

**SOCIAL WORK**  
**FIELD INSTRUCTION MANUAL**

**SOW4510**  
**FIELD INSTRUCTION**

**SOW4522**  
**SENIOR SEMINAR**

**REVISED April, 2010**

**School of Legal Studies & Social Work**

*University of West Florida 11000 University Parkway Pensacola, Florida 32514-5751*

“We are born with faculties and power capable of  
almost anything, such as at least would carry us  
further than can be easily imagined; but it is only  
the exercise of those powers which gives us ability  
and skill in anything...”

John Locke

The Undergraduate Social Work Program at the University of West Florida is accredited by the  
Council on Social Work Education

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This manual is designed as a guide for students and supervisors who are participating in the Program of Social Work Field Instruction. Since early in 1968, the University of West Florida and the social agencies of Northwest Florida have assumed a combined responsibility for offering experiences and instruction in agency settings for undergraduate social work students. In this way, conceptual classroom learning is supplemented and reinforced by actual practice while the student is still engaged in classroom pursuits.

It is anticipated that in Field Instruction, the three interested parties will all benefit: the University, by stimulating its students to deeper and more individualized learning, the student, by gaining insight into the nature of the helping process and the profession he/she may enter, and the agency and community, both in direct service rendered and by better prepared future employees. This requires commitment from all three, and it is hoped that the quality of this three way relationship will continue to be such that the process of teaching and learning will be exciting and rewarding for all involved.

Field Instruction should not be misunderstood as vocational education. It is student and learning centered, and the learning sought is conceptual—that is, it teaches principles which can be generalized and transferred. This is clearly distinguished from the traineeship or apprenticeship in which the student learns to give specific services in the style of a specific agency. To be a learning experience, the field placement should be structured to allow for the integration of observation and experiences with theory, exposure to diverse populations and problems, experience with the methods of practice, micro, mezzo and macro, the application of problem solving and critical thinking skills, and evaluation practices.

## **Learning Objectives for Field Instruction**

Both the classroom and the field placement site should provide a setting for students to practice and improve social work skills. Seminar and supervisory sessions should provide a forum for discussion and examination of social work values, ethics, and practice. Also, the total field experience should provide structure and sequence for the student to internalize and behaviorally demonstrate social work theory and values. The student should be taught to apply a strengths oriented perspective in the assessment and plan implementation with clients. The following objectives are considered basic for undergraduate students in this program. They serve as a measure of how well the student is progressing in his educational preparation for practice. In these objectives, the term, client, refers to individual, family, group, organization, or community.

### **To demonstrate social work professional attitudes, values, and ethics**

- Exhibit belief that the social welfare of individuals, families, and communities can be improved.
- Understand that all individuals have worth and dignity and demonstrate a respect and acceptance of others in regard to cultural, ethnic, gender, and sexual orientation differences.
- Identify with the mission and professional goals of social work, and demonstrate a commitment to social justice, equitable distribution of resources, and the general welfare of all citizens.
- Develop an awareness of self in the process of intervention.
- Adhere to and advocate on behalf of the professional standards, values, and ethics of the profession.
- Identify and work to resolve ethical conflicts that arise within practice.

### **To apply social work knowledge in a professional setting**

- Demonstrate knowledge of the interrelationship of biological, psychological, cultural, and social factors of human life.
- Apply theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).
- Demonstrate understanding of how societies function and how the social environment influences human behavior.
- Develop professional knowledge through various methodologies of research, critical thinking, and evaluation.
- Understand how funding sources set parameters for agency policy, program, and functions.

### **To demonstrate professional skills in a work environment**

- Demonstrate relationship skills that include the expression of openness, empathy, and respect.
- Demonstrate skills in the application of social work intervention modalities.
- Utilize professional supervision to enhance learning.
- Remain current on recordings and correspondence.
- Ensure recording format exhibits structure.
- Discriminate between important and unimportant data.
- Develop assessment and a plan of implementation, review client progress, and evaluate outcomes.
- Remember long-term responsibilities without supervisory reminders.
- Submit statistical reports on time without supervisory reminders.
- Meet all time-related obligations of assignments required time frame.
- Keep appointments and be punctual.

- Arrange schedule to allow time for telephoning, recording, and report writing, and client contacts.
- Schedule home visits according to geographic location when possible.
- Ensure daily schedule is flexible.
- Search out agency resources with minimal supervision.
- Note agency resources for future reference.
- Present one's self as a professional to workers from community agencies.
- Utilize the network of social services set up to meet human needs, and practice techniques for developing new community resources (ministers, physicians, indigenous leaders, family and friends, etc.).
- Ascertain client strengths and needs before a referral is considered.
- Use a referral process that demonstrates a professional approach.
- Communicate information necessary to the referral agent.
- Demonstrate respect for the referral agent's professional opinion.
- Follow-up on client utilization of referral.
- Express ideas clearly to fellow workers.
- Express ideas clearly to other professionals.
- Ensure written communications demonstrate a command of the English language.
- Use supervisory time to exchange information, to obtain professional guidance,
- and to seek advice.
- Prioritize responsibilities
- Utilize general directions to formulate a plan of action.
- Obtain necessary information from supervisor in order to carry out assignments.

- Proceed with a plan of action with minimal supervision or direction.
- Tactfully verbalize ideas and complaints.
- Ask relevant questions.
- Communicate satisfaction and dissatisfaction appropriately.
- Ensure that dress and general appearance demonstrate professionalism.
- Give feedback to supervisor and fellow workers that illustrate comprehension of their communication.
- Ensure that posture and body language demonstrate composure and confidence.
- Verbalize to supervisor personal limitations and biases.
- Persist in endeavoring to accomplish goals despite discouragement or obstacles.
- Adapt to crisis situations.
- Verbalize disagreement.
- Actively persist on behalf of a client.
- Use creative approaches to serving clients.
- Use agency resources with minimum supervision.
- Be creative in use of self
- Recognize areas in which help is needed but has not been requested
- Utilize criticism to improve
- Admit mistakes and learn from the experience
- Be assertive without being aggressive
- Act friendly and responsive
- Analyze the agency's relationship to the service community

## **To present oneself as a professional**

- Maintain appropriate eye contact with client.
- Assume appropriate physical distance from client.
- Control facial expressions.
- Appear physically attentive (posture, expression, etc.).
- Give client personal recognition (use of name, personal pronoun)..
- Use vocal tones appropriate to statement.
- Make statements tactfully.
- Allow the client to express himself/herself without undue interruption.
- Communicate on client's level.
- Explain limit's of relationship.
- Be honest about personal limitations.
- Express thoughts so that client understands them.
- Have clear speech.
- Maintain a professional role.
- Arrange furniture to suit the purpose of the meeting.
- Create a relaxed atmosphere.
- Avoid physical barriers between self and client.
- Acknowledge client's problem.
- Acknowledge client as an individual not by role.
- Respect sincerity of client's communication.
- Have mutual purpose with client.

- Ask open ended questions.
- Elicit concrete information when necessary.
- Ask only one question at a time.
- Use concrete examples to avoid misinterpretations.
- Make accurate verbal reflections of what client's says.
- Make accurate verbal reflections of client's feelings.
- Make accurate verbal reflections of client's nonverbal communication.
- Accurately reflect client's verbal cues.

### **Field Instruction**

The Social Work curriculum includes a capstone field instruction experience which places a qualified candidate into a social service agency for a supervised learning experience. The social work major who has met the following minimum qualifications is eligible to apply for entry into field instruction. In addition to the following minimum qualifications, students must have demonstrated values, knowledge, skills, and attitudes consistent with the Social Work Code of Ethics and be ***approved by the Faculty for entry.***

1. Students must meet all prerequisites prior to entry into Field Instruction and to be eligible for the BA in Social Work degree, nationally recognized as BSW, from The University of West Florida.
2. The student must have completed a minimum of 36 semester hours of social work required courses including SOW 3103, 3113, 3203, 3313, 3322, 3350, 3503, , 4232, 4332, and 4403, and two social work electives with a minimum grade of C, have an overall minimum GPA of 2.0, and a minimum GPA of 2.5 in the major. SOW 4233 is also required but is generally taken with Field Instruction and Senior Seminar.

3. Students must have been formally admitted, pending continual eligibility, to Field Instruction prior to the thirteenth week of the semester preceding entry in Field Instruction. This is accomplished by completing and submitting a Field Instruction application packet to the Department of Social Work office (85/160). Application submission deadlines are as follows:
- \* for entry into Spring semester Field instruction.....1st Friday of October
  - \* for entry into Summer semester Field instruction.....1st Friday of February
  - \* for entry into Fall semester Field instruction.....1st Friday of June

Field Instruction consists of two companion courses. SOW 4510 *Field Instruction*, represents 9 semester hours of learning in which the student enters into field practice, under supervision, for a minimum of 400 hours in a social agency setting. The student continues in the classroom by taking the co-requisite class SOW4522 *Senior Seminar*, which provides the opportunity to apply theory and conceptualize experiences in the field practice.

The Social Work faculty recognizes a significant responsibility to the community, the social work profession, and the student in approving any individual for placement in a field instruction experience. The requirements outlined above are considered **minimum qualifications**. The faculty reserves the right to exercise discretionary judgment regarding the student's professional values, ethics, orientation to the profession, and appropriate level of skill for a beginning professional. Application for field placement is contingent upon faculty review and consensus related to the student's readiness to assume the responsibilities inherent in the field experience. **No student who has twice attempted and failed in a field placement (SOW3503 and/or SOW4510) will be considered for third placement, unless it can be demonstrated that a significant maturation or remediation of the deficiency has occurred.** **Should the student receive a grade lower than "C" in Senior Seminar the student will need to**

**reapply for and complete another 400 hour field internship (SOW 4510) concurrent with a new Senior Seminar (SOW 4522) course.**

**Should the student receive a “U” (unsatisfactory) in the field internship (SOW4510), the student will need to reapply and retake Senior Seminar (SOW 4522) concurrent with the new field internship (SOW 4510).**

Each student approved for Field Instruction is assigned to social agency where skilled supervision is available. Students must complete a minimum of 400 hours of supervised practice. In accord with CSWE accreditation standards, no academic credit is granted for prior life, volunteer, or work experience. During a 16-week semester, the student spends 24-27 hours weekly in the agency, where the student is to assume responsibility for assigned productive tasks. (Special arrangements will be made for working students who cannot meet the 25 hour/week placement schedule.) **The student must work a minimum of 16 hours per week in minimum of 3-hour time blocks.** The schedule for these hours is an individual matter, agreed upon mutually by student and supervisor. Hours missed or worked overtime are to be compensated for in the week immediately following the variation. In addition, the student attends a field seminar once weekly.

Every effort is made to match student and agency in accordance with the student’s expressed interest. In order to deepen and enrich instruction, students remain in the same agency for the full semester or, in the case of employed students, for two semesters. Exceptions can be made where circumstances dictate, but as a rule, changing settings while in placement does not work to the advantage of either student or agency.

The Field Coordinator serves as a field liaison for the student and visits each student’s placement at least once during the semester. The Field Coordinator may be contacted by the agency field supervisor for additional visits.

Consultation by the Field Coordinator may be offered on a limited basis to those agencies where MSW supervision may not be available directly to the student. Whenever possible, students will be placed with MSW supervisors with more than two years experience or BSW supervisors with more than four years experience. In special circumstances, the student may be assigned to a task supervisor for daily instruction and receive weekly supervision with an MSW supervisor for a minimum of one hour per week. We welcome the agencies which have agreed to participate on this basis, and we will be available to them for whatever help we may offer with their student units.

### **Agency Participation**

#### **Agencies participating in the field instruction course agree to the following:**

- I. The administration of the agency or program is committed to the educational process. One individual in the agency will be assigned to plan for the instruction and evaluation of the student. The agency should allow the supervisor the time needed for this commitment.
- II. Workspace and supplies will be provided for whatever is required of the student in the agency. If the student travels in his or her own car for the agency, it is expected that mileage expense will be reimbursed. If mileage expenses will not be reimbursed the agency supervisor must address this in the student's initial interview.
- III. Each student in the agency shall be offered the opportunity to become intimately acquainted with and participate in direct services offered by the agency. In every instance, students, under supervision, should be learning to undertake tasks in the service of the agency's clients or consumers.
- IV. The learning objectives for the student in the general areas described previously under **Learning Objectives** will be promoted.

## **Responsibilities of Agency Supervisors include:**

### **1. Supervision and evaluation of the student:**

- A regularly scheduled appointment for supervisory activities will be held each week (a planned agenda is helpful).
- A learning contract will be developed with the student upon entry to field instruction. This helps the student to clearly understand what is expected. The student is responsible for developing the contract with the supervisor's input and final approval.
- The supervisor will observe the student in action and have an evaluative discussion.
- The supervisor will evaluate the student's recordings with feedback (process recording is especially helpful to use in one or two assignments for assessing the student's skills).
- The supervisor will provide ongoing feedback about strengths and weaknesses. (Students are anxious since this is a culminating experience for them.)

### **2. Orientation of the student:**

- A clear description of agency procedures helps students to avoid errors and breaches of policy.
- Discuss office practices such as hours, breaks, dress, confidentiality, and personal conduct.
- Provide information on agency organization, mission, and funding sources.
- Provide for observations of professionals in action, especially when the observations are discussed.
- Introduce student to agency personnel and personnel from other agencies with whom the student will be in frequent contact.
- Provide material and readings relevant to the clientele, strengths and problem areas, practice

methodology common to the agency.

**3. Socialization of student:**

- Socialize students to the profession by allowing/encouraging students to attend professional meetings, professional workshops, and conferences.

**4. Commitment to the educational process:**

- Attendance at meetings scheduled during the semester, both in the agency and on campus, in the student's behalf. (We regard it as extremely important for Field Instruction to be evaluated on a continuing basis by school, agency, and students.)

### **Certificate of Participation**

Agency field supervisors may qualify for a nontransferable certificate for one free semester registration at any Florida State University System School. To qualify, the supervisor must have directly supervised a Field Instruction student for a minimum of 400 hours. A supervisor may accumulate hours over several semesters but must have a minimum of 75 hours in any of the semesters to be considered.

A Certification of Contact Hours form is given to the supervisor at the beginning of the semester of the form. The supervisor keeps the form on file until the end of the semester at which time the bottom section of the form is completed and mailed to the Division of Social Work office along with the student's final evaluation. (*See Student Evaluation Instructions section in this manual*).

## **Instructions to Students**

While in Field Instruction placement, you represent the University, the agency, the Social Work profession and yourself as a helping person. It is important to observe carefully the things you already know about such matters as,

1. Neatness/appropriate dress
2. Courtesy
3. Confidentiality
4. Responsibility
5. Openness to learning – about the job, the setting, the people involved, and the principles being demonstrated.

While in Field Instruction placement, you are directly responsible to your agency supervisor. You are to report to your field agency promptly and to remain the appropriate length of time on each field work day. If, for any reason, you are delayed in arriving, please notify your agency supervisor to work out the details. Nothing but the most serious of difficulties should prevent you from being at the agency for each field work day. Any need for absence should be reported both to the agency and the Field Coordinator. Absences from fieldwork are to be made up, with details to be worked out with the supervisor in your agency.

Attendance at the integrative seminar is mandatory. Continued reading of professional journals and other publications is expected. This can be a stimulating, exciting experience for you in the real world of professional social work, where knowledge and ideas can be put into practice. If you invest yourself in it, the rewards will be great.

## **University Contacts**

Agency field supervisors should feel free to call the Field Coordinator at 474-3259 (office) or 723-4525 (cell) at any time concerning students or any problems in the implementation of the program. If the Field Coordinator is not available, please leave a message on the answering machine or at the office of the Department of Social Work, 474-2381 or 473-7224. Your call will be returned as soon as possible. If you would prefer to e-mail the Field Coordinator, you may do so at: [drougas@uwf.edu](mailto:drougas@uwf.edu).

## **Student Evaluation Instructions**

Two written evaluations of the student's growth and current performance are to be submitted, one at midterm and the final at the end of the placement. The evaluations are to be based on the learning contract. This is an opportunity for the student and supervisor to share ideas about the student's progress and any areas of improvement.

The midterm evaluation will be used to facilitate the midterm field visit by the Field Coordinator. This evaluation is not part of the student's permanent record.

The final evaluation is a narrative and becomes part of the student's permanent record.

## **Supervisor Midterm Evaluation Instructions**

1. Ask the student to review the learning objectives in the Field Instruction Manual and the learning contract.
2. Ask the student to complete the Self-Evaluation by Student form to which you can respond. This places the responsibility on the learner to self assess educational accomplishments. The Evaluation by Supervisor form should be completed by you.
3. The rating scale (paragraph 2 in each evaluation form enclosed) follows the learning objectives in the manual. This is one instrument which allows the student and supervisor to discriminate among

strengths in meeting learning objectives. You will not have observed all of the competencies listed, so disregard those you cannot evaluate. At midterm, most of the items should be rated a 3, meaning that the student is at the expected mid point competency level.

4. If necessary, be prepared to give specific examples of poor performance to substantiate low ratings. Explain to the student that a desire to do well is important, but desire must be translated into performance.

**Mail the completed midterm evaluations to:**

University of West Florida  
School of Legal Studies & Social Work  
Attention: FI  
11000 University Parkway  
Building 85 Room 133  
Pensacola, FL 32514-5751

Field Instructors may also choose to have the student turn in the evaluation in class.

**Due Dates**

**Spring Semester**  
*8<sup>th</sup> week of class*

**Summer Semester**  
*6<sup>th</sup> week of class*

**Fall Semester**  
*8<sup>th</sup> week of class*

**(TEAR OUT THE MIDTERM EVALUATION FORMS FOLLOWING THIS PAGE OF THIS MANUAL)**

## MIDTERM EVALUATION: (SELF-EVALUATION BY STUDENT)

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**(Print Name)**

Since agency programs, services, and client populations vary greatly, each student's experience is unique; no student will practice all of the skills listed below. Please use **N/A (Not Applicable)** as appropriate. Please interpret "client" as an individual, family, group, community as appropriate to your agency.

Please list the number which you think best describes the student's skills. As a basis, use 5 for the level of competence you would expect of an entry-level professional employee. Since the student is two or more months from graduation, the rating should reflect progress toward professional competence, therefore, normal mid-term progress should be rated 3.

- 1 -Much less than expected level of success
- 2 -Less than expected level of success
- 3 -Expected level of success
- 4 -More than expected level of success
- 5 -High level of success

### **Application of Knowledge:**

- 1. The student demonstrates critical evaluation skills.
- 2. The student endeavors to relate theoretical constructs to practice.
- 3. The student is able to identify ethical dilemmas in practice.
- 4. The student uses research to assess or intervene with clients.

### **Adaptation to Agency:**

- 1. The student attempts to meet agency staff and learn their professional roles.
- 2. The student knows agency structure and purpose.
- 3. The student follows agency policy and procedure.

### **Recording Skills:**

- 1. The student remains current on case recordings and correspondence.
- 2. Dictation or written case entries exhibit student's mastery of grammar, punctuation, spelling, and sentence structure.
- 3. The student's recording format exhibits structure.
- 4. The student discriminates between important and unimportant data.

**Caseload Management:**

- \_\_\_ 1. The student develops an assessment and plan of action for clients.
- \_\_\_ 2. At appropriate intervals, the student reviews assigned cases and evaluates progress.
- \_\_\_ 3. The student remembers long-term job responsibilities without supervisory reminders.
- \_\_\_ 4. The student submits statistical reports on time without supervisory reminders.
- \_\_\_ 5. The student is able to meet all time-related obligations of the assigned caseload within the required timeframe.
- \_\_\_ 6. The student keeps client appointments and is punctual.

**Time Management:**

- \_\_\_ 1. The student arranges his/her schedule to allow time for telephoning, recording and report writing, and client contracts.
- \_\_\_ 2. The student effectively utilizes available time
- \_\_\_ 3. The student is flexible.

**Knowledge of Resources:**

- \_\_\_ 1. The student searches out agency resources with minimal supervision.
- \_\_\_ 2. The student notes agency resources for future reference.
- \_\_\_ 3. The student presents self as a professional to workers from community agencies.
- \_\_\_ 4. The student ascertains client needs before a referral is considered.
- \_\_\_ 5. The student uses a referral process that demonstrates a professional approach.
  - \_\_\_ a. The student communicates information necessary to the referral agent.
  - \_\_\_ b. The student demonstrates respect for the referral agent's professional opinion
  - \_\_\_ c. The student follows up client utilization of referral.
  - \_\_\_ d. The student advocates for clients when necessary.
- \_\_\_ 6. The student is developing an awareness of the social service delivery system.

**Communication Skills:**

- \_\_\_ 1. The student expresses ideas clearly to fellow workers.
- \_\_\_ 2. The student expresses ideas clearly to other professionals.
- \_\_\_ 3. The student expresses ideas clearly to clients.
- \_\_\_ 4. The student's written communications demonstrate a command of the English language.
- \_\_\_ 5. The student uses supervisory time to exchange information, to obtain professional guidance and to seek advice.
- \_\_\_ 6. The student approaches clients from a strengths oriented perspective.
- \_\_\_ 7. The student demonstrates empathy, respect and concern with clients.

**Professionalism:**

- \_\_\_ 1. The student prioritizes responsibilities.
- \_\_\_ 2. The student utilizes general directions to formulate a plan of action.
- \_\_\_ 3. The student obtains necessary information from supervisors in order to carry out assignments.
- \_\_\_ 4. The student proceeds with his plan of action with minimal supervision of direction.
- \_\_\_ 5. The student tactfully verbalizes ideas, complaints.
- \_\_\_ 6. The student asks relevant questions.
- \_\_\_ 7. The student gives feedback to supervisor and fellow workers that illustrate comprehension of their communication.
- \_\_\_ 8. The student communicates satisfaction and dissatisfaction appropriately.
- \_\_\_ 9. The student's dress and general appearance demonstrate professionalism.
- \_\_\_ 10. The student's posture and body language demonstrate composure and confidence.
- \_\_\_ 11. The student demonstrates an understanding and respect for diversity.
- \_\_\_ 12. The student demonstrates clear professional boundaries with clients.

**Personal Qualities:**

- \_\_\_ 1. The student verbalizes to the supervisor personal limitations and biases.
- \_\_\_ 2. The student persists in endeavoring to reach goals despite discouragement and obstacles.
- \_\_\_ 3. The student adapts to crisis situations.
- \_\_\_ 4. The student verbalizes disagreement.
- \_\_\_ 5. The student actively persists on behalf of a client.
- \_\_\_ 6. The student uses creative approaches to serving clients.
- \_\_\_ 7. The student is creative in use of agency.
- \_\_\_ 8. The student is creative in use of self.
- \_\_\_ 9. The student recognizes areas in which help is needed but has not been requested.
- \_\_\_ 10. The student utilizes criticisms to improve.
- \_\_\_ 11. The student admits mistakes and learns from the experience.
- \_\_\_ 12. The student is assertive without being aggressive.
- \_\_\_ 13. The student acts friendly and responsive.

**ADDITIONAL COMMENTS FROM STUDENT**

Date:

\_\_\_\_\_  
(use reverse side of page if necessary)

\_\_\_\_\_  
Supervisor's Name (**printed**)

\_\_\_\_\_  
Supervisor's Signature

**ACKNOWLEDGEMENT COMMENTS FROM SUPERVISOR**

Date: \_\_\_\_\_

\_\_\_\_\_  
(use reverse side of page if necessary)

Supervisor's Name (**printed**)

Supervisor's Signature

## MIDTERM EVALUATION: (EVALUATION BY SUPERVISOR)

---

**(Print Student's Name)**

Since agency programs, services, and client populations vary greatly, each student's experience is unique; no student will practice all of the skills listed below. Please use **N/A (Not Applicable)** as appropriate. Please interpret "client" as an individual, family, group, community as appropriate to your agency.

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- 1 -Much less than expected level of success
- 2 -Less than expected level of success
- 3 -Expected level of success
- 4 -More than expected level of success
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### **Application of Knowledge:**

- 1. The student demonstrates critical evaluation skills.
- 2. The student endeavors to relate theoretical constructs to practice.
- 3. The student is able to identify ethical dilemmas in practice.
- 4. The student uses research to assess or intervene with clients.

### **Adaptation to Agency:**

- 1. The student attempts to meet agency staff and learn their professional roles.
- 2. The student knows agency structure and purpose.
- 3. The student follows agency policy and procedure.

### **Recording Skills:**

- 1. The student remains current on case recordings and correspondence.
- 2. Dictation or written case entries exhibit student's mastery of grammar, punctuation, spelling, and sentence structure.
- 3. The student's recording format exhibits structure.
- 4. The student discriminates between important and unimportant data.

**Caseload Management:**

- \_\_\_ 1. The student develops an assessment and plan of action for clients.
- \_\_\_ 2. At appropriate intervals, the student reviews assigned cases and evaluates progress.
- \_\_\_ 3. The student remembers long-term job responsibilities without supervisory reminders.
- \_\_\_ 4. The student submits statistical reports on time without supervisory reminders.
- \_\_\_ 5. The student is able to meet all time-related obligations of the assigned caseload within the required timeframe.
- \_\_\_ 6. The student keeps client appointments and is punctual.

**Time Management:**

- \_\_\_ 1. The student arranges his/her schedule to allow time for telephoning, recording and report writing, and client contracts.
- \_\_\_ 2. The student effectively utilizes available time
- \_\_\_ 3. The student is flexible.

**Knowledge of Resources:**

- \_\_\_ 1. The student searches out agency resources with minimal supervision.
- \_\_\_ 2. The student notes agency resources for future reference.
- \_\_\_ 3. The student presents self as a professional to workers from community agencies.
- \_\_\_ 4. The student ascertains client needs before a referral is considered.
- \_\_\_ 5. The student uses a referral process that demonstrates a professional approach.
  - \_\_\_ a. The student communicates information necessary to the referral agent.
  - \_\_\_ b. The student demonstrates respect for the referral agent's professional opinion
  - \_\_\_ c. The student follows up client utilization of referral.
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- \_\_\_ 1. The student expresses ideas clearly to fellow workers.
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- \_\_\_ 6. The student approaches clients from a strengths oriented perspective.
- \_\_\_ 7. The student demonstrates empathy, respect and concern with clients.

**Professionalism:**

- \_\_\_ 1. The student prioritizes responsibilities.
- \_\_\_ 2. The student utilizes general directions to formulate a plan of action.
- \_\_\_ 3. The student obtains necessary information from supervisors in order to carry out assignments.
- \_\_\_ 4. The student proceeds with his plan of action with minimal supervision of direction.
- \_\_\_ 5. The student tactfully verbalizes ideas, complaints.
- \_\_\_ 6. The student asks relevant questions.
- \_\_\_ 7. The student gives feedback to supervisor and fellow workers that illustrate comprehension of their communication.
- \_\_\_ 8. The student communicates satisfaction and dissatisfaction appropriately.
- \_\_\_ 9. The student's dress and general appearance demonstrate professionalism.
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- \_\_\_ 2. The student persists in endeavoring to reach goals despite discouragement and obstacles.
- \_\_\_ 3. The student adapts to crisis situations.
- \_\_\_ 4. The student verbalizes disagreement.
- \_\_\_ 5. The student actively persists on behalf of a client.
- \_\_\_ 6. The student uses creative approaches to serving clients.
- \_\_\_ 7. The student is creative in use of agency.
- \_\_\_ 8. The student is creative in use of self.
- \_\_\_ 9. The student recognizes areas in which help is needed but has not been requested.
- \_\_\_ 10. The student utilizes criticisms to improve.
- \_\_\_ 11. The student admits mistakes and learns from the experience.
- \_\_\_ 12. The student is assertive without being aggressive.
- \_\_\_ 13. The student acts friendly and responsive.

**ADDITIONAL COMMENTS FROM SUPERVISOR**

(use reverse side of page if necessary)

Date: \_\_\_\_\_

\_\_\_\_\_  
Supervisor's Name (**printed**)

\_\_\_\_\_  
Supervisor's Signature

**ACKNOWLEDGEMENT COMMENTS FROM STUDENT**

(use reverse side of page if necessary)

Date: \_\_\_\_\_

\_\_\_\_\_  
Supervisor's Name (**printed**)

\_\_\_\_\_  
Supervisor's Signature

## Final Evaluation Instructions to Agency Supervisor

The final written evaluation must be completed at the end of the field experience. A formal conference between the student and the supervisor should be scheduled to discuss the evaluation. Comments may be added as an appendix to the evaluation report if the student so desires. A grade of “S” (*satisfactory*) or “U” (*unsatisfactory*) will be assigned by the Field Coordinator based on the field supervisors written evaluation and on field observations. While final responsibility of grading in the course remains with the Field Coordinator, the agency field supervisor’s evaluation will be heavily weighted. The topics listed in the Guide to Preparing the Final Evaluation is intended simply to serve as a guide for use in determining the areas to be covered. A narrative evaluation report is desired, rather than a checklist, as the student’s grade must be based upon full understanding of the student’s level of performance. In addition, the Agency Supervisor should complete the BSW Field Education Assessment.

### Guide to Preparing the Final Evaluation

STUDENT’S NAME

SUPERVISOR’S NAME

AGENCY’S NAME

DAYS & HOURS CUSTOMARILY WORKED

1. Placement Assignments: Describe briefly the kinds of experiences the student has had in the field agency this semester.
2. Personal Qualities: Give your assessment of the student’s poise, ability, and capacity to adapt to varying situations. Does (s)he have an adequate sense of responsibility, sensitivity, and ability to organize and carry through tasks? Has (s)he developed self awareness to an adequate degree?
3. Relationships with Others: Evaluate the student’s ability to relate to agency staff, consumers of the agency’s services and individuals or groups within the community. How does (s)he use supervision? Can (s)he seek and use help, accept constructive criticism express feelings where this is appropriate?
4. Ability to Use the Field Instruction Experience: How did the student adapt to the agency setting? Was there a suitable degree of identification with the agency and the profession? What was the quality of his/her learning? Do you see the student manifesting inclination and potential for entering social work, and do you see an increase in understanding of the human service professions?
5. Learning Contract: In your view, has the student met the objectives of his/her learning contract?
6. Future Goals: In what area does the student most need additional work?
7. Any Additional Comments:

Supervisor: \_\_\_\_\_ Agency: \_\_\_\_\_

Student: \_\_\_\_\_ Semester: \_\_\_\_\_

### BSW Field Education Assessment

1. The student can apply, within an agency setting, knowledge and skills that develop, demonstrate and promote the basic values of the social work profession, requiring the analysis of ethical dilemmas and ways such dilemmas impact the field education practice, service to clients, and identifying how personal values impact such systems?

(A) Strongly Agree\_\_\_\_ (B) Agree\_\_\_\_ (C) Disagree\_\_\_\_ (D) Strongly Disagree\_\_\_\_

2. The student can define, design and demonstrate strategies for effective practice with persons from diverse backgrounds including populations-at-risk, groups that have experienced social and economic injustice, including women and children, new immigrant groups, minorities, gay, lesbian and trans-gendered persons, and the aged?

(A) Strongly Agree\_\_\_\_ (B) Agree\_\_\_\_ (C) Disagree\_\_\_\_ (D) Strongly Disagree\_\_\_\_

3. The student can define, design and demonstrate strategies to reduce discrimination, oppression, and economic deprivation and to promote social and economic justice in the field education experience?

(A) Strongly Agree\_\_\_\_ (B) Agree\_\_\_\_ (C) Disagree\_\_\_\_ (D) Strongly Disagree\_\_\_\_

4. The student understands and applies theories and knowledge concerning the reciprocal relationships between human behavior and the social environment across the lifespan in terms of biological, sociological, cultural, psychological, and spiritual development: the student can identify and describe ways such social systems promote or deter people in maintaining or achieving health and well being?

(A) Strongly Agree\_\_\_\_ (B) Agree\_\_\_\_ (C) Disagree\_\_\_\_ (D) Strongly Disagree\_\_\_\_

5. The student can analyze policy issues, apply policy research, and identify and demonstrate the policy skills necessary to influence, formulate, and advocate for policies consistent with social work values?

(A) Strongly Agree\_\_\_\_ (B) Agree\_\_\_\_ (C) Disagree\_\_\_\_ (D) Strongly Disagree\_\_\_\_\_

6. The student can Identify and apply knowledge and skills necessary for successful generalist practice in field education, applying and integrating theories/models of social justice, empowerment, strengths, and systems theory to generalist practice?

(A) Strongly Agree\_\_\_\_ (B) Agree\_\_\_\_ (C) Disagree\_\_\_\_ (D) Strongly Disagree\_\_\_\_\_

7. The student can develop, conduct, apply and effectively communicate empirically based knowledge to improve field education practice, policy, and social service delivery as well as evaluating one's own practice?

(A) Strongly Agree\_\_\_\_ (B) Agree\_\_\_\_ (C) Disagree\_\_\_\_ (D) Strongly Disagree\_\_\_\_\_

8. The student demonstrates the ability for disciplined and ethical use of self and the appropriate use of supervision in the process of generalist social work interventions?

(A) Strongly Agree\_\_\_\_ (B) Agree\_\_\_\_ (C) Disagree\_\_\_\_ (D) Strongly Disagree\_\_\_\_\_

9. The student demonstrates competence in professional writing and documentation?

(A) Strongly Agree\_\_\_\_ (B) Agree\_\_\_\_ (C) Disagree\_\_\_\_ (D) Strongly Disagree\_\_\_\_\_

10. The student demonstrates responsibility for one's own learning experience by taking initiative in identifying learning needs in the learning contract and weekly field supervision?

(A) Strongly Agree\_\_\_\_ (B) Agree\_\_\_\_ (C) Disagree\_\_\_\_ (D) Strongly Disagree\_\_\_\_\_

**MAIL THE COMPLETED FINAL EVALUATIONS TO:**

*(ALONG WITH THE COMPLETED CERTIFICATION OF CONTACT HOURS FORM )*

*University of West Florida  
School of Justice Studies and  
Social Work  
Department of Social Work  
Attention: FI  
11000 University Parkway  
Building 85 Room 160  
Pensacola, FL 32514-5751*

**Due Dates:**

**Spring Semester**  
*16<sup>th</sup> week of class*

**Summer Semester**  
*13<sup>th</sup> week of class*

**Fall Semester**  
*16<sup>th</sup> week of class*

## **Learning Contracts**

The learning contract is the responsibility of the student; however it should result from a mutual effort between the agency field supervisor and the student. It should reflect experience in all methodologies, individual and family, small group, institutions, and community. The contract must reflect four basic components:

### **Conference Time**

The agency supervisor and student should agree to a one hour weekly conference time and place.

The responsibilities for preparation for the conference should be stated. For examples: Who sets the agenda? What should the student prepare to share with the supervisor? Should work be turned in before the supervisory conference?

### **Learning Goals and Tasks**

A learning goal is a broad statement of the student's goals of accomplishment. (For examples: To develop professional counseling skills; to broaden knowledge of community resources; to develop skills in professional recording and correspondence.) For each learning goal, there should be tasks or activities in which the student can engage in order to reach the learning goal. Tasks for developing professional counseling skills might include some of the following: view and critique skills demonstrations, observe experienced professionals in a counseling situation, role-play a client interview, co-lead a counseling situation and discuss observations and impressions, videotape and evaluate a session with a client, use process recording of an interview to get supervisory feedback.

### **Student Reporting**

Note the written reports expected of the student. In addition to the agency's recording requirements, you might also wish to ask for process recordings, written evaluations of group or committee sessions, personal journals, notes on application of theory to practice, meeting agenda.

### **Other Areas**

This might include a statement of how the student will be evaluated. This would be especially pertinent to situations in which the student will be working with other professionals in addition to the agency supervisor. It should include a commitment by the student to abide by agency rules and policy. The agreed upon schedule should also be included.

The learning contract should be referred to throughout the placement to assure that the learning process is on track. The contract can be amended by mutual consent. Normally changes would result from writing an overly ambitious contract or from a change in circumstances, for examples, finding changes, recognition, or new opportunities might arise.

### **Supervision**

The agency supervisor will provide the opportunities for the student to meet the goals of the learning contract. Evaluation will be open and based on the following:

1. Analyzing the student's work.
2. Discussing the student's evaluation.
3. Writing the student's midterm and final evaluations.

## **Professional Association**

### **National Association of Social Workers (NASW)**

Students in the Department of Social Work are entitled to full rights and privileges of membership in the NASW (National Association of Social Workers). Members participate at all levels of the association. Undergraduate and graduate students sit as members of the State Board of Directors.

NASW members work with experienced professional social workers through the NASW chapter to enhance social work practice and to lobby for beneficial change in professional standards, social policy, salary levels, and other concerns. More tangible benefits include:

1. Free subscription to *Social Work*, the NASW journal.
2. Free subscription to NASW News/Personnel Information.
3. Reduced rates to Abstracts for Social Workers and other NASW publications.
4. Low-cost life, disability income protection, hospital indemnity, and major medical insurance coverage.
5. Access to professional competence recognition at the MSW level through the Academy of Certified Social Workers (ACSW).
6. Low cost travel service.

Students are urged to participate in the NASW. Annual dues for students are minimal, and applications are available from the office of the Division of Social Work.

**Field Students will adhere to the NASW Code of Ethics. Please refer to your *Choosing to Help* student handbook or the Department's web page for a copy.**

## **Students' Ethical Conduct Code**

Students of the Social Work Program are bound by the University's code of conduct and behavior. The Social Work Program also subscribes to the Code of Ethics of the National Association of Social Workers and holds its students to these ethical standards. In addition, the Social Work Program subscribes to the following rules for professional and personal honesty:

- I. No student shall commit fraud in or misrepresent presentations in class assignments. This includes but is not limited to:
  - a. Representing any work of another person or from professional literature as one's own product and achievement.
  - b. Submitting a written assignment prepared for one class as original work for another class without prior knowledge and permission of the instructor.
  - c. Representing interactions of clients in written case materials that did not in fact happen or presenting any untrue statements in such materials.

Students are encouraged to report to the course instructor or Division chair any known infringement of the above provisions by another student. The student who violates these provisions is subject to additional penalties as provided by the University.

- II. No student will misrepresent higher academic status by:
  - a. Making false statements in applications for student aid;
  - b. Putting himself or herself forward as a student of the department without official registration and fee payment;
  - c. Falsifying degrees or professional credentials to clients or others;

Such conduct shall constitute sufficient grounds for dismissal from the department and the major.

- III. Alleged Practice Violations: Any student legally charged with fraud or malpractice related to social work employment or practice shall be refused admission to field instruction, without prejudice, until the court has ruled.
- IV. Law Violations: Any student convicted of a law violation which might affect clients shall not be admitted or re-admitted to field instruction or practice activities until there is clear evidence of rehabilitation. (Following conviction, the student shall be informed in writing of the criteria for determining rehabilitation.) Students who have a history of violations are encouraged to self-report these early in the student experience to the department chairperson. Most field placement agencies will be conducting a background screening, and post graduate employment in jeopardized by certain violations as well.
- V. Psychological or conduct problems: No student is to continue in the program if misconduct or emotional instability significantly impairs that student's ability to work effectively in the profession. These provisions include but are not limited to:
- a. Sexual misconduct - sexual harassment of coworkers or clients, sexual activity with clients, sexual abuse (rape, child molestation, paraphiliac behavior).
  - b. Physical abuse – violence toward others.
  - c. Substance abuse.
  - d. Unresolved psychological or personal issues compromising effective social work practice.
  - e. Severe limitations in verbal or written communication.

Conviction on violations of a, b, or c will result in immediate dismissal from the program.

Allegations of misconduct will be heard in a fair hearing, and can result in denial of entry or re-entry into field classes until cleared or convicted.

Self referrals are encouraged and will be given a fair hearing. Students exhibiting these problems may be required to seek specified remediation/rehabilitation before entry or re-entry into field classes. These requirements will be specified in writing.

### Fair Hearings

The student shall be entitled to a prompt and fair hearing within the department if any disciplinary action is recommended regarding alleged violations of these rules and provisions.

Each student is to sign an agreement of understanding and willingness to be bound by these rules and provisions before entering SOW3503, Introduction to Generalist Practice.

### Academic & Retention Committee:

The Academic & Retention Committee is composed of five faculty members from the Department of Social Work. The Committee is chaired by the full-time faculty member assigned by the director of the School of Legal Studies & Social Work. Students who violate the Student s' Ethical Conduct Code, the NASW Code of Ethics, or fail to meet the minimum standards of Field Instruction or Senior Seminar may be referred.

### Process:

- Any ethical concern related to students (which is not a conviction of law violation) shall be heard promptly by the Committee.
- Any party affected by these deliberations may bring one supporter to the Committee meeting. That person is to act solely as a support to the student. Students may also file written statements if desired.
- A decision on action to be taken would be by majority vote of the entire elected committee.
- If the committee recommends disciplinary action, and the student may appeal to the Director

of the School of Legal Studies & Social Work, and then to the Dean of COPS. The Dean's decision is final.

- A record of all determinations under these provisions shall be kept on file in the Department of Social Work office.

## Employment Based Internships Overview:

Traditionally, Social Work field placements are educationally focused, unpaid training experiences in Social Work settings, which are selected on the basis of the student's level and/or preference in their program of studies. There are some situations, however, in which paid employment can meet the standards for field placements, and which can be accepted by the Office of Field Education as a field placement for SOW 4510, SOW 5532, SOW 5535, or SOW 5537.

The guiding principle for these exceptional decisions is that the field placement experience must constitute new learning, appropriate MSW supervision, and an opportunity to apply theories and knowledge from the classroom in a practice setting. Our program organizes course requirements and field education in a particular sequence, which is structured in that way for educational reasons. Therefore, this **new learning opportunity** must fall at a certain point in the program of studies, and additionally must meet our established guidelines for field placements.

There are a number of potential problems that may arise when students attempt to combine jobs with field placement:

The agency may emphasize productivity of the student employee, rather than the student's own learning.

If job duties change, the position may no longer meet our criteria for social work activities for that student's level of learning. Both the student and the agency may be less willing to disclose problems that arise during the field placement, such as inadequate supervision, activities which are incongruent with placement expectations, situations that threaten their employment status, etc. This could lead to a delayed intervention by the Office of Field Education, sometimes resulting in an "Unsatisfactory" or "Incomplete" grade for the field placement. In our experience, paid employment can present many complicating factors that limit students' full utilization of this educational opportunity and should be weighed carefully by the student and the employer.

Therefore, the Office of Field Education cautions students about the potential problems of these placement situations and reserves the right to approve paid employment sites as field placements based on the following guidelines. These would apply to new jobs as well as to existing employment.

### REQUIREMENTS:

- All of the required field hours must take place under the supervision of a **new** (to the student) MSW field educator. This field instructor must meet the standards of our program.
- The activities must be congruent with the student's learning at their undergraduate / graduate level in the program. Some jobs, which are assigned the title of "Social Worker", do not meet our expectations of the practice activities for a particular field experience. Students are responsible for the understanding and adherence to the course objectives for field education.
- The activities themselves must constitute **new** learning for the student: i.e., a new population, utilizing new treatment methodology, and/or in a new field of practice.
- There must be caseload control (if applicable) in this position in order to ensure that the student's educational goals are the primary focus, not simply the needs of the agency.
- There must be a signed Affiliation Agreement between the agency and the UWF
- School of Justices Studies & Social Work.

- The employment date or date of reassignment within the agency **must** be no more than **30 days from the first day of the semester** in which the student is registered to start the placement, in order to ensure that the field education experience falls in sequence with academic course work as structured by our program of studies, and according to the Council on Social Work Education (CWSE). The student must have demonstrated clear understanding and endorsement of the educational principles involved.
- The decision to approve an employment based internship will incorporate faculty experience and judgment in evaluating the appropriateness of the exception request. According to the School of Legal Studies & Social Work's student policy, the Office of Field Education has the authority and responsibility to carefully select and assign field placements. **Students should not assume that these placements will be automatically approved.**

**Students applying for an employment based internship should complete the BSW Field Application & the Employment Based Application found on the**

# APPENDIX A

## Student Evaluation of Field Placement

Each student is asked to complete an evaluation of the Field practicum prior to graduation to assist the Field Coordinator in planning for future student field experiences. This questionnaire is used in an effort to obtain systematic and ongoing evaluations. The student is encouraged to share this information with the Field Instructor after receiving their final evaluation. The evaluation must be submitted to the Field Coordinator of Field Instruction at the end of the semester.

NAME OF AGENCY: \_\_\_\_\_ NAME OF

FIELD INSTRUCTOR: \_\_\_\_\_ NAME OF TASK

SUPERVISOR/MENTOR (if applicable): \_\_\_\_\_ Overall, what is your evaluation of your agency? Please explain. *(use reverse side of page if necessary)*

Overall, what is your evaluation of the quality of supervision received? *(use reverse side of page if necessary)*

Strengths:

Area of Change:

How well did your agency prepare you for entry level social work? *(use reverse side if necessary)*

What suggestions do you have for future students considering placement in your agency? *(use reverse side if necessary)*

Should this agency be used in the future by the Social Work Program as a field placement site?

Yes \_\_\_\_\_ No \_\_\_\_\_ Unsure \_\_\_\_\_

Explain: *(use reverse side of page if necessary)*

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

## APPENDIX B

### Student's Evaluation of the Field Instruction Program

Each student is asked to complete an evaluation of the Field Instruction Program prior to graduation. This evaluation will assist in future planning of the field program.

1. The field application instructions are clear. Yes\_\_\_\_\_ No\_\_\_\_\_
2. I received an individual appointment with the Field Coordinator. Yes\_\_\_\_\_ No\_\_\_\_\_
3. The field placement process was clearly and adequately explained. Yes\_\_\_\_\_ No\_\_\_\_\_
4. The Field Coordinator presented different placement options. Yes\_\_\_\_\_ No\_\_\_\_\_
5. I was encouraged to rank order preferences for placement. Yes\_\_\_\_\_ No\_\_\_\_\_
6. I attended the Field Orientation meeting that was held at the end of the prior semester.  
Yes\_\_\_\_\_ No\_\_\_\_\_
7. The Field Orientation meeting helped me in my understanding of the expectations and requirements of field. Yes\_\_\_\_\_ No\_\_\_\_\_
8. I received a placement letter at the beginning of the semester. Yes\_\_\_\_\_ No\_\_\_\_\_
9. My questions and concerns were fairly addressed by the Field Coordinator. Yes\_\_\_\_\_ No\_\_\_\_\_

Comments and/or Suggestions: