accomplished at the meeting.

Field Instructor's Signature: _____

Field Student's Signature: _____

PERSONAL ASSESSMENT QUESTIONNAIRE

Attached is a copy of a Personal Assessment Questionnaire that will help you clarify the social work knowledge and skills that you already have, as well as what you will need to know and be able to do as a professional direct social worker.

As you read each item on the form, begin the statement by saying to yourself, "I can..." For example, Item 1 would read "(I can) use supervision to critically examine my own professional practice."

Try to be fair to yourself as you use the rating scale to assess what you know in a given area. The following categories have been provided:

- *No means "I do not know" or "I have never done it."
- *Yes means "I have had some practical experience." You can draw on any paid or volunteer experience that you have had in a social work or related setting. If you answer YES, then you must also circle 1, 2, or 3.
- *1 means "Yes, but I need more practice."
- *2 means "Yes, I can do this adequately."
- *3 means "Yes, I can do this well enough to teach others." (This response implies that you are also familiar with the literature or other teaching resources).
- A ACADEMIC EXPERIENCE means "I have had classroom/workshop experience."

Sharing your completed form with your field instructor is a useful way to establish a supervisory relationship. Careful review of your responses will help both of you construct your Field Learning Agreement. For example, if you have never worked with other professionals as a team member (see Item 8), a specific learning objective and related activities could be designed for this area of your professional growth and development. In this way, the format helps you take the first step towards meeting your educational/career needs.

Personal Assessment Questionnaire

Name _____ Date _____
 Practical Experience Academic Experience

Use of Supervision

- | | | | | | | | | |
|----|---|----|-----|---|---|---|--|---|
| 1. | Use supervision to critically examine my own professional practice | No | Yes | 1 | 2 | 3 | | A |
| 2. | Identify those areas of learning where I need supervisory help and ask for it | No | Yes | 1 | 2 | 3 | | A |
| 3. | Plan ahead for supervisory conferences | No | Yes | 1 | 2 | 3 | | A |
| 4. | Organize and plan my work so that assigned responsibilities are carried out in a timely fashion | No | Yes | 1 | 2 | 3 | | A |
| 5. | Apply the skills and concepts I learn in one situation to another | No | Yes | 1 | 2 | 3 | | A |

Role of Social Worker

- | | | | | | | | | |
|-----|--|----|-----|---|---|---|--|---|
| 6. | Explain the role and function of a social worker to a non-social worker | No | Yes | 1 | 2 | 3 | | A |
| 7. | Apply social work values and ethics in work with clients and colleagues | No | Yes | 1 | 2 | 3 | | A |
| 8. | Work with other professionals/para-professionals as a member of a team | No | Yes | 1 | 2 | 3 | | A |
| 9. | Differentiate between representing a personal, professional or organizational position | No | Yes | 1 | 2 | 3 | | A |
| 10. | Consult with persons from other disciplines on behalf of clients | No | Yes | 1 | 2 | 3 | | A |

Self-Awareness

- | | | | | | | | | |
|-----|---|----|-----|---|---|---|--|---|
| 11. | Assess how my values, attitudes, and beliefs affect my perception of any my relationships with other people | No | Yes | 1 | 2 | 3 | | A |
| 12. | Recognize the influence my personal feelings have on my relationships with other people | No | Yes | 1 | 2 | 3 | | A |
| 13. | Examine and change my own behavior when it interferes with successful client work | No | Yes | 1 | 2 | 3 | | A |

		Practical Experience			Academic Experience
14.	Work effectively with people in subordinate positions	No	Yes	1 2 3	A
15.	Work effectively with persons in positions of authority	No	Yes	1 2 3	A
<i><u>Communication Skills</u></i>					
16.	Express myself clearly when speaking	No	Yes	1 2 3	A
17.	Express my ideas clearly in writing	No	Yes	1 2 3	A
18.	Present and defend my own point of view orally or in writing	No	Yes	1 2 3	A
<i><u>Research</u></i>					
19.	Evaluate my own practice	No	Yes	1 2 3	A
20.	Evaluate a program or program component	No	Yes	1 2 3	A
<i><u>Problem Identification and Assessment</u></i>					
21.	Understand a problem(s) from the client's point of view	No	Yes	1 2 3	A
22.	Figure out the key people who are involved in a problem	No	Yes	1 2 3	A
23.	Determine what specific information I need to understand a problem better	No	Yes	1 2 3	A
24.	Relate a client's current problem to relevant past history	No	Yes	1 2 3	A
25.	Distinguish between what is inferred or "seems to be" and what is factual information	No	Yes	1 2 3	A
26.	Systematically collect information within a theoretical framework	No	Yes	1 2 3	A
27.	Examine alternative explanations about the possible causes of a problem and its solutions) after considering all of the known facts	No	Yes	1 2 3	A
28.	Develop an assessment of an individual or family that takes into account intrapersonal, interpersonal, and environmental factors	No	Yes	1 2 3	A

		Practical Experience			Academic Experience
29.	Assess the dynamics of a small group	No	Yes	1 2 3	A
30.	Assess how characteristics such as race, ethnicity, economic status, sex, age, or lifestyle affect a client's situation	No	Yes	1 2 3	A
31.	Assess a client's needs, capacities, and readiness to benefit from intervention	No	Yes	1 2 3	A
32.	Synthesize information so that a clear intervention plan can be developed	No	Yes	1 2 3	A
33.	Change my mind about a problem based on new information	No	Yes	1 2 3	A
<i><u>Intervention Plan</u></i>					
34.	Examine more than one solution (outcome) to a problem and choose the one that's most feasible	No	Yes	1 2 3	A
35.	Use research findings to assess the utility of alternative intervention approaches	No	Yes	1 2 3	A
36.	Work with a client to select goals for change	No	Yes	1 2 3	A
37.	Write outcome objectives in clear, behavioral terms so that results can be evaluated	No	Yes	1 2 3	A
38.	Negotiate a contract (working agreement) with a client	No	Yes	1 2 3	A
39.	Develop and justify a detailed intervention plan which "fits with" a problem assessment	No	Yes	1 2 3	A
40.	Actively involve a client in the intervention (change) process	No	Yes	1 2 3	A
41.	Pace the tempo of intervention to a client's capacity to change and handle change	No	Yes	1 2 3	A
42.	Make changes in the scope and focus of the client's contract when they are indicated	No	Yes	1 2 3	A

		Practical Experience			Academic Experience
<u>Intervention Modes</u>					
43.	Provide supportive counseling for an individual	No	Yes	1 2 3	A
44.	Provide long-term counseling for an individual	No	Yes	1 2 3	A
45.	Provide short-term (crisis intervention) counseling for an individual	No	Yes	1 2 3	A
46.	Provide marital or couple counseling	No	Yes	1 2 3	A
47.	Provide conjoint family therapy	No	Yes	1 2 3	A
48.	Provide supportive services to the family of a client	No	Yes	1 2 3	A
49.	Lead or co-lead a support or educationally-focused group	No	Yes	1 2 3	A
50.	Lead or co-lead a psychotherapeutic group	No	Yes	1 2 3	A
51.	Facilitate the development of a self-help group	No	Yes	1 2 3	A
52.	Act as a case advocate on behalf of a client	No	Yes	1 2 3	A
53.	Act as a case manager to plan and coordinate services for a client	No	Yes	1 2 3	A
54.	Act as a social broker to locate and match clients to appropriate community resources	No	Yes	1 2 3	A
55.	Provide consultation, in an area of expertise I have, to other professionals or non-professionals	No	Yes	1 2 3	A
<u>Termination and Evaluation</u>					
56.	Determine when to end a contract with a client	No	Yes	1 2 3	A
57.	Terminate with a client and other persons invited	No	Yes	1 2 3	A
58.	Compare the client's progress with what was originally planned	No	Yes	1 2 3	A

		Practical Experience			Academic Experience
<u>Human Relations Skills</u>					
59.	Use accurate empathy by communicating a concern for and an understanding of what a client is experiencing	No	Yes	1 2 3	A
60.	Show genuine interest in a client by use of congruent attending behavior	No	Yes	1 2 3	A
61.	Demonstrate respect by accepting the client's point of view as a valid perspective	No	Yes	1 2 3	A
62.	Use concreteness to assist a client to be more specific about personally relevant concerns	No	Yes	1 2 3	A
63.	Usually read non-verbal communication accurately	No	Yes	1 2 3	A
64.	Respond appropriately to pertinent non-verbal communication	No	Yes	1 2 3	A
65.	Respond to clients in a manner that is perceived as useful and relevant to their concerns	No	Yes	1 2 3	A
66.	Use appropriate self-disclosure to help clients explore and understand their concerns more clearly	No	Yes	1 2 3	A
67.	Use immediacy to focus on the here-and-now of worker/client relationships	No	Yes	1 2 3	A
<u>Interviewing Skills</u>					
68.	Open a helping (counseling) interview and clearly establish its context	No	Yes	1 2 3	A
69.	Use a range of questioning skills in a timely manner	No	Yes	1 2 3	A
70.	Demonstrate diverse and appropriate responding skills	No	Yes	1 2 3	A
71.	Guide the direction and provide focus during an interview	No	Yes	1 2 3	A
72.	Close an interview and give direction	No	Yes	1 2 3	A

		Practical Experience			Academic Experience
<u>Field Placement Setting</u>					
73.	Identify the goals and purposes of an agency or organization	No	Yes	1 2 3	A
74.	Interpret formal organization charts	No	Yes	1 2 3	A
75.	Locate and use informal communication channels in an organization	No	Yes	1 2 3	A
76.	Evaluate the impact of agency goals, structure, process, and physical environment on the services provided	No	Yes	1 2 3	A
77.	Differentiate between interpersonal and organizational conflict	No	Yes	1 2 3	A
<u>Inter-Agency Relations</u>					
78.	Locate information about the formal social services that exist in a community	No	Yes	1 2 3	A
79.	Locate informal services (individuals, neighborhood networks) which can be used as resources	No	Yes	1 2 3	A
80.	Identify linkages, i.e.: contractual, procedural, that exist between agencies	No	Yes	1 2 3	A
<u>Service Population</u>					
81.	Identify the unique demographic characteristics of the community or geographical area an agency or organization serves	No	Yes	1 2 3	A
82.	Identify gaps in an agency's services and the clientele's needs	No	Yes	1 2 3	A
<u>Policies and Procedures</u>					
83.	Describe how an agency's policies and procedures are developed	No	Yes	1 2 3	A
84.	Determine how an agency's policies or procedures will affect service delivery to a client or client group	No	Yes	1 2 3	A
85.	Identify different approaches for improving service delivery to a client or client group	No	Yes	1 2 3	A

End of Year Evaluation Forms

The following evaluation forms are to be completed at the end of the internship.

- The student will complete:
 - Student Evaluation of Field Experience
- The Field Instructor will complete:
 - Field Instructor Evaluation of Field Liaison Effectiveness
 - Evaluation of Student
- The Field Liaison will complete:
 - Field Liaison's Evaluation of Agency and Field Instructor

These evaluations should be returned to the Director of MSW Field Education in the Department of Social Work.

**STUDENT EVALUATION OF FIELD EXPERIENCE
EAST TENNESSEE STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
MASTER OF SOCIAL WORK PROGRAM**

(Please Return to Field Education Office)

Student _____

Semester/Year of Internship _____

Agency _____

Field Instructor _____

Circle One: MSW foundation year MSW II advanced year

In the interest of maintaining consistently high standards of quality in our field internship settings, the ETSU Department of Social Work recognizes the value of providing students with the opportunity to report their perceptions of their field experiences. Since consistent reporting from which comparisons can be drawn is desirable, the following questionnaire was designed. This questionnaire is confidential. Responses are to be recorded on the following basis:

1 = Strongly Agree 2 = Agree 3 = Disagree 4 = Strongly Disagree

Circle either 1, 2, 3, or 4 for each item.

***When you disagree or strongly disagree with any item, please comment at the end of the questionnaire under general comments.

1. THE FIELD INSTRUCTOR

Made the student feel comfortable and welcomed at the agency.	1	2	3	4
Places a high priority on field education as a part of his/her job.	1	2	3	4
Possesses a sound knowledge of his/her area of SW practice.	1	2	3	4
Practice is clearly guided by social work values.	1	2	3	4
Is knowledgeable about current trends in SW practice.	1	2	3	4
Is knowledgeable about the school's curriculum.	1	2	3	4
Is able to communicate knowledge.	1	2	3	4
Is able to stimulate student self-development.	1	2	3	4
Planned meaningful assignments for the student and had field activities readily available for the student.	1	2	3	4
Allowed the student to develop his/her own way.	1	2	3	4
Uses a growth model, helping the student to develop strengths.	1	2	3	4
Encouraged student to talk openly about job-related concerns.	1	2	3	4
Defined his/her role and clarified expectations of the student.	1	2	3	4
Was readily available and/or accessible.	1	2	3	4
Scheduled regularly planned conferences.	1	2	3	4
Provided student with feedback on his/her growth and progress on a regularly planned basis.	1	2	3	4
Is learning oriented.	1	2	3	4
Developed appropriate learning experiences geared to the student's individual needs.	1	2	3	4

Uses resources outside of the agency as a means to familiarize the student with the social welfare system.	1	2	3	4
2. THE SETTING				
Has a philosophy of service is compatible with values and ethics of the social work profession.	1	2	3	4
Has clearly defined programs and methods.	1	2	3	4
Provided valid services to meet problems of individuals or groups and/or community within the social welfare system.	1	2	3	4
The administrator and staff have respect of professional education and an acceptance of the objectives and educational focus of the program of field instruction.	1	2	3	4
The basic program of the agency is maintained and developed without reliance on students.	1	2	3	4
The volume and flow of the program(s) offered students a fairly wide range of learning opportunities that are commensurate with the school's objectives for field instruction.	1	2	3	4
Made available suitable desk space, telephones, dictating facilities, supplies, transportation costs, clerical service and interviewing facilities.	1	2	3	4
Ensured the availability of a qualified field instructor by adjusting his/her assignments and responsibilities so that he/she had sufficient time to devote to the student.	1	2	3	4
Is non-discriminatory in employment of staff, placement of students, and delivery of services.	1	2	3	4
Provided an atmosphere that is conducive to learning and one in which a student feels welcome.	1	2	3	4
3. THE FACULTY LIAISON				
Maintained contact with the agency.	1	2	3	4
Helped students understand the application of classroom materials to the internship setting.	1	2	3	4
Was reasonably available to student and agency supervisor.	1	2	3	4
4. THE TASK SUPERVISOR (if applicable)				
Made the student feel comfortable and welcomed at the agency.	1	2	3	4
Communicated and collaborated with the Field Instructor during the course of the internship about planned assignments for the student.	1	2	3	4
Complimented the Field Instructor in reinforcing learning objectives for the student.	1	2	3	4
Availed herself to the student if the student needed to address concerns.	1	2	3	4
Communicated the significance of community/agency relationships to the student.	1	2	3	4
Was open to feedback from the liaison and the Field Instructor.	1	2	3	4
Attended mid-semester and final evaluative meetings.	1	2	3	4
Aided in the student's understanding of the mission and function of the field agency.	1	2	3	4
Demonstrated aptitude in her role at the agency.	1	2	3	4
Provided feedback to the student about the student's performance.	1	2	3	4
Was thorough in her/his explanations and instructions to the student regarding tasks.	1	2	3	4

General Comments

What is your overall assessment of this field experience?

Please describe the aspects of your internship experience, which were most meaningful, and those that were most challenging.

Student's Signature _____ Date _____

Information provided in this questionnaire will be kept confidential. The Field Office does recommend that students provide feedback to their field instructors regarding their internship experience whenever possible.

**FIELD INSTRUCTOR EVALUATION OF FIELD LIAISON
EFFECTIVENESS
EAST TENNESSEE STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
MASTER OF SOCIAL WORK PROGRAM**

NAME OF YOUR LIAISON: _____ Semester/Yr _____

I. The role of field liaison was clear:
YES _____ NO _____

II. I had contact with my liaison this past semester:
YES _____ NO _____

III. If you needed assistance, did you invite contact with the liaison?
YES _____ NO _____

IV. Field liaisons are assigned the following functions; please indicate an evaluation of how your liaison carried out these functions:

(1) Most satisfactory (2) Satisfactory (3) Unsatisfactory (4) Not applicable

Evaluation Statement	1	2	3	4
1. To evaluate range and quality of learning experiences and learning environment.				
2. To provide information, support and consultation to field instructor.				
3. To assist in problem solving in all aspects of field internship.				
4. To maintain communication link between school and agency.				
5. To make site visits.				
6. To meet with field instructor(s) and student(s), together or separately, or both.				
7. To discuss student performance.				
8. To participate in trouble shooting.				

V. Please make any other comments you wish. This questionnaire will be kept confidential. Information will be combined with other questionnaires and general feedback will be provided to the field liaison.

VI. Please comment on any aspect related to the Department of Social Work. We are interested in gaining any and all information and feedback which would enable us to improve our school's education program.

Date: _____

Please feel free to sign or not.

Signature _____

Agency _____

Please Return To:
Laurie Webb, LCSW
Director of Field Instruction
ETSU Department of Social Work
Box 70645
Johnson City, TN 37614-1702

**FIELD LIAISON'S EVALUATION OF FIELD AGENCY AND FIELD
INSTRUCTOR
ETSU DEPARTMENT OF SOCIAL WORK**

Liaison _____ Semester/Year _____ BSW MSW I MSW II

Name of Agency _____

Physical arrangements: ___ Inadequate* ___ Minimally Adequate ___ Adequate

Student work-load: Over-all experience: ___ appropriate ___ inappropriate*

 Experience for this level student: ___ appropriate ___ inappropriate*

Comments:

Name of Field Instructor: _____

Attribute of Field Instructor (1 = poor* to 5 = excellent)

___ ability to relate to student ___ professional knowledge ___ teaching ability

___ relationship to ETSU ___ appropriateness as a role model ___ ethics

___ investment in instructor role

Comments:

Name of Task Supervisor: _____

Attributes of Task Supervisor (1 = poor* to 5 = excellent)

___ ability to relate to student ___ professional knowledge ___ teaching ability

___ relationship to ETSU ___ appropriateness as a role model ___ ethics

___ investment in instructor role

Comments:

*** Please explain these ratings:** (use the back of this form or an attachment if necessary)

Please return to the Director of MSW Field Education



EAST TENNESSEE STATE
UNIVERSITY

DEPARTMENT OF
Social Work