



# DEPARTMENT OF SOCIAL WORK

## FIELD INSTRUCTOR MANUAL

# 2023-2024

Updated August 2023

This publication is available in alternative formats upon request. Contact Bruce Reeves, Director of Field Education, Department of Social Work at 701-777-3259 or [bruce.reeves@und.edu](mailto:bruce.reeves@und.edu).

***UND DEPARTMENT OF SOCIAL WORK MISSION STATEMENT***

Through its teaching, scholarship and service, the University of North Dakota Social Work Department advances social, economic and environmental justice, and enhances human well-being and quality of life within the state, region, and beyond.

***BSSW PROGRAM MISSION STATEMENT***

The University of North Dakota's Bachelor of Social Work Program provides accessible, affordable, and high-quality undergraduate education that engages students in scholarly inquiry, preparing them for more advanced studies and for generalist practice with individuals, families, groups, organizations, and communities both locally and globally. Rooted in scientific inquiry, the liberal arts, the person-in-environment framework, and the strengths perspective, UND's BSSW Program prepares students to serve ethically and competently as effective and adaptive leaders in their communities as they strive to enhance the quality of life for all persons; to promote human rights, social, economic and environmental justice; to honor human diversity; to eliminate poverty and the mechanisms of discrimination and oppression; and to uphold the dignity and worth of all persons.

***MSW PROGRAM MISSION STATEMENT***

The University of North Dakota's Master of Social Work Program provides accessible, affordable, and high-quality graduate education that engages students in scholarly inquiry, preparing them for advanced generalist practice with individuals, families, groups, organizations, and communities both locally and globally. Rooted in scientific inquiry, the liberal arts, the person-in-environment framework, and the strengths perspective, UND's MSW Program prepares students to ethically and competently assume roles as effective and adaptive leaders within their agencies, their communities and the profession in order to enhance the quality of life for all persons; to promote human rights, social, economic and environmental justice; to honor human diversity; to eliminate poverty and the mechanisms of discrimination and oppression; and to uphold the dignity and worth of all persons.

Dear Field Instructors,

Thank you for agreeing to be a field instructor for the University of North Dakota (UND) Department of Social Work. We greatly appreciate you and your agency taking the time to provide a field internship opportunity for our students and contribute to the profession in this manner.

We have put together this Field Instructor Manual to provide you with information that hopefully will be useful to you as you serve in this role. The manual will provide you with the nature and general expectations for a social work internship, including important information regarding the field education program.

In the way of background information on UND and the Social Work program, we offer both a Bachelor of Science in Social Work (BSSW) and a Master of Social Work (MSW) degrees. For students who have a related undergraduate degree in another field, we also offer a graduate MSW program that includes courses and a field experience at the generalist level, prior to continuing into the advanced generalist MSW coursework and field experience.

The BSSW is a generalist practice degree. The MSW is an advanced generalist practice degree. BSSW students generally take a full-time placement as the terminal and capstone courses in their baccalaureate experience. MSW Generalist (Foundation) students complete their first field experience part-time across two semesters. MSW Advanced Generalist (Concentration) students complete an internship during their final semester or semesters. In our generalist and advanced generalist programs, students in field placements are expected to experience the full range of social work practice arenas, including working with individuals, families, groups, communities and organizations. In addition, students are expected to carry out specific policy and research related tasks during their practicum. In this regard, students are asked to meet with their field instructor and field liaison soon after beginning field instruction in order to develop a Learning Plan for their field experience.

A BSSW and MSW Generalist (Foundation) student is expected by the end of placement to demonstrate a level of independence in all tasks with supervision in preparation for generalist social work practice. An MSW Advanced Generalist student is expected to demonstrate intervention abilities in all areas of the learning plan and is generally expected to be involved in actual interventions from the beginning of the placement.

A note about a student's field experience. A field practicum is an educational experience and not employment. Even though students may carry out some activities that might be carried out by paid employees, the student's educational role is always expected to be paramount. Within these constraints, a social work student can contribute to your organization through activities included in their Learning Plan and through other assignments provided by you, their field instructor.

After you have reviewed this manual, please feel free to contact me, or one of our Field Faculty, if you have any questions or need clarification. We are here to support you in this important work of educating future social workers.

Your interest and willingness to be a field instructor for the Department of Social Work is appreciated.

Sincerely,



Bruce Reeves, MSW, LMSW  
Director of Field Education  
bruce.reeves@und.edu / 701-777-3259

### *Table of Contents*

|                                                                                       |    |
|---------------------------------------------------------------------------------------|----|
| Field Education.....                                                                  | 5  |
| Field Education Curriculum and Course Objectives .....                                | 5  |
| BSSW Field Curriculum .....                                                           | 5  |
| BSSW Field Course Objectives.....                                                     | 5  |
| MSW Generalist (Foundation) Field Curriculum.....                                     | 7  |
| MSW Generalist (Foundation) Field Course Objectives.....                              | 7  |
| MSW Advanced Generalist (Concentration) Field Curriculum .....                        | 9  |
| MSW Advanced Generalist (Concentration) Field Course Objectives .....                 | 10 |
| Role of Field Instructor.....                                                         | 12 |
| Criteria for Selection of Field Instructors .....                                     | 13 |
| BSSW Field Instructors.....                                                           | 13 |
| MSW Field Instructors .....                                                           | 13 |
| How to get Started as a Field Instructor .....                                        | 14 |
| What to Expect from the Student.....                                                  | 14 |
| Field Instructor’s Role in Developing the Learning Plan .....                         | 15 |
| Faculty Field Liaison Consultation and Visits.....                                    | 16 |
| What If There are Concerns.....                                                       | 17 |
| Grading and Evaluating the Student.....                                               | 17 |
| Role of a Task Supervisor.....                                                        | 18 |
| Summary.....                                                                          | 18 |
| <br>                                                                                  |    |
| Appendix I: Field Instructor Applications .....                                       | 20 |
| BSSW Field Instructor Application.....                                                | 20 |
| MSW Field Instructor Application.....                                                 | 24 |
| Appendix II: Clinical Affiliation Agreement.....                                      | 28 |
| Appendix III: Agency Data Sheet.....                                                  | 35 |
| Appendix IV: Internship Agreements.....                                               | 36 |
| BSSW Internship Agreement .....                                                       | 36 |
| MSW Generalist (Foundation) Agreement.....                                            | 37 |
| MSW Advanced Generalist (Concentration) Agreement .....                               | 38 |
| Appendix V: Learning Plans and Field Evaluations.....                                 | 39 |
| BSSW Learning Plan and Field Evaluation .....                                         | 39 |
| MSW Generalist (Foundation) Learning Plan and Field Evaluation.....                   | 48 |
| MSW Advanced Generalist (Concentration) Learning Plan and Field Evaluation .....      | 57 |
| Appendix VI: Field Education Communication Chart .....                                | 67 |
| Appendix VII: Field Education Timesheets .....                                        | 68 |
| Full-Time Student Timesheet.....                                                      | 68 |
| Part-Time Student Timesheet.....                                                      | 69 |
| Appendix VIII: Requests to Discontinue Field Internship.....                          | 70 |
| BSSW Request to Discontinue Field Internship.....                                     | 70 |
| MSW Generalist (Foundation) Request to Discontinue Field Internship.....              | 71 |
| MSW Advanced Generalist (Concentration) Request to Discontinue Field Internship ..... | 72 |

## ***Field Education***

Field Education is the signature way of teaching social work, according to the Council on Social Work Education (CSWE). As such, the field internship experience is the key to student development as a social worker.

### ***Field Education Curriculum and Course Objectives***

#### ***BSSW Field Curriculum***

The field internship experience is key to student development as a generalist social worker. The internship is typically a full-time block internship requiring a minimum of 450 hours in an approved field agency. Students may choose to enroll in part-time field education across two semesters. The Bachelor of Science in Social Work (BSSW) Program does not grant social work course credit for life experience or previous work experience.

The emphasis in BSSW Field Education is to provide an opportunity to develop and integrate the knowledge, skills, and values consistent with generalist practice. The field internship will prepare students for professional entry-level social work practice or graduate social work education. The student will be placed in an agency setting, which supports and provides the necessary learning opportunities for the development of a generalist social work perspective. The structured learning activities of the placement will involve social work practice at various levels of intervention: individual, family, group, organization, and community. The amount of time the student is involved in the various levels will vary dependent upon the nature of the agency where they are placed. There is a clear expectation that meaningful learning assignments will occur at all the various levels of social work practice. These learning assignments should be compatible with and allow for the development and integration of knowledge, skills, and values of generalist social work practice. At the conclusion of Field Education, students are expected to have achieved competency in the behaviors that demonstrate mastery of the core competencies reflected in the course objectives. The core competencies are the numbered items below in bold and the corresponding behaviors are the bulleted items beneath each competency.

#### ***BSSW Field Course Objectives***

At the conclusion of the Field Education, students will be able to:

##### **1. Demonstrate Ethical and Professional Behavior.**

- 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; and
- Use supervision and consultation to guide professional judgement and behavior.

##### **2. Engage Diversity and Difference in Practice.**

- 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 experience; and
  - Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
- 3. Advance human rights and social, economic, and environmental justice.**
- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems level; and
  - Engage in practices that advance social, economic, and environmental justice.
- 4. Engage in practice-informed research and research informed 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; and
  - Use and translate research evidence to inform and improve practice, policy, and service delivery.
- 5. Engage in Policy Practice.**
- Identify social policy at the local, state, and federal level that impacts the 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; and
  - Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
- 6. Engage with individuals, families, groups, organizations, and communities.**
- Apply knowledge of human behavior and the social environment, person-in-person environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
  - Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
- 7. Assess individuals, families, groups, organizations, and communities.**
- 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; and
  - Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
- 8. Intervene with individuals, families, groups, organizations, and communities.**
- 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; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

- 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 program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

***MSW Generalist (Foundation) Field Curriculum***

The field internship experience is key to student development as a foundation level social worker. Students in the MSW Foundation Program take foundation field courses in the third and fourth semesters of the program. The minimum number of hours required in the foundation field internship is 450 hours, typically 200 hours in the fall and 250 hours in the spring. The Master of Social Work (MSW) Program does not grant social work course credit for life experience or previous work experience.

The emphasis in MSW Generalist (Foundation) Field Education is to provide an opportunity to develop and integrate the knowledge, skills, and values consistent with generalist level social work. The field internship will prepare students for continuing in their graduate social work education. The student will be placed in an agency setting, which supports and provides the necessary learning opportunities for the development of a foundation level social work perspective. The structured learning activities of the internship will involve social work practice at various levels of intervention: individual, family, group, organization, and community. The amount of time the student is involved in the various levels will vary dependent upon the nature of the agency where they are placed. There is a clear expectation that meaningful learning assignments will occur at all the various levels of social work practice. These learning assignments should be compatible with and allow for the development and integration of knowledge, skills, and values of generalist level social work. At the conclusion of Field Education, students are expected to demonstrate mastery of the core competencies. These are reflected in the course objectives.

***MSW Generalist (Foundation) Field Course Objectives***

At the conclusion of the Field Education, students will be able to:

**1. Demonstrate Ethical and Professional Behavior.**

- 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; and
- Use supervision and consultation to guide professional judgement and behavior.

**2. Engage Diversity and Difference in Practice.**

- 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 experience; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**3. Advance human rights and social, economic, and environmental justice.**

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

**4. Engage in practice-informed research and research informed 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; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

**5. Engage in Policy Practice.**

- Identify social policy at the local, state, and federal level that impacts the 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; and
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**6. Engage with individuals, families, groups, organizations, and communities.**

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

**7. Assess individuals, families, groups, organizations, and communities.**



- 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; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**8. Intervene with individuals, families, groups, organizations, and communities.**

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

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

- 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 program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

***MSW Advanced Generalist (Concentration) Field Curriculum***

The field internship experience is key to student development as an advanced generalist social worker. The internship is typically a full-time block internship requiring a minimum of 500 hours in an approved field agency. Students may enroll in part-time field education across two semesters. The Master of Social Work (MSW) Program does not grant social work course credit for life experience or previous work experience.

The emphasis in MSW Advanced Generalist (Concentration) Field Education is to provide opportunity to integrate the knowledge, skills, and values consistent with an advanced generalist concentration, and emphasize advanced generalist practice. The student will be placed in an agency setting which supports and provides the necessary learning opportunities for advanced generalist social work practice at different levels. The structured learning activities of the internship will

involve social work practice at various levels of intervention: individual, family, group, organization, and community. The amount of time the student is involved in the various levels will vary dependent upon the nature of the agency where they are placed. There is a clear expectation that meaningful learning assignments will occur at all the various levels of social work practice. These learning assignments should be compatible with and allow for the development and integration of knowledge, skills, and values of advanced generalist social work practice as well as the student's respective interests or specialization. At the conclusion of Field Education, students are expected to have achieved competency in the following behaviors that demonstrate mastery of the core competencies. These are reflected in the following course objectives.

### ***MSW Advanced Generalist (Concentration) Field Course Objectives***

At the conclusion of the Field Education, students will be able to:

#### **1. Demonstrate Ethical and Professional Behavior.**

- Demonstrate understanding and the ability to apply 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 to complex situations across micro, mezzo and macro levels of practice;
- Model a professional identity as a reflective and adaptable advanced generalist practitioner by demonstrating a conscious use of self and self-correction in practice situations;
- Demonstrate leadership in forming professional relationships and model professional demeanor in behavior; appearance; and in oral, written and electronic communication;
- Incorporate effective and ethical use of technology in advanced generalist practice; and
- Seek supervision, consultation, and constructive feedback in an effort to grow professionally, guide professional judgment, improve practice skills, behavior, and learning experiences.

#### **2. Engage Diversity and Difference in Practice.**

- Demonstrate the understanding and appreciation for the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. This is apparent in written and oral communication as well as other relevant behaviors;
- Demonstrate an openness to growth and learning through appropriate vulnerability and an appreciation for clients and constituencies at all levels as experts of their own experiences; and
- Apply self-awareness and self-regulation to transform one's behavior in response to recognition of one's biases related to difference or diversity.

#### **3. Advance human rights and social, economic, and environmental justice.**

- Clearly articulate and apply an advanced understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Use leadership skills to engage in practices that advances social, economic, and environmental justice and use leadership skills to advance social and economic

justice.

**4. Engage in practice-informed research and research informed practice.**

- Use interdisciplinary and multi-disciplinary practice experience and theory to inform scientific inquiry and research;
- Demonstrate critical thinking skills to analyze quantitative and qualitative research methods and dissemination of findings; and
- Evaluate the relative merits of research evidence and apply research knowledge to inform and improve practice, policy and service delivery.

**5. Engage in Policy Practice.**

- Demonstrate the ability to analyze changing contexts and to identify social policy strengths and deficits at all levels with regard to emerging local, regional, and societal trends, needs, and opportunities;
- Assess how social welfare and economic policies impact the delivery of and access to social services and provide leadership in promoting and/or advocating for changes in service delivery and practice that improve the quality of social services and build healthier communities; and
- Apply critical thinking and provide leadership by analyzing, formulating, and advocating for policies that advance human rights and social, economic, and environmental justice at any level.

**6. Engage with individuals, families, groups, organizations, and communities.**

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with diverse clients and constituencies and be able to critique the strengths, weaknesses, and assumptions of these theoretical frameworks; and
- Continuously assess and adapt one's ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies across systems.

**7. Assess individuals, families, groups, organizations, and communities.**

- Independently collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Systematically and purposefully apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in assessing diverse client systems and constituents;
- Develop and utilize appropriate and effective strengths-based, mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituents; and
- Select culturally responsive, appropriate empirically validated intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**8. Intervene with individuals, families, groups, organizations, and communities.**

- Differentially select and implement a variety of evidence-based interventions to achieve practice goals and enhance capacities of a wide range of clients and constituencies;
- Systematically and purposefully apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with diverse clients and constituencies;
- Demonstrate leadership by seeking feedback and using inter-professional collaboration as appropriate to achieve beneficial practice resolution to complex problems;
- Demonstrate leadership by convincingly and effectively negotiating, mediating, and advocating with and on behalf of diverse clients and constituencies; and
- Facilitate effective client-centered transitions and endings that advance mutually agreed-on goals.

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

- Analyze, select and use appropriate methods of assessment for the evaluation of outcomes, clearly articulating the strengths and weaknesses of each method;
- Systematically and purposefully apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes with diverse client systems and constituents;
- Effectively demonstrate critical thinking skills through by analyzing, monitoring, and evaluating intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels with multiple complex and diverse client and constituent situations.

*The Role of the Field Instructor*

The field instructor is expected to carry primary responsibilities for the instruction of the social work student while the student is in an internship at their agency. Although other staff members at the agency may assume responsibility for specific learning tasks, the field instructor is responsible for overseeing the student's educational supervision. Specifically, the field instructor is expected to:

- Provide the necessary time to supervise students and assure an educational focus to the student's learning process. This includes weekly scheduling of one-on-one supervisory sessions for a minimum of one to two hours per week or every other week for part-time students. The field instructor must be available to consult with the student, as the student deems necessary.
- Select learning tasks for the student which will provide an opportunity for the application of social work knowledge, values and skills. Field instructors must be willing to meet with UND faculty field liaison to develop and discuss the student's Learning Plan.
- Attend or view online, the workshops and orientation sessions provided by UND Social Work Program that are designed for field instructors.
- Complete and submit the required educational assessments and evaluation of the student's performance in a timely manner.

- Meet with UND faculty field liaison to discuss the student's professional development one to two times during the academic term.
- Advise the faculty field liaison of any special circumstances and special performance problems related to educational, physical, or psychological difficulties that may arise during the time of the field internship.
- Model professional attitudes, behavior and skills.
- Support Student Safety - In recognition of the fact that physical vulnerability of professional social workers and potential volatile situations in the lives of clients are current realities, supporting student safety is of utmost importance. Issues of safety are relevant in all communities and settings. Each agency is responsible for orienting student interns to the safety policies and procedures in that field internship. Such orientation should include but is not limited to: a) discussion of safety issues in the community, including students conducting home visits, etc.; b) discussion of safety issues within the agency building(s); and c) safety issues with particular clients exhibiting high risk behavior and/or prone to violent behavior. Security of personal belongings should also be covered. Procedures for the student to follow in the event of a safety or security problem should be reviewed in detail. Students are assigned to complete a Safety Assessment of their agency with their Field Instructor and/or Task Supervisor early in the internships.
  - Students should not be forced to engage in assignments in which they feel physically at risk. The agency needs to make the same accommodations to ensure students' safety as they make for staff. If a student's concerns about safety begin to interfere with the learning process, the Field Instructor should explore these issues with the student immediately and the Field Liaison should be contacted to facilitate exploration of the concerns.
  - If an incident occurs in which a student is personally threatened, hurt, or sexually harassed, the Field Instructor, agency contact person or agency director will contact the Field Liaison and the Director of Field Education immediately to discuss what actions the agency and the department should take to ensure the student's physical and emotional well-being.

### ***Criteria for Selection of Field Instructors***

Approved field instructors must meet certain minimum standards in accordance with those developed by the Council on Social Work Education and endorsed by the Social Work Program faculty of UND Department of Social Work.

#### ***BSSW Field Instructors***

Field instructors must have graduated from an accredited social work program with either a bachelor's or master's degree in social work, be licensed by the state in which they practice, as required by applicable state law, and have at least two years of professional social work practice.

#### ***MSW Field Instructors***

*Applies to both MSW Generalist (Foundation) and MSW Advanced Generalist (Concentration)*

Field instructors must have graduated from an accredited social work program with a master's degree in social work, be licensed by the state in which they practice, as required by applicable state law, and have at least two years of professional social work practice.

### ***How to get Started as a Field Instructor***

It is very important that the field instructor understands the goals and mission of the University of North Dakota BSSW and/or MSW Program. The UND Social Work Program offers a generalist curriculum (BSSW & MSW Generalist/Foundation) and advanced generalist (MSW) and the goals of the field internship relates to the integration of the curriculum content to the goals of the Learning Plan. It is important for the field instructor to understand what the Learning Plan requires the student to do while in their internship. This requires the field instructor to offer relevant tasks that will help the student achieve the Learning Plan objectives.

If UND Social Work Program, Field Education component has approved your agency as a suitable field site, the potential field instructor must complete a Field Instructor Application form (see *Appendix I: Field Instructor Applications*). In addition, each field agency must have an Affiliation Agreement (contract) in place that spells out the parameters of responsibility between UND and the field internship agency (see *Appendix II: Clinical Affiliation Agreement*). Each agency will be asked to complete an Agency Data Sheet form that provides students with information about the agency's setting type, treatment focus, and age group they serve (see *Appendix III: Agency Data Sheet*).

After an agency match is confirmed, the student will initiate the Internship Agreement with the field instructor (see *Appendix IV: Internship Agreements*). The Internship Agreement provides the student and field instructor the opportunity to finalize starting and ending dates of the internship, average hours to be in the internship, and the handling of holidays and vacations. The Internship Agreement contributes to increased understanding of administrative issues during the internship. A finalized Internship Agreement requires the signatures of the student and the field instructor before being turned in through the electronic record keeping system.

Information on the curriculum, goals and mission for the University of North Dakota, Social Work Program, can be found at: <https://cnpd.und.edu/social-work/index.html>.

### ***What to Expect from the Student***

The student comes to the field internship fully prepared to accomplish all of the learning objectives listed in the Learning Plan and Field Evaluation form (see *Appendix V: Learning Plans and Field Evaluations*). Though it is important to consider that each student arrives in the field internship with their own perspective, level of preparedness, confidence, knowledge, etc.

The student must participate in the development of the Learning Plan and it is the responsibility of the field instructor to assist the student in identifying tasks that will satisfy the learning objectives. The field instructor is key in assisting the student by offering a variety of tasks that can meet the Learning Plan objectives.

It is the responsibility of the field instructor to observe and evaluate the student's learning experiences and to offer the student direction and encouragement to help the student achieve the Learning Plan goals. It is the responsibility of the student to carry out field activities in compliance with agency policy and practices.

### ***What is the Field Instructor's Role in Developing the Learning Plan?***

The Learning Plan is a collection of concrete tasks that will be done by the student to demonstrate behaviors identified under each core competency. The field instructor will assist the student to develop specific statements that describe how the student is going to demonstrate the desired behaviors in the Learning Plan and to describe the tasks that will lead to the demonstration of the behaviors (see *Appendix V: Learning Plans and Field Evaluations*).

Students are encouraged to consider their learning needs before they enter the field. However, most students are unfamiliar with the field site so the Learning Plan should be developed during the first three weeks of the internship. During these first supervision sessions, the student can identify personal interests, the specific knowledge and skills that they want to learn related to the behaviors and the field instructor can state how they envision demonstrating the desired behaviors. If another individual will be supervising the student for part of the Learning Plan, the student needs to be clear about the role and responsibilities of the other supervisor.

A rough draft of the Learning Plan should be completed so that the faculty field liaison, field instructor and the student can review the plan for appropriate challenges and tasks and then be signed off on during a three-way conference. A complete Learning Plan is to be submitted to the Director of Field Education via the electronic record keeping system by the due date listed on the student calendar. The Learning Plan is intended to be a fluid and dynamic document that the student and/or the field instructor can adjust as the internship develops.

For each behavior, the student and the field instructor will address the following questions:

- What will the student do to demonstrate the behavior?
- What specific tasks and what population group the student will be working with?
- What knowledge and skill does the student want to acquire?
- Who will supervise the student on this task and what is their relationship to the field instructor?
- What methods and procedures will the student use to demonstrate the acquisition of the knowledge and skills of the practice behavior to the field instructor over the course of the internship?

Tasks need to be specific to the behavior and they need to be of sufficient complexity and challenge to demonstrate the knowledge and skill appropriate to BSSW or MSW level of generalist or advanced generalist practice.

#### **Negotiating the Learning Plan**

1. In a conference with the field instructor, the student discusses what they want to get out of the internship and what the field instructor hopes the student will gain. This conference

also includes further clarification of what the field instructor and the field agency have to offer. The student refers to the Learning Plan and Field Evaluation form to clarify expectations.

2. The student writes a draft of their Learning Plan.
3. At a second supervisory conference, the student brings a draft of the Learning Plan for further discussion, clarification, additions and revisions.
4. After the second supervisory conference, the student should be ready to complete the written plan in preparation for it to be signed off on during a three-way conference between the student, the field instructor and the faculty field liaison. The student will submit the signed Learning Plan to the Director of Field Education via the electronic system by the date published in the field calendar.
5. It is the student's responsibility to take the initiative in completing the plan and setting up the meetings with all other parties involved.

### ***Faculty Field Liaison Consultation and Visits***

The field instructor will meet with UND faculty field liaison to discuss the student's professional development two times during the academic term. These can be done in person, via conference call or using video technology. The primary task at the first meeting is to review and agree upon a Learning Plan. It is also important that the field instructor describe how the student is adjusting to the field internship. This includes information about how the student is fitting in with the professional staff and information on how the student is relating to the field instructor. It is important that both the field instructor and the student know how to contact the faculty field liaison.

Between the faculty field liaison visits the field instructor is required to complete a mid-term evaluation that indicates how the student is doing in the field internship. The student will also be asked to self-evaluate their performance both at midterm and final. The student is responsible for making sure that the mid-term evaluation is completed in the online system by the due date listed on the student's field calendar.

If there are obvious problems, the field instructor should consult with the faculty field liaison to discuss the situation. The faculty liaison may then consult with the Director of Field Education and then contact the field instructor to arrange a meeting with the field instructor and the student (see *Appendix VI: Field Education Communication Chart*). The primary purpose of this meeting is to define the problem and make a plan for remediation that is agreeable to all parties.

At the second field visit, which generally occurs two to three weeks from the end of the internship, the faculty field liaison will review the mid-term evaluation with the student and field instructor. If there were areas of concern, the student and field instructor will describe to the faculty field liaison what has been done to address the issues. A review of the Learning Plan is also done to determine if all of the objectives have been completed. If some of the objectives have not been completed, a plan is developed to complete them before the student terminates their internship. The field instructor also discusses any issues that may be relevant to the final evaluation. A plan for the student to do closure with clients, the field instructor and other agency staff is also discussed.



### ***What If There are Concerns?***

There are several reasons that concerns may develop over the course of a field internship. One of these difficulties can result if the field instructor changes jobs or for any other reason will not be able to perform the role of field instructor. If this occurs, the field instructor is requested to immediately notify the Director of Field Education and/or Field Coordinator of the circumstances so that another plan can be developed.

If issues arise with a student, there are four ways that a student can be terminated from their field internship and the field instructor holds a central position in all of them. The procedure for student termination from field is located in the Student Field Education Manual. In short, the field instructor can request that the student be terminated from field, the faculty field liaison can request that a student be terminated from field, or the student can request to be terminated from their field internship.

Occasionally, a student may be asked to terminate their field internship because the student is failing in the field education seminar course, which is a co-requisite to Field Education. If this occurs, the Director of Field Education will immediately inform the field instructor and the faculty field liaison so a plan can be developed to do closure with all of the student's cases.

### ***Grading and Evaluating the Student***

Field instructors are required to sign off on the Field Education Time Sheets (see *Appendix VII: Field Education Timesheets*), which will give the field instructor a chance to review how the student has been spending their time while in their internship.

The field instructor is required to do two formal evaluations of the student's performance during the internship at midterm and at the end of the internship. The evaluation process, however, is on-going and occurs throughout the semester. One of the primary times that evaluation occurs is in the supervisory sessions, which take place on a weekly basis for full-time students and every other week for part-time students.

At the end of the field internship the student and field instructor will complete the Request to Discontinue Field Internship form (see *Appendix VIII: Requests to Discontinue Field Internship*). The field instructor will sign off on this form certifying that the student has completed the required number of hours as well as all of the tasks identified in the Learning Plan. The faculty field liaison also signs off on this form. The student is responsible for making sure that the Request to Discontinue Field Internship form (along with the final evaluation) is completed in the online system by the due date listed on the student's field calendar.

The field instructor is asked to recommend a grade of Satisfactory or Unsatisfactory to the faculty field liaison, who informs the Director of Field Education of the recommendation. It is the responsibility of the Director of Field Education to submit the final grade. Note: Students whose cumulative scores on their final evaluation are below 2.0, will not receive a passing grade for field.

### *The Role of a Task Supervisor*

Task supervisors are other agency professional staff selected to take responsibility for one or more of the students learning objectives. They may or may not have a degree in social work. A field instructor may assign the student to work with another professional because that individual may have expertise in an area not known to the primary field instructor. At times, this type of an arrangement can mean that the student may go to another agency to complete one of the learning objectives. The field instructor maintains the role of providing social work supervision and instruction throughout the internship. When a student is assigned to a task supervisor, those individuals are expected to attend supervisory meetings with the student and field instructor to process the experience and to provide the field instructor an evaluation of the student's performance in carrying out that particular learning task.

It is not uncommon for field instructors to assign the student to several task supervisors during the course of the term. As a student moves through the field experience, the student may have a desire to learn more about other aspects of social work practice as a part of their personal and professional development, always being supervised by the social work field instructor.

If some field settings that are otherwise appropriate cannot meet the requirement of having a bachelor's or master's degree in social work credentialed field instructor available, the field education office will seek an external field instructor, with appropriate credentials, to assume primary responsibility for work with the student. When possible, faculty are assigned to fill that role. In these situations, the student will have an on-site task supervisor who does not have a social work degree or appropriate credentials. The program and the faculty field liaison assure that task supervisors understand a social work perspective and can work with students to meet their learning objectives and the program's requirements. Task supervisors have weekly contact with the field instructor and are invited to attend field instructor orientation sessions. The task supervisor also participates in developing the Learning Plan. The student's field evaluations are conducted by the external field instructor after consultation with the task supervisor.

### *Summary*

The social work profession has had a long-standing commitment to providing field experience for students who are completing their education. From its inception, social work education has consistently embraced the position that classroom and field learning are both essential elements of a professional education. Currently the Council on Social Work Education has designated Field Education as the signature way of teaching the social work profession. However, as we all have come to know, quality Field Education is difficult. Field Education demands a carefully planned effort to enable students to draw on their knowledge, skills, values and life experiences to understand complicated human situations and to then design a helpful intervention. It requires translating abstract knowledge and principles from the classroom learning into practical applications as well as an understanding of oneself. This is not an easy task.

In order for a social work program to develop to its maximum, support must be received from the professional social worker community. The social work program at UND is grateful to have found a willing and capable partner in the social work professional community to help educate these future social workers. Field Education can be a difficult and a time-consuming task. From the

students` perspective, their field experience is often the most beneficial and memorable experience in their college education. As some field instructors already know, their students will always remember them. Maybe just knowing that makes it all worth it.

The Social Work Program at UND is grateful for your time and commitment to our students and to the profession.

**APPENDIX I: FIELD INSTRUCTOR APPLICATIONS**



**BSSW Field Instructor Application**

|             |  |
|-------------|--|
| <b>Name</b> |  |
|-------------|--|

**Current Employment**

|                           |  |               |            |
|---------------------------|--|---------------|------------|
| <b>Agency</b>             |  | <b>Phone</b>  |            |
| <b>Address (Business)</b> |  |               |            |
| <b>City</b>               |  | <b>State</b>  | <b>Zip</b> |
| <b>Title</b>              |  | <b>E-Mail</b> |            |
| <b>Responsibilities</b>   |  |               |            |

**Professional Experience**

| Employer / Location | Positions Held | Dates |
|---------------------|----------------|-------|
|                     |                |       |
|                     |                |       |
|                     |                |       |
|                     |                |       |
|                     |                |       |

**Educational Background** - *(The Council on Social Work Education requires field instructors to have a bachelor's or master's degree in social work. UND requires two 2 years post undergraduate experience in order to serve as field instructors.)*

| Institution Attended | Location | Dates of Attendance | Degree Earned |
|----------------------|----------|---------------------|---------------|
|                      |          |                     |               |
|                      |          |                     |               |
|                      |          |                     |               |
|                      |          |                     |               |

**Professional Licenses and Certifications** – *(If required by the state licensing board of the state in which the field instructor practices.)*

| License or Certifications | State | Expiration Date |
|---------------------------|-------|-----------------|
|                           |       |                 |
|                           |       |                 |
|                           |       |                 |

| Current Professional Memberships and Positions Held: |
|------------------------------------------------------|
|                                                      |
|                                                      |

**Prior Experience in Field Supervision and Teaching** – *(Field instructors new to the Department of Social Work are requested to attend an orientation session in person or online.)*

| Field Instruction |                    |                  |
|-------------------|--------------------|------------------|
| Date              | College/University | Responsibilities |
|                   |                    |                  |
|                   |                    |                  |

| Teaching/Lecturing |                    |                  |
|--------------------|--------------------|------------------|
| Date               | College/University | Responsibilities |
|                    |                    |                  |
|                    |                    |                  |

***\*\*Please attach to keep in your personal files - copies of current licenses and/or certifications.***

The following are expectations of a field instructor in the Department of Social Work at the University of North Dakota.

**An approved agency-based field instructor will:**

1. Interview prospective student interns to assess the match between the student and yourself.
2. Collaborate with student interns and faculty field liaisons in developing learning plans that identify specific tasks for students to carry out during the field learning experience. Verify acceptance of the learning plan by signing off on the final plan.
3. Assist the student in developing an orientation to the agency and community, including pertinent agency policies, community resources, agency operations, etc.
4. Assist the student in obtaining office space, phone, mail boxes, support services, and other agency resources so student may complete assigned tasks in a timely manner.
5. Provide a minimum of one scheduled hour per week, every other week for part-time students, of one-on-one, individual supervision to each student who is supervised.
6. Be available to the student on an ongoing basis to respond to questions and to provide episodic supervision and guidance.
7. Assist the student in arranging work schedules so as to facilitate their ongoing attendance at required field education seminars during the academic term.
8. Verify that student completes the required hours in the field internship by signing a weekly time sheet form.
9. Complete midterm and final evaluations of student performance consistent with the forms and standards provided by the Department of Social Work. The student is responsible for sending a copy of the completed evaluations to the Director of Field Education in the Department of Social Work at UND by published deadlines. Provide the student with ongoing feedback related to performance in the field internship.
10. Meet with the faculty field liaison and the student at least two times during an academic term. Notify the faculty field liaison or Director of Field Education if concerns or problems with student learning or performance occur during field internship.
11. Attend orientation sessions for field instructors new to the Department of Social Work at UND either in person or online. When possible, attend continuing education seminars provided by the UND Department of Social Work for field instructors.
12. Assist the social work programs at UND to evaluate the effectiveness of the curriculum to prepare students for beginning entry into the social work profession by completing periodic survey forms, by participating in occasional focus group meetings, and by participating on special advisory committees.

13. Affirm that the student has adequately completed all necessary time and learning objectives by approving the form requesting to discontinue field internship.

**Department of Social Work will:**

1. Provide prospective field instructors with access to required applications in order to apply for approval as field instructors. Review and approve applications that are consistent with Council on Social Work Education and Program Standards.
2. Provide the field instructor with access to an undergraduate field manual, a graduate field manual or both. Provide the field instructor with access to a field calendar of scheduled events and due dates.
3. Assign a faculty field liaison to meet with the student and field instructor at least twice during an academic term.
4. Be readily available by telephone to assist field instructors in addressing performance issues that occur during the internship.
5. Provide new field instructors with an orientation to Field Education. Provide field instructors with on-going training in issues related to Field Education and field supervision of students.
6. Provide field instructors with access the UND Field Education websites.

*My following signature verifies that the information provided on this application is truthful to the best of my knowledge and that I have read the above expectations and qualifications of a field instructor in the Department of Social Work at the University of North Dakota and agree to perform according to these expectations.*

Name: \_\_\_\_\_

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



**MSW Field Instructor Application**

|             |  |
|-------------|--|
| <b>Name</b> |  |
|-------------|--|

**Current Employment**

|                           |  |               |  |            |  |
|---------------------------|--|---------------|--|------------|--|
| <b>Agency</b>             |  | <b>Phone</b>  |  |            |  |
| <b>Address (Business)</b> |  |               |  |            |  |
| <b>City</b>               |  | <b>State</b>  |  | <b>Zip</b> |  |
| <b>Title</b>              |  | <b>E-Mail</b> |  |            |  |
| <b>Responsibilities</b>   |  |               |  |            |  |

**Professional Experience**

| Employer / Location | Positions Held | Dates |
|---------------------|----------------|-------|
|                     |                |       |
|                     |                |       |
|                     |                |       |
|                     |                |       |
|                     |                |       |



**Educational Background** - *(The Council on Social Work Education requires field instructors to have a master's degree in social work and two years post graduate experience in order to serve as a field instructor.)*

| Institution Attended | Location | Dates of Attendance | Degree Earned |
|----------------------|----------|---------------------|---------------|
|                      |          |                     |               |
|                      |          |                     |               |
|                      |          |                     |               |

**Professional Licenses and Certifications** - *(If required by the state licensing board of the state in which the field instructor practices.)*

| License or Certifications | State | Expiration Date |
|---------------------------|-------|-----------------|
|                           |       |                 |
|                           |       |                 |
|                           |       |                 |

**Current Professional Memberships and Positions Held:**

|  |
|--|
|  |
|  |

**Prior Experience in Field Supervision and Teaching** - *(Field instructors new to the Department of Social Work requested to attend an orientation session in person or online.)*

| Field Instruction |                    |                  |
|-------------------|--------------------|------------------|
| Date              | College/University | Responsibilities |
|                   |                    |                  |
|                   |                    |                  |

| Teaching/Lecturing |                    |                  |
|--------------------|--------------------|------------------|
| Date               | College/University | Responsibilities |
|                    |                    |                  |
|                    |                    |                  |

**\*\*Please attach to keep in your personal files - copies of current licenses and/or certifications.**

The following are expectations of a field instructor in the social work programs at the University of North Dakota.

**An approved agency-based field instructor will:**

1. Interview prospective student interns to assess the match between the student and yourself.
2. Collaborate with student interns and faculty field liaisons in developing learning plans that identify specific tasks for students to carry out during the field learning experience. Verify acceptance of the learning plan by signing off on the final plan.
3. Assist the student in developing an orientation to the agency and community, including pertinent agency policies, community resources, agency operations, etc.
4. Assist the student in obtaining office space, phone, mail boxes, support services, and other agency resources so student may complete assigned tasks in a timely manner.
5. Provide a minimum of one scheduled hour per week. (every other week for part-time students) of one-on-one, individual supervision to each student who is supervised.
6. Be available to the student on an ongoing basis to respond to questions and to provide episodic supervision and guidance.
7. Assist the student in arranging work schedules so as to expedite her/his ongoing attendance at required field education seminars during the academic term.
8. Verify that student completes the required hours in field internship by signing a weekly time sheet form.
9. Complete midterm and final evaluations of student performance consistent with the forms and standards provided by the Department of Social Work. The student is responsible for completing the evaluations by published deadlines. Provide student with ongoing feedback related to performance in the field internship.
10. Meet with the faculty field liaison and the student at least one time during an academic term. Notify the faculty field liaison or Director of Field Education if concerns or problems with student learning or performance occur during field internship.
11. Attend orientation sessions for field instructors new to the Department of Social Work at UND. When possible, attend continuing education seminars provided by the UND Department of Social Work for field instructors.
12. Assist the Department of Social Work at UND to evaluate the effectiveness of the curriculum to prepare students for beginning entry into the social work profession by completing periodic survey forms, by participating in occasional focus group meetings, and by participating on special advisory committees.
13. Affirm that the student has adequately completed all necessary time and learning objectives by approving the form requesting to discontinue field internship.

**Department of Social Work will:**

1. Provide prospective field instructors with access to required applications in order to apply for approval as field instructors. Review and approve applications that are consistent with Council on Social Work Education and Program Standards.
2. Provide the field instructor with access to an undergraduate field manual, a graduate field manual or both. Provide the field instructor with access to a field calendar of scheduled events and due dates.
3. Assign a faculty field liaison to meet with the student and field instructor at least once during an academic term.
4. Be readily available by telephone to assist field instructors in addressing performance issues that occur during the internship.
5. Provide new field instructors with an orientation to Field Education. Provide field instructors with on-going training in issues related to Field Education and field supervision of students.
6. Provide field instructors with access to the UND Field Education websites.

*My following signature verifies that the information provided on this application is truthful to the best of my knowledge and that I have read the above expectations and qualifications of a field instructor in the Department of Social Work at the University of North Dakota and agree to perform according to these expectations.*

Name: \_\_\_\_\_

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

**APPENDIX II: CLINICAL AFFILIATION AGREEMENT**

---

**Department Clinical Affiliation Agreement**

---

This AGREEMENT is made by and between the University of North Dakota Department of Social Work ("University" or "UND") and Agency.

WHEREAS, the State of North Dakota, doing business as the University of North Dakota, desires to obtain internships or clinical education experience for its students and

WHEREAS, it is the shared responsibility of the University and the Agency to create and maintain an appropriate learning environment and

WHEREAS, the Agency is committed to the professional education and training of University students and is willing to assist in their education by providing them high-quality internships or clinical education experiences.

NOW THEREFORE, the University and Agency agree as follows:

**I. THE UNIVERSITY AGREES:**

- 1.1 To be responsible for meeting applicable program accreditation requirements.
- 1.2 To provide information to its students and the Agency that outlines standards of performance and guidelines for the clinical education experience or internship.
- 1.3 To assign appropriate faculty/staff to serve as clinical education or internship liaisons between the Agency and the University.
- 1.4 To provide professional and general liability insurance for its students/residents with limits of \$1,000,000 per occurrence and \$5,000,000 in the aggregate. Professional and general liability coverage for University's faculty/staff liaisons is provided through the North Dakota state risk management fund, which has limits of \$250,000 per person and \$1,000,000 per occurrence, with no aggregate limit.
- 1.5 To inform students of the confidential nature of all Agency patient and client records, and of their obligations to protect the privacy and security of all protected health information.
- 1.6 To place only students who have satisfactorily completed all required prerequisite courses and any other academic requirements and have been recommended by University faculty for placement in such a clinical education experience or internship. Upon request, University will provide Agency with information regarding the student's experience and/or academic background prior to placement, as authorized by the student.
- 1.7 To inform the students that they must adhere to the administrative policies and procedures of the Agency.

1.8 To inform the students that they must comply with the health requirements of the Agency and supply the Agency with any required documentation.

1.9 To assure that a criminal background check is completed on all students to be placed with the Agency. Upon request, University shall make available to the Agency a background check report for all student participants, as well as a detailed description of the various components of the University's comprehensive background check process.

1.10 To inform the students that they may be required to undergo a drug test pursuant to the Agency's policies and practices, and that the cost of any drug test will be paid by the student, if not the Agency.

## **II. THE AGENCY AGREES:**

2.1 To collaborate with the University in the selection of learning assignments which meet the educational needs of the students.

2.2 To supervise and instruct the students during the experience. Upon request, the Agency shall provide vitae of persons supervising or instructing students to the University.

2.3 To conduct student performance evaluations as directed by the University.

2.4 To notify the University immediately if a student is not performing satisfactorily. The Agency will follow any oral notice or communication made under this paragraph with a written communication.

2.5 If interns or clinical education students are required by Agency to undergo a drug test, Agency shall provide University with notice and explanation of any positive or unacceptable drug test results. If students are required by Agency to undergo a drug test, Agency shall obtain advance authorization from students permitting Agency to notify and explain to University any positive or unacceptable drug test result.

2.6 To provide the students with appropriate office space, equipment, and resources, including access to the Agency's physical and/or on-line library, to carry out their assigned duties and learning objectives.

2.7 To orient students to the Agency and its conduct and performance policies, procedures, rules, and regulations.

2.8 To supply the University with copies of any policies or procedures with which the students will be expected to comply.

2.9 To notify the University prior to student placement in the Agency of any health and fitness related requirements, including medical insurance coverage, immunization record, physical exam, and/or drug testing.

2.10 To maintain throughout the term of this Agreement all licenses, permits, certificates, and accredited statuses held at the time of execution of this Agreement, which are applicable to performance of this Agreement.

2.11 To maintain a positive, respectful, and adequately resourced learning environment so that sound educational experiences can occur.

### III. THE UNIVERSITY AND THE AGENCY AGREE:

3.1 That the number of students placed in the Agency, the duration, and the timing of the experience shall be mutually agreed upon.

3.2 To collaborate in identifying specific experience objectives and learning activities for each student placed in the Agency.

3.3 To follow termination procedures outlined in the University's applicable program guidelines or instruction manual in the event a student placement is terminated prior to its intended conclusion.

3.4 That the Agency may exclude from participation any student whose performance is determined to be detrimental to the Agency's clients; who violates established Agency policies, procedures and/or ethics codes; or whose performance is otherwise unsatisfactory, including any student who is unable to maintain compatible working relationships with Agency employees, or whose health status precludes their regular attendance and successful completion of the experience.

3.5 In the event a student is exposed to an infectious or environmental hazard or other occupational injury (i.e. needle stick) while at the Agency, the Agency will provide such emergency care as is provided its employees, including, where applicable: examination and evaluation by Agency's emergency department or other appropriate Agency as soon as possible after the injury; emergency medical care immediately following the injury as necessary; initiation of the HBV, Hepatitis C (HCV), and HIV protocol as necessary; and HIV counseling and appropriate testing as necessary. In the event that the Agency does not have the resources to provide such emergency care, the Agency will refer such student to the nearest emergency Agency. The student will be responsible for any charges thus generated.

3.6 That the University is primarily responsible for the educational program, academic affairs, and the assessment of assigned University students.

3.7 That the University is primarily responsible for the appointment and assignment of faculty members with responsibility for the teaching of assigned University students.

3.8 That the Agency recognizes that, in order for University to maintain accreditation for certain departments/programs, a representative from the applicable accrediting council/organization may need to observe a student providing services under this Agreement.

Agency shall allow the representative access to its Agency provided that University, student, and the applicable accrediting council/organization take reasonable steps to ensure appropriate professional conduct related to protected health information and ensures that the representative is held to the same standards of patient privacy rules/expectations as the student and University.

#### **IV. LIABILITY**

4.1 Each party shall be responsible for claims, losses, damages, and expenses, which may arise out of negligent or wrongful acts or omissions of that party or its agents or employees, acting within the scope of their duties in the performance of this Agreement.

4.2 The tort liability of the University is as set out in chapter 32-12.2 of the North Dakota Century Code and is subject to the conditions and limitations contained therein. Nothing herein shall preclude the State of North Dakota from asserting against third parties any defenses to liability it may have under North Dakota law or be construed to create a basis for a claim or suit when none would otherwise exist.

4.3 Agency agrees to inform University in the event either an investigation or claim arises out of patient or client care services performed by a University student and shall provide University with reasonable access to information involving such student in any investigation or claim. Agency shall notify University of the disposition of any such investigation or claim.

#### **V. TERM AND TERMINATION OF AGREEMENT**

5.1 This Agreement shall be effective beginning the date of execution by the parties and shall remain in effect for five (5) years from the date of execution. Either party may terminate this Agreement without cause at any time upon 60 days written notice to the other party.

5.2 In the event that the Agency terminates this Agreement, the Agency agrees that no students participating in an ongoing internship or clinical education experience will be denied the opportunity to complete the affiliation, even when the effective date of termination occurs prior to the completion date of the internship or clinical education experience. In such an event, all applicable provisions of this Agreement, including the right to terminate any student, shall remain in force until the end of the internship or clinical education experience.

5.3 The University may terminate this Agreement effective upon delivery of written notice to the Agency, or at such later date as may be stated in the notice, if any license, permit, certificate or accreditation required by law, rule or regulation, or by the terms of this Agreement, is for any reason denied, removed, suspended, or not renewed.

#### **VI. NONDISCRIMINATION**

The University and the Agency agree that in the performance of this contract there will be no discrimination in violation of the law or the policies of the University of North Dakota.

Therefore, there will be no discrimination on the basis of race, color, sex, religion, sexual orientation, gender identity, genetic information, age, national origin, the presence of any mental or physical disability, political belief or affiliation, status with respect to marriage or public assistance, or status as a veteran.

**VII. APPLICABLE LAW**

This Agreement is governed by the laws of the State of North Dakota.

**VIII. ASSIGNMENT**

Neither party may assign or otherwise transfer or delegate any right or duty, without the express written consent of the other party.

**IX. NOTICES**

All notices or other communications purporting to exercise or otherwise affect rights and duties under this Agreement shall be given by registered or certified mail, addressed to the parties as indicated below, and are complete on the date mailed.

**UNIVERSITY:**

Bruce Reeves  
Director of Field Education  
Department of Social Work  
Gillette Hall, Room 109C  
225 Centennial Drive, Stop 7135  
Grand Forks, ND 58202-7135

Dr. Bret Weber  
Department Chair  
Department of Social Work  
Gillette Hall, Room 2B  
225 Centennial Drive, Stop 7135  
Grand Forks, ND 58202-7135



AGENCY:

Contact Name:

---

Agency:

---

Address:

---

City, State, Zip:

---

Email:

---

Phone:

---

Fax:

---

The provisions of this section do not supersede any statutes or rules of court regarding notice of claims or service of process. In the event of a conflict between this section and any statutes or rules of court, the statutes or rules of court govern.

**X. MODIFICATION**

This Agreement may not be waived, altered, modified, supplemented, or amended in any manner except by written agreement signed by both parties.

**XI. SEVERABILITY**

If any term or provision of this Agreement is declared by a court having jurisdiction to be illegal or unenforceable, the validity of the remaining terms and provisions shall not be affected, and the rights and obligations of the parties are to be construed and enforced as if the contract did not contain that term or provision.

**XII. MERGER**

This Agreement constitutes the entire agreement between the parties. There is no understanding, agreements, or representations, oral or written, not specified within this Agreement.

**XIII. CONSIDERATION**

Under the terms of this Agreement, neither party is obligated to make any payments of any kind to the other party.

**XIV. WAIVER**

The failure of either party to exercise any of its rights under this Agreement for a breach thereof shall not be deemed to be a waiver of such rights, and no waiver by either party, whether written or oral, express or implied, of any rights under, or arising from, the Agreement shall be binding on any subsequent occasion; and no concession by either party shall be treated as an implied modification of the Agreement unless specifically agreed in writing.

**XV. INDEPENDENT CONTRACTORS**

The parties are independent contractors and shall not act as an agent for the other party, nor shall either party be deemed to be an employee of the other party for any purpose whatsoever. Neither of the parties shall have any authority, either express or implied, to enter any agreement, incur any obligations on the other party's behalf, nor commit the other party in any manner whatsoever without the other party's express prior written consent. Any promotional business representation by either party of the other shall be approved in advance.

**AUTHORIZED SIGNATURES**

APPROVED FOR:

Agency

By: \_\_\_\_\_ Date: \_\_\_\_\_  
 [Authorized Signatory Name]  
 [Authorized Signatory Title]

By: \_\_\_\_\_ Date: \_\_\_\_\_  
 [Authorized Signatory Name]  
 [Authorized Signatory Title]

APPROVED FOR:

University of North Dakota  
Department of Social Work

By: \_\_\_\_\_ Date: \_\_\_\_\_  
 Diana Kostrzewski  
 Dean, College of Nursing & Professional Disciplines

By: \_\_\_\_\_ Date: \_\_\_\_\_  
 Bruce Reeves  
 Director of Field Education, Department of Social Work

**APPENDIX III: AGENCY DATA SHEET**



**Agency Data Sheet**

|                      |  |
|----------------------|--|
| Date:                |  |
| Agency Name:         |  |
| Address:             |  |
| City/State/Zip Code: |  |
| Website Address:     |  |

**Contact Information**

|                   |  |
|-------------------|--|
| Contact Name:     |  |
| Title:            |  |
| Telephone Number: |  |
| E-Mail Address:   |  |
| Fax Number:       |  |

**Students Accepted**

|                          |     |                          |     |                          |           |
|--------------------------|-----|--------------------------|-----|--------------------------|-----------|
| <input type="checkbox"/> | BSW | <input type="checkbox"/> | MSW | <input type="checkbox"/> | BSW & MSW |
|--------------------------|-----|--------------------------|-----|--------------------------|-----------|

**Setting Type**

|                          |                        |                          |                            |                          |                               |
|--------------------------|------------------------|--------------------------|----------------------------|--------------------------|-------------------------------|
| <input type="checkbox"/> | Tribal Social Services | <input type="checkbox"/> | Mental Health – Outpatient | <input type="checkbox"/> | Residential Facility          |
| <input type="checkbox"/> | Indian Health Services | <input type="checkbox"/> | Housing Office             | <input type="checkbox"/> | Hospice                       |
| <input type="checkbox"/> | County Social Services | <input type="checkbox"/> | School/Education           | <input type="checkbox"/> | Regional Human Service Center |
| <input type="checkbox"/> | Hospital               | <input type="checkbox"/> | Nursing Home               | <input type="checkbox"/> | Community/Family Services     |
| <input type="checkbox"/> | Adoption Foster Care   | <input type="checkbox"/> | Corrections                | <input type="checkbox"/> |                               |

**Age Group**

|                          |                |                          |          |
|--------------------------|----------------|--------------------------|----------|
| <input type="checkbox"/> | Children/Youth | <input type="checkbox"/> | Elderly  |
| <input type="checkbox"/> | Adults         | <input type="checkbox"/> | All Ages |

**Treatment Focus**

|                          |                  |                          |                            |                          |                     |
|--------------------------|------------------|--------------------------|----------------------------|--------------------------|---------------------|
| <input type="checkbox"/> | Criminal Justice | <input type="checkbox"/> | Family Services            | <input type="checkbox"/> | Child Welfare       |
| <input type="checkbox"/> | Mental Health    | <input type="checkbox"/> | Developmental Disabilities | <input type="checkbox"/> | Various             |
| <input type="checkbox"/> | Health Care      | <input type="checkbox"/> | Minority/Oppressed         | <input type="checkbox"/> | Chemical Dependency |
| <input type="checkbox"/> | Veterans         | <input type="checkbox"/> |                            | <input type="checkbox"/> |                     |

**APPENDIX IV: INTERNSHIP AGREEMENTS**



**BSSW Internship Agreement**

*This document is to be completed and signed by the student and the approved field instructor after being officially notified of the match between the student and the agency. The student is expected to begin field internship on the first day of the academic semester and to be in the internship until the end of the academic semester. Students may begin and/or end the internship one week early. Under no situations will a BSSW student report less than 450 hours. The hours in the internship do not include field education seminars, travel to seminars, travel to internship site, absences, or other non-agency related activities.*

|                                                                                                                                                            |  |                   |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------|-----------|
| <b>Student Full Name</b>                                                                                                                                   |  | Home Phone Number |           |
| Address                                                                                                                                                    |  | Work Phone Number |           |
| City, State, Zip                                                                                                                                           |  |                   |           |
| Student's Email Address                                                                                                                                    |  |                   |           |
| <b>Agency</b>                                                                                                                                              |  | Phone Number      |           |
| Address                                                                                                                                                    |  |                   |           |
| City, State, Zip                                                                                                                                           |  |                   |           |
| <b>Field Instructor</b>                                                                                                                                    |  | Phone Number      |           |
| Address, if different than Agency address:                                                                                                                 |  |                   |           |
| Field Instructor's Email                                                                                                                                   |  |                   |           |
| Student's beginning date of Field Education?                                                                                                               |  |                   |           |
| Student's anticipated ending date of Field Education?                                                                                                      |  |                   |           |
| Approximate number of hours student will work per week?                                                                                                    |  |                   |           |
| Expectations for work during holidays and breaks are:                                                                                                      |  |                   |           |
| <b>As per Affiliation Agreement:</b>                                                                                                                       |  |                   |           |
| Student will have office space?                                                                                                                            |  | <b>YES</b>        | <b>NO</b> |
| Student will have phone?                                                                                                                                   |  |                   |           |
| Student will have access to support services?                                                                                                              |  |                   |           |
| Student will meet with the field instructor, one on one at regularly scheduled times for no less than one hour per week?                                   |  |                   |           |
| Field instructor has attended UND orientation and training sessions or received individual orientation?                                                    |  |                   |           |
| Student has discussed a plan for orientation with the field instructor for the first week of internship?                                                   |  |                   |           |
| Field instructor has access to the BSSW Field Instructor Manual ( <a href="http://nursing.und.edu/social-work/">http://nursing.und.edu/social-work/</a> )? |  |                   |           |
| Agency has completed an Affiliation Agreement with UND?                                                                                                    |  |                   |           |
| Field instructor has completed application to be an approved field instructor with UND Social Work?                                                        |  |                   |           |
| Student has a plan with field instructor to complete a Learning Plan during the first week after entering Field Education?                                 |  |                   |           |

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

Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

# UND SOCIAL WORK

## UNIVERSITY OF NORTH DAKOTA

### MSW Generalist Internship Agreement

*This document is to be completed and signed by the student and the approved field instructor after being officially notified of the match between the student and the agency. The student is expected to begin field internship on the first day of the academic semester and to be in the internship until the end of the academic semester. Students may begin and/or end the internship one week early. Under no situations will a student report less than 450 hours. The hours in the internship do not include field education seminars, travel to seminars, travel to internship site, absences, or other non-agency related activities.*

|                                                                                                                                                                 |  |                          |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------|-----------|
| <b>Student Full Name</b>                                                                                                                                        |  | <b>Home Phone Number</b> |           |
| <b>Address</b>                                                                                                                                                  |  | <b>Work Phone Number</b> |           |
| <b>City, State, Zip</b>                                                                                                                                         |  |                          |           |
| <b>Student's Email Address</b>                                                                                                                                  |  |                          |           |
| <b>Agency</b>                                                                                                                                                   |  | <b>Phone Number</b>      |           |
| <b>Address</b>                                                                                                                                                  |  |                          |           |
| <b>City, State, Zip</b>                                                                                                                                         |  |                          |           |
| <b>Field Instructor</b>                                                                                                                                         |  | <b>Phone Number</b>      |           |
| <b>Address, if different than Agency address:</b>                                                                                                               |  |                          |           |
| <b>Field Instructor's Email</b>                                                                                                                                 |  |                          |           |
| <b>Student's beginning date of Field Education?</b>                                                                                                             |  |                          |           |
| <b>Student's anticipated ending date of Field Education?</b>                                                                                                    |  |                          |           |
| <b>Approximate number of hours student will work per week?</b>                                                                                                  |  |                          |           |
| <b>Expectations for work during holidays and breaks are:</b>                                                                                                    |  |                          |           |
|                                                                                                                                                                 |  |                          |           |
| <b>As per Affiliation Agreement:</b>                                                                                                                            |  |                          |           |
| <b>Student will have office space?</b>                                                                                                                          |  | <b>YES</b>               | <b>NO</b> |
| <b>Student will have phone?</b>                                                                                                                                 |  |                          |           |
| <b>Student will have access to support services?</b>                                                                                                            |  |                          |           |
| <b>Student will meet with the field instructor, one on one at regularly scheduled times for no less than one hour per week?</b>                                 |  |                          |           |
| <b>Field instructor has attended UND orientation and training sessions or received individual orientation?</b>                                                  |  |                          |           |
| <b>Student has discussed a plan for orientation with the field instructor for the first week of internship?</b>                                                 |  |                          |           |
| <b>Field instructor has access to the BSSW Field Instructor Manual (<a href="http://nursing.und.edu/social-work/">http://nursing.und.edu/social-work/</a>)?</b> |  |                          |           |
| <b>Agency has completed an Affiliation Agreement with UND?</b>                                                                                                  |  |                          |           |
| <b>Field instructor has completed application to be an approved field instructor with UND Social Work?</b>                                                      |  |                          |           |
| <b>Student has a plan with field instructor to complete a Learning Plan during the first week after entering Field Education?</b>                               |  |                          |           |

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

Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

# UND SOCIAL WORK

## UNIVERSITY OF NORTH DAKOTA

### MSW Advanced Generalist Internship Agreement

*This document is to be completed and signed by the student and the approved field instructor after being officially notified of the match between the student and the agency. The student is expected to begin field internship on the first day of the academic semester and to be in the internship until the end of the academic semester. Students may begin and/or end the internship one week early. Under no situation will a student report less than 500 hours. The hours in the internship do not include field education seminars, travel to seminars, travel to internship site, absences, or other non-agency related activities.*

|                                                                                                                                                         |  |                          |            |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------|------------|-----------|
| <b>Student Full Name</b>                                                                                                                                |  | <b>Home Phone Number</b> |            |           |
| <b>Address</b>                                                                                                                                          |  | <b>Work Phone Number</b> |            |           |
| <b>City, State, Zip</b>                                                                                                                                 |  |                          |            |           |
| <b>Student's Email Address</b>                                                                                                                          |  |                          |            |           |
| <b>Agency</b>                                                                                                                                           |  | <b>Phone Number</b>      |            |           |
| <b>Address</b>                                                                                                                                          |  |                          |            |           |
| <b>City, State, Zip</b>                                                                                                                                 |  |                          |            |           |
| <b>Field Instructor</b>                                                                                                                                 |  | <b>Phone Number</b>      |            |           |
| <b>Address, if different than Agency address:</b>                                                                                                       |  |                          |            |           |
| <b>Field Instructor's Email</b>                                                                                                                         |  |                          |            |           |
| <b>Student's beginning date of Field Education?</b>                                                                                                     |  |                          |            |           |
| <b>Student's anticipated ending date of Field Education?</b>                                                                                            |  |                          |            |           |
| <b>Approximate number of hours student will work per week?</b>                                                                                          |  |                          |            |           |
| <b>Expectations for work during holidays and breaks are:</b>                                                                                            |  |                          |            |           |
|                                                                                                                                                         |  |                          |            |           |
| <b>As per Affiliation Agreement:</b>                                                                                                                    |  |                          | <b>YES</b> | <b>NO</b> |
| Student will have office space?                                                                                                                         |  |                          |            |           |
| Student will have phone?                                                                                                                                |  |                          |            |           |
| Student will have access to support services?                                                                                                           |  |                          |            |           |
| Student will meet with the field instructor, one on one at regularly scheduled times for no less than one hour per week?                                |  |                          |            |           |
| Field instructor has attended UND orientation and training sessions or received individual orientation?                                                 |  |                          |            |           |
| Student has discussed a plan for orientation with the field instructor for the first week of internship?                                                |  |                          |            |           |
| Field instructor has access to the MSW Field Instructor Manual ( <a href="http://nursing.und.edu/social-work">http://nursing.und.edu/social-work</a> )? |  |                          |            |           |
| Agency has completed an Affiliation Agreement with UND?                                                                                                 |  |                          |            |           |
| Field instructor has completed application to be an approved field instructor with UND Social Work?                                                     |  |                          |            |           |
| Student has a plan with field instructor to complete a Learning Plan during the first week after entering Field Education?                              |  |                          |            |           |

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

Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX V: LEARNING PLANS AND FIELD EVALUATIONS



## BSSW Learning Plan &amp; Field Evaluation

|                          |  |                                         |  |
|--------------------------|--|-----------------------------------------|--|
| <b>Student:</b>          |  | <b>Student ID #:</b>                    |  |
| <b>Semester/Year:</b>    |  | <b>Permanent Non-UND Email Address:</b> |  |
| <b>Field Instructor:</b> |  | <b>Field Instructor's Phone/Email:</b>  |  |
| <b>Agency:</b>           |  | <b>Faculty Field Liaison:</b>           |  |

This Learning Plan is based on the nine competencies students are expected to demonstrate upon finishing their internship. 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 represent observable components of the competencies. The field instructor will help the student identify practice opportunities, including timelines, related to the competency which will be identified and assessed during the semester. The behaviors are closely related to each other and may be addressed with the same internship activities. You should refer to the Learning Plan each week in supervision and update it as field activities change. Any substantive changes must be approved by the faculty field liaison.

This evaluation presents an opportunity for the student and field instructor to evaluate the student's growth and development of the nine competency areas developed by the Council on Social Work Education. By the end of the internship, the student will have demonstrated competency in each of the following arenas of performance as a generalist social worker. For students who do not demonstrate the designated benchmark in any behavior, please indicate, in the instructor's comments, specific plans to support student need for development in these areas. If there is a need for a remedial plan to assist the student in achieving a competency, the faculty field liaison will meet with the student and field instructor to develop the plan. Students may exceed a benchmark if they meet the criteria defined in the behaviors. The Final Field Evaluation will ask you to evaluate skill development in each of these areas.

For each evaluation item, please rate the student accordingly to the following scale:

|            |                                                                                                                                  |
|------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>0</b>   | <b>No Knowledge:</b> Student has no knowledge at all.                                                                            |
| <b>1</b>   | <b>Knows:</b> Student knows what is required to carry out professional functions.                                                |
| <b>2</b>   | <b>Knows How:</b> Student knows how to use the knowledge that has been accumulated and is able to verbally describe the process. |
| <b>3</b>   | <b>Shows How:</b> Student demonstrates the "know how" with <i>support and/or supervision</i> .                                   |
| <b>4</b>   | <b>Does:</b> Student can demonstrate the behavior <i>independently</i> .                                                         |
| <b>N/A</b> | <b>No Opportunity:</b> Student has not yet had the opportunity to demonstrate competence in this area.                           |

2.0 - Desired benchmark for first half of internship.

3.5 - Desired benchmark for second half of internship.

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. This evaluation is intended to give the student feedback about her or his performance. Final scores will contribute to the determination of final grade (Pass/Fail).

## Competency 1.0 – Demonstrate Ethical and Professional Behavior.

| LEARNING PLAN |                                     |                                      |
|---------------|-------------------------------------|--------------------------------------|
| Behaviors     | Internship Activities with Timeline | How will the behaviors be evaluated? |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <ul style="list-style-type: none"> <li>• 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.</li> <li>• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</li> <li>• Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</li> <li>• Use technology ethically and appropriately to facilitate practice outcomes.</li> <li>• Use supervision and consultation to guide professional judgement and behavior.</li> </ul> |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| EVALUATION                                                                  |                                                                                                                                                                                                                                                 | Mid-Term Evaluation |                  | Final Evaluation |                  |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------|------------------|------------------|
| 0=No Knowledge 1=Knows 2=Knows How 3=Shows How<br>4=Does N/A=No Opportunity |                                                                                                                                                                                                                                                 | Student             | Field Instructor | Student          | Field Instructor |
| 1                                                                           | Student makes ethical decisions by applying the standards of the NASW Code of ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. |                     |                  |                  |                  |
| 2                                                                           | Student uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.                                                                                                                      |                     |                  |                  |                  |
| 3                                                                           | Student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.                                                                                                                            |                     |                  |                  |                  |
| 4                                                                           | Student uses technology ethically and appropriately to facilitate practice outcomes.                                                                                                                                                            |                     |                  |                  |                  |
| 5                                                                           | Student uses supervision and consultation to guide professional judgement and behavior.                                                                                                                                                         |                     |                  |                  |                  |
| Instructor's Mid-Term Comments:                                             |                                                                                                                                                                                                                                                 |                     |                  |                  |                  |
| Instructor's Final Comments:                                                |                                                                                                                                                                                                                                                 |                     |                  |                  |                  |

**Competency 2.0 – Engage Diversity and Difference in Practice.**

| LEARNING PLAN                                                                                                                                                                                                                                                                                                                            |                                     |                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|
| Behaviors                                                                                                                                                                                                                                                                                                                                | Internship Activities with Timeline | How will the behaviors be evaluated? |
| <ul style="list-style-type: none"> <li>• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</li> <li>• Present themselves as learners and engage clients and constituencies as experts of their own experience.</li> </ul> |                                     |                                      |



|                                                                                                                                                                                                      |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <ul style="list-style-type: none"> <li>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</li> </ul> |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| EVALUATION                                                               |                                                                                                                                                                             | Mid-Term Evaluation |                  | Final Evaluation |                  |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------|------------------|------------------|
| 0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity |                                                                                                                                                                             | Student             | Field Instructor | Student          | Field Instructor |
| 6                                                                        | Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. |                     |                  |                  |                  |
| 7                                                                        | Student presents themselves as learners and engages clients and constituencies as experts of their own experience.                                                          |                     |                  |                  |                  |
| 8                                                                        | Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.                |                     |                  |                  |                  |
| Instructor's Mid-Term Comments:                                          |                                                                                                                                                                             |                     |                  |                  |                  |
| Instructor's Final Comments:                                             |                                                                                                                                                                             |                     |                  |                  |                  |

**Competency 3.0 – Advance human rights and social, economic, and environmental justice.**

| LEARNING PLAN                                                                                                                                                                                                                                                                       |                                     |                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|
| Behaviors                                                                                                                                                                                                                                                                           | Internship Activities with Timeline | How will the behaviors be evaluated? |
| <ul style="list-style-type: none"> <li>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems level.</li> <li>Engage in practices that advance social, economic, and environmental justice.</li> </ul> |                                     |                                      |

| EVALUATION                                                               |                                                                                                                                                      | Mid-Term Evaluation |                  | Final Evaluation |                  |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------|------------------|------------------|
| 0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity |                                                                                                                                                      | Student             | Field Instructor | Student          | Field Instructor |
| 9                                                                        | Student applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems level. |                     |                  |                  |                  |
| 10                                                                       | Student engages in practices that advance social, economic, and environmental justice.                                                               |                     |                  |                  |                  |
| Instructor's Mid-Term Comments:                                          |                                                                                                                                                      |                     |                  |                  |                  |
| Instructor's Final Comments:                                             |                                                                                                                                                      |                     |                  |                  |                  |

**Competency 4.0 – Engage in practice-informed research and research informed practice.**

| LEARNING PLAN                                                                                                                                                                                                                                                                                                                                                             |                                     |                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|
| Behaviors                                                                                                                                                                                                                                                                                                                                                                 | Internship Activities with Timeline | How will the behaviors be evaluated? |
| <ul style="list-style-type: none"> <li>Use practice experience and theory to inform scientific inquiry and research.</li> <li>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</li> <li>Use and translate research evidence to inform and improve practice, policy, and service delivery.</li> </ul> |                                     |                                      |

| EVALUATION                                                               |                                                                                                                                 | Mid-Term Evaluation |                  | Final Evaluation |                  |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------|------------------|------------------|
| 0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity |                                                                                                                                 | Student             | Field Instructor | Student          | Field Instructor |
| 11                                                                       | Student uses practice experience and theory to inform scientific inquiry and research.                                          |                     |                  |                  |                  |
| 12                                                                       | Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. |                     |                  |                  |                  |
| 13                                                                       | Student uses and translates research evidence to inform and improve practice, policy, and service delivery.                     |                     |                  |                  |                  |
| Instructor's Mid-Term Comments:                                          |                                                                                                                                 |                     |                  |                  |                  |
| Instructor's Final Comments:                                             |                                                                                                                                 |                     |                  |                  |                  |

**Competency 5.0 – Engage in Policy Practice.**

| LEARNING PLAN                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                     |                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|
| Behaviors                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Internship Activities with Timeline | How will the behaviors be evaluated? |
| <ul style="list-style-type: none"> <li>Identify social policy at the local, state, and federal level that impacts the well-being, service delivery, and access to social services.</li> <li>Asses how social welfare and economic policies impact the delivery of and access to social services.</li> <li>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</li> </ul> |                                     |                                      |

| EVALUATION                                                               |  | Mid-Term Evaluation |                  | Final Evaluation |                  |
|--------------------------------------------------------------------------|--|---------------------|------------------|------------------|------------------|
| 0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity |  | Student             | Field Instructor | Student          | Field Instructor |

|                                 |                                                                                                                                                               |  |  |  |  |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 14                              | Student identifies social policy at the local, state, and federal level that impacts the well-being, service delivery, and access to social services.         |  |  |  |  |
| 15                              | Student assesses how social welfare and economic policies impact the delivery of and access to social services.                                               |  |  |  |  |
| 16                              | Student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. |  |  |  |  |
| Instructor's Mid-Term Comments: |                                                                                                                                                               |  |  |  |  |
| Instructor's Final Comments:    |                                                                                                                                                               |  |  |  |  |

**Competency 6.0 – Engage with individuals, families, groups, organizations, and communities.**

| LEARNING PLAN                                                                                                                                                                                                                                                                                                                                             |                                     |                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|
| Behaviors                                                                                                                                                                                                                                                                                                                                                 | Internship Activities with Timeline | How will the behaviors be evaluated? |
| <ul style="list-style-type: none"> <li>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</li> <li>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> </ul> |                                     |                                      |

| EVALUATION                                                               |                                                                                                                                                                                              | Mid-Term Evaluation |                  | Final Evaluation |                  |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------|------------------|------------------|
| 0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity |                                                                                                                                                                                              | Student             | Field Instructor | Student          | Field Instructor |
| 17                                                                       | Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. |                     |                  |                  |                  |
| 18                                                                       | Student uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.                                                                         |                     |                  |                  |                  |
| Instructor's Mid-Term Comments:                                          |                                                                                                                                                                                              |                     |                  |                  |                  |
| Instructor's Final Comments:                                             |                                                                                                                                                                                              |                     |                  |                  |                  |

**Competency 7.0 – Assess individuals, families, groups, organizations, and communities.**

| LEARNING PLAN                                                                                                                                                      |                                     |                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|
| Behaviors                                                                                                                                                          | Internship Activities with Timeline | How will the behaviors be evaluated? |
| <ul style="list-style-type: none"> <li>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</li> </ul> |                                     |                                      |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <ul style="list-style-type: none"> <li>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.</li> <li>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</li> <li>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</li> </ul> |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| EVALUATION                                                               |                                                                                                                                                                                                                       | Mid-Term Evaluation |                  | Final Evaluation |                  |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------|------------------|------------------|
| 0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity |                                                                                                                                                                                                                       | Student             | Field Instructor | Student          | Field Instructor |
| 19                                                                       | Student collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.                                                                                          |                     |                  |                  |                  |
| 20                                                                       | Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. |                     |                  |                  |                  |
| 21                                                                       | Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.                                         |                     |                  |                  |                  |
| 22                                                                       | Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.                                                            |                     |                  |                  |                  |
| <b>Instructor's Mid-Term Comments:</b>                                   |                                                                                                                                                                                                                       |                     |                  |                  |                  |
| <b>Instructor's Final Comments:</b>                                      |                                                                                                                                                                                                                       |                     |                  |                  |                  |

**Competency 8.0 – Intervene with individuals, families, groups, organizations, and communities.**

| LEARNING PLAN                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                     |                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|
| Behaviors                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Internship Activities with Timeline | How will the behaviors be evaluated? |
| <ul style="list-style-type: none"> <li>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</li> <li>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</li> <li>Use interprofessional collaboration as appropriate to achieve beneficial practice outcomes.</li> </ul> |                                     |                                      |

|                                                                                                                                                                                                                                           |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <ul style="list-style-type: none"> <li>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</li> <li>Facilitate effective transitions and endings that advance mutually agreed-on goals.</li> </ul> |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| EVALUATION                                                               |                                                                                                                                                                                                     | Mid-Term Evaluation |                  | Final Evaluation |                  |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------|------------------|------------------|
| 0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity |                                                                                                                                                                                                     | Student             | Field Instructor | Student          | Field Instructor |
| 23                                                                       | Student critically choose and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.                                                              |                     |                  |                  |                  |
| 24                                                                       | Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. |                     |                  |                  |                  |
| 25                                                                       | Student uses interprofessional collaboration as appropriate to achieve beneficial practice outcomes.                                                                                                |                     |                  |                  |                  |
| 26                                                                       | Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.                                                                                               |                     |                  |                  |                  |
| 27                                                                       | Student facilitates effective transitions and endings that advance mutually agreed-on goals.                                                                                                        |                     |                  |                  |                  |
| <b>Instructor's Mid-Term Comments:</b>                                   |                                                                                                                                                                                                     |                     |                  |                  |                  |
| <b>Instructor's Final Comments:</b>                                      |                                                                                                                                                                                                     |                     |                  |                  |                  |

**Competency 9.0 – Evaluate practice with individuals, families, groups, organizations, and communities.**

| LEARNING PLAN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                     |                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|
| Behaviors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Internship Activities with Timeline | How will the behaviors be evaluated? |
| <ul style="list-style-type: none"> <li>Select and use appropriate methods for evaluation of outcomes.</li> <li>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</li> <li>Critically analyze, monitor, and evaluate intervention program processes and outcomes.</li> <li>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</li> </ul> |                                     |                                      |

| EVALUATION                                                               |                                                                          | Mid-Term Evaluation |                  | Final Evaluation |                  |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------|------------------|------------------|------------------|
| 0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity |                                                                          | Student             | Field Instructor | Student          | Field Instructor |
| 28                                                                       | Student selects and uses appropriate methods for evaluation of outcomes. |                     |                  |                  |                  |

|                                        |                                                                                                                                                                                  |  |  |  |  |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 29                                     | Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. |  |  |  |  |
| 30                                     | Student critically analyzes, monitors, and evaluates intervention program processes and outcomes.                                                                                |  |  |  |  |
| 31                                     | Student applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.                                                                     |  |  |  |  |
| <b>Instructor's Mid-Term Comments:</b> |                                                                                                                                                                                  |  |  |  |  |
| <b>Instructor's Final Comments:</b>    |                                                                                                                                                                                  |  |  |  |  |

**LEARNING PLAN**

| Signatures                   |             |
|------------------------------|-------------|
| Student: _____               | Date: _____ |
| Field Instructor: _____      | Date: _____ |
| Faculty Field Liaison: _____ | Date: _____ |
| Task Supervisor: _____       | Date: _____ |

**MID-TERM EVALUATION**

| Mid-Term Comments                |
|----------------------------------|
| Student's strengths:             |
| Student's areas for improvement: |

| Signatures              |             |
|-------------------------|-------------|
| Student: _____          | Date: _____ |
| Field Instructor: _____ | Date: _____ |
| Task Supervisor: _____  | Date: _____ |

**FINAL EVALUATION**

| Final Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                    |                                    |                                            |                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|------------------------------------|--------------------------------------------|--------------------------------------------|
| Student's strengths:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                    |                                    |                                            |                                            |
| Student's areas for improvement:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                    |                                    |                                            |                                            |
| Signatures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                    |                                    |                                            |                                            |
| <p style="text-align: center;">My field instructor has discussed this final evaluation with me and I have received a copy. My agreement or disagreement is as follows:</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td style="width: 15%; height: 20px;"></td> <td style="width: 40%; text-align: center; padding: 5px;">I agree with the final evaluation.</td> <td style="width: 15%; height: 20px;"></td> <td style="width: 30%; text-align: center; padding: 5px;">I do not agree with the final evaluation.*</td> </tr> </table> <p style="text-align: center; font-size: small; margin-top: 10px;"><i>*If the student disagrees with this evaluation, they should attach an explanation of their disagreement.</i></p> |                                    | I agree with the final evaluation. |                                            | I do not agree with the final evaluation.* |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | I agree with the final evaluation. |                                    | I do not agree with the final evaluation.* |                                            |
| Student: _____ Date: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                    |                                    |                                            |                                            |
| Field Instructor: _____ Date: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                    |                                    |                                            |                                            |
| Task Supervisor: _____ Date: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                    |                                    |                                            |                                            |

All signatories should retain a copy of this Learning Plan & Field Evaluation.



### MSW Generalist Learning Plan & Field Evaluation

|                          |  |                                         |  |
|--------------------------|--|-----------------------------------------|--|
| <b>Student:</b>          |  | <b>Student ID #:</b>                    |  |
| <b>Semester/Year:</b>    |  | <b>Permanent Non-UND Email Address:</b> |  |
| <b>Field Instructor:</b> |  | <b>Field Instructor's Phone/Email:</b>  |  |
| <b>Agency:</b>           |  | <b>Faculty Field Liaison:</b>           |  |

This Learning Plan is based on the nine competencies students are expected to demonstrate upon finishing their internship. 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 represent observable components of the competencies. The field instructor will help the student identify practice opportunities, including timelines, related to the competency which will be identified and assessed during the semester. The behaviors are closely related to each other and may be addressed with the same internship activities. You should refer to the Learning Plan each week in supervision and update it as field activities change. Any substantive changes must be approved by the faculty field liaison.

This evaluation presents an opportunity for the student and field instructor to evaluate the student's growth and development of the nine competency areas developed by the Council on Social Work Education. By the end of the internship, the student will have demonstrated competency in each of the following arenas of performance as a generalist social worker. For students who do not demonstrate the designated benchmark in any behavior, please indicate, in the instructor's comments, specific plans to support student need for development in these areas. If there is a need for a remedial plan to assist the student in achieving a competency, the faculty field liaison will meet with the student and field instructor to develop the plan. Students may exceed a benchmark if they meet the criteria defined in the behaviors. The Final Field Evaluation will ask you to evaluate skill development in each of these areas.

For each evaluation item, please rate the student accordingly to the following scale:

|            |                                                                                                                                  |
|------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>0</b>   | <b>No Knowledge:</b> Student has no knowledge at all.                                                                            |
| <b>1</b>   | <b>Knows:</b> Student knows what is required to carry out professional functions.                                                |
| <b>2</b>   | <b>Knows How:</b> Student knows how to use the knowledge that has been accumulated and is able to verbally describe the process. |
| <b>3</b>   | <b>Shows How:</b> Student demonstrates the "know how" with <i>support and/or supervision</i> .                                   |
| <b>4</b>   | <b>Does:</b> Student can demonstrate the behavior <i>independently</i> .                                                         |
| <b>N/A</b> | <b>No Opportunity:</b> Student has not yet had the opportunity to demonstrate competence in this area.                           |

**2.0 - Desired benchmark for first half of internship.**

**3.5 - Desired benchmark for second half of internship.**

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. This evaluation is intended to give the student feedback about her or his performance. Final scores will contribute to the determination of final grade (Pass/Fail).

#### Competency 1.0 – Demonstrate Ethical and Professional Behavior.

| LEARNING PLAN |                                     |                                      |
|---------------|-------------------------------------|--------------------------------------|
| Behaviors     | Internship Activities with Timeline | How will the behaviors be evaluated? |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <ul style="list-style-type: none"> <li>• 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.</li> <li>• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</li> <li>• Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</li> <li>• Use technology ethically and appropriately to facilitate practice outcomes.</li> <li>• Use supervision and consultation to guide professional judgement and behavior.</li> </ul> |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| EVALUATION                                                                  |                                                                                                                                                                                                                                                 | Mid-Term Evaluation |                  | Final Evaluation |                  |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------|------------------|------------------|
| 0=No Knowledge 1=Knows 2=Knows How 3=Shows How<br>4=Does N/A=No Opportunity |                                                                                                                                                                                                                                                 | Student             | Field Instructor | Student          | Field Instructor |
| 1                                                                           | Student makes ethical decisions by applying the standards of the NASW Code of ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. |                     |                  |                  |                  |
| 2                                                                           | Student uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.                                                                                                                      |                     |                  |                  |                  |
| 3                                                                           | Student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.                                                                                                                            |                     |                  |                  |                  |
| 4                                                                           | Student uses technology ethically and appropriately to facilitate practice outcomes.                                                                                                                                                            |                     |                  |                  |                  |
| 5                                                                           | Student uses supervision and consultation to guide professional judgement and behavior.                                                                                                                                                         |                     |                  |                  |                  |
| Instructor's Mid-Term Comments:                                             |                                                                                                                                                                                                                                                 |                     |                  |                  |                  |
| Instructor's Final Comments:                                                |                                                                                                                                                                                                                                                 |                     |                  |                  |                  |

**Competency 2.0 – Engage Diversity and Difference in Practice.**

| LEARNING PLAN                                                                                                                                                                                                                                                                                                                            |                                     |                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|
| Behaviors                                                                                                                                                                                                                                                                                                                                | Internship Activities with Timeline | How will the behaviors be evaluated? |
| <ul style="list-style-type: none"> <li>• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</li> <li>• Present themselves as learners and engage clients and constituencies as experts of their own experience.</li> </ul> |                                     |                                      |

|                                                                                                                                                                                                      |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <ul style="list-style-type: none"> <li>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</li> </ul> |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| EVALUATION                                                               |                                                                                                                                                                             | Mid-Term Evaluation |                  | Final Evaluation |                  |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------|------------------|------------------|
| 0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity |                                                                                                                                                                             | Student             | Field Instructor | Student          | Field Instructor |
| 6                                                                        | Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. |                     |                  |                  |                  |
| 7                                                                        | Student presents themselves as learners and engages clients and constituencies as experts of their own experience.                                                          |                     |                  |                  |                  |
| 8                                                                        | Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.                |                     |                  |                  |                  |
| Instructor's Mid-Term Comments:                                          |                                                                                                                                                                             |                     |                  |                  |                  |
| Instructor's Final Comments:                                             |                                                                                                                                                                             |                     |                  |                  |                  |

**Competency 3.0 – Advance human rights and social, economic, and environmental justice.**

| LEARNING PLAN                                                                                                                                                                                                                                                                       |                                     |                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|
| Behaviors                                                                                                                                                                                                                                                                           | Internship Activities with Timeline | How will the behaviors be evaluated? |
| <ul style="list-style-type: none"> <li>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems level.</li> <li>Engage in practices that advance social, economic, and environmental justice.</li> </ul> |                                     |                                      |

| EVALUATION                                                               |                                                                                                                                                      | Mid-Term Evaluation |                  | Final Evaluation |                  |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------|------------------|------------------|
| 0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity |                                                                                                                                                      | Student             | Field Instructor | Student          | Field Instructor |
| 9                                                                        | Student applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems level. |                     |                  |                  |                  |
| 10                                                                       | Student engages in practices that advance social, economic, and environmental justice.                                                               |                     |                  |                  |                  |
| Instructor's Mid-Term Comments:                                          |                                                                                                                                                      |                     |                  |                  |                  |
| Instructor's Final Comments:                                             |                                                                                                                                                      |                     |                  |                  |                  |

**Competency 4.0 – Engage in practice-informed research and research informed practice.**

| LEARNING PLAN                                                                                                                                                                                                                                                                                                                                                             |                                     |                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|
| Behaviors                                                                                                                                                                                                                                                                                                                                                                 | Internship Activities with Timeline | How will the behaviors be evaluated? |
| <ul style="list-style-type: none"> <li>Use practice experience and theory to inform scientific inquiry and research.</li> <li>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</li> <li>Use and translate research evidence to inform and improve practice, policy, and service delivery.</li> </ul> |                                     |                                      |

| EVALUATION                                                               |                                                                                                                                 | Mid-Term Evaluation |                  | Final Evaluation |                  |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------|------------------|------------------|
| 0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity |                                                                                                                                 | Student             | Field Instructor | Student          | Field Instructor |
| 11                                                                       | Student uses practice experience and theory to inform scientific inquiry and research.                                          |                     |                  |                  |                  |
| 12                                                                       | Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. |                     |                  |                  |                  |
| 13                                                                       | Student uses and translates research evidence to inform and improve practice, policy, and service delivery.                     |                     |                  |                  |                  |
| Instructor's Mid-Term Comments:                                          |                                                                                                                                 |                     |                  |                  |                  |
| Instructor's Final Comments:                                             |                                                                                                                                 |                     |                  |                  |                  |

**Competency 5.0 – Engage in Policy Practice.**

| LEARNING PLAN                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                     |                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|
| Behaviors                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Internship Activities with Timeline | How will the behaviors be evaluated? |
| <ul style="list-style-type: none"> <li>Identify social policy at the local, state, and federal level that impacts the well-being, service delivery, and access to social services.</li> <li>Asses how social welfare and economic policies impact the delivery of and access to social services.</li> <li>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</li> </ul> |                                     |                                      |

| EVALUATION                                                               |  | Mid-Term Evaluation |                  | Final Evaluation |                  |
|--------------------------------------------------------------------------|--|---------------------|------------------|------------------|------------------|
| 0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity |  | Student             | Field Instructor | Student          | Field Instructor |

|                                        |                                                                                                                                                               |  |  |  |  |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 14                                     | Student identifies social policy at the local, state, and federal level that impacts the well-being, service delivery, and access to social services.         |  |  |  |  |
| 15                                     | Student assesses how social welfare and economic policies impact the delivery of and access to social services.                                               |  |  |  |  |
| 16                                     | Student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. |  |  |  |  |
| <b>Instructor's Mid-Term Comments:</b> |                                                                                                                                                               |  |  |  |  |
| <b>Instructor's Final Comments:</b>    |                                                                                                                                                               |  |  |  |  |

**Competency 6.0 – Engage with individuals, families, groups, organizations, and communities.**

| LEARNING PLAN                                                                                                                                                                                                                                                                                                                                             |                                     |                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|
| Behaviors                                                                                                                                                                                                                                                                                                                                                 | Internship Activities with Timeline | How will the behaviors be evaluated? |
| <ul style="list-style-type: none"> <li>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</li> <li>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> </ul> |                                     |                                      |

| EVALUATION                                                               |                                                                                                                                                                                              | Mid-Term Evaluation |                  | Final Evaluation |                  |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------|------------------|------------------|
| 0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity |                                                                                                                                                                                              | Student             | Field Instructor | Student          | Field Instructor |
| 17                                                                       | Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. |                     |                  |                  |                  |
| 18                                                                       | Student uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.                                                                         |                     |                  |                  |                  |
| <b>Instructor's Mid-Term Comments:</b>                                   |                                                                                                                                                                                              |                     |                  |                  |                  |
| <b>Instructor's Final Comments:</b>                                      |                                                                                                                                                                                              |                     |                  |                  |                  |

**Competency 7.0 – Assess individuals, families, groups, organizations, and communities.**

| LEARNING PLAN                                                                                                                                                      |                                     |                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|
| Behaviors                                                                                                                                                          | Internship Activities with Timeline | How will the behaviors be evaluated? |
| <ul style="list-style-type: none"> <li>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</li> </ul> |                                     |                                      |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <ul style="list-style-type: none"> <li>• 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.</li> <li>• Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</li> <li>• Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</li> </ul> |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| EVALUATION                                                                  |                                                                                                                                                                                                                       | Mid-Term Evaluation |                  | Final Evaluation |                  |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------|------------------|------------------|
| 0=No Knowledge 1=Knows 2=Knows How 3=Shows How<br>4=Does N/A=No Opportunity |                                                                                                                                                                                                                       | Student             | Field Instructor | Student          | Field Instructor |
| 19                                                                          | Student collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.                                                                                          |                     |                  |                  |                  |
| 20                                                                          | Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. |                     |                  |                  |                  |
| 21                                                                          | Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.                                         |                     |                  |                  |                  |
| 22                                                                          | Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.                                                            |                     |                  |                  |                  |
| Instructor's Mid-Term Comments:                                             |                                                                                                                                                                                                                       |                     |                  |                  |                  |
| Instructor's Final Comments:                                                |                                                                                                                                                                                                                       |                     |                  |                  |                  |

**Competency 8.0 – Intervene with individuals, families, groups, organizations, and communities.**

| LEARNING PLAN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                     |                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|
| Behaviors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Internship Activities with Timeline | How will the behaviors be evaluated? |
| <ul style="list-style-type: none"> <li>• Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</li> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</li> <li>• Use interprofessional collaboration as appropriate to achieve beneficial practice outcomes.</li> </ul> |                                     |                                      |

|                                                                                                                                                                                                                                           |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <ul style="list-style-type: none"> <li>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</li> <li>Facilitate effective transitions and endings that advance mutually agreed-on goals.</li> </ul> |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| EVALUATION                                                               |                                                                                                                                                                                                     | Mid-Term Evaluation |                  | Final Evaluation |                  |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------|------------------|------------------|
| 0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity |                                                                                                                                                                                                     | Student             | Field Instructor | Student          | Field Instructor |
| 23                                                                       | Student critically choose and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.                                                              |                     |                  |                  |                  |
| 24                                                                       | Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. |                     |                  |                  |                  |
| 25                                                                       | Student uses interprofessional collaboration as appropriate to achieve beneficial practice outcomes.                                                                                                |                     |                  |                  |                  |
| 26                                                                       | Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.                                                                                               |                     |                  |                  |                  |
| 27                                                                       | Student facilitates effective transitions and endings that advance mutually agreed-on goals.                                                                                                        |                     |                  |                  |                  |
| <b>Instructor's Mid-Term Comments:</b>                                   |                                                                                                                                                                                                     |                     |                  |                  |                  |
| <b>Instructor's Final Comments:</b>                                      |                                                                                                                                                                                                     |                     |                  |                  |                  |

**Competency 9.0 – Evaluate practice with individuals, families, groups, organizations, and communities.**

| LEARNING PLAN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                     |                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|
| Behaviors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Internship Activities with Timeline | How will the behaviors be evaluated? |
| <ul style="list-style-type: none"> <li>Select and use appropriate methods for evaluation of outcomes.</li> <li>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</li> <li>Critically analyze, monitor, and evaluate intervention program processes and outcomes.</li> <li>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</li> </ul> |                                     |                                      |

| EVALUATION                                                               |                                                                          | Mid-Term Evaluation |                  | Final Evaluation |                  |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------|------------------|------------------|------------------|
| 0=No Knowledge 1=Knows 2=Knows How 3=Shows How 4=Does N/A=No Opportunity |                                                                          | Student             | Field Instructor | Student          | Field Instructor |
| 28                                                                       | Student selects and uses appropriate methods for evaluation of outcomes. |                     |                  |                  |                  |

|                                        |                                                                                                                                                                                  |  |  |  |  |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 29                                     | Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. |  |  |  |  |
| 30                                     | Student critically analyzes, monitors, and evaluates intervention program processes and outcomes.                                                                                |  |  |  |  |
| 31                                     | Student applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.                                                                     |  |  |  |  |
| <b>Instructor's Mid-Term Comments:</b> |                                                                                                                                                                                  |  |  |  |  |
| <b>Instructor's Final Comments:</b>    |                                                                                                                                                                                  |  |  |  |  |

**LEARNING PLAN**

| Signatures                   |             |
|------------------------------|-------------|
| Student: _____               | Date: _____ |
| Field Instructor: _____      | Date: _____ |
| Faculty Field Liaison: _____ | Date: _____ |
| Task Supervisor: _____       | Date: _____ |

**MID-TERM EVALUATION**

| Mid-Term Comments                |
|----------------------------------|
| Student's strengths:             |
| Student's areas for improvement: |

| Signatures              |             |
|-------------------------|-------------|
| Student: _____          | Date: _____ |
| Field Instructor: _____ | Date: _____ |
| Task Supervisor: _____  | Date: _____ |

**FINAL EVALUATION**

| Final Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                    |                                    |                                            |                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|------------------------------------|--------------------------------------------|--------------------------------------------|
| Student's strengths:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                    |                                    |                                            |                                            |
| Student's areas for improvement:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                    |                                    |                                            |                                            |
| Signatures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                    |                                    |                                            |                                            |
| <p style="text-align: center;">My field instructor has discussed this final evaluation with me and I have received a copy. My agreement or disagreement is as follows:</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td style="width: 20%; height: 20px;"></td> <td style="width: 40%; text-align: center; padding: 5px;">I agree with the final evaluation.</td> <td style="width: 20%; height: 20px;"></td> <td style="width: 40%; text-align: center; padding: 5px;">I do not agree with the final evaluation.*</td> </tr> </table> <p style="text-align: center; margin-top: 10px;"><i>*If the student disagrees with this evaluation, they should attach an explanation of their disagreement.</i></p> |                                    | I agree with the final evaluation. |                                            | I do not agree with the final evaluation.* |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | I agree with the final evaluation. |                                    | I do not agree with the final evaluation.* |                                            |
| Student: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                    |                                    |                                            |                                            |
| Date: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                    |                                    |                                            |                                            |
| Field Instructor: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                    |                                    |                                            |                                            |
| Date: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                    |                                    |                                            |                                            |
| Task Supervisor: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                    |                                    |                                            |                                            |
| Date: _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                    |                                    |                                            |                                            |

All signatories should retain a copy of this Learning Plan & Field Evaluation.



# UND SOCIAL WORK

UNIVERSITY OF NORTH DAKOTA

## MSW Advanced Generalist Learning Plan & Field Evaluation

|                          |  |                                         |  |
|--------------------------|--|-----------------------------------------|--|
| <b>Student:</b>          |  | <b>Student ID #:</b>                    |  |
| <b>Semester/Year:</b>    |  | <b>Permanent Non-UND Email Address:</b> |  |
| <b>Field Instructor:</b> |  | <b>Field Instructor's Phone/Email:</b>  |  |
| <b>Agency:</b>           |  | <b>Faculty Field Liaison:</b>           |  |

This Learning Plan is based on the nine competencies students are expected to demonstrate upon finishing their internship. Each competency has identified behaviors specific to the competency. The field instructor will help the student identify practice opportunities, including timelines, related to the competency which will be identified and assessed during the semester. The behaviors are closely related to each other and may be addressed with the same internship activities. You should refer to the Learning Plan each week in supervision and update it as field activities change. Any substantive changes must be approved by the faculty field liaison.

This evaluation presents an opportunity for the student and field instructor to evaluate the student's growth and development of the ten competency areas developed by the Council on Social Work Education. By the end of the internship, the student will have demonstrated competency in each of the following arenas of performance as an advanced generalist social worker. For students who do not demonstrate the designated benchmark in any behavior, please indicate, in the instructor's comments, specific plans to support student need for development in these areas. If there is a need for a remedial plan to assist the student in achieving a competency, the faculty field liaison will meet with the student and field instructor to develop the plan. Students may exceed a benchmark if they meet the criteria defined in behaviors. The Final Field Evaluation will ask you to evaluate skill development in each of these areas.

For each evaluation item, please rate the student accordingly to the following scale:

|            |                                                                                                                                |
|------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>0</b>   | <b>Not Skilled:</b> Student does not demonstrate this skill at all.                                                            |
| <b>1</b>   | <b>Beginning Skill:</b> Student has to consciously work at this skill.                                                         |
| <b>2</b>   | <b>Moderate Skill:</b> This skill is becoming more integrated in the student's practice.                                       |
| <b>3</b>   | <b>Skilled:</b> Student demonstrates this skill with confidence.                                                               |
| <b>4</b>   | <b>Advanced Skill:</b> The student demonstrates this skill with confidence and has made it an integral part of their practice. |
| <b>N/A</b> | <b>No Opportunity:</b> Student has not yet had the opportunity to demonstrate this skill.                                      |

2.0 - Desired benchmark for first half of internship.

3.0 - Desired benchmark for second half of internship.

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. This evaluation is intended to give the student feedback about her or his performance. Final scores will contribute to the determination of final grade (Pass/Fail).

Please sign and return the Learning Plan to faculty field liaison when completed.

### Competency 1.0 – Demonstrate Ethical and Professional Behavior.

| LEARNING PLAN |                                     |                                      |
|---------------|-------------------------------------|--------------------------------------|
| Behaviors     | Internship Activities with Timeline | How will the behaviors be evaluated? |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <ul style="list-style-type: none"> <li>• Demonstrate understanding and the ability to apply 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 to complex situations across micro, mezzo and macro levels of practice.</li> <li>• Model a professional identity as a reflective and adaptable advanced generalist practitioner by demonstrating a conscious use of self and self-correction in practice situations.</li> <li>• Demonstrate leadership in forming professional relationships and model professional demeanor in behavior; appearance; and in oral, <del>written</del> and electronic communication.</li> <li>• Incorporate effective and ethical use of technology in advanced generalist practice.</li> <li>• Seek supervision, consultation, and constructive feedback <del>in an effort to</del> grow professionally, guide professional judgment, improve practice skills, behavior, and learning experiences.</li> </ul> |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| EVALUATION                                                                      |                                                                                                                                                                                                                                                                                                              | Mid-Term Evaluation |                  | Final Evaluation |                  |
|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------|------------------|------------------|
| 0=Not Skilled 1=Beginning 2=Moderate 3=Skilled<br>4=Advanced N/A=No Opportunity |                                                                                                                                                                                                                                                                                                              | Student             | Field Instructor | Student          | Field Instructor |
| 1                                                                               | Student demonstrates understanding and the ability to apply 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 to complex situations across micro, mezzo and macro levels of practice. |                     |                  |                  |                  |
| 2                                                                               | Student models a professional identity as a reflective and adaptable advanced generalist practitioner by demonstrating a conscious use of self and self-correction in practice situations.                                                                                                                   |                     |                  |                  |                  |
| 3                                                                               | Student demonstrates leadership in forming professional relationships and model professional demeanor in behavior; appearance; and in oral, <del>written</del> and electronic communication.                                                                                                                 |                     |                  |                  |                  |
| 4                                                                               | Student incorporates effective and ethical use of technology in advanced generalist practice.                                                                                                                                                                                                                |                     |                  |                  |                  |
| 5                                                                               | Student seeks supervision, consultation, and constructive feedback <del>in an effort to</del> grow professionally, guide professional judgment, improve practice skills, behavior, and learning experiences.                                                                                                 |                     |                  |                  |                  |
| Instructor's Mid-Term Comments:                                                 |                                                                                                                                                                                                                                                                                                              |                     |                  |                  |                  |
| Instructor's Final Comments:                                                    |                                                                                                                                                                                                                                                                                                              |                     |                  |                  |                  |

**Competency 2.0 – Engage Diversity and Difference in Practice.**

| LEARNING PLAN |                                     |                                      |
|---------------|-------------------------------------|--------------------------------------|
| Behaviors     | Internship Activities with Timeline | How will the behaviors be evaluated? |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <ul style="list-style-type: none"> <li>• Demonstrate the understanding and appreciation for the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. This is apparent in written and oral communication as well as other relevant behaviors.</li> <li>• Demonstrate an openness to growth and learning through appropriate vulnerability and an appreciation for clients and constituencies at all levels as experts of their own experiences.</li> <li>• Apply self-awareness and self-regulation to transform one's behavior in response to recognition of one's biases related to difference or diversity.</li> </ul> |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| EVALUATION                                                                      |                                                                                                                                                                                                                                                                               | Mid-Term Evaluation |                  | Final Evaluation |                  |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------|------------------|------------------|
| 0=Not Skilled 1=Beginning 2=Moderate 3=Skilled<br>4=Advanced N/A=No Opportunity |                                                                                                                                                                                                                                                                               | Student             | Field Instructor | Student          | Field Instructor |
| 6                                                                               | Student demonstrates the understanding and appreciation for the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. This is apparent in written and oral communication as well as other relevant behaviors. |                     |                  |                  |                  |
| 7                                                                               | Student demonstrates an openness to growth and learning through appropriate vulnerability and an appreciation for clients and constituencies at all levels as experts of their own experiences.                                                                               |                     |                  |                  |                  |
| 8                                                                               | Student applies self-awareness and self-regulation to transform one's behavior in response to recognition of one's biases related to difference or diversity.                                                                                                                 |                     |                  |                  |                  |
| Instructor's Mid-Term Comments:                                                 |                                                                                                                                                                                                                                                                               |                     |                  |                  |                  |
| Instructor's Final Comments:                                                    |                                                                                                                                                                                                                                                                               |                     |                  |                  |                  |

**Competency 3.0 – Advance Human Rights and Social, Economic, and Environmental Justice.**

| LEARNING PLAN                                                                                                                                                                                                                                                                                                                                                                                                   |                                     |                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|
| Behaviors                                                                                                                                                                                                                                                                                                                                                                                                       | Internship Activities with Timeline | How will the behaviors be evaluated? |
| <ul style="list-style-type: none"> <li>• Clearly articulate and apply an advanced understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</li> <li>• Use leadership skills to engage in practices that advances social, economic, and environmental justice and use leadership skills to advance social and economic justice.</li> </ul> |                                     |                                      |

| EVALUATION                                                                      |  | Mid-Term Evaluation |                  | Final Evaluation |                  |
|---------------------------------------------------------------------------------|--|---------------------|------------------|------------------|------------------|
| 0=Not Skilled 1=Beginning 2=Moderate 3=Skilled<br>4=Advanced N/A=No Opportunity |  | Student             | Field Instructor | Student          | Field Instructor |

|                                        |                                                                                                                                                                                    |  |  |  |  |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 9                                      | Student clearly articulates and applies an advanced understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. |  |  |  |  |
| 10                                     | Student uses leadership skills to engage in practices that advances social, economic, and environmental justice and use leadership skills to advance social and economic justice.  |  |  |  |  |
| <b>Instructor's Mid-Term Comments:</b> |                                                                                                                                                                                    |  |  |  |  |
| <b>Instructor's Final Comments:</b>    |                                                                                                                                                                                    |  |  |  |  |

**Competency 4.0 – Engage in Practice-informed Research and Research-informed Practice.**

| LEARNING PLAN                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                     |                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|
| Behaviors                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Internship Activities with Timeline | How will the behaviors be evaluated? |
| <ul style="list-style-type: none"> <li>Use interdisciplinary and multi-disciplinary practice experience and theory to inform scientific inquiry and research.</li> <li>Demonstrate critical thinking skills to analyze quantitative and qualitative research methods and dissemination of findings.</li> <li>Evaluate the relative merits of research evidence and apply research knowledge to inform and improve practice, <u>policy</u> and service delivery.</li> </ul> |                                     |                                      |

| EVALUATION                                                                      |                                                                                                                                                             | Mid-Term Evaluation |                  | Final Evaluation |                  |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------|------------------|------------------|
| 0=Not Skilled 1=Beginning 2=Moderate 3=Skilled<br>4=Advanced N/A=No Opportunity |                                                                                                                                                             | Student             | Field Instructor | Student          | Field Instructor |
| 11                                                                              | Student uses interdisciplinary and multi-disciplinary practice experience and theory to inform scientific inquiry and research.                             |                     |                  |                  |                  |
| 12                                                                              | Student demonstrates critical thinking skills to analyze quantitative and qualitative research methods and dissemination of findings.                       |                     |                  |                  |                  |
| 13                                                                              | Student evaluates the relative merits of research evidence and apply research knowledge to inform and improve practice, <u>policy</u> and service delivery. |                     |                  |                  |                  |
| <b>Instructor's Mid-Term Comments:</b>                                          |                                                                                                                                                             |                     |                  |                  |                  |
| <b>Instructor's Final Comments:</b>                                             |                                                                                                                                                             |                     |                  |                  |                  |

**Competency 5.0 – Engage in Policy Practice.**

| LEARNING PLAN |                                     |                                      |
|---------------|-------------------------------------|--------------------------------------|
| Behaviors     | Internship Activities with Timeline | How will the behaviors be evaluated? |
|               |                                     |                                      |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <ul style="list-style-type: none"> <li>• Demonstrate the ability to analyze changing contexts and to identify social policy strengths and deficits at all levels <u>with regard to</u> emerging local, regional, and societal trends, needs, and opportunities.</li> <li>• Assess how social welfare and economic policies impact the delivery of and access to social services and provide leadership in promoting and/or advocating for changes in service delivery and practice that improve the quality of social services and build healthier communities.</li> <li>• Apply critical thinking and provide leadership by analyzing, formulating, and advocating for policies that advance human rights and social, economic, and environmental justice at any level.</li> </ul> |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| EVALUATION                                                                      |                                                                                                                                                                                                                                                                                                     | Mid-Term Evaluation |                  | Final Evaluation |                  |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------|------------------|------------------|
| 0=Not Skilled 1=Beginning 2=Moderate 3=Skilled<br>4=Advanced N/A=No Opportunity |                                                                                                                                                                                                                                                                                                     | Student             | Field Instructor | Student          | Field Instructor |
| 14                                                                              | Student demonstrates the ability to analyze changing contexts and to identify social policy strengths and deficits at all levels <u>with regard to</u> emerging local, regional, and societal trends, needs, and opportunities.                                                                     |                     |                  |                  |                  |
| 15                                                                              | <u>Student</u> assess how social welfare and economic policies impact the delivery of and access to social services and provide leadership in promoting and/or advocating for changes in service delivery and practice that improve the quality of social services and build healthier communities. |                     |                  |                  |                  |
| 16                                                                              | Student applies critical thinking and provide leadership by analyzing, formulating, and advocating for policies that advance human rights and social, economic, and environmental justice at any level.                                                                                             |                     |                  |                  |                  |
| Instructor's Mid-Term Comments:                                                 |                                                                                                                                                                                                                                                                                                     |                     |                  |                  |                  |
| Instructor's Final Comments:                                                    |                                                                                                                                                                                                                                                                                                     |                     |                  |                  |                  |

**Competency 6.0 – Engage with Individuals, Families, Groups, Organizations, and Communities.**

| LEARNING PLAN                                                                                                                                                                                                                                                                                                                                     |                                     |                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|
| Behaviors                                                                                                                                                                                                                                                                                                                                         | Internship Activities with Timeline | How will the behaviors be evaluated? |
| <ul style="list-style-type: none"> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with diverse clients and constituencies and be able to critique the strengths, weaknesses, and assumptions of these theoretical frameworks.</li> </ul> |                                     |                                      |

|                                                                                                                                                                                                                             |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <ul style="list-style-type: none"> <li>Continuously assess and adapt one's ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies across systems.</li> </ul> |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| EVALUATION                                                                      |                                                                                                                                                                                                                                                                                                         | Mid-Term Evaluation |                  | Final Evaluation |                  |
|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------|------------------|------------------|
| 0=Not Skilled 1=Beginning 2=Moderate 3=Skilled<br>4=Advanced N/A=No Opportunity |                                                                                                                                                                                                                                                                                                         | Student             | Field Instructor | Student          | Field Instructor |
| 17                                                                              | Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with diverse clients and constituencies and be able to critique the strengths, weaknesses, and assumptions of these theoretical frameworks. |                     |                  |                  |                  |
| 18                                                                              | Student continuously assesses and adapts one's ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies across systems.                                                                                                                    |                     |                  |                  |                  |
| Instructor's Mid-Term Comments:                                                 |                                                                                                                                                                                                                                                                                                         |                     |                  |                  |                  |
| Instructor's Final Comments:                                                    |                                                                                                                                                                                                                                                                                                         |                     |                  |                  |                  |

**Competency 7.0 – Assess Individuals, Families, Groups, Organizations, and Communities.**

| LEARNING PLAN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                     |                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|
| Behaviors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Internship Activities with Timeline | How will the behaviors be evaluated? |
| <ul style="list-style-type: none"> <li>Independently collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</li> <li>Systematically and purposefully apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in assessing diverse client systems and constituents.</li> <li>Develop and utilize appropriate and effective strengths-based, mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituents.</li> <li>Select culturally responsive, appropriate empirically validated intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</li> </ul> |                                     |                                      |

| EVALUATION                                                                      |                                                                                                                                            | Mid-Term Evaluation |                  | Final Evaluation |                  |
|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------|------------------|------------------|
| 0=Not Skilled 1=Beginning 2=Moderate 3=Skilled<br>4=Advanced N/A=No Opportunity |                                                                                                                                            | Student             | Field Instructor | Student          | Field Instructor |
| 19                                                                              | Student independently collects and organizes data, and applies critical thinking to interpret information from clients and constituencies. |                     |                  |                  |                  |

|                                        |                                                                                                                                                                                                                                         |  |  |  |  |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 20                                     | Student systematically and purposefully applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in assessing diverse client systems and constituents. |  |  |  |  |
| 21                                     | Student develops and utilizes appropriate and effective strengths-based, mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituents.     |  |  |  |  |
| 22                                     | Student selects culturally responsive, appropriate empirically validated intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.                                 |  |  |  |  |
| <b>Instructor's Mid-Term Comments:</b> |                                                                                                                                                                                                                                         |  |  |  |  |
| <b>Instructor's Final Comments:</b>    |                                                                                                                                                                                                                                         |  |  |  |  |

**Competency 8.0 – Intervene with Individuals, Families, Groups, Organizations, and Communities.**

| LEARNING PLAN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                     |                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|
| Behaviors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Internship Activities with Timeline | How will the behaviors be evaluated? |
| <ul style="list-style-type: none"> <li>Differentially select and implement a variety of evidence-based interventions to achieve practice goals and enhance capacities of a wide range of clients and constituencies.</li> <li>Systematically and purposefully apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with diverse clients and constituencies.</li> <li>Demonstrate leadership by seeking feedback and using inter-professional collaboration as appropriate to achieve beneficial practice resolution to complex problems.</li> <li>Demonstrate leadership by convincingly and effectively negotiating, mediating, and advocating with and on behalf of diverse clients and constituencies.</li> <li>Facilitate effective client-centered transitions and endings that advance mutually agreed-on goals.</li> </ul> |                                     |                                      |

| EVALUATION                                                                      |                                                                                                                                                                                         | Mid-Term Evaluation |                  | Final Evaluation |                  |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------|------------------|------------------|
| 0=Not Skilled 1=Beginning 2=Moderate 3=Skilled<br>4=Advanced N/A=No Opportunity |                                                                                                                                                                                         | Student             | Field Instructor | Student          | Field Instructor |
| 23                                                                              | Student differentially selects and implements a variety of evidence-based interventions to achieve practice goals and enhance capacities of a wide range of clients and constituencies. |                     |                  |                  |                  |
| 24                                                                              | Student systematically and purposefully applies knowledge of human behavior and the social environment, person-in-                                                                      |                     |                  |                  |                  |

|                                        |                                                                                                                                                                              |  |  |  |  |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|                                        | environment, and other multidisciplinary theoretical frameworks in interventions with diverse clients and constituencies.                                                    |  |  |  |  |
| 25                                     | Student demonstrates leadership by seeking feedback and using inter-professional collaboration as appropriate to achieve beneficial practice resolution to complex problems. |  |  |  |  |
| 26                                     | Student demonstrates leadership by convincingly and effectively negotiating, mediating, and advocating with and on behalf of diverse clients and constituencies.             |  |  |  |  |
| 27                                     | Student facilitates effective client-centered transitions and endings that advance mutually agreed-on goals.                                                                 |  |  |  |  |
| <b>Instructor's Mid-Term Comments:</b> |                                                                                                                                                                              |  |  |  |  |
| <b>Instructor's Final Comments:</b>    |                                                                                                                                                                              |  |  |  |  |

**Competency 9.0 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.**

| LEARNING PLAN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                     |                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|
| Behaviors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Internship Activities with Timeline | How will the behaviors be evaluated? |
| <ul style="list-style-type: none"> <li>Analyze, <u>select</u> and use appropriate methods of assessment for the evaluation of outcomes, clearly articulating the strengths and weaknesses of each method.</li> <li>Systematically and purposefully apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes with diverse client systems and constituents.</li> <li>Effectively demonstrate critical thinking skills through analyzing, monitoring, and evaluating intervention and program processes and outcomes.</li> <li>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels with multiple complex and diverse client and constituent situations.</li> </ul> |                                     |                                      |

| EVALUATION                                                                      |                                                                                                                                                                                                                                                               | Mid-Term Evaluation |                  | Final Evaluation |                  |
|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------|------------------|------------------|
| 0=Not Skilled 1=Beginning 2=Moderate 3=Skilled<br>4=Advanced N/A=No Opportunity |                                                                                                                                                                                                                                                               | Student             | Field Instructor | Student          | Field Instructor |
| 28                                                                              | Student analyzes, <u>selects</u> and uses appropriate methods of assessment for the evaluation of outcomes, clearly articulating the strengths and weaknesses of each method.                                                                                 |                     |                  |                  |                  |
| 29                                                                              | Student systematically and purposefully applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes with diverse client systems and constituents. |                     |                  |                  |                  |



|                                        |                                                                                                                                                                                  |  |  |  |  |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 30                                     | Student effectively demonstrates critical thinking skills through analyzing, monitoring, and evaluating intervention and program processes and outcomes.                         |  |  |  |  |
| 31                                     | Student applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels with multiple complex and diverse client and constituent situations. |  |  |  |  |
| <b>Instructor's Mid-Term Comments:</b> |                                                                                                                                                                                  |  |  |  |  |
| <b>Instructor's Final Comments:</b>    |                                                                                                                                                                                  |  |  |  |  |

**LEARNING PLAN**

| Signatures                   |             |
|------------------------------|-------------|
| Student: _____               | Date: _____ |
| Field Instructor: _____      | Date: _____ |
| Faculty Field Liaison: _____ | Date: _____ |

**MID-TERM EVALUATION**

| Mid-Term Comments                |             |
|----------------------------------|-------------|
| Student's strengths:             |             |
| Student's areas for improvement: |             |
| Signatures                       |             |
| Student: _____                   | Date: _____ |
| Field Instructor: _____          | Date: _____ |

**FINAL EVALUATION**

| Final Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                     |  |                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------|--|---------------------------------------------------------------------|
| Student's strengths:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                                                                     |  |                                                                     |
| Student's areas for improvement:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                     |  |                                                                     |
| Signatures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                                                                     |  |                                                                     |
| <p style="text-align: center;">My field instructor has discussed this final evaluation with <a href="#">me</a> and I have received a copy. My agreement or disagreement is as follows:</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td style="width: 40%; text-align: center; padding: 5px;"> <input type="checkbox"/> I agree with the final evaluation.                 </td> <td style="width: 20%;"></td> <td style="width: 40%; text-align: center; padding: 5px;"> <input type="checkbox"/> I do not agree with the final evaluation.*                 </td> </tr> </table> <p style="text-align: center; font-size: small; margin-top: 10px;"><i>*If the student disagrees with this evaluation, they should attach an explanation of their disagreement.</i></p> <p style="margin-top: 20px;">Student: _____ Date: _____</p> <p style="margin-top: 10px;">Field Instructor: _____ Date: _____</p> |  | <input type="checkbox"/> I agree with the final evaluation.         |  | <input type="checkbox"/> I do not agree with the final evaluation.* |
| <input type="checkbox"/> I agree with the final evaluation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | <input type="checkbox"/> I do not agree with the final evaluation.* |  |                                                                     |

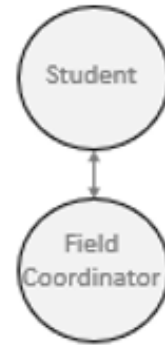
All signatories should retain a copy of this Learning Plan & Field Evaluation.

**APPENDIX VI: FIELD EDUCATION COMMUNICATION CHART**

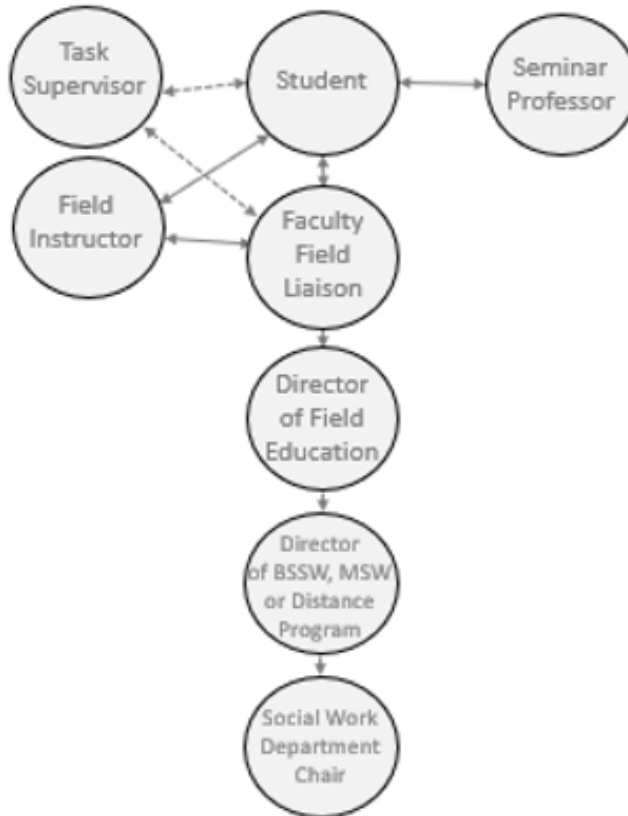
The faculty field liaison is the first contact for both the student and the field instructor. The Director of Field Education and the chair of the Department of Social Work are typically only involved directly in this process when there are either student performance issues, or there are problems with the field agency.

- Field Coordinator – Assists students in obtaining Field Placement.
- Field Instructor – The Social Worker that is responsible for the instruction and supervision of the student.
- Task Supervisor – Other agency professional staff selected to take responsibility for a student’s learning objectives. Not all students will have a Task Supervisor.
- Faculty Field Liaison – First contact for both the student and the Field Instructor/Task Supervisor. Liaisons work with students to meet their learning objectives and program’s requirements.
- Seminar Professor – Teaches Field Instruction Seminar course, which is a co-requisite for Field Instruction.
- Director of Field Education – Oversees all Field Education.
- Director of BSSW, MSW, or Distance Program – Oversees BSSW, MSW, and Distance programs.
- Department Chair – Oversees UND’s Social Work Department.

**Pre-Field**



**Field**



APPENDIX VII: FIELD EDUCATION TIMESHEETS



**Full-Time Field Education Timesheet**

|                                                                                                        |                         |                                       |                                |
|--------------------------------------------------------------------------------------------------------|-------------------------|---------------------------------------|--------------------------------|
| Student's Name                                                                                         |                         | Internship Agency                     |                                |
| Faculty Field Liaison                                                                                  |                         | Field Instructor                      |                                |
| <b>Dates Covered <u>By</u> This Timesheet</b>                                                          |                         |                                       |                                |
| <i>Beginning Month/Day</i>                                                                             | <i>Ending Month/Day</i> | <i>Week in Placement (1, 2, etc.)</i> | <i>YTD Hours b/4 this Week</i> |
|                                                                                                        |                         |                                       |                                |
|                                                                                                        |                         | M                                     | T                              |
|                                                                                                        |                         | W                                     | T                              |
|                                                                                                        |                         | F                                     | S/SU                           |
|                                                                                                        |                         | <b>TOTAL HRS/WEEK</b>                 |                                |
| Direct Service provided by student with individuals, families, groups, organizations, and communities. |                         |                                       |                                |
| Indirect Service involving case recordings, phone calls, meetings, and conferences about clients.      |                         |                                       |                                |
| Supervision by task supervisors.                                                                       |                         |                                       |                                |
| Supervision by UND Approved Field Instructor.                                                          |                         |                                       |                                |
| Professional Development including Training, In-services, and Workshops.                               |                         |                                       |                                |
| Paperwork involving miscellaneous tasks, assignments, class work relevant to learning tasks.           |                         |                                       |                                |
| Travel on behalf of agency or clients.                                                                 |                         |                                       |                                |
| Other (Specify) Research:                                                                              |                         |                                       |                                |
| Orientation (not to exceed 40 hours)                                                                   |                         |                                       |                                |
| <b>TOTALS</b>                                                                                          |                         |                                       |                                |

Field Instructor \_\_\_\_\_ Date \_\_\_\_\_  
*Signature*

Student \_\_\_\_\_ Date \_\_\_\_\_  
*Signature*



**Part-Time Field Education Timesheet**

|                                                                                                        |                         |                                        |   |   |    |   |                                |
|--------------------------------------------------------------------------------------------------------|-------------------------|----------------------------------------|---|---|----|---|--------------------------------|
| <b>Student's Name</b>                                                                                  |                         | <b>Internship Agency</b>               |   |   |    |   |                                |
| <b>Faculty Field Liaison</b>                                                                           |                         | <b>Field Instructor</b>                |   |   |    |   |                                |
| <b>Dates Covered <u>By</u> This Timesheet</b>                                                          |                         |                                        |   |   |    |   |                                |
| <i>Beginning Month/Day</i>                                                                             | <i>Ending Month/Day</i> | <i>Week in Internship (1, 2, etc.)</i> |   |   |    |   | <i>YTD Hours b/4 this Week</i> |
|                                                                                                        |                         |                                        |   |   |    |   |                                |
|                                                                                                        |                         | M                                      | T | W | TH | F | S/SU                           |
|                                                                                                        |                         |                                        |   |   |    |   | <b>TOTAL HOURS/WEEK</b>        |
| Direct service provided by student with individuals, families, groups, organizations, and communities. | Week 1                  |                                        |   |   |    |   |                                |
|                                                                                                        | Week 2                  |                                        |   |   |    |   |                                |
| Indirect service involving case recordings, phone calls, meetings, and conferences about clients.      | Week 1                  |                                        |   |   |    |   |                                |
|                                                                                                        | Week 2                  |                                        |   |   |    |   |                                |
| Supervision by task supervisors.                                                                       | Week 1                  |                                        |   |   |    |   |                                |
|                                                                                                        | Week 2                  |                                        |   |   |    |   |                                |
| Supervision by UND approved field instructor.                                                          | Week 1                  |                                        |   |   |    |   |                                |
|                                                                                                        | Week 2                  |                                        |   |   |    |   |                                |
| Professional development including training, in-services, and workshops.                               | Week 1                  |                                        |   |   |    |   |                                |
|                                                                                                        | Week 2                  |                                        |   |   |    |   |                                |
| Paperwork involving miscellaneous tasks, assignments, class work relevant to learning tasks.           | Week 1                  |                                        |   |   |    |   |                                |
|                                                                                                        | Week 2                  |                                        |   |   |    |   |                                |
| Travel on behalf of agency or clients.                                                                 | Week 1                  |                                        |   |   |    |   |                                |
|                                                                                                        | Week 2                  |                                        |   |   |    |   |                                |
| Other (Specify) Research:                                                                              | Week 1                  |                                        |   |   |    |   |                                |
|                                                                                                        | Week 2                  |                                        |   |   |    |   |                                |
| Orientation (not to exceed 40 hours)                                                                   | Week 1                  |                                        |   |   |    |   |                                |
|                                                                                                        | Week 2                  |                                        |   |   |    |   |                                |
| TOTALS                                                                                                 | Week 1                  |                                        |   |   |    |   |                                |
|                                                                                                        | Week 2                  |                                        |   |   |    |   |                                |

Field Instructor \_\_\_\_\_ Date \_\_\_\_\_

*Signature*

Student \_\_\_\_\_ Date \_\_\_\_\_

*Signature*

**APPENDIX VIII: REQUESTS TO DISCONTINUE FIELD INTERNSHIP**



**BSSW Request to Discontinue Field Internship**

*All actions and information on this form are to be completed and approved before you can receive a final grade for your field internship. A minimum of 450 hours in Field Education is required for successful completion.*

|                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                               |                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------|----------------------------------------------------------|
| <b>Student</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | <b>Student ID #</b>                           |                                                          |
| <b>Semester/Year</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | <b>Permanent Non-UND Email Address</b>        |                                                          |
| <b>Field Instructor</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | <b>Agency</b>                                 |                                                          |
| The number of hours I have completed in field to the date of this request, excluding time in field education seminars is.....                                                                                                                                                                                                                                                                                                                                 |  | As of this date                               | Number of Hours                                          |
| The total number of hours, I will complete in field, excluding time in field education seminars is.....                                                                                                                                                                                                                                                                                                                                                       |  | As of this date                               | Number of Hours                                          |
| I will have completed all learning tasks and required hours in field and therefore am requesting that my last day in Field Education be.....                                                                                                                                                                                                                                                                                                                  |  |                                               | Date                                                     |
| My field instructor has approved my plans for completing and terminating my field internship.<br><br><i>Field Instructor's Signature:</i> _____ <i>Date:</i> _____                                                                                                                                                                                                                                                                                            |  |                                               |                                                          |
| I have met with my field instructor and reviewed the Student Evaluation of Field Agency via Qualtrics.<br><br><i>Student Initials:</i> _____ <i>Date:</i> _____                                                                                                                                                                                                                                                                                               |  |                                               |                                                          |
| I have completed the Student Evaluation of Field Agency via Qualtrics.                                                                                                                                                                                                                                                                                                                                                                                        |  |                                               | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| My field instructor concurs that I have completed <u>all</u> of the tasks necessary to demonstrate the practice behaviors associated with each core competency, as identified in my Learning Plan and has reviewed my Final Student Evaluation with me.<br><br><i>Field Instructor's Signature:</i> _____ <i>Date:</i> _____                                                                                                                                  |  |                                               |                                                          |
| I have attached the completed Final Field Evaluation.                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                               | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| My faculty field liaison has reviewed this form with accompanying materials and concurs that I have: (1) demonstrated the practice behaviors associated with each core competency identified as activities in my Learning Plan, (2) the required time in Field Education, and (3) Student Evaluations of Field Agency, Faculty Field Liaison, and Field Coordination via Qualtrics.<br><br><i>Faculty Field Liaison's Signature:</i> _____ <i>Date:</i> _____ |  |                                               |                                                          |
| This row is for use by the faculty field liaison – only                                                                                                                                                                                                                                                                                                                                                                                                       |  | Student's grade for Field Education is: _____ |                                                          |

# UND SOCIAL WORK

## UNIVERSITY OF NORTH DAKOTA

### MSW Generalist Request to Discontinue Field Internship

*All actions and information on this form are to be completed and approved before you can receive a final grade for your field internship. A minimum of 450 hours in Field Education is required for successful completion.*

|                                                                                                                                                                                                                                                                                                                                                                                     |  |                                             |                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------|----------------------------------------------------------|
| <b>Student</b>                                                                                                                                                                                                                                                                                                                                                                      |  | <b>Student ID #</b>                         |                                                          |
| <b>Semester/Year</b>                                                                                                                                                                                                                                                                                                                                                                |  | <b>Permanent Non-UND Email Address</b>      |                                                          |
| <b>Field Instructor</b>                                                                                                                                                                                                                                                                                                                                                             |  | <b>Agency</b>                               |                                                          |
| The number of hours I have completed in field to the date of this request, excluding time in field education seminars is.....                                                                                                                                                                                                                                                       |  | As of this date                             | Number of Hours                                          |
| The total number of hours, I will complete in field, excluding time in field education seminars is.....                                                                                                                                                                                                                                                                             |  | As of this date                             | Number of Hours                                          |
| I will have completed all learning tasks and required hours in field and therefore am requesting that my last day in Field Education be.....                                                                                                                                                                                                                                        |  |                                             | Date                                                     |
| My field instructor has approved my plans for completing and terminating my field internship.                                                                                                                                                                                                                                                                                       |  |                                             |                                                          |
| <i>Field Instructor's Signature:</i> _____ <i>Date:</i> _____                                                                                                                                                                                                                                                                                                                       |  |                                             |                                                          |
| I have met with my field instructor and reviewed the Student Evaluation of Field Agency via Qualtrics.                                                                                                                                                                                                                                                                              |  |                                             |                                                          |
| <i>Student Initials:</i> _____ <i>Date:</i> _____                                                                                                                                                                                                                                                                                                                                   |  |                                             |                                                          |
| I have completed the Student Evaluation of Field Agency via Qualtrics.                                                                                                                                                                                                                                                                                                              |  |                                             | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| My field instructor concurs that I have completed all of the tasks necessary to demonstrate the practice behaviors associated with each core competency, as identified in my Learning Plan and has reviewed my Final Student Evaluation with me.                                                                                                                                    |  |                                             |                                                          |
| <i>Field Instructor's Signature:</i> _____ <i>Date:</i> _____                                                                                                                                                                                                                                                                                                                       |  |                                             |                                                          |
| I have attached the completed Final Field Evaluation.                                                                                                                                                                                                                                                                                                                               |  |                                             | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| My faculty field liaison has reviewed this form with accompanying materials and concurs that I have: (1) demonstrated the practice behaviors associated with each core competency identified as activities in my Learning Plan, (2) the required time in Field Education, and (3) Student Evaluations of Field Agency, Faculty Field Liaison, and Field Coordination via Qualtrics. |  |                                             |                                                          |
| <i>Faculty Field Liaison's Signature:</i> _____ <i>Date:</i> _____                                                                                                                                                                                                                                                                                                                  |  |                                             |                                                          |
| This row is for use by the faculty field liaison – only                                                                                                                                                                                                                                                                                                                             |  | Student's grade for Field Education is..... |                                                          |

# UND SOCIAL WORK

---

## UNIVERSITY OF NORTH DAKOTA

### MSW Advanced Generalist Request to Discontinue Field Internship

*All actions and information on this form are to be completed and approved before you can receive a final grade for your field internship. A minimum of 500 hours in Field Education is required for successful completion.*

|                                                                                                                                                                                                                                                                                                                                                                                     |  |                                             |                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------|----------------------------------------------------------|
| <b>Student</b>                                                                                                                                                                                                                                                                                                                                                                      |  | <b>Student ID #</b>                         |                                                          |
| <b>Semester/Year</b>                                                                                                                                                                                                                                                                                                                                                                |  | <b>Permanent Non-UND Email Address</b>      |                                                          |
| <b>Field Instructor</b>                                                                                                                                                                                                                                                                                                                                                             |  | <b>Agency</b>                               |                                                          |
| The number of hours I have completed in field to the date of this request, excluding time in field education seminars is.....                                                                                                                                                                                                                                                       |  | As of this date                             | Number of Hours                                          |
| The total number of hours, I will complete in field, excluding time in field education seminars is.....                                                                                                                                                                                                                                                                             |  | As of this date                             | Number of Hours                                          |
| I will have completed all learning tasks and required hours in field and therefore am requesting that my last day in Field Education be.....                                                                                                                                                                                                                                        |  |                                             | Date                                                     |
| My field instructor has approved my plans for completing and terminating my field internship.                                                                                                                                                                                                                                                                                       |  |                                             |                                                          |
| <i>Field Instructor's Signature:</i> _____ <i>Date:</i> _____                                                                                                                                                                                                                                                                                                                       |  |                                             |                                                          |
| I have met with my field instructor and reviewed the Student Evaluation of Field Agency via Qualtrics.                                                                                                                                                                                                                                                                              |  |                                             |                                                          |
| <i>Student Initials:</i> _____ <i>Date:</i> _____                                                                                                                                                                                                                                                                                                                                   |  |                                             |                                                          |
| I have completed the Student Evaluation of Field Agency via Qualtrics.                                                                                                                                                                                                                                                                                                              |  |                                             | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| My field instructor concurs that I have completed <b>all</b> of the tasks necessary to demonstrate the practice behaviors associated with each core competency, as identified in my Learning Plan and has reviewed my Final Student Evaluation with me.                                                                                                                             |  |                                             |                                                          |
| <i>Field Instructor's Signature:</i> _____ <i>Date:</i> _____                                                                                                                                                                                                                                                                                                                       |  |                                             |                                                          |
| I have attached the completed Final Field Evaluation.                                                                                                                                                                                                                                                                                                                               |  |                                             | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| My faculty field liaison has reviewed this form with accompanying materials and concurs that I have: (1) demonstrated the practice behaviors associated with each core competency identified as activities in my Learning Plan, (2) the required time in Field Education, and (3) Student Evaluations of Field Agency, Faculty Field Liaison, and Field Coordination via Qualtrics. |  |                                             |                                                          |
| <i>Faculty Field Liaison's Signature:</i> _____ <i>Date:</i> _____                                                                                                                                                                                                                                                                                                                  |  |                                             |                                                          |
| This row is for use by the faculty field liaison – only                                                                                                                                                                                                                                                                                                                             |  | Student's grade for Field Education is..... |                                                          |