

Master of Social Work Integrated Program Matrix

(updated Tuesday, January 4, 2005)

University Student Learning Goals & Outcomes	Core Competencies	Program Student Learning Outcomes*	Assessment Criteria and Measures*	Continuous Improvement
Florida Gulf Coast University	College of Professional Studies/Division of Social Work	Master of Social Work	Master of Social Work	Master of Social Work
<p>Graduates of advanced degree programs at Florida Gulf Coast University will:</p> <p>Demonstrate excellence in critical thinking, problem solving, analysis, and strategic planning (through student learning outcomes foundation 4, concentration 5, 9).</p> <p>Demonstrate effective use of a variety of communication skills and modalities (through student learning outcomes foundation 5, concentration 3).</p> <p>Exhibit professional and technical expertise consistent with discipline and/or content area accrediting or licensing bodies (through student learning outcomes foundation 1,2,3,6 and concentration 1, 3, 4, 5).</p> <p>Be prepared for leadership roles in professional and occupational areas and in communities in which they live and</p>	<p>All programs in the College of Professional Studies link students' learning experiences to the needs of communities and their members.</p> <p>These programs are all designed to meet the College goals:</p> <ul style="list-style-type: none"> •Prepare students to respond in innovative ways to the evolving social, political, economic, and natural environments in which policy-making and service delivery are carried out. •Cultivate an ethic of public integrity and civic engagement in professional, political, and community activities. •Develop an understanding of the multi-cultural and increasingly global contexts within which public problems emerge, as well as an ability to formulate interdisciplinary strategies for their identification and resolution. •Cultivate the knowledge, skills, and personal attributes required for life-long growth and development. •Integrate multiple, state-of-the-art technologies into the learning environment and develop students' abilities to use technology creatively in their work. •Develop comprehensive field-based experiences linked to individual and community development. <p>The Division of Social Work has identified specific program goals for the Master of Social Work program. The goals of the MSW program are consistent with the mission of the Division of Social Work, the College of Public Services, Florida Gulf Coast University and the needs of the five counties it serves. These five goals are consistent with the knowledge, skills, values and ethics for advanced social work practice in the Curriculum Policy Statement of the Council on Social Work Education and with the National Association of Social Work (NASW). The goals are as follows:</p> <ol style="list-style-type: none"> 1. <i>To prepare social workers for advanced clinical community practice (CCP) in the public and non-profit sector agencies with diverse clients systems of various sizes.</i> 2. <i>To prepare social workers for competency agency-based practice with a strong commitment to professional social work values and ethics, promotion of social and economic justice, diversity, alleviation of oppression and discriminating skills to address ethical dilemmas.</i> 3. <i>Prepare students with knowledge and skills for informed practice and including the development of critical thinking and life long learning based upon a solid liberal arts foundation.</i> 	<p>Foundation Year Competency Outcomes</p> <ol style="list-style-type: none"> 1. Students will demonstrate appropriate use of supervision, prepare for supervisory conferences, assimilate feedback in future practice and demonstrate problem-solving strategies in supervision. 2. Students will demonstrate awareness of social issues by identifying unmet needs, policies that contribute to a particular issue from both a micro and macro perspective. 3. Students will demonstrate appropriate data collection skills from the person-in-environment perspective by utilizing psychosocial assessment tools, personal interviews and archival data. 4. Students will demonstrate basic crisis intervention skills, critical thinking and problem-solving skills. 5. Students will demonstrate written and verbal skills appropriate to a graduate level professional on all assignments. 6. Students will demonstrate appropriate termination or transfer techniques related to clients and identify any personal transfer related issues. 7. Students will identify personal values and biases that may impact client interaction and address these issues in their supervisory sessions. <p>Concentration Year Competency Outcomes</p> <ol style="list-style-type: none"> 1. Students will demonstrate appropriate use of supervision, prepare for supervisory conferences by preparing case-studies, process-recordings or other assignments that assist the field instructor in assessing the students' clinical skills. 2. Apply social work values and ethics, including understanding of and respect for human diversity on the basis of such factors as gender, ethnicity, and sexual orientation, for advanced with individuals, families, and groups. 	<p>The following are used to assess various outcomes:</p> <ol style="list-style-type: none"> 1. Student Learning Contract guides field experience and outlines outcomes(Appendix A) 2. Final Annual Foundation & Concentration Year Field .Evaluations assess outcomes of learning contract (Appendix B) 3. Foundation and Concentration year students' written evaluation of the field experience (Appendix C) 3.Standardized Learning Assessment Tools (Foundation & Concentration year) that assesses all outcomes (Appendix D) 4.Class assignments, written and class activities (particularly HBSE I &II and research) 5. Observation of performance in the classroom 6.Concentration year Capstone 	<p>Initial Assessment At the end of each year the students will complete a field evaluation (Appendix C).</p> <p>Faculty in the Division of Social Work will review student progress reports and field evaluations on an annual basis. Revisions will be made when need is identified, within the guidelines of the NASW national accrediting body.</p> <p>Findings Review of student progress reports and student s' evaluation of their field experiences,</p>

<p>work (through student learning outcomes foundation 1 and concentration 3, 5, 6, 7).</p> <p>Demonstrate the capacity for continuing learning, growth, and scholarly activity in their respective disciplines and fields of study (through student learning outcomes concentration 2, 3, 4, 8, 9).</p>	<p><i>4. Provide students with knowledge and skills to evaluate their own practice and programs based upon critical analysis and assessment.</i></p> <p><i>5. Educate students about the behavior of communities and organizations within the social contexts of social work practice, and the dynamics of change from a local, regional and international perspective.</i></p> <p>The Division of Social Work has also established objectives for each year of the MSW program, including: Objectives for the Foundation Year Practicum (SOW 6532, SOW 6533) Through the Field Experience the students will develop: 1. Demonstrate professional use of self in an empowerment based ecological perspective to establish, assess, plan, intervene, evaluate and terminate direct service. 2. The ability to work as part of an interdisciplinary team, other organizations, organizational networks or coalitions regarding an issue or problem. 3. The ability to advocate for a particular issue and/or with target populations on the group, community or organizational level. 4. The ability to promote client dignity, individualization, and self-determination while minimizing the interference of student’s personal values and beliefs and promoting equal access to resources, services and opportunities. 5. The ability to identify ethical concerns and adhere to the NASW Code of Ethics. 6. An understanding of the impact of class, ethnicity, gender, sexual orientation and age within a social context and develop awareness of their own cultural reference. 7. The ability to transfer or terminate clients and assignments appropriately and to address and resolve personal termination issues.</p> <p>Objectives for the Concentration Year Practicum (SOW 6535, SOW 6537) Through the Field Experience the students will develop:</p> <p>1. The skills to evaluate, diagnose, develop a treatment plan and terminate clients as appropriate to a master’s level professional. 2. The skills to develop community partnerships that enhance client services. 3. The ability to conduct applied research related to client or agency issues and enhance the professional practice of social work. 4. The capacity to analyze social policy, understand the impact of policy on client systems, workers and agencies and demonstrate a skill in influencing policy change. 5. The ability to identify ethical concerns and demonstrate problem-solving related to these concerns in accordance to the NASW Code of Ethics. 6. The skills to provide intervention at the group, individual and family treatment setting. 7. An understanding of the impact of class, ethnicity, gender, sexual orientation and age within a social context and develop awareness of their own cultural reference.</p>	<p>3. Demonstrate clinical community practice competency in relationship skills with diverse client systems of various sizes (individuals, families, small groups, and community groups).</p> <p>4. Demonstrate knowledge of the interrelationships between bio-psychosocial, cultural, environmental, social and political factors in human life and their implications for clinical community practice on diverse client systems of various sizes (individuals, families, small groups and community groups).</p> <p>5. Demonstrate skill in combining of a range of social work treatment methodologies within an empowerment knowledge base for working with diverse client systems of various sizes.</p> <p>6. Demonstrate skill in applying clinical practice interventions and diagnoses to identifying, analyzing and problem solving community-based problems in diverse client systems of various sizes.</p> <p>7. Demonstrate competency in the use of empowerment principles and skills that recognize the strengths and creative adaptations of diverse client systems of various sizes.</p> <p>8. Demonstrate clinical competency in the application of empowerment skills that are inclusive of race, culture, ethnicity, class gender and sexual orientation with client systems of various sizes.</p> <p>9. Demonstrate ability to appropriately use macro skills (administration/supervision identification and appropriation of community resources) with clinical practice skills to appropriately intervene in diverse client systems of various sizes.</p> <p>Critical thinking skills: see program objectives foundation 4, concentration 5, 9 above.</p> <p>Communication skills: see program objectives foundation 5, concentration 3 above.</p>	<p>Project</p> <p>Accomplished through general coursework and evaluated through objectives noted</p> <p>Accomplished through general coursework and evaluated through objectives noted</p>	<p>results from both the foundation and concentration year student evaluations of field, it appears that students are meeting and exceeding the program goals for their field internship experience. Overall, students rated their field experience highly. In 100 – 67% of instances, students responded that they “strongly agree” or “agree” with the positively worded statements. This leads us to infer that students are generally having a positive field experience.</p> <p>Use of Findings For the one area that only 11% of students strongly disagreed with, we are writing up this information in aggregate to share with internship supervisors for their impressions and to work on improving that area.</p>
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Program Description

The Master of Social Work program (MSW) in accord with the mission of FGCU and the values and ethics of the social work profession is distinctive among social work programs in its emphasis on one clinical concentration, clinical community practice (CCP).

This MSW program has been designed to prepare graduates with a solid liberal arts foundation, generalist underpinnings, and specialized clinical intervention skills with individuals, families and groups for an expanded clinical role that integrates political and social action skills from community practice. This multi-focal approach serves as the cornerstone for an expanded concept of clinical intervention

Appendix A: Learning Contracts

Florida Gulf Coast University
 MASTER OF SOCIAL WORK
 FOUNDATION YEAR
 STUDENT LEARNING CONTRACT

Student Name: _____ Signature: _____
 _____ Date: _____

Field Instructor's Name: _____ Signature: _____
 _____ Date: _____

The student should prepare this learning contract with the guidance of the field instructor, working within the structure of the field competencies list. Below are listed the major competency categories; under each category list the tasks and experiences which the student will perform in order to demonstrate competency in each category (these might include such items as approximate number of cases, diversity of cases, opportunities to look at value and policy issues, types of written work, special opportunities to gain knowledge and skill, regular use of agenda for supervisory conferences, special projects, journals, etc.) Specificity is important. The field instructor should also list the ways in which the agency/supervisor will support the student's learning (examples might be weekly conferences, observation of student work, use of journals and agendas in supervision, provision of adequate work space and materials, consistent feedback, special learning assignments, etc.) All tasks should be measurable.

Orientation Activities: (i.e. new employee orientation, shadowing, review of agency policies, etc.)

1. Students will demonstrate appropriate use of supervision, prepare for supervisory conferences, assimilate feedback in future practice and demonstrate problem-solving strategies in supervision.

Student Task/Activities (<i>what</i> you want to learn)	Agency Contribution to Task (<i>how</i> the student will learn)

2. Students will demonstrate awareness of social issues by identifying unmet needs, policies that contribute to a particular issue from both a micro and macro perspective.

Student Task/Activities (<i>what</i> you want to learn)	Agency Contribution to Task (<i>how</i> the student will learn)

3. Students will demonstrate appropriate data collection skills from the person-in-environment perspective by utilizing psychosocial assessment tools, personal interviews and archival data.

Student Task/Activities (<i>what you want to learn</i>)	Agency Contribution to Task (<i>how the student will learn</i>)

4. Students will demonstrate basic crisis intervention skills, critical thinking and problem-solving skills.

Student Task/Activities (<i>what you want to learn</i>)	Agency Contribution to Task (<i>how the student will learn</i>)

5. Students will demonstrate appropriate termination or transfer techniques related to clients and identify any personal transfer related issues.

Student Task/Activities (<i>what you want to learn</i>)	Agency Contribution to Task (<i>how the student will learn</i>)

6. Students will identify personal values and biases that may impact client interaction and address these issues in their supervisory sessions.

Student Task/Activities (<i>what you want to learn</i>)	Agency Contribution to Task (<i>how the student will learn</i>)

7. Students will exhibit written and verbal skills appropriate to a graduate level professional on all assignments, and demonstrate knowledge of appropriate community resources.

Student Task/Activities (<i>what you want to learn</i>)	Agency Contribution to Task (<i>how the student will learn</i>)

I have reviewed this learning contract and approve of the objectives outlined above.

Field Faculty Liaison Date

Florida Gulf Coast University
 MASTER OF SOCIAL WORK
 CONCENTRATION YEAR
 STUDENT LEARNING CONTRACT

Student Name: _____ Signature: _____
 _____ Date: _____

Field Instructor's Name: _____ Signature: _____
 _____ Date: _____

The student should prepare this learning contract with the guidance of the field instructor, working within the structure of the field competencies list. Below are listed the major competency categories; under each category list the tasks and experiences which the student will perform in order to demonstrate competency in each category (these might include such items as approximate number of cases, diversity of cases, opportunities to look at value and policy issues, types of written work, special opportunities to gain knowledge and skill, regular use of agenda for supervisory conferences, special projects, journals, etc.) Specificity is important. The field instructor should also list the ways in which the agency/supervisor will support the student's learning (examples might be weekly conferences, observation of student work, use of journals and agendas in supervision, provision of adequate work space and materials, consistent feedback, special learning assignments, etc.) All tasks should be measurable.

Orientation Activities: (i.e. new employee orientation, shadowing, review of agency policies, etc.)

8. Students will demonstrate appropriate use of supervision, prepare for supervisory conferences by preparing case-studies, process recordings or other assignments that assist the field instructor in assessing the students' clinical skills.

Student Task/Activities (<i>what</i> you want to learn)	Agency Contribution to Task (<i>how</i> the student will learn)

9. Students will demonstrate an ability to apply social work values, including understanding of and respect for human diversity in their work with individuals, families and groups.

Student Task/Activities (<i>what</i> you want to learn)	Agency Contribution to Task (<i>how</i> the student will learn)

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10. Students will demonstrate clinical community practice skills that connect clinical practice to the larger community system. PLEASE NOTE: this section must include an agency project that identifies a project that involved a community focus related to a clinical issue. This may be investigation of funding, partnerships, community organizing, policy influence, etc.

Student Task/Activities (<i>what</i> you want to learn)	Agency Contribution to Task (<i>how</i> the student will learn)

11. Students will demonstrate knowledge of the interrelationships between bio-psychosocial, cultural and environmental factors in human behavior.

Student Task/Activities (<i>what</i> you want to learn)	Agency Contribution to Task (<i>how</i> the student will learn)

12. Students will demonstrate a range of treatment methodologies for working with diverse client groups.

Student Task/Activities (<i>what</i> you want to learn)	Agency Contribution to Task (<i>how</i> the student will learn)

13. Students will demonstrate skill in applying clinical interventions, diagnosis and treatment planning from an empowerment perspective. Direct client contact is required.

Student Task/Activities (<i>what</i> you want to learn)	Agency Contribution to Task (<i>how</i> the student will learn)

14. Students will demonstrate a range of community practice skills that link macro resources to clients (social policy analysis, grant opportunities, community organizing, activism). This needs to be linked to the project defined in #3.

Student Task/Activities (<i>what</i> you want to learn)	Agency Contribution to Task (<i>how</i> the student will learn)

15. Students will demonstrate appropriate professional development in areas related to ethics (termination, boundaries, bias, and professional conduct).

Student Task/Activities (<i>what</i> you want to learn)	Agency Contribution to Task (<i>how</i> the student will learn)

I have reviewed this learning contract and approve of the objectives outlined above.

Field Faculty Liaison Date

Appendix B: Field Evaluation Forms

MSW Foundation Year

Final Field Evaluation

Student Name _____

Demonstration of the following competencies is required for all students by the time of completion of their first year field placements. Any students who have not achieved these competencies in timely fashion may be required to either repeat the field placement or to extend it until such time as competency is achieved. In some rare circumstances, such as violation of the Code of Ethics, a student may not be permitted the opportunity to repeat the field course. The competencies are categorized under generic groupings; all categories apply to all students.

To the field instructor: please circle the number which best describes the student's functioning on each item; the numbers roughly translate to letter grades, with 1 equaling failure and 5 equaling an A. However, when choosing a number, think of them in the following terms:

1=unacceptable (rarely or never meets criteria)

2=needs improvement (meets criteria inconsistently)

3=acceptable (meets criteria most of the time)

4=very good (meets criteria all of the time and occasionally exceeds it)

5=outstanding (consistently exceeds criteria)

If there has been no opportunity for a student to demonstrate competence on a particular item, mark it with an N/A. There should be few or none of these. After completing the form, please add up the total score and then divide it by the total number of items (up to 34 items) checked.

Professional Social Work Practice

Student exhibits an understanding of and actively seeks learning experiences appropriate to program needs and her/his requirements. 1 2 3 4 5

Student uses supervision appropriately, preparing for conferences and reporting to conferences in timely fashion, assimilating and using feedback, requesting help reasonably, resolving issues of authority and dependency. 1 2 3 4 5

Student behavior is consistent with beginning level social work professional; student behavior reflects a professional identification and sense of responsibility; work habits are appropriately developed. 1 2 3 4 5

Ethics and values

Student demonstrates freedom from major judgmental attitudes. He/she is able to identify own values and biases, and works to resolve any existing barriers to personal effectiveness. Student self-awareness in this area is adequately developed and sensitive. 1 2 3 4 5

Student behavior reflects the ability to learn about and accept all differences, including those based upon gender, race, ethnicity, age, sexual orientation, and developmental differences.

Student internalizes the basic values of the social work profession; his/her professional actions demonstrate genuine commitment to all those values, including the worth and dignity of the individual, self-determination, and client confidentiality. 1 2 3 4 5

Knowledge of social and agency

and community policy 1 2 3 4 5

The student understands the relationship of local, state, and federal policy in the arena in which s/he is functioning. Student actively clarifies own learning with regard to policy.

Student demonstrates accurate knowledge of the organization and lines of authority with the relevant organization and understands the role of advisory and policy making boards. 1 2 3 4 5

Student understands and can interpret agency policy to clients and others; the student understands her/his role in interpreting and executing agency policy. The student understands how client services are delivered and adequately understands the services of other agencies within the common networking service community. 1 2 3 4 5

Student demonstrates knowledge of and sensitivity to societal issues, needs, and problems. The student is able to identify un met needs as well as population groupings who may be disadvantaged by agency policy. The student demonstrates some critical thinking capacity with regard to related social, political, and economic policy. 1 2 3 4 5

Professional knowledge and skills: engagement and assessment 1 2 3 4 5

Whether working with individuals, groups, or communities, student is able to begin where the client is and provide a suitable atmosphere for client empowerment.

The student gathers appropriate data, makes collateral contacts where needed, and formulates an adequate psychosocial assessment within a person-in-environment perspective. 1 2 3 4 5

Student develops adequate and sensitive service or treatment plans, engaging in mutual goal setting with client, and utilizing contracts when needed or useful.

Professional knowledge and skills: intervention skills 1 2 3 4 5

The student uses a core of basic helping skills and has a beginning level understanding of how to select and execute appropriate intervention strategies. 1 2 3 4 5

Student demonstrates increasing ability to guide and empower client, whether individual, group, or community; student clarifies all steps with client, demonstrates flexibility, and moves to achieve fluid objectives. 1 2 3 4 5

Student demonstrates ability to accept and empathize with all clients; he/she accepts client feelings without over-identification and establishes rapport. Student uses solid eye contact, behaves in a friendly and responsive manner, and is free of withholding behaviors. 1 2 3 4 5

Student works with clients as a partner to achieve goals, is able to identify and work with client strengths, is comfortable with exploring alternatives, avoids disappointment with “failures”, and understands her/his role in this process. 1 2 3 4 5

Student demonstrates adequate integration of theoretical learning and practical application of knowledge and skill. 1 2 3 4 5

Student possesses a variety of standard interviewing skills and can label his or her use of these skills.

Student has beginning level crisis intervention skills, and is able to think critically and to handle self adequately in crisis situations; the student can articulate basic steps in crisis intervention and problem solving activity. 1 2 3 4 5

1 2 3 4 5

Professional knowledge and skills: interpersonal skills and work habits

Student works appropriately within agency procedure and structure, honoring lines of authority and assignments from field instructor. She/he negotiates concerns in a professional manner. 1 2 3 4 5

Student possesses written skills sufficient to all assignments. 1 2 3 4 5

Student possesses verbal skills sufficient to beginning level performance.

The student establishes and maintains appropriate professional... and peer relationships within the agency.

Student completes assignments in a timely fashion and negotiates and related difficulties. Student makes proper use of agency forms, recording formats and any special written assignments from the field instructor. 1 2 3 4 5

Student exhibits mature work habits including keeping proper hours, giving proper notification if ill, keeping supervisors abreast of activity and whereabouts, and abiding by pertinent agency personnel practices. 1 2 3 4 5

Student dresses within the parameters of the agency dress code and conducts self in a mature, disciplined, and responsible manner. The student manages time well, prioritizes work, and demonstrates reasonable flexibility. 1 2 3 4 5

1 2 3 4 5

Professional knowledge and skills: termination and evaluation skills

Student is able to transfer or terminate clients and assignments responsibly; student is able to resolve personal termination issues. 1 2 3 4 5

The student exhibit a critical thinking approach to practice; he/she reads, evaluates, and applies to practice the knowledge gained from class and research. 1 2 3 4 5

The student informally evaluates own practice with field instructor and makes use of any agency protocol for more formal evaluative practice. The student is able to engage self positively in this process and seeks feedback in an appropriate manner. 1 2 3 4 5

1 2 3 4 5

Self awareness

Student consciously uses self to effect positive outcomes and effective service delivery. The student has a reasonably sound awareness of how her/his behavior impacts clients and the service environment.

Student is aware of and can identify any personal issues that may interfere with optimal professional functioning and possesses the ability to separate personal issues from client issues. 1 2 3 4 5

Student demonstrates a willingness to deal with personal issues that impact upon practice effectiveness in appropriate negotiated fashion. 1 2 3 4 5

Student demonstrates readiness for satisfactory, responsible, and ethical practice in a variety of paid social work positions, accurately assessing his/her own preparation level. 1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

Total score: ____ divided by total items checked ____ = _____

A passing score will be a score of 3 or better (the equivalent of a C grade).

Field instructor comment section

Please add here any additional comments or explanations you wish to make. A few summary comments are always helpful.

Student comment section

The student should include here any reactions or comments that he/she would like to make in response to this evaluation.

Both student and field instructor must sign this form. A student signature acknowledges that it has been read and does not necessarily imply agreement with the content.

Student _____ Date _____

Field instructor _____ Date _____

MSW Concentration Year

Final Field Evaluation

Student Name _____

Demonstration of the following competencies is required for all students by the time of completion of their first year field placements. Any students who have not achieved these competencies in timely fashion may be required to either repeat the field placement or to extend it until such time as competency is achieved. In some rare circumstances, such as violation of the Code of Ethics, a student may not be permitted the opportunity to repeat the field course. The competencies are categorized under generic groupings; all categories apply to all students.

To the field instructor: please circle the number which best describes the student's functioning on each item; the numbers roughly translate to letter grades, with 1 equaling failure and 5 equaling an A. However, when choosing a number, think of them in the following terms:

1=unacceptable (rarely or never meets criteria)

2=needs improvement (meets criteria inconsistently)

3=acceptable (meets criteria most of the time)

4=very good (meets criteria all of the time and occasionally exceeds it)

5=outstanding (consistently exceeds criteria)

If there has been no opportunity for a student to demonstrate competence on a particular item, mark it with an N/A. There should be few or none of these. After completing the form, please add up the total score and then divide it by the total number of items (up to 34 items) checked.

Professional Social Work Practice

Student demonstrates competency in the use of empowerment principles and skills that recognize the strengths and creative adaptation of diverse client systems. 1 2 3 4 5

Student uses supervision appropriately, preparing for conferences and reporting to conferences in timely fashion, assimilating and using feedback, requesting help reasonably, resolving issues of authority and dependency. 1 2 3 4 5

Student behavior is consistent with an advanced level social work professional; student behavior reflects a professional identification and sense of responsibility; work habits are appropriately developed. 1 2 3 4 5

Ethics and values

Student demonstrates freedom from major judgmental attitudes. He/she is able to identify own values and biases, and works to resolve any existing barriers to personal effectiveness. Student self-awareness in this area is adequately developed and sensitive. 1 2 3 4 5

Student behavior reflects the application social work ethics, including respect for human diversity based on such factors as gender, ethnicity, and sexual orientation.

Student internalizes the basic values of the social work profession; his/her professional actions demonstrate genuine commitment to all those values, including the worth and dignity of the individual, self-determination, and client confidentiality. 1 2 3 4 5

Knowledge of social and agency and community policy	1	2	3	4	5
The student understands the relationship of local, state, and federal policy in the arena in which s/he is functioning to the clinical practice of social work.					
Student demonstrates accurate knowledge of the organization and lines of authority with the relevant organization and understands the role of advisory and policy making boards.	1	2	3	4	5
Student understands and can interpret agency policy to clients and others; the student understands her/his role in interpreting and executing agency policy as appropriate to a clinical community practitioner.	1	2	3	4	5
Student demonstrates the capacity to analyze social policy, understand the impact policy has on clients & agencies. Student demonstrates the ability to apply this knowledge to influence policy in relation to client systems.	1	2	3	4	5
Professional knowledge and skills: engagement and assessment					
Whether working with individuals, groups, or communities, the student is able to the client's strengths and provide a suitable atmosphere for client empowerment.	1	2	3	4	5
The student demonstrates skills in applying clinical interventions, diagnosis, and treatment planning from an empowerment perspective.					
Student develops adequate and sensitive service or treatment plans, engaging in mutual goal setting with client, and utilizing contracts when needed or useful.	1	2	3	4	5
Professional knowledge and skills: clinical treatment					
The student has demonstrated competence in selection of appropriate treatment methodologies and executes appropriate intervention strategies and plan for treatment.	1	2	3	4	5
Student demonstrates increasing ability to guide and empower client, whether individual, group, or community; student clarifies all steps with client, demonstrates flexibility, and moves to achieve fluid objectives.	1	2	3	4	5
Student demonstrates ability to accept and empathize with all clients; he/she accepts client feelings without over-identification and establishes rapport. Student uses solid eye contact, behaves in a friendly and responsive manner, and is free of withholding behaviors.	1	2	3	4	5
Student works with clients as a partner to achieve goals, is able to identify and work with client strengths, is comfortable with exploring alternatives, avoids disappointment with "failures", and understands her/his role in this process.	1	2	3	4	5
Student demonstrates adequate integration of theoretical learning and practical application of knowledge and skill.	1	2	3	4	5
Student possesses a variety of standard interviewing skills and can label his or her use of these skills.					

Student demonstrates a working knowledge of the DSM-IV diagnostic criteria and uses a multi-axial method is diagnosis and treatment. 1 2 3 4 5

Professional knowledge and skills: interpersonal skills and work habits

Student works appropriately within agency procedure and structure, honoring lines of authority and assignments from field instructor. She/he negotiates concerns in a professional manner. 1 2 3 4 5

Student possesses written skills sufficient to all assignments. 1 2 3 4 5

Student possesses verbal skills appropriate to an advanced level practitioner.

The student establishes and maintains appropriate professional and peer relationships within the agency.

Student completes assignments in a timely fashion and negotiates and related difficulties. Student makes proper use of agency forms, recording formats and any special written assignments from the field instructor.

Student exhibits mature work habits including reliability, punctuality and initiative. The student manages time well, prioritizes work, and demonstrates reasonable flexibility. 1 2 3 4 5

Student dresses within the parameters of the agency dress code and conducts self in a mature, disciplined, and responsible manner. 1 2 3 4 5

Professional knowledge and skills: termination and evaluation skills

Student is able to transfer or terminate clients and assignments responsibly; student is able to resolve personal termination issues. 1 2 3 4 5

The student exhibits a critical thinking approach to practice; he/she reads, evaluates, and applies to practice the knowledge gained from class and research to client treatment. 1 2 3 4 5

The student informally evaluates her/his own practice with field instructor and makes use of any agency protocol for more formal evaluative practice. The student is able to engage self positively in this process and seeks feedback in an appropriate manner. 1 2 3 4 5

Self awareness

Student consciously uses self to effect positive outcomes and effective service delivery. The student has a reasonably sound awareness of how her/his behavior impacts clients and the service environment.

Student is aware of and can identify any personal issues that may interfere with optimal professional functioning and possesses the ability to separate personal issues from client issues. 1 2 3 4 5

Student demonstrates a willingness to deal with personal issues that impact upon practice effectiveness in appropriate negotiated fashion. 1 2 3 4 5

Student demonstrates readiness for satisfactory, responsible, and ethical practice in a variety of paid social work positions, accurately assessing his/her own preparation level.

1 2 3 4 5

The student conducted an agency project that demonstrated competence in connecting clinical issues to the larger community system.

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

Total score: _____ divided by total items checked _____ = _____

A passing score will be a score of 3 or better (the equivalent of a C grade).

Field instructor comment section

Please add here any additional comments or explanations you wish to make. A few summary comments are always helpful.

Student comment section

The student should include here any reactions or comments that he/she would like to make in response to this evaluation.

Both student and field instructor must sign this form. A student signature acknowledges that it has been read and does not necessarily imply agreement with the content.

Student _____ Date _____

Field instructor _____ Date _____

Appendix C: Student Evaluation of Field Experience

Florida Gulf Coast University
Master of Social Work Program
Student Evaluation of Field Experience

Completion of this form is required before a final grade in field can be issued. Failure to complete the form will result in an "I" (incomplete) grade for the field course.

Please complete the form and turn it into the Coordinator of Field Education. It is recommended that you make a copy for yourself; if you wish you may share a copy with your field instructor. The Field Office may forward a copy to your field instructor but this will not be done until after the placement is completed and your grade has been assigned.

Student name _____ S. S. # _____

____MSW First Year ____MSW Second Year

Placement dates: (check all the apply
____Fall ____Spring ____Summer, 200____

Agency _____

Program _____

Field instructor _____

Task supervisor _____

Please circle your answers using the following guideline:

1=strongly agree

2=agree

3=neither agree nor disagree

4=disagree

5=strongly disagree

The Field Office was respectful and fair. 1 2 3 4 5

Field Office instructions are clear and adequately communicated. 1 2 3 4 5

I attended all planning/orientation sessions. 1 2 3 4 5

I received an individual interview from the Field Office. 1 2 3 4 5

My questions and concerns were fairly addressed by the Field Office. 1 2 3 4 5

My agency was well organized.
I was given thorough orientation to the agency and its policies. 1 2 3 4 5
1 2 3 4 5

I was accepted and respected by agency staff.

My field placement was well planned and structured. 1 2 3 4 5

My learning needs were reasonably accommodated. 1 2 3 4 5

The learning contract was useful in the placement experience. 1 2 3 4 5

My workload was reasonable and balanced. 1 2 3 4 5

I had a variety of cases and assignments.	1	2	3	4	5	
I had sufficient opportunity to work on all the competencies listed for my field course.	1	2	3	4	5	
The content of my placement was appropriate and useful.	1	2	3	4	5	
The agency supports the values of diversity and affirmative action.	1	2	3	4	5	
The agency has sound ethical standards and practices.	1	2	3	4	5	
I was treated fairly by agency personnel.	1	2	3	4	5	
My learning needs were given greater priority than agency work needs.	1	2	3	4	5	
My field instructor offered good guidance and support.	1	2	3	4	5	
My field instructor met with me for weekly supervision.	1	2	3	4	5	
My field instructor gave me timely and accurate feedback.	1	2	3	4	5	
My field instructor was available when needed most of the time.	1	2	3	4	5	
My field instructor responded to my concerns about meeting my learning needs.	1	2	3	4	5	
My field instructor helped me integrate classroom learning with field experiences.	1	2	3	4	5	
My field instructor helped me resolve major conflicts regarding practice issues.	1	2	3	4	5	
I had a satisfactory relationship with my field instructor.	1	2	3	4	5	
My field instructor was generally competent as a supervisor.	1	2	3	4	5	
My field instructor contributed to my growth as a Social Work professional.	1	2	3	4	5	
My field instructor facilitated my knowledge and skill development.	1	2	3	4	5	
My <i>task supervisor</i> was generally competent as a practitioner.	1	2	3	4	5	
My <i>task supervisor</i> helped me develop knowledge and skills.	1	2	3	4	5	
My <i>task supervisor</i> had adequate supervisory skills.	1	2	3	4	5	
My commitment to social justice and to all human service values was reinforced by this placement.	1	2	3	4	5	N/A
I received good guidance with regard to ethical issues.	1	2	3	4	5	N/A
My case management skills were enhanced in this placement.	1	2	3	4	5	N/A
My group skills were enhanced in this placement.	1	2	3	4	5	
My community organization skills were enhanced in this placement.						

I was exposed to strong client advocacy practices.	1 2 3 4 5
My knowledge of agency administration and policy issues was enhanced by this placement.	1 2 3 4 5
I am leaving this placement with satisfactory skills and work habits.	1 2 3 4 5
I was helped to think critically about by own practice.	1 2 3 4 5
I was exposed to agency program evaluation procedures.	1 2 3 4 5
I would like to be employed by this agency.	1 2 3 4 5
I invested strongly in this placement.	1 2 3 4 5
I liked the placement.	1 2 3 4 5
I felt that this placement was a good choice for my learning needs.	1 2 3 4 5
I assumed responsibility for my own learning.	1 2 3 4 5
I conducted my self in a professional manner and adhered to the NASW Code of Ethics.	1 2 3 4 5
	1 2 3 4 5
	1 2 3 4 5
	1 2 3 4 5
	1 2 3 4 5

Comments

If you experienced difficulty in your internship on which you would like to comment, please do so here.

Is there anything else you would like to tell us about your field placement experience in the MSW program?

Student signature

date

Appendix D: Student Evaluation of MSW Program
(Foundation year and Concentration year)