Note: Throughout the year revisions are made to this document. Check for updates online at www.du.edu/socialwork/fieldeducation
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Welcome to the Field Education Program at the University of Denver Graduate School of Social Work, including the Four Corners Program in Durango, and the Western Colorado Program in Glenwood Springs.

In this Field Manual you will find all of the information that you need for the 2014-2015 academic year. Because this Field Manual is intended to provide information to students, field supervisors, field liaisons and faculty at GSSW, it is comprehensive for everyone involved. It is organized by topic and has a table of contents to help you find what you need. This manual also reflects recent changes in the GSSW curriculum.

If you are looking for a quick answer to a specific question, try the Frequently Asked Questions section. If you need more in-depth information about a policy or a process, you can find that information here as well. All of the forms that you might need throughout the year are either contained in this Manual or are available electronically.

Throughout the year, you can always find the most up-to-date information about any changes, deadlines, trainings and events on our website www.du.edu/socialwork/fieldeducation.

We look forward to another exciting year in the Field Education Program. Please let us know what we can do to make your part of the internship experience a positive one.

Regards,

Ann T. Petrila, MSW, MPA, LCSW
Director of Field Education
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DENVER CAMPUS

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Our Vision

The Graduate School of Social Work aspires to be among the finest graduate schools of social work in the country, a vibrant center for intellectual development, a leader in promoting diverse communities, and an advocate for an integrated and inclusive model of social work, all within a facility that supports the best educational practices.

Our Mission

The Graduate School of Social Work is committed to excellence in teaching, scholarship, and community leadership and service. Our mission is to foster social responsibility regarding social and economic justice, quality of life and multicultural communities, based on equality for all people. As a center for the creation and dissemination of knowledge, the School provides graduate social work education in order to alleviate and prevent social problems of individuals, families and communities.

Our Values

The guiding philosophy of social work includes values that create a framework for social work education, research and service. These include:

- progressive ideals of equality, social and economic justice, cultural diversity and freedom
- social work’s unique focus on person-in-environment as the central concept which shapes our curriculum and practice
- excellence in the development of social work knowledge and its dissemination to students, communities and policy-makers
- responsibility for promoting social change and multiculturalism in the community, and empowerment of the social work profession

Affirmative Action and Equal Opportunity

The University is committed to affirmative action and equal opportunity.

University policy prohibits discrimination or harassment against students, applicants, employees, or participants in University activities on the basis of race, color, national origin, age 40 and older, religion, disability, genetic background, sex, sexual orientation, gender identity, gender expression, marital status, or veteran status. Additionally the University complies with all applicable federal, state and local laws prohibiting discrimination and harassment. Discrimination or harassment in violation of University policy or law will lead to severe sanctions against the actor up to and including termination.
MSW Program Goals and Objectives

Based on the vision, values, and mission of the University and GSSW, and the mission of the social work profession, the **goals of the MSW program** are to:

1. Prepare students for effective, culturally responsive, and ethical advanced professional social work practice that enhances human interaction.

2. Involve students in critical scholarly inquiry, application and development of knowledge, and consideration of values and ethics.

3. Encourage students to assume leadership in promoting social and economic justice, advancing the public good, furthering multicultural understanding, and eliminating oppression.

Derived from the goals of the MSW program, the **objective of the MSW program** is to graduate students who are prepared to enter advanced, autonomous practice in an area of concentration. Specifically, our graduates will:

- Demonstrate ethical, culturally responsive advanced practice that emphasizes: the strengths of individuals and communities; the importance of difference in shaping life experiences; and the role of context in service delivery.

- Analyze policy, identify and collaborate in advocating for strategies that promote social and economic justice, eliminate oppression, foster the public good, and enhance the welfare of clients.

- Demonstrate self-reflective practice that includes: examination of societal and personal bias, privilege, and values; critical evaluation of structural inequities; self-correction to align personal values with the profession’s; and demonstration of professional demeanor.

- Demonstrate career-long learning that includes a continuous process of examining published evidence, using supervision and consultation to improve practice, and communicating clearly with clients, colleagues in social work and systems.

- Make ethical decisions based on the standards of social work practice, examining personal values and ethics, exploring all sides of ethical conflicts, and weighing each side against social work codes of ethics to reach a principled decision.

- Critically evaluate and ethically apply the major theories related to human development and behavior that guide advanced social work practice using a person-in-environment lens.

- Demonstrate that advanced social work practice (including assessment, prevention, intervention, and evaluation) is guided by a critical review of empirical evidence,
including research-based knowledge and practice-based findings.

- Demonstrate preparation for and competency in social work practice with individuals, families, groups, organizations and communities through appropriate interpersonal skills and ability for mutual engagement.

- Demonstrate competency in holistic client and client system assessment, goal-setting, planning, intervention, and evaluation of practice.
Field Education Competencies, Practice Behaviors and Ethics

The Master of Social Work (MSW) program at the University of Denver is accredited by the Council on Social Work Education (CSWE), a specialized accrediting body recognized by the Council on Post-Secondary Accreditation. CSWE accrediting standards are reflected in the following field education learning goals and competencies.

All educational competencies are linked by cultural responsiveness. Being culturally responsive involves understanding and responding to the way power and privilege shape consciousness and form identity and the human experience. Critical assessment includes analyzing how oppression, marginalization and alienation take place and the way human relations are shaped in the social environment. Culturally responsive social work must be considered in all aspects of a student’s field experience. The dimensions of diversity include issues of race, class, gender, gender identity and expression, religion, political ideology, immigration status, sex and sexual orientation, as well as the variances related to age, physicality, power and privilege, access, family and cultural structures. Cultural responsiveness, then, is the student’s ability to not only recognize, but also utilize culturally grounded social work in practice.

**Foundation-Year**

- Identify as a professional social worker & apply ethical principles
- Demonstrate critical thinking in assessment & problem-formulation
- Engage with & assess client systems in planning and goal setting
- Develop communication skills & intervention strategies
- Evaluate own practice & plan for termination with client systems & agency
- Demonstrate application of policy practice, human behavior & social environment concepts
- Integrate field and classroom learning into changing contexts of practice

**Concentration-Year**

- Conduct oneself as a professional social worker
- Apply social work professionalism and ethical principles to guide practice
- Develop professional and effective oral and written communication skills
- Understand and respond to agency and community context for advocacy and practice
- Engage with clients and client systems in an empowering and culturally responsive manner
- Assess clients and client systems using knowledge of human behavior and the social environment
- Design culturally responsive intervention strategies
- Evaluate own practices and plan for termination with clients, client systems and communities
- Demonstrate competencies related to certificate and/or PROGRESS program (as applicable)
• Demonstrate competencies related to specific concentration advanced practice behaviors

All GSSW students are expected to honor the NASW Code of Ethics in their social work practice. The NASW Code of Ethics can be accessed online at www.socialworkers.org/pubs/code/.
Developmental Stages of an Internship

“The Developmental Stages of an Internship,” a concept taken from The Successful Internship – Transformation and Empowerment in Experiential Learning by H. Fredrick Sweitzer and Mary King (2014, 2009), provides a framework for experiential learning. It is a working model based on the observation that students encounter issues and concerns at certain stages during their experience in field. Students progress through five cyclical stages – anticipation, disillusionment, confrontation, competence and culmination – in a predictable manner and order, but not at the same rate of speed. Students sometimes cycle back through earlier stages when confronted with new or challenging learning opportunities.

The stages are also based on the premise that students need to be at the center of this process and involved in all aspects of the internship experience. By understanding the five stages, students are able to anticipate challenges and develop response strategies that are appropriate to their unique experiences. Through this process, students develop the art of self-evaluation and understanding that are key elements for experiential learning and professional growth. As students become active participants in this ever-evolving process of self-knowledge, they are able to confront and remove barriers to their individual success.

GSSW has adapted this model to conceptualize the journey experienced by our students over the 30 weeks of their internships. It is helpful to both interns and field supervisors to become familiar with these stages and to discuss, in supervision, the student’s progress throughout the internship. This developmental model is outlined on the following page, including specific concerns and strategies associated with each stage. We have found this theoretical framework to be useful in understanding the normal cycles of excitement and discouragement associated with any internship experience. It is also a helpful when attempting to resolve problems that might arise in field.

In their foundation year Social Work Practice class, GSSW students become acquainted with this model through reading, discussion and written assignments. The model is also presented and discussed at field supervisor trainings. Anyone wishing to gain more knowledge about this approach to understanding the internship process is encouraged to read Sweitzer’s and King’s book in its entirety.

(see next page for model diagram)
### Developmental Stages of an Internship

#### Anticipation Stage

**Associated Concerns:**
- Positive expectations
- Anxiety
- Self
- Role
- Appropriate disclosure
- Self in Authority role
- Responsible adult learner
- Professional Presentation

**Supervisor:**
- Supervisory style
- Expectations of disclosure and boundaries
- Perception and acceptance
- Assessment
- Learning style

**Coworkers:**
- Organizational structure
- And roles
- Standards of behavior
- Acceptance
- Diversity

**Field Site:**
- Philosophy, norms, values
- Workload
- Hiring potential

**Clients:**
- Acceptance and perception
- Needs and presenting problems
- Cultural Diversity

**Life Context:**
- Responsibilities
- Support system

**Response Strategies:**
- Learning contract
- Liaison
- Realistic, clear, specific goals.
- Clarify & assess expectations.
- Classroom integration
- Make informed commitment
- Practice Seminar

#### Disillusionment Stage

**Associated Concerns:**
- Unexpected emotions
  - Frustration
  - Anger
  - Confusion
  - Panic
- Adequacy of skills
- Breadth of demands
- Relationship with clients
- Operating values of organization
- Social Work Values & ethics
- Disappointment with supervisor/coworkers
- Safety

**Response Strategies:**
- Acknowledge gap between expectations and reality
- Normalize feelings and behaviors
- Acknowledge and clarify specific issues
- Acknowledge and clarify feelings.
- Developing trust
- Site visit
- Practice Seminar

#### Confrontation Stage (Self-confronting)

**Associated Concerns:**
- Achieve independence
- Gain confidence
- Experience effectiveness
- Changes in opportunities
- Interpersonal issues
- Intrapersonal blocks.
- Risk Taking
- Authority
- Grades

**Response Strategies:**
- Learning Contract
- Liaison
- Onsite assessment
- Reassess goals and expectations
- Reassess support systems
- Develop specific strategies
- Re-evaluate placement
- Assess if placement is a good fit for Student and field instructor
- Change of agency
- Learn from mistakes
- Practice Seminar
- Academic Adviser

#### Competence Stage:

**Associated Concerns:**
- High accomplishment
- Investment in work
- Quality Supervision
- Ethical issues
- Worthwhile tasks
- Home/self/career issues
- Foundation Year
- Concentration Year

**Response Strategies:**
- Share concerns openly
- Develop coping strategies
- Identify and deal with ethical dilemmas
- Practice Seminar
- Ownership
- Responsibility
- Self-confidence

#### Culmination Stage:

**Associated Concerns:**
- Termination with clients
- Case management issues
- Redefine relationships with:
  - Supervisor
  - Coworkers
  - Facility
  - Peers
  - Concentration students
  - Ending Studies
  - Post-internship plans

**Response Strategies:**
- Identify feelings
- Unexpected emotions: sadness, relief, repression, acceptance, dependency etc.
- Recognize unfinished business
- Meet with supervisor
- Gather with colleagues
- Write final reflection
- Practice Seminar

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**Developmental Stages of an Internship**

Stages are cyclical and students will rotate through them at their own pace
GSSW Glossary of Terms

**Advanced Standing** – The advanced standing program option is available only to incoming students who have obtained a baccalaureate degree in social work (BSW) from a college or university whose social work program is accredited by, or in accreditation candidacy with, the Council on Social Work Education at the time the degree is conferred. A student with advanced standing can complete the MSW degree in one calendar year (four academic quarters).

**Block Internship** – A block internship allows students to complete a field internship over a concentrated period of time. The block internship is usually taken in the summer and requires students to complete 40 hours per week, for a minimum of 12 weeks in the foundation year or 15 weeks in the concentration year. Concentration-year block internships typically occur over at least two quarters due to the number of required hours. Students wishing to do a block internship must complete an Internship Exception Request Form with the assistance of the Director of Field Education (or designee). This form can be accessed by students from the Field Education section of the GSSW Student Resources Portfolio page at: https://portfolio.du.edu/gsswstudentresources.

**Certificate** – Several academic certificate programs are offered to MSW students in their concentration year. These certificates allow students in any concentration to pursue in-depth knowledge in a particular social work specialty. For detailed information about GSSW certificates, please see http://www.du.edu/socialwork/programs/oncampus/twoyear/certificates/index.html.

**Concentration Year (Academic)** – Academic quarters three through six of the two-year MSW program, or academic quarters two through four for students with advanced standing.

**Concentration Year (Field)** – This is the second year of the two-year MSW program, or academic quarters two through four for students with advanced standing.

**Field Coordinator** – Field Coordinators are members of the GSSW faculty and the Field Education Team. They work directly with students and agencies in the internship placement process.

**Field Instructor** – The Field Instructor is typically an agency staff member who provides the equivalent of weekly supervision to the student intern. The field instructor must typically have both an MSW degree from an accredited school of social work and a minimum of two years post-graduate professional social work experience. Field Instructors may also be referred to as supervisors.

**Field Liaison** – The Field Liaison provides a link between GSSW, the student and the internship agency. Field Liaisons meet jointly with the student and field supervisor typically once per quarter to discuss progress made toward completing internship assignments. Field Liaisons are also available to the student and the agency for problem resolution. Field Liaisons are experienced MSWs from the community and/or GSSW faculty members.
**Glossary of Terms (cont.)**

**Field Placement/Internship** – This is the agency or organization in which the student learns and practices social work skills. A field internship differs from paid employment in that the focus of the internship is on learning and applying classroom knowledge.

**Foundation Year (Academic)** – Academic quarters one and two of the two-year MSW program.

**Foundation Year (Field)** – This is the first year of the two-year MSW program.

**Individualized Field Education Plan (IFEP)** – The IFEP is the student’s learning plan. It reflects the student’s individualized goals in a field internship and outlines areas where development and growth are expected. The IFEP specifies competencies, practice behaviors, learning activities, methods of measurement and evaluation.

**Internship Coordinator** – The Internship Coordinator is the individual at the field agency or organization who coordinates student internships. In some cases, the Internship Coordinator is also the field supervisor.

**Off-Site MSW Field Instructor** – Agencies without an on-site MSW must identify an off-site individual with an MSW from an accredited school of social work to provide the field instruction in addition to the supervision students receive from the on-site task supervisor. It is optimal for the off-site MSW to be familiar with the agency’s mission and work. In the Four Corners and Western Colorado programs, field liaisons might serve as off-site MSW supervisors.

**Supervision/Field Instruction** – This is the supervision meeting time between the student and the field supervisor which also may be referred to as field instruction. Supervision occurs weekly for the equivalent of 1.5 hours in the foundation year and the equivalent of 1 hour in the concentration year. If a student has both an MSW supervisor and a task supervisor, then a supervision schedule is worked out between the supervisors. During supervision, the supervisor incorporates classroom learning into the context of the field internship and answers the student’s questions about topics including client systems, the agency, policies and social work interventions. Students also receive guidance on the day-to-day tasks of the internship.

**Supervisor** – The Field Instructor and/or Task Supervisor

**Task Supervisor** – This is an on-site supervisor who is involved with the student’s day-to-day tasks and provides supervision in addition to that provided by the MSW field instructor. Every intern with an off-site MSW field instructor also has an on-site task supervisor. A task supervisor must have an advanced degree or a level of experience in the field that allows for supervision of a masters level student.

**Work Placement** – A work placement is an internship in a student’s place of employment.
Frequently Asked Questions
Frequently Asked Questions

General Questions about Field Education

What is the difference between foundation and concentration-year internships?
Foundation-year internships are generalist in nature and focus on core social work competencies. Foundation-year students work with a variety of client systems. Concentration-year internships focus on competencies required for more advanced social work practice within the student's academic concentration and, if applicable, certificate program. Students with advanced standing enter directly into a concentration-year internship after one quarter of academic courses.

How many total hours are required for an internship?
Foundation-year students spend a minimum of 480 hours in an internship over three academic quarters, or an average of 16 hours per week for 30 weeks. Concentration-year students (including students with advanced standing) spend a minimum of 600 hours in internship over three academic quarters, or an average of 20 hours per week for 30 weeks. Some concentration-year internships require students to be in field 24 hours per week. Detailed information may be found in the "Field Dates, Hours and Credits" section of the Field Manual. No student may be in field for fewer than 12 hours per week at any given time.

Do students change internship sites each quarter?
It is the expectation that students spend their entire academic year at one internship site. Students completing two years of internship must do so in two separate agencies.

Can students receive field credit for past work experience?
No, students cannot receive field credit for past experience. The accreditation standards of the Council on Social Work Education state that academic credit for life experience and previous work experience shall not be given, in whole or in part, in lieu of the field internship or courses in the professional foundation areas.

Selecting an Internship

How do I obtain an internship?
Students attending GSSW are not assigned internships. They have a choice for both foundation-year and concentration-year internships.

DENVER CAMPUS:
- Foundation-year students work closely with a Field Coordinator to determine agencies with which to interview. Students and agencies interview each other.
- Concentration-year students, during the winter quarter of their foundation year, attend an on-campus Field Fair, where up to 150 agencies participate. Here, students meet with agency representatives to begin selecting their concentration-year internships. These students also have access to the field agency database that lists all agencies offering internships.
- Students with advanced standing work closely with a Field Coordinator to determine approved agencies with which to interview. They may also access the field agency database to identify potential agencies of interest.

FOUR CORNERS PROGRAM:
- Liaisons meet with students and discuss interests, career goals and experience.
- Liaisons contact agencies that may be a match and arrange for an interview.
- The internship is secured if the agency, student and liaison agree that it is a good fit.

WESTERN COLORADO PROGRAM:
- Students work directly with the program director to find an internship.

In all cases, when a match is made, the agencies contact students to offer them an internship. Students either accept or decline the offer. If a match is not made, students continue to interview until they find a suitable placement.

Do I have to be living in, or visiting, Colorado to find an internship?
Since GSSW students choose their internships for both their foundation and concentration years, they need to interview with potential agencies. While students who are in Colorado conduct these interviews in person, telephone interviews or other electronic types of communication can sometimes be arranged for students who live out of state. However, it is to the student’s advantage to arrange a time to interview in person if at all possible.

Can I complete my internship in my place of employment?
Students interested in a work placement must submit a Request for Internship in Place of Employment form to the Director of Field Education (or designee). Submitting the required form does not guarantee approval of the request.

Two-year MSW students must typically complete one of their two field internships in an agency other than their place of employment. Students must have been in their place of employment for a minimum of six months and must have an MSW internship supervisor other than their employment supervisor. The internship must provide the student with experiences that are distinctly different from the student’s regular job responsibilities.

I have been offered an internship. Now what?
Within one week of securing a field internship, students should submit a Field Confirmation Form online. This form provides official documentation for student records and is required for field internship course registration. Students will not receive academic credit for an internship until this form is submitted. Once the form is submitted, students should verify that the field registration process is complete by checking their online registration form on Pioneer Web.

Are students required to have background checks prior to beginning their internships?
Many agencies require background checks before a student is accepted for, and/or allowed to begin, an internship. If an agency requires any type of background check and/or medical testing, the agency should notify the intern of these requirements during the interview process. Each agency determines the criteria for passing or failing a background check, and communicates this directly to the student.

Conducting background checks is the responsibility of the agency. If an agency is not able to pay for these additional requirements, payment is the responsibility of the student.
**Finding Student Forms and Resources**

**Where can I find student forms online?**
Many field-related forms and resources are available for students online and can be accessed from the GSSW Student Resources Portfolio page at: http://portfolio.du.edu/gsswstudentresources.

If you need help finding or completing forms, please contact the Field Office at 303-871-2844 or field@du.edu.

**Field Supervision**

**What are supervision requirements for an internship?**
All students must be supervised by an MSW from an accredited school of social work who has at least 2 years of post-graduate professional social work experience. Some students are also supervised by a Task Supervisor who must have an advanced degree or a level of experience in the field that allows for supervision of a masters level student. Foundation-year students receive the equivalent of at least 1.5 hours of supervision per week, and concentration-year students receive the equivalent of at least 1 hour per week. If a student has both an MSW supervisor and a task supervisor, then a supervision schedule is worked out between the supervisors. It is recommended, but not required, that field supervisors for concentration-year clinically-focused students be Licensed Clinical Social Workers (LCSW).

**What is the difference between a Field Supervisor, Field Instructor, Task Supervisor, Field Liaison and Field Coordinator?**
Field Supervisors, Field Instructors and Task Supervisors all provide supervision to students. A Field Supervisor is an agency staff member who provides weekly supervision to the student intern. All students must be supervised by an MSW Supervisor (Field Instructor) who has an MSW degree from an accredited school of social work and typically has a minimum of two years post-graduate professional social work experience. In addition some students have a Field Supervisor (Task Supervisor) who has an advanced degree or a level of experience in the field that allows for supervision of a masters level student.

A Field Liaison provides a link between GSSW, the student and the internship agency. Field Liaisons meet jointly with the student and field supervisors typically once per quarter to discuss progress made toward completing internship assignments. Field Liaisons are also available to the student and the agency for problem resolution. Field Liaisons are experienced MSWs from the community and/or GSSW faculty members.

Field Coordinators are members of the GSSW faculty and the Field Education Team. They work directly with students and agencies in the internship placement process.

**How does an agency become an approved internship site?**
Agencies begin the process of becoming an approved internship site by submitting the Agency Information Form (AIF) online. This generates a visit from a Field Coordinator, during which learning opportunities, supervision requirements, non-discrimination policies and other matters are discussed. The approval process is formalized through a written agreement with GSSW's Field Education Program.
What if an agency does not have an MSW on site?
Agencies without an MSW must have an on-site Task Supervisor who has an advanced degree or a level of experience in the field that allows for supervision of a masters level student. Agencies without an on-site MSW must identify an off-site individual with an MSW to provide the field instruction in addition to the supervision students receive from the on-site supervisor. It is optimal for the off-site MSW to be familiar with the agency’s mission and work.

What determines a student's tasks and learning opportunities in an internship?
Each student, in conjunction with the field supervisor, completes an Individualized Field Education Plan (IFEP) which is updated each quarter of the internship. The IFEP addresses all of the competencies, practice behaviors, learning activities, methods of measurement and evaluation for each internship year.

When and why should students contact their assigned Field Liaison?
Field Liaisons typically contact students and field supervisors during the first three weeks of the internship to set up a schedule for site visits. Throughout the year, students should contact their field liaison if they have questions or concerns about work load, supervision, Individualized Field Education Plans (IFEPs), quarterly field evaluations or the integration of classroom assignments and the field internship.

When and why should Field Supervisors contact their assigned Field Liaison?
Throughout the year, field supervisors should contact their field liaison if they have questions or concerns about their students, Individualized Field Education Plans (IFEPs), quarterly field evaluations, or the integration of classroom assignments and the field internship.

What happens if problems arise during an internship?
Problems that arise during an internship are first addressed between the field supervisor and the student. The field liaison is available for problem resolution as needed. If problems cannot be resolved between the student, the field liaison and the field supervisor, a Student Review hearing may be called. Detailed information can also be found in the "Field Problems and Resolution" and “Student Review” sections.

Can students request to change internships during the year?
Any decisions about changing internships must be made by the field liaison, the field supervisor, the Field Education Program, and the student. Students must follow the process outlined in the Proposal to Change Internship. Detailed information can also be found in the "Field Problems and Resolution" section of the Field Manual.

Scheduling

Can students begin internships prior to the official start date?
Agencies sometimes request that students begin their internships earlier than the official GSSW start date, due to specific program needs. An agency or student wishing to begin an internship prior to the official start date set by GSSW must email a request, stating the desired start date, to the Field Office at field@du.edu.

When are students in field?
Foundation-year students are typically in field for 16 hours per week on Mondays and Tuesdays and sometimes Wednesdays. Concentration-year students (including students with advanced standing) are generally at their internships 20-24 hours per week on Wednesdays, Thursdays and
Fridays. Students typically attend classes on the days they are not in field. No student may be in field for fewer than 12 hours per week at any given time.

**Can an internship take place during evening and weekend hours?**
Students need to be at their internship during normal agency business hours and during times when their field supervisor is available. These conditions do not usually allow students to do their entire internship during evening or weekend hours although it might be possible to complete some hours during these times. Students wishing to intern during evening and/or weekend hours must discuss their request with a field coordinator and potential internship sites.

**What are the policies regarding University holidays, sick days, vacation days and jury duty during an internship?**
GSSW does not require students to be at their internships during holidays officially observed by the University of Denver, except during fall quarter when students are expected to be at their internships into December (see the GSSW academic calendar for official dates). Agencies, however, may require that students be at their internships during University holidays, and this requirement may supersede GSSW's holiday policy. The agency should communicate this to students during the internship interview process. Students needing to take additional time off during their internships must discuss their requests with their field supervisor. See “Religious Accommodation Policy” for additional information. Students who are called to jury duty while in internship need to discuss their hours with their supervisor.

**Transportation**

**Does a student need a car for an internship?**
Many internships require that students have cars to carry out assignments such as home visits, outreach and community work. In addition, some internships are located in areas that are underserved by public transportation. Therefore, students without cars may need to choose internships that are close to their homes, are available by public transportation or that do not require the use of a car to carry out assigned tasks.

**Can students drive clients?**
Interns shall be responsible for transportation to and from the internship site. Interns should not drive clients unless the agency specifies to the intern such requirement as part of the essential duties of the internship. It is the responsibility of the agency to specify to interns whether or not interns shall drive as a part of their essential duties within their internships and to manage any such driving requirements with the interns. Interns are advised that internships requiring driving as an essential duty may require submission to a Motor Vehicles Records check, notification of their insurance carrier of use of their vehicle within the internship, and compliance with driving policies of the agency. University of Denver shall not be responsible for managing any requirements for transportation or driving as part of internships and shall not maintain insurance for interns driving as part of the essential duties of the internship.

Any accidents involving a GSSW student while participating in an internship should be reported to the GSSW Field Office (field@du.edu or 303-871-2844) and Campus Safety (303-871-2334) for appropriate reporting within the University of Denver.
Field Dates, Hours and Credits
Field Dates, Hours and Credits
These calendars are subject to change. See the GSSW website for updates: www.du.edu/socialwork/fieldeducation

Field Internship Dates

**Foundation Year (1st Year) Students**
(Mondays & Tuesdays and sometimes Wednesdays)

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Quarter 2014</td>
<td>Monday, September 15 – Wednesday, December 3</td>
</tr>
<tr>
<td>Winter Quarter 2015</td>
<td>Monday, January 5 – Wednesday, March 11</td>
</tr>
<tr>
<td>SPRING BREAK</td>
<td>Monday, March 16 – Friday, March 20</td>
</tr>
<tr>
<td>Spring Quarter 2015</td>
<td>Monday, March 23 – Wednesday, May 27</td>
</tr>
<tr>
<td>Summer Quarter 2015</td>
<td>By Special Arrangement</td>
</tr>
</tbody>
</table>

**Concentration Year (2nd Year) Students**
(Wednesdays, Thursdays, Fridays)

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Quarter 2014</td>
<td>Wednesday, September 10 – Friday, December 5</td>
</tr>
<tr>
<td>Winter Quarter 2015</td>
<td>Wednesday, January 7 – Friday, March 13</td>
</tr>
<tr>
<td>SPRING BREAK</td>
<td>Monday, March 16 – Friday, March 20</td>
</tr>
<tr>
<td>Spring Quarter 2015</td>
<td>Wednesday, March 25 – Friday, May 29</td>
</tr>
<tr>
<td>Summer Quarter 2015</td>
<td>By Special Arrangement</td>
</tr>
</tbody>
</table>

*Fall Quarter dates cover more than 10 weeks. With agency approval, internship hours may be bankers or otherwise negotiated during this quarter.

Agencies sometimes request that students begin their internships earlier than the official GSSW start date, due to specific program needs. An agency or student wishing to begin an internship prior to the official start date set by GSSW must email a request, stating the desired start date, to the Field Education Program Office at field@du.edu.

**Deadlines for the submission of Field Evaluations to Field Liaisons**

In order to meet University of Denver requirements for posting of grades, field evaluations must be submitted to field liaisons before the end of each academic quarter. The deadlines by which the field liaisons must receive the field evaluations are as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Quarter 2014</td>
<td>Friday, November 14</td>
</tr>
<tr>
<td>Winter Quarter 2015</td>
<td>Friday, March 13</td>
</tr>
<tr>
<td>Spring Quarter 2015</td>
<td>Friday, May 22</td>
</tr>
<tr>
<td>Summer Quarter 2015</td>
<td>Monday, August 10</td>
</tr>
</tbody>
</table>
Field Internship Hours and Credits

Foundation-year students are at their internships for 16 hours per week on Mondays and Tuesdays, and sometimes Wednesdays. Concentration-year students (including students with advanced standing) are at their internships 20-24 hours per week on Wednesdays, Thursdays and Fridays. Students generally attend classes on the days they are not at their internships.

Foundation-year students spend a minimum of 480 hours in an internship over three academic quarters, or an average of 16 hours per week for 30 weeks. Concentration-year students (including students with advanced standing) spend a minimum of 600 hours in internship over three academic quarters, or an average of 20 hours per week for 30 weeks. Some concentration-year internships require students to be in field 24 hours per week, which may allow the student to register for additional field credits. However, students may not retroactively sign up for additional field credits. A list of these internships and detailed information may be found in the “Special Arrangements” section of this Field Manual. **Students may not add any additional field credits in any given quarter unless they are in a pre-approved 24-hour per week internship.** No student may be in field for fewer than 12 hours per week at any given time.

<table>
<thead>
<tr>
<th>SOWK 4950 – Foundation Field Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quarter</strong></td>
</tr>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>Winter</td>
</tr>
<tr>
<td>Spring</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOWK 4970 – Concentration Field Internship for Concentration-year / Advanced Standing Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quarter</strong></td>
</tr>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>Winter</td>
</tr>
<tr>
<td>Spring</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

*It is the student’s responsibility* to discuss with the field agency, prior to beginning the internship, the number of hours per day and the days of the week the agency expects the student to be at the internship. As in any professional internship, the student should expect that it sometimes will be necessary to spend more than the minimum number of hours at the internship in order to complete a task or take advantage of a learning opportunity. Completing the minimum total number of internship hours prior to the ending dates listed above does not automatically result in an early completion of the internship.
# Field Supervisor Trainings Calendars

RSVP and view updates online at:
[http://www.du.edu/socialwork/fieldeducation/agencies/instructortraining.html](http://www.du.edu/socialwork/fieldeducation/agencies/instructortraining.html)

<table>
<thead>
<tr>
<th>Basic Field Supervisor Training</th>
<th>Dates</th>
<th>Times</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tuesday, July 29, 2014</td>
<td>9:00am – 12noon</td>
<td>University of Denver Craig Hall, Room 484</td>
</tr>
<tr>
<td></td>
<td>Friday, August 8, 2014</td>
<td>9:00am – 12noon</td>
<td>University of Denver Craig Hall, Room 484</td>
</tr>
<tr>
<td></td>
<td>Wednesday, August 13, 2014</td>
<td>1:00pm – 4:00pm AFTERNOON</td>
<td>University of Denver Craig Hall, Room 484</td>
</tr>
<tr>
<td></td>
<td>Tuesday, August 19, 2014</td>
<td>9:00am – 12noon</td>
<td>University of Denver Craig Hall, Room 284</td>
</tr>
<tr>
<td></td>
<td>Thursday, August 28, 2014</td>
<td>1:00pm – 4:00pm AFTERNOON</td>
<td>University of Denver Craig Hall, Room 284</td>
</tr>
<tr>
<td></td>
<td>Thursday, September 18, 2014</td>
<td>9:00am – 12noon</td>
<td>University of Denver Boettcher COMMUNITY ROOM</td>
</tr>
<tr>
<td></td>
<td>Wednesday, September 24, 2014</td>
<td>9:00am – 12noon</td>
<td>University of Denver Craig Hall, Room 284</td>
</tr>
<tr>
<td></td>
<td>Wednesday, October 15, 2014</td>
<td>1:00pm – 4:00pm AFTERNOON</td>
<td>University of Denver Craig Hall, Room 284</td>
</tr>
<tr>
<td></td>
<td>Wednesday, November 5, 2014</td>
<td>9:00am – 12noon</td>
<td>University of Denver Craig Hall, Room 284</td>
</tr>
<tr>
<td></td>
<td>Wednesday, January 14, 2015</td>
<td>9:00am – 12noon</td>
<td>University of Denver Craig Hall, Room 284</td>
</tr>
<tr>
<td></td>
<td>Wednesday, February 4, 2015</td>
<td>9:00am – 12noon</td>
<td>University of Denver Craig Hall, Room 284</td>
</tr>
<tr>
<td>Northern Colorado Basic Field Supervisor Training</td>
<td>Tuesday, September 23, 2014 (Tentative)</td>
<td>9:00am – 12noon</td>
<td>TBD</td>
</tr>
<tr>
<td>Southern Colorado Basic Field Supervisor Training (Tentative)</td>
<td>Tuesday, September 30, 2014 (Tentative)</td>
<td>9:00am – 12noon</td>
<td>TBD</td>
</tr>
</tbody>
</table>
Field Supervisor Trainings (cont.)

<table>
<thead>
<tr>
<th>Specialized Field Supervisor Trainings</th>
<th>Dates</th>
<th>Times</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialized Training #1</td>
<td>Wednesday, November 12, 2014</td>
<td>9am to 11am</td>
<td>University of Denver</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Craig Hall</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Boettcher Community Room</td>
</tr>
<tr>
<td>Specialized Training #2</td>
<td>Wednesday, February 25, 2015</td>
<td>2:00pm to 4:00pm</td>
<td>University of Denver</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Craig Hall</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Boettcher Community Room</td>
</tr>
<tr>
<td>Specialized Training #3</td>
<td>Wednesday, April 15, 2015</td>
<td>9:00am to 11:00am</td>
<td>University of Denver</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Craig Hall</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Boettcher Community Room</td>
</tr>
</tbody>
</table>

Student Orientations and Events

This calendar is subject to change. See the GSSW website for updates:

[http://www.du.edu/socialwork/fieldeducation](http://www.du.edu/socialwork/fieldeducation)

**FIELD EDUCATION EVENTS**

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
<th>Times</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Quarter 2014 Field Orientation</td>
<td>Wednesday, September 17, 2014</td>
<td>8:30am – 11:30am</td>
<td>University of Denver</td>
</tr>
<tr>
<td>for Foundation and Advanced Standing</td>
<td></td>
<td></td>
<td>Craig Hall</td>
</tr>
<tr>
<td>Students &amp; Field Liaisons</td>
<td></td>
<td></td>
<td>Boettcher Community Room</td>
</tr>
<tr>
<td>Fall Quarter 2014 Southern Colorado</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Field Orientation for Colorado Springs</td>
<td></td>
<td></td>
<td>Students &amp; Field Liaison</td>
</tr>
<tr>
<td>and Field Liaison</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Fair 2015</td>
<td>Wednesday, February 11, 2015</td>
<td>3:30 – 6:00pm</td>
<td>Cable Center</td>
</tr>
<tr>
<td>Annual Appreciation Event</td>
<td>Wednesday, May 13, 2015</td>
<td>4:00 – 6:00pm</td>
<td>University of Denver</td>
</tr>
<tr>
<td>for Field Supervisors, Field Liaisons,</td>
<td></td>
<td></td>
<td>Craig Hall</td>
</tr>
<tr>
<td>Internship Coordinators, Agency Directors</td>
<td></td>
<td></td>
<td>Boettcher Community Room</td>
</tr>
<tr>
<td>Members of the Field Advisory Board</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Field Policies and Procedures
Student Field Placement Process

Students attending GSSW are not assigned to their internships. Instead, both foundation-year and concentration-year students are able to interview with agencies and take an active role in the selection process. While this process provides students with more choice, it can also present more challenges. Internships must be completed at approved agencies that meet GSSW’s guidelines as appropriate Master of Social Work learning sites. Therefore, students are expected to follow the guidance of the Field Team regarding the internship process*, **.

*(NOTE: Students in the Four Corners and Western Colorado Programs should consult with faculty regarding the placement process.)*

Foundation (First)-Year Students:

Once incoming foundation-year students submit their admission deposit to GSSW, they are asked to complete the “Internship Search Form” (ISF) online. The Admission Office provides detailed instructions for incoming students to complete this form after which a member of the Field Team contacts the student to begin the process of arranging the foundation-year field internship.

Field Coordinators, using the information provided by the student on the ISF, work closely with foundation-year students to identify agencies with which to interview. Students and agencies interview each other. Students who are in Colorado generally have these interviews in person. Although telephone interviews or other electronic types of communication can sometimes be arranged for students who live out of state, it is to the student’s advantage to arrange a time to interview in person if at all possible. If, after an interview, a match is made, the agency contacts the student to offer an internship. The student either accepts or declines the offer. If a match is not made, the student continues to interview with other agencies. This process takes an average of six weeks to complete, beginning from the time a student is contacted by a field coordinator.

After securing an internship, students should notify all agencies where they interviewed to inform them of their decision. Within one week, students should submit a Field Confirmation Form online. This form provides official documentation for student records and is required for field internship course registration. Students are registered for internship credits by the GSSW Registrar. **Students will not receive academic credit for an internship until this form is submitted.** Instructions on how to complete this form can be found on page 167 (see “Field Confirmation Form”). Once the form is submitted, students should verify that the field registration process is complete by checking their online registration form on myWeb at www.du.edu. The Field Confirmation Form is a contract between the student and the agency. Any proposed change in internship after the Field Confirmation Form has been submitted must be approved by the Field Education Program.

In addition to the new student orientation, foundation-year students are required to attend a field orientation at the beginning of fall quarter. At this orientation, students meet their field liaisons, review the Field Manual and learn about policies and procedures for field.

* The Field Education Program reserves the right to prohibit a student from interning at an agency where issues of dual roles, or other conflicts may be problematic.

**The Graduate School of Social Work will make reasonable efforts to work with a student to find a suitable internship, but it does not guarantee an internship to students. Should a student not
be accepted for a field internship after reasonable efforts by the school, a Student Review will be initiated. Reasons to initiate a Student Review may include:

- offering the student three field internship referrals, all of which the student refuses; and/or
- three post-interview rejections of a student by potential field agencies

**Concentration (Second)-Year Students:**

Two-year MSW students begin the process of selecting their concentration-year internships in the winter quarter of their foundation year. This internship search process is conducted much more independently than in the foundation year.

Students are instructed to complete an online “Internship Search Form” (ISF) specific to their concentration and certificate choices. Information is made available to students regarding searching the field agency database for potential agencies of interest, and field team members are available for consultation as needed. After this, Denver students attend the annual Field Fair, where they have the opportunity to meet with representatives from up to 150 agencies. Students should not contact field agencies for interviews until after Field Fair, as the agencies will not be ready to conduct interviews until then.

Students and agencies interview each other. If, after an interview, a match is made, the agency contacts the student to offer an internship. The student either accepts or declines the offer. If a match is not made, the student continues to interview with other agencies.

After securing an internship, students should notify all agencies where they interviewed to inform them of their decision. Within one week, students should submit a Field Confirmation Form online. This form provides official documentation for student records and is required for field internship course registration. Students are registered for internship credits by the GSSW Registrar. Students will not receive academic credit for an internship until this form is submitted. Instructions on how to complete this form can be found on page 167 (see “Field Confirmation Form”). Once the form is submitted, students should verify that the field registration process is complete by checking their online registration form on myWeb at www.du.edu. The Field Confirmation Form is a contract between the student and the agency. Any proposed change in internship after the Field Confirmation Form has been submitted must be approved by the Field Education Program.

Successful completion of foundation-year courses and foundation-year internship is a prerequisite for students beginning concentration-year internship. Students who fail any of the prerequisites for concentration-year internship are required, in conjunction with the Field Education Program, to inform their concentration-year internship site, in a timely manner, of their inability to begin their internship as planned. The Field Education Program will verify that the concentration-year internship agency has been informed of the student’s situation.

* The Field Education Program reserves the right to prohibit a student from interning at an agency where issues of dual roles, or other conflicts may be problematic.

** The Graduate School of Social Work will make reasonable efforts to work with a student to find a suitable internship, but it does not guarantee an internship to students. Should a student not be accepted for a field internship after reasonable efforts by the school, a Student Review will be initiated. Reasons to initiate a Student Review may include:
Students with Advanced Standing:

Once incoming students with advanced standing submit their admission deposit to GSSW, they are asked to complete the “Internship Search Form” (ISF) online. The Admission Office provides detailed instructions for incoming students to complete this form after which a member of the Field Team contacts the student to begin the process of arranging the concentration-year field internship.

Field Coordinators, using the information provided by the student on the ISF, work closely with students with advanced standing to identify approved agencies with which to interview. Students are also instructed on accessing the field agency database to find agencies of potential interest.

Students and agencies interview each other. If, after an interview, a match is made, the agency contacts the student to offer an internship. The student either accepts or declines the offer. If a match is not made, the student continues to interview with other agencies.

After securing an internship, students should notify all agencies where they interviewed to inform them of their decision. Within one week, students should submit a Field Confirmation Form online. This form provides official documentation for student records and is required for field internship course registration. Students are registered for internship credits by the GSSW Registrar. **Students will not receive academic credit for an internship until this form is submitted.** Instructions on how to complete this form can be found on page 167 (see “Field Confirmation Form”"). Once the form is submitted, students should verify that the field registration process is complete by checking their online registration form on myWeb at www.du.edu. The Field Confirmation Form is a contract between the student and the agency. Any proposed change in internship after the Field Confirmation Form has been submitted must be approved by the Field Education Program.

Successful completion of advanced standing prerequisite courses and BSW-year internship is a pre-requisite for students beginning their concentration-year internship. Students who fail any of the pre-requisites for concentration-year internship must, in conjunction with the Field Education Program, inform their concentration-year internship site, in a timely manner, of their inability to begin their internship as planned. The Field Education Program will verify that the concentration-year internship agency has been informed of the student’s situation.

In addition to the new student orientation, students with advanced standing are required to attend a field orientation at the beginning of fall quarter. At this orientation, students meet their field liaisons, review the Field Manual and learn about policies and procedures for field.

* The Field Education Program reserves the right to prohibit a student from interning at an agency where issues of dual roles, or other conflicts may be problematic.

** The Graduate School of Social Work will make reasonable efforts to work with a student to find a suitable internship, but it does not guarantee an internship to students. Should a student not be accepted for a field internship after reasonable efforts by the school, a Student Review will be initiated. Reasons to initiate a Student Review may include:
  - offering the student three field internship referrals, all of which the student refuses; *and/or*
  - three post-interview rejections of a student by potential field agencies.
Criteria for the Selection of Field Agencies

Agencies interested in becoming field internship sites submit an online Agency Information Form (AIF), which generates a site visit from a field coordinator. The AIF can be accessed at https://gsswinternships.du.edu/index.cfm?page=main.agencyinformationForm.

The Field Coordinator completes an on-site assessment of the agency and the prospective MSW field supervisor and, if applicable, task supervisor. The agency assessment should be conducted with the agency executive director (or designee) and the field supervisor(s).

Guidelines for agency assessment are as follows:

- The agency’s program must be compatible with GSSW’s educational objectives.
  - If the agency is to be a foundation-year internship site, it must demonstrate the ability to provide a generalist experience, providing both clinical and community learning opportunities for students.
  - If the agency is to be a concentration-year internship, it must show evidence of the ability to provide the student with practice opportunities and field supervision compatible with the student’s academic concentration and (if applicable) certificate.

- The program must be of sufficient size and scope to provide breadth, diversity and depth in learning opportunities.

- If a broad range of learning experiences, including work with diverse clients and systems, is not available, supplemental experiences in another setting should be planned in order to fulfill GSSW’s educational objectives for its students.

- The agency must provide a field supervisor with a Master of Social Work (MSW) degree and whenever possible, at least two years of post-graduate professional social work experience. If the MSW supervisor is off-site then the agency must provide an on-site task supervisor with an advanced degree or a level of experience in the field that allows for supervision of a masters level student.

- Agency staff must have time available to provide effective supervision, including the prospective supervisors’ participation in a GSSW orientation, trainings and field liaison visits. MSW field supervisors are expected to provide the equivalent of 1.5 hours of field instruction per week for foundation-year students, and the equivalent of one hour per week for concentration-year students. Whenever possible, the MSW field supervisor for foundation-year students must be on-site for the majority of the time that the student is at the agency.

- Supervision for students with off-site MSWs includes weekly (for foundation year) and bi-weekly (for concentration year) supervision with the MSW and weekly supervision with the on-site task supervisor. In the Four Corners and Western Colorado Programs, the GSSW field liaisons may also serve as MSW supervisors.

- Physical facilities must be adequate for effective student learning, including desk space, telephone, computer access, office support, reimbursement of on-the-job costs consistent
with staff privileges and budgetary provisions, and (when applicable) confidential client-interview space.

- Agencies must have a written non-discrimination policy.

- Agencies must complete the “Agency Agreement” form and submit a signed copy to the Field Office. This form can be accessed at [http://www.du.edu/socialwork/media/documents/agency-agreement-2008.pdf](http://www.du.edu/socialwork/media/documents/agency-agreement-2008.pdf). Should an agency require a special contract or any other University signatures, please contact the Field Office at 303.871.2844 or [field@du.edu](mailto:field@du.edu).

Criteria for Selection of Field Supervisors

The primary goal of the field internship is the student’s professional educational development. Capacity for field supervision requires the ability to adapt social work practice skills to teaching and supervision.

The following criteria shall be used in selecting field supervisors:

- Field Instructors must have an MSW from an accredited school of social work and whenever possible, a minimum of two years in post-graduate professional social work practice. Task Supervisors must have an advanced degree or a level of experience in the field that allows for supervision of a masters level student.

- Social work licensure (LCSW) is recommended, but not required, for those supervising concentration-year interns in clinically-focused internships.

- MSW field supervisors must demonstrate the capacity and commitment to assume responsibility for the teaching of students, as evidenced by professional competence in social work practice, identification with the profession, effectiveness in the creative use of agency function and structure to identify learning opportunities, and by following the GSSW Field Manual.

- Task Supervisors must be present and available during the time that the student is at the internship site and must provide supervision and guidance for students’ day-to-day tasks and responsibilities.

- All field supervisors must demonstrate motivation for field instruction, including readiness to achieve satisfaction from the professional growth of others, through staff supervision or comparable activities, and a desire to participate in the instruction of students in accordance with the philosophy and educational objectives of the GSSW curriculum.

- All field supervisors must honor the agency’s non-discrimination policies in their work with student interns.
All field supervisors must have time available for effective educational assessment, planning of learning experiences and scheduling of ongoing supervision. Additionally, field supervisors are expected to participate in field supervisor training sessions offered through GSSW.

- All field supervisors must provide a résumé describing their educational background and professional experience.

**Background Checks**

Background checks are required by some agencies before a student is accepted for, and/or allowed to begin, an internship. If an agency requires any type of background check and/or medical testing, the agency should notify the intern of these requirements during the internship interview process. Each agency determines the criteria for passing or failing a background check and communicates this directly to the student. Conducting background checks is the responsibility of the agency. If an agency is not able to pay for these additional requirements, payment is the responsibility of the student.

If an agency’s background check policy has recently changed, the agency is asked to contact the Field Office by e-mail at field@du.edu. This enables GSSW to update its field agency database and provide accurate information to students.

**Driving**

Interns shall be responsible for transportation to and from the internship site. Interns should not drive clients unless the agency specifies to the intern such requirement as part of the essential duties of the internship. It is the responsibility of the agency to specify to interns whether or not interns shall drive as a part of their essential duties within their internships and to manage any such driving requirements with the interns. Interns are advised that internships requiring driving as an essential duty may require submission to a Motor Vehicles Records check, notification of your insurance carrier of use of your vehicle within the internship, and compliance with driving policies of the agency. University of Denver shall not be responsible for managing any requirements for transportation or driving as part of internships and shall not maintain insurance for interns driving as part of the essential duties of the internship.

Any accidents involving a GSSW student while participating in an internship should be reported to the GSSW Field Office (303-871-2844) and Campus Safety (303-871-2334) for appropriate reporting within the University of Denver.

**Holidays, Breaks, Vacations, and Jury Duty**

GSSW does not require students to be at their internships during holidays officially observed by the University of Denver, except during fall quarter when students are expected to be at their internships into December (see the GSSW academic calendar for official dates). Agencies, however, may require that students be at their internships during University holidays, and this requirement may supersede GSSW’s holiday policy. This should be communicated to students during the internship interview process. Students needing to take additional time off during their internships, or wishing to make up time missed for illness or vacation, must discuss their requests with their field supervisors. Students who are called to jury duty while in internship need to discuss their hours with their supervisor.
University of Denver
Religious Accommodation Policy
(adapted for internship sites)

Rationale

The University of Denver community is enriched by individuals of many faiths that have various religious observances, practices and beliefs. In affirming this diversity, it is university policy and practice to provide religious accommodations for students and employees unless the accommodation would create an undue hardship.

Many of these religious observances are related to holy days, or days of observance. Faculty, staff, student organizations, internship sites and other programming groups are strongly urged to be mindful of major holy days in their scheduling. A list of the most-frequently observed religious holidays can be found at: https://portfolio.du.edu/religiouslife. Please note that this list is meant to be inclusive, and that religious holidays have no official status at DU.

Policy

University policy grants students excused absences from class or other organized activities for observance of religious holy days, unless the accommodation would create an undue hardship. Faculty and field supervisors are asked to be responsive to requests when students contact them IN ADVANCE to request such an excused absence. Students are responsible for completing assignments given during their absence, but should be given an opportunity to make up work and internship hours missed because of religious observance.

Once a student has registered for a class or started a field internship, the student is expected to examine the course syllabus and agency schedule for potential conflicts with holy days and to notify the classroom instructor and field supervisor by the end of the first week of classes of any conflicts that may require an absence (including any required additional preparation/travel time). The student is also expected to remind the faculty member or field supervisor in advance of the missed class or internship hours, and to make arrangements in advance (with the faculty member/field supervisor) to make up any missed work, in-class material or internship hours within a reasonable amount of time.

If reasonable accommodations for student absences cannot be negotiated, the field liaison should be contacted for further problem-solving.
Medical/Psychology Professional Malpractice Insurance

The University of Denver maintains medical/psychology professional malpractice insurance covering field liaisons and interns as respects their activities related to their required internships within degree programs. This coverage is an annual policy that expires on June 30th each year and is renewed by the Department of Risk Management. For questions or limits please contact the Director of Risk Management at 303-871-2327.

Any potential claims or liability issues must be reported immediately upon notification to
Director
Department of Risk Management
2199 S. University Blvd., Room 414
Denver, CO 80208
http://www.du.edu/risk

Students and/or field liaisons should also notify the GSSW Field Office at 303.871.2844 (or field@du.edu) of any potential claims or liability concerns.

Sexual Harassment

The University of Denver’s sexual harassment policies and procedures may be found at http://www.du.edu/deo/EqualOpportunity.html. If sexual harassment occurs in the field agency, it should be reported to the agency, the field liaison and the Director of Field Education, and handled according to the policies of the agency.

Student Safety in the Field

Students and agencies must work together to create a safe environment. Each agency is responsible for orienting interns to the safety policies and procedures of its setting, as well as supervision and compliance with all applicable local, state and federal laws regarding safety. Each student is responsible for discussing safety concerns with field supervisors. It is important to discuss guidelines for prevention, as well as crisis management plans and safety plans. Such discussions should also include, but not be limited to, safety issues in the community, during home visits, within the agency building and environs and with particular clients prone to violent behavior, and the security of personal belongings.

Students with Disabilities

Students who have disabilities or medical conditions and who want to request accommodations should contact the Disability Services Program (DSP); 303.871.2372/2278; 1999 E. Evans Ave.; 4th floor of Ruffatto Hall. Information is also available online at http://www.du.edu/studentlife/disability/dsp/index.html; see Handbook for Students with Disabilities. You are also encouraged to contact Lisa Ingarfield, Director of Career and Student Services for GSSW students. Lisa is located on the third floor, Room 369. Her phone number is 303-871-3841.
Workers’ Compensation Procedures

Students in the internship program may be covered under the Workers’ Compensation statute if injured on the job performing an essential duty of the job during the course of their internship. The University of Denver Office of Risk Management manages the University’s Workers’ Compensation Program. If injured in the course of conducting essential duties related to an internship, the student is allowed to seek medical treatment according the state and federal guidelines.

1. All work-related injuries should be reported immediately, or within 24 hours, to the Office of Risk Management at 303.871.2354.
2. Interns may seek immediate emergency medical treatment by contacting 911.
3. For non-emergencies, the student intern should contact the Office of Risk Management as noted above, fill out forms as noted in items 6 and 7 below, and seek treatment at one of the “designated providers” listed below:
   a. Health One: 125 E. Hampden Ave., Englewood, CO 80113 (Phone: 303.788.9292; Hours: 8:00 am – 5:00 pm M-F)
   b. Concentra Medical Centers: 1212 S. Broadway, Suite 150, Denver, CO 80210, 303.777.2777
   c. After Hours: Porter Medical Center, 2525 S. Downing Street, Denver, CO 80210
4. If a student’s internship is outside of the Denver Metro Area, they should seek treatment immediately at her/his local emergency room or healthcare facility, when possible please use Concentra as it provides for a better continuity of care, followed by contact to Risk Management for further assistance within 24 hours. Interns may not transport injured parties unless on-scene EMT’s have provided their OK.
5. The intern must complete the “Employee's Work Related Injury Report” (provided online at http://www.du.edu/risk/forms/EmployeeFirstReportofInjury.pdf) and fax it to the Office of Risk Management at 303.871.4455 within 24 hours.
6. The agency field supervisor and GSSW field liaison must complete the “Supervisor’s Report of Injury” (provided online at http://www.du.edu/risk/forms/SupervisorReport.pdf) and fax it to Department of Risk Management at 303.871.4455 as soon as reasonably possible.
7. For more information, see the Workers’ Compensation Procedure at http://www.du.edu/risk/wc/index.html
Roles, Responsibilities, and Benefits
Roles, Responsibilities, and Benefits

The University of Denver Graduate School of Social Work (GSSW) seeks to implement the accrediting standards established by the Council of Social Work Education (CSWE). This is accomplished by setting forth the division of responsibility between the field agency and GSSW for the administration of field supervision, and by establishing criteria for the selection and appointment of field supervisors. GSSW acknowledges the vital role played by the field agency and field supervisors in the professional educational experience.

Primary responsibility for implementing the CSWE standards is assigned to the Director of Field Education, the Field Education Team, Field Liaisons and the Field Advisory Board.

The division of responsibility in the internship requires a high degree of cooperation among all of the participants: GSSW, the Field Education Team, the field liaisons, the field supervisors and the field agencies. This structure is designed to provide the student with a professional educational experience of the highest quality.
Roles and Responsibilities of the Graduate School of Social Work

The Graduate School of Social Work has ultimate responsibility for the administration of the Field Education Program and for all decisions affecting the student including, but not limited to, grades, credits, field hours, student withdrawal and student termination. Through its Field Team, GSSW assumes the following specific responsibilities in relation to the field internship:

1. To approve student internships, with agency consent, and to provide agencies with pertinent information concerning the students selected, as appropriate.

2. To orient field supervisors to the MSW curriculum and the role of the field internship within the MSW program.

3. To provide a field liaison to be the link between GSSW, the student and the internship agency.

4. To provide field education training and professional education for field supervisors, including a training session for all first-time GSSW field supervisors.

5. To provide opportunities for field supervisors and internship coordinators to be involved with the development of the field education component of the MSW program, including invitations to participate on the Field Advisory Board, committees and task force groups.

6. To provide a syllabus for content of field supervision for foundation- and concentration-year students.

7. To provide guidelines for the formal evaluation of students’ field performance in accordance with the Individualized Field Education Plan (IFEP).

8. To evaluate each agency’s appropriateness and effectiveness as a field internship site.

9. To provide criteria for the selection of field supervisors.

10. To evaluate the performance of field supervisors based on student and field liaison feedback.

11. To approve agencies as field internship sites and review the approval in a timely manner.

12. To provide Field Supervisors the following benefits:
   a. University of Denver library privileges, which may be requested through the Field Office by emailing the Program Administrator at field@du.edu
   b. limited half-tuition waivers that can be used for academic classes only; for complete information, contact the Field Program Office via email at field@du.edu.
   c. the opportunity to attend continuing education sessions
Roles and Responsibilities of the Field Education Team

Responsibility for the management of the Field Education Program is assigned to the Field Education Team. The Director of Field Education administers the program. The Team consists of the Director of Field Education, the Associate Director of Field Education, the Field Coordinators, the Field Education Program Administrator, and the Field Assistant. Specific responsibilities are as follows:

- The Director of Field Education is responsible for the oversight of ongoing field administration, long-term development of the program, oversight of agency agreements and special contracts, overall evaluation of the program and representation of the Field Education Program on the MSW Committee, Executive Advisory Committee, and other relevant committees within GSSW. The Director chairs the Field Advisory Board, which advises in the development of the Field Education Program. The Director supervises all Field Coordinators. The Director attends any Student Review/Termination Hearings that originate in field. The Director coordinates field education with the Four Corners and Western Colorado Program Directors.

- The Associate Director of Field Education assumes responsibility for the Field Education Program in the Director’s absence. The Associate Director’s responsibilities include field liaison training and supervision, approving and coordinating student exceptions in field, coordinating Conduct Reviews, coordinating stipend programs and tracking data necessary for program development, internship site development and liaison hiring.

- Field Coordinators handle the day-to-day functioning of the Field Education Program, are available to GSSW students for advice and insight on field internships and provide guidance during the placement process. The Coordinators’ responsibilities also include recruitment, selection and training of field agencies, field supervisors and field liaisons. The Coordinators advise GSSW faculty and field supervisors on field education issues and serve on committees for academic concentrations and certificates.

- The Field Education Program Administrator is responsible for the team’s office support, supervision of the Field Assistant and all work-study students assigned to the Field Office, maintenance and development of the field database, field supervisor training materials and registrations, and coordinating Field Advisory Board and field liaison meetings. The Administrator organizes the Field Fair, at which students meet with agency representatives as they begin to select their concentration-year internships. The Administrator is responsible for collecting evaluation data on the field agencies, field supervisors, field liaisons, the Field Fair and training events. The Administrator also develops the yearly meeting calendar, handles materials and mailings, receives quarterly evaluations and assists in making field liaison assignments.

- The Directors of the Four Corners and Western Colorado Programs are responsible for all aspects of the internship program and processes for students in these programs.
Roles and Responsibilities of the Field Liaison

The Field Liaison is the official representative of the Graduate School of Social Work and acts as a link between GSSW, the student and the internship agency. The field liaison plays a variety of roles and provides a number of services in relation to the field internship, including linkage, mediation, monitoring, administration, consultation and advocacy. Specific services rendered depend upon the needs of the field supervisors and students. The field liaison is an ongoing consultant to the field supervisors and field agencies in the selection and planning of learning experiences that are consistent with the curriculum objectives and developmental needs of the student. Additionally, the field liaison provides monitoring and consultation to the field supervisors regarding the student’s progress in the achievement of educational objectives, and is responsible for the final assignment of the grade given in the field internship.

The following responsibilities are assumed by the field liaison:

1. Attending Field Orientation and meet with assigned incoming students.
2. Contacting field agencies within the first 3-5 weeks of the first quarter.
3. A minimum of three face-to-face visits per academic year, unless otherwise arranged, with students and field supervisors. Exceptions may be made when internships are more than 60 miles from GSSW, or for block placements, in which case other arrangements will be made.
4. Interpreting the MSW curriculum objectives to field supervisors.
5. Clarifying the GSSW expectations regarding internship objectives and appropriate field experiences to students and field supervisors.
6. Assisting in problem-resolution, as needed, to ensure maximum field learning for students.
7. Monitoring the level of supervision provided to students and appropriateness of assignments.
8. Assisting field supervisors in the identification of each student’s learning style and planning learning experiences to fit this style, including accommodations requested and approved under ADA guidelines.
9. Assisting students in identification of learning needs and educational experiences necessary to meet those needs.
10. Monitoring of students’ progress in field internships.
11. Ensuring completion of IFEPs and quarterly evaluation forms.
12. Assigning, and submitting grades to appropriate faculty/staff.
13. Documenting necessary actions and time-frames when an “In Progress” grade is given.

15. Assisting field supervisors in the development of supervisory and teaching skills.

16. Attending a Student Review/Termination Hearing, when necessary, to assist in the evaluation of a student’s field and academic performance, as part of determining the future of the student’s educational experience. This includes submitting necessary documentation and may include initiating a Student Review/Termination Hearing.

17. Attending periodic field liaison meetings.

18. Evaluating field supervisors and field internship agencies.

Roles and Responsibilities of the Field Agency

Field education is a collaboration between the Graduate School of Social Work and field agencies selected for their willingness and appropriateness to provide experiential learning opportunities for MSW students. The importance of this collaboration, and the central role played by the field supervisors, cannot be overemphasized.

The success of the internship for any particular student rests heavily on the skill and commitment of the field supervisors and the support of agency administration. Upon accepting an MSW graduate student intern, each agency assumes the following responsibilities:

1. To provide a description of agency functions, services provided, clientele served, learning opportunities available to students, and supervisors available, and to update this information annually, or more frequently if necessary.

2. To provide a qualified MSW from an accredited school of social work to serve as the field instructor and, if applicable, a qualified task supervisor.

3. To structure the workload of employees selected as field supervisors so that the necessary time required for field supervision will be made available to the student.

4. To provide adequate workspace for the student and supplies needed to accomplish assigned tasks.

5. To provide experiential learning opportunities that will enable the student to develop the competencies outlined in the IFEP and evaluation form.

6. To inform students of any special requirements that must be completed prior to the beginning of the internship (e.g., CPR training, TB tests, background checks).

7. To conduct any background checks that may be required by the agency before a student can begin the internship.

8. To follow agency policies and FERPA requirements for protecting confidentiality of student-related information.
Roles and Responsibilities of the Field Supervisors

The responsibilities of field supervisors are:

1. To complete the basic field supervisors’ training offered by GSSW and, as needed, to participate in subsequent continuing education offered to field supervisors. This includes both MSW field instructors and task supervisors.

2. To provide the equivalent of a minimum of 1.5 hours per week of formal individual field supervision to foundation-year students, and the equivalent of one hour each week to concentration-year students, in addition to informal conferences, as needed, for the student to proceed independently with assignments.

3. To work with the student within the time frame of an average of 16 field internship hours per week for foundation-year students and an average of 20 field internship hours per week for concentration-year students. Agency meetings, field supervision time and agency paperwork should all be included in the designated number of field internship hours.

4. To select, with student input at the beginning of each academic quarter, internship assignments that are designed to meet the competencies and practice behaviors outlined in the IFEP and evaluation forms.

5. To consult with and direct the student in completing the written IFEP, and to specify for the student expectations and methods of monitoring progress.

6. To share the completed IFEP with the GSSW field liaison each quarter for review and comment.

7. To monitor the student’s progress toward the achievement of objectives, and to provide direct and specific feedback prior to the quarterly evaluation.

8. To assist in setting up meetings with GSSW faculty and the field liaison, as requested.

9. To meet with the field liaison and the student quarterly, unless otherwise arranged, and to provide the requested information regarding the assignments and the student’s progress toward meeting objectives.

10. To notify the field liaison of any substantial difficulties which develop in the internship that may eventually require GSSW intervention.

11. To complete the written quarterly evaluation with as much substantiation of ratings as is feasible, and to submit it to the field liaison on or before the date required.

12. To provide general feedback to the field liaison regarding the operation of the field internship, agency/field supervisor needs, student needs and any agency policy or service changes that may affect the internship.
13. To carry out, within the field internship, the agency’s philosophy, function and services, in accordance with its policies and procedures.

14. To plan and implement the IFEP for each student in accordance with GSSW’s curriculum objectives and field internship procedures.

15. To arrange assignments and supervision for the student in the event that the field supervisor is temporarily absent.

16. To submit a written report and attend a Student Review/Termination Hearing if needed.

Roles and Responsibilities of the Student

Two-year MSW students are required to successfully complete one field internship in their foundation year and another in their concentration year. Students with advanced standing are required to successfully complete a concentration-year internship.

All GSSW students are adult learners who are expected to take an active role in planning and implementing their learning experiences in the field internship. Each student assumes the following specific responsibilities in relation to the field internship:

1. To work with field coordinators as needed in the internship placement process.

2. To complete the online “Internship Search Form” in a timely manner.

3. To read Field Education Program announcements and e-mails in a timely manner.

4. To follow established procedures for selection of an internship agency.

5. To submit the online Field Confirmation Form in a timely manner, understanding that this is a contract between the student and the agency.

6. To become familiar with, and abide by, agency policies and regulations, as well as those of GSSW, and present her/himself in a manner consistent with these standards.

7. To report on time to the agency on scheduled internship days, to work all required hours and to consult with the field supervisors and field liaison regarding any necessary changes in the schedule.

8. In conjunction with the field supervisors, complete the written IFEP and share it with the GSSW field liaison each quarter for review and comment.

9. To provide detailed accounts of practice experiences and samples of work to the field supervisors and field liaison, as requested.

10. To provide the field supervisor with copies of course syllabi (or provide information on how to access electronic course syllabi) for all courses being taken concurrently with the field internship.
11. To prepare for, and participate actively in, all supervision meetings.

12. To attend, and actively participate in, individual and/or group meetings called by the field liaison.

13. To discuss and sign quarterly field evaluations with field supervisors in a timely manner.

14. To abide by the NASW Social Work Code of Ethics at all times and, in so doing, to protect the confidentiality of client systems when required to present case material from the internship in class or in written assignments.

15. To abide by the Academic and Professional Standards of Performance Criteria for Satisfactory Progress, Evaluation, and Review as stated in the *University of Denver Graduate School of Social Work Student MASTER OF SOCIAL WORK DEGREE PROGRAM Academic Bulletin and Student/Faculty Handbook 2014-2015*

16. To successfully complete foundation-year courses and foundation-year internship as prerequisite for beginning concentration-year internship. Students who fail any of the prerequisites for concentration-year internship are required, in conjunction with the Field Education Program, to inform their concentration-year internship site, in a timely manner, of their inability to begin internship as planned. Concentration year students who are not in good academic standing and who risk being dismissed from the program must, in conjunction with the Field Education Program, notify the internship site.

17. To complete internship assignments on time, including documentation, reading and recording tasks.

18. To take responsibility for discussing in a timely fashion, with the field supervisors and/or field liaison, concerns that develop regarding the field internship and/or the quality of the learning experience, and to follow established procedures for solving identified problems.

19. To complete evaluations at the end of the academic year of the field agency, the field supervisors and the field liaison.
Special Arrangements
Additional Field Hours for Concentration-Year Students

Some concentration-year students, especially in certain clinically-focused internships, may be required to be at their internships 24 hours per week. In these instances, students may earn additional field credits. Agencies that are approved for 24-hour per week internships are those that offer substantial training, supervision, didactic sessions and other learning opportunities above and beyond that which is typically provided during an internship. Agencies are not approved for 24-hour per week internships based solely on wishing to have an intern on-site for additional time. Agencies may contact the Field Office (field@du.edu) to explore the possibility of offering a 24-hour per week internship.

Students may earn 6 hours of credit per quarter for concentration-year field only in pre-approved agencies and situations. **Students may not add any additional field credits in any given quarter unless they are in a pre-approved 24-hour per week internship.** Students may not retroactively sign up for additional field credits.

The following agencies are pre-approved to offer 24-hour internships, and for students to receive 6 credit hours per quarter, if the student and field supervisor agree that the available learning supports the extra credit hours:

- Aurora Mental Health Center – Fostering Healthy Futures
- Child Welfare Stipend Internships
- Children’s Hospital – some, but not all departments
- Colorado Department of Public Health and Environment
- Denver Public Schools – ED Program
- Denver Reception and Diagnostic Center (DRDC)
- Maria Droste Counseling Center
- Memorial Hospital – Colorado Springs
- Mental Health Partners
- Porter Hospital (Centura Health)
- Rocky Mountain Cancer Centers
- St. Joseph Hospital (Exempla)
- Swedish Medical Center (HealthONE)
- University of Colorado Denver – some, but not all departments
- Veterans Administration
- Other field agencies, only upon special request for educational reasons

To request additional credit hours, the student should indicate 6 credit hours on the registration drop-down menus of the online “Field Confirmation Form.” The GSSW Registrar will register the student for 6 credit hours for each quarter that the student is at the internship. **Students will not receive credit for an internship until this form is submitted.**

Instructions on how to complete this form can be found on page 167 (see “Field Confirmation Form”). Once the form is submitted, students should verify that the field registration process is complete by checking their online registration form on myWeb at [www.du.edu](http://www.du.edu). Students are registered for internship credits by the GSSW Registrar. The student’s Individualized Field Education Plan (IFEP) must reflect the increase in hours in specific and concrete competencies, practice behaviors, learning activities, methods of measurement and evaluation.
Beginning an Internship Early

Agencies sometimes request that students begin their internships earlier than the official GSSW start date, due to specific program needs. An agency or student wishing to begin an internship prior to the official start date set by GSSW must email a request, stating the reason and desired start date, to the Field Program Office at field@du.edu.

Block or Modified Block Internships

As an alternative to the concurrent field plan, students may request, in writing, a block or modified block internship. This allows students to complete a field internship through additional hours per week over a concentrated period of time. The block/modified block internship is usually taken in the summer quarter and requires foundation students to complete 32-40 hours a week for 12-15 weeks, for a minimum of 480 clock hours and a total of 12 credits. Students approved for a concentration-year block internship complete 32-40 hours of field internship per week for 15-19 weeks, for a minimum of 600 clock hours and a total of 15 credits. Typically, concentration-year students will need to complete a modified block internship covering two quarters, as it is not possible to complete the minimum 600 hours in one quarter.

Requests for block/modified block internships are considered on an individual basis, taking into account both personal and educational issues. Students requesting a block internship must contact the Director of Field Education (or designee) six weeks before the quarter in which the internship would take place. With the assistance of the Director of Field Education (or designee), students will complete the Internship Exception Request Form. This form can be accessed from the GSSW Student Resources Portfolio page at: https://portfolio.du.edu/gsswstudentresources.

Tuition and any other fees and expenses for such internships are the responsibility of the student. When considering a block/modified block internship, students should be advised that choices, programs and clients are often different from internships that occur during the rest of the year. Additionally, field supervisors often take vacations during the summer, making consistent field supervision more difficult to ensure. Many field agencies are unable to provide block/modified internships.

Foundation-year students must complete all the required foundation courses prior to doing a block/modified block internship. Concentration-year students will either complete all required core concentration-year coursework prior to the modified block internship or they may take it concurrently.
Field Internship In Place Of Employment

(Denver Campus - NOTE: Students in the Four Corners and Western Colorado Programs should consult with faculty regarding the placement process and required forms.)

The Graduate School of Social Work recognizes that the personal economic situation of some students makes it necessary for them to explore field internship opportunities in their places of employment. It is recognized that professional activity and learning are not inconsistent, but there is a difference between the goals of educational development and those of employment. The focus of the field internship must be on the student’s learning.

Students interested in an employment-based internship must submit their request via the “Request for Field Internship in Place of Employment” form to the Director of Field Education (or designee). This form can be accessed from the GSSW Student Resources Portfolio page at: https://portfolio.du.edu/gsswstudentresources.

Students in the two-year MSW program must typically complete one of their two field internships in an agency other than their place of employment. Students must have been in their place of employment for a minimum of six months and must have an MSW internship supervisor other than their employment supervisor. The student must have learning opportunities for their internship experiences that are distinctly different from their usual job responsibilities.

A place of employment can be an internship setting only when the following guidelines are met:

- The agency must have available either different units or distinctly different learning opportunities that will provide the student with non-employment related social work practice experiences. Thus, the student will work outside of his or her current job description activities for the 16 (foundation year) or 20 (concentration year) hours per week that constitute the field internship to ensure that specific, graduate-level learning objectives may be accomplished.

- The agency must have a qualified MSW from an accredited school of social work, with two years of post-graduate experience, to serve as the field instructor. This must be someone other than the student’s regular employment supervisor to ensure, in part, that the field instructor is free to focus on educational aspects of the internship rather than on workload issues. The field instructor must provide individual field instruction for the equivalent of 1.5 hours per week for foundation-year students, and the equivalent of one hour per week for concentration-year students. If the field instructor has never supervised a GSSW student before, the field instructor must complete GSSW’s basic field supervisor training.

- The agency and GSSW must agree that the assignments given to the student are consistent with the educational objectives of the MSW program, and the assignments must show evidence of sound educational design and planned development of the student’s capacities. This may necessitate lighter caseloads, planned and varied assignments for educational purposes, and additional hours above the normal workweek to achieve internship requirements.
The student must have completed at least six months of employment at the agency prior to the beginning of the internship.

In developing a field internship in the place of employment, it is expected that the student will take the initiative by making the proposal to the Director of Field Education (or designee) and coordinating the administrative requirements of the agency. These steps are to be followed:

1. The student must discuss with the Director of Field Education (or designee) intent to request an internship in the agency of employment six weeks prior to the beginning of the internship quarter for GSSW-approved field agencies, or three months prior to the beginning of the internship quarter for agencies not yet approved as field internship sites. Within the following two weeks, the student must submit to the Director (or designee) the “Request for Field Internship Agreement in Place of Employment” form. This form can be accessed from the GSSW Student Resources Portfolio page at: https://portfolio.du.edu/gsswstudentresources. Submitting a proposal does not guarantee approval of the request.

2. Within a month, the student should also discuss the proposed internship plan with her/his academic adviser.

3. The Director of Field Education (or designee) will review the request and notify the student whether the internship is acceptable and/or whether any modifications will be necessary. Notification will be made within two weeks if the agency has already been approved by GSSW as a field agency, or within six weeks if it has not yet been approved. Copies of the approved internship plan will be sent to the student’s academic adviser, field liaison, and the field supervisor.

If the internship in the place of employment is found to be unacceptable, the student must then agree to find another internship approved by GSSW.

4. A member of the Field Team may visit the agency to discuss with the administrator and/or field supervisors how GSSW’s educational objectives will be met during the internship.

5. It will be the responsibility of the field liaison to determine that the internship remains consistent with GSSW’s educational objectives and the proposal made by the student. Deviations from the internship plan may result in the student’s internship being terminated.

Note: Any student who is offered employment by the field agency that will begin before the completion of the internship must submit the appropriate form to notify the field liaison and the Director of Field Education (or designee). The student and agency must agree that the student can complete the requirements of the internship even though she or he has become an employee of the agency.
International and Out-of-State Internships

GSSW has several established international and out-of-state internship opportunities for concentration-year students. Occasionally students propose their own ideas for internship sites. Students interested in these internships should meet with the Director of Field Education (or designee) toward the end of the fall quarter of their foundation year. With the help of the Director of Field Education (or designee), students will complete the Internship Exception Request Form. This form can be accessed from the GSSW Student Resources Portfolio page at: https://portfolio.du.edu/gsswstudentresources. A formal plan must be put into place for the details of the internship, the number of academic credits associated with the internship, risk management approval (if needed), and supervision arrangements.

These internships typically occur in the summer between the foundation and concentration years although other arrangements are possible. In these situations, students are rarely able to complete the total number of hours required for the concentration-year internship, so they usually complete their hours at a local agency beginning in the fall quarter of the concentration year. The experience is the most meaningful when there is a similar mission between the off site internship and the local one.
Changes in Internship, Field Problems and Resolution
Changes in Field Internship

Field internships are chosen after a thoughtful process that includes the student, the agency and the Field Team. Once a field internship has been confirmed, it is expected that the student will complete the entire academic year, or block placement, at that internship. Disruption of a field internship is not taken lightly. Changing a student’s internship is considered only when serious circumstances that cannot be remedied merit this radical disruption of the student’s experiential education. Any decision about a mid-year internship change will be made jointly by the Field Team, the field liaison, the field supervisor and the student, with consultation from the academic adviser. No more than one student-initiated internship change may occur per year.

If it appears that there should be a mid-year change in field internship, the field liaison should be consulted for the appropriate process and to guide this change. Students who leave an internship without prior approval of their field liaison risk failing the field internship. Students who are asked to leave their internship because of performance problems may receive a “No Pass,” and a Student Review will be initiated (see Field Problems and Resolution on page 59). Students are not to initiate a search for another internship without the expressed approval and participation of their field liaison and the Field Team.

Below is a list of the criteria for consideration of a mid-year internship change. It is up to the student’s field liaison and/or the Field Team to determine whether particular situations are serious enough to inhibit the student’s learning to the degree that the competencies required to fulfill the internship cannot be met.

**Student-related criteria:**

- The student has moved to a new location that is more than a 30-mile drive from the internship agency.
- The student has experienced a family/personal crisis (e.g., death, divorce, serious illness) which makes working with the current client population or in the current setting unmanageable.
- The student’s experiential learning needs within a particular GSSW concentration or certificate program are not being met.
- The student, in consultation with the field liaison, identifies irreconcilable conflicts with the field supervisors, including those related to cultural responsiveness, which preclude a productive student-supervisor relationship.

**Agency-related criteria:**

- The agency is experiencing a period of reorganization that significantly disrupts the student’s learning.
- The agency has relocated, resulting in a substantial increase in the length of the student’s commute.
- The agency has down-sized or otherwise lost the staff who has provided the student’s field supervision, and the agency has no other staff qualified and/or with time available to serve in this role.
• The agency does not have enough internship-related work/learning experiences for the student (e.g., clients, projects, groups, etc.).

• The agency no longer supports the field supervisors in providing the amount of student supervision required by GSSW.

• The agency cannot provide a safe environment for the student.

• The agency’s mission, policies or theoretical base conflict with social work values/ethics or GSSW guidelines.

Field Supervisor-related criteria:

• The field supervisor experiences a personal crisis (e.g., illness, death of a loved one, accident, etc.) which interferes with her or his ability to be available to supervise the student.

• The field supervisor, in consultation with the field liaison, identifies potentially irreconcilable conflicts with the student, including those related to cultural responsiveness, that preclude a productive student-supervisor relationship.

• The field supervisor assigned to supervise the student is not qualified to be a field supervisor.

• The field supervisor is given a new job assignment within the agency that precludes fulfilling her/his field supervisor role, and a qualified replacement cannot be identified.

• The field supervisor does not comply with GSSW’s policies and procedures regarding supervision or evaluation of the student.

Proposal to Change an Internship

Process and Documentation:

If a change in internship is initiated by the student, s/he must first contact field supervisors and participate in the formal problem-solving process outlined on page 59. If a change in internship is initiated by the agency, they must first contact the student and participate in the formal problem-solving process. If the problem-solving process results in the decision to change internships, the student must follow the process outlined below. A student may not search for a new internship until s/he has approval from her/his field liaison. Under some circumstances additional approval is needed from the Associate Dean for Academic Affairs. Students should expect the entire change process to take at least four to six weeks.

The first three documents listed below must be completed and submitted to the field liaison before a student can begin searching for a new internship. The field liaison submits these documents to the Director of Field Education (or designee) for approval. The student may be required to make changes to these documents during the approval process. Once the documents are finalized, the Director of Field Education (or designee) will forward them to the student’s academic adviser, the field liaison supervisor, and other field team members as appropriate. The documents may also be forwarded to the GSSW Director of Student Services and the Associate
Dean for Academic Affairs. It is the student’s responsibility, in conjunction with the field liaison, to share these documents with the student’s next field supervisors.

1. A formal **termination plan** that addresses the student’s termination with clients, the agency and the field supervisors. This termination plan should also address the completion of any assignments or their transition to others in the agency if necessary. This termination plan must be signed by the student, field supervisors and field liaison.

2. A **reflection statement** by the student that addresses the following:
   - What events led to this decision?
   - What is my rationale for leaving this internship?
   - What was my agency/field supervisors’ role in this situation?
   - What was my role in this situation?
   - In reviewing the “Competency/Skill” areas of my evaluation and/or the agency-level remediation contract, what areas need the most attention? (Your response should address the following 8 points.)
     1. Describe each Competency/Skill that needs the most attention as it relates to my internship.
     2. What were the challenges in my performance?
     3. What steps did I implement to resolve the situation?
     4. How did my field supervisors and other agency resources help me?
     5. What do I need to do in my next internship to address my challenges?
     6. What does my next field supervisor need to know about my challenges?
     7. What is my plan to improve in these Competency/Skill areas?
     8. What did I learn about myself?

3. A **final evaluation** of the student from the current agency, including a **verification of internship hours** completed.

4. Students may be required to meet with a Field Coordinator to begin a new internship search.

5. A **new Field Confirmation Form** submitted online once a new internship is obtained. Instructions for completing this form can be found on page 167 of this manual.

Once a new internship is obtained, a **formal transition plan** must be developed specifying target dates for creating a new Individualized Field Education Plan (IFEP), assuming responsibilities at the new agency, and completing the “Notification of IP Status in Field” form, if applicable. This process is coordinated by the Field Liaison.
Field Problems and Resolution

The field internship is an integral part of the student’s educational experience and preparation for professional practice. Performance in the field is a critical indicator of readiness for professional practice and is a key element of the MSW program. It is important that concerns arising in the field internship be discussed early, and that feedback be given regularly. Concerns related to internships may be raised by students, field liaisons, field supervisors, GSSW faculty, or the Field Education Program.

A student should convey concerns related to the field internship directly to the field supervisors. If, for some reason, the student believes this is not possible, s/he may discuss the concerns with the field liaison instead. In many cases, the field supervisors or field liaison may coach the student in resolving the problem for her/himself. The field liaison will be responsible for monitoring the progress of any attempted resolutions.

The field supervisors should be the first to intervene when a student is experiencing problems in the internship. If the issues are not resolved in a timely manner, or result in actual or potential harm, the field supervisors must notify the field liaison. The field liaison must keep the field liaison supervisor apprised of the situation.

Whenever possible, the following steps should be taken to resolve problems in a field internship:

1. The student and/or the field supervisors identify the problem and attempt to resolve it by meeting together to discuss the problem and possible solutions.

2. If the problem is not resolved, the student and/or field supervisors consult with the field liaison, and another attempt is made to resolve the problem.

3. If the problem is still not resolved, the field liaison facilitates a meeting between the student and the field supervisors as soon as possible. As a result of this meeting, a remediation contract is developed at the agency level to address the problem. In completing this contract, a comprehensive problem-solving plan including specific time frames for resolution must be developed. Within a week following the meeting, the field liaison writes the contract and distributes it to the student, field supervisors, field liaison supervisor and academic adviser. A remediation contract at the agency level is required whenever a student is at risk of failing to meet the requirements for a specific competency or competencies, unless the situation requires a Student Review before the agency-level remediation contract can be developed.

4. If necessary, additional meetings may occur involving the student and the GSSW field team and/or other GSSW faculty.

5. If it is determined at any point that the problem resolution requires that a student change internship sites, then the Change in Field Internship Policy takes effect (see page 54).

6. If the problem remains unresolved, a Student Review or Termination Hearing will be called by the Associate Dean for Academic Affairs. The Student Review and Termination Hearing processes may be found in the University of Denver Graduate School of Social Work Student MASTER OF SOCIAL WORK DEGREE PROGRAM Academic Bulletin and Student/Faculty Handbook 2014-2015.
7. In a situation in which a student is perceived to have caused actual or potential harm to clients or client systems, the student may be immediately removed from the internship upon the recommendation of the field supervisors, the field liaison and/or the GSSW Field Education Program. If initiated by the agency, this action requires discussion with the field liaison supervisor and the Director of Field Education. If such emergency action is required, the student’s academic adviser will be notified and, whenever possible, a decision on the next procedural steps will be made within a 72-hour period. A Student Review or Termination Hearing will be called as quickly as possible.

8. A Student Review or Termination Hearing will be called if the routine problem resolution steps are not successful and/or if a student is terminated from the internship.

9. Lack of success in an internship following a Student Review that originated in field may result in a Termination Hearing.

Student Review and Termination Hearing

Note: The following policies are excerpts from the MASTER OF SOCIAL WORK DEGREE PROGRAM Academic Bulletin & Student/Faculty Handbook 2014-2015 and applies to students enrolled in field and academic courses.

Academic and Professional Standards of Performance
Criteria for Satisfactory Progress, Evaluation, and Review

The University of Denver Graduate School of Social Work (GSSW) is committed to a program of excellence; therefore, students in our program must possess and demonstrate certain personal characteristics, abilities, competencies and behaviors necessary for success in the GSSW program. Students are expected to meet the standards below, both in the classroom, the community, and in their field internships.

The following academic and professional expectations serve as a guide to everyday professional and ethical conduct for students at the University of Denver’s Graduate School of Social Work (GSSW). The expectations describe skills and qualities needed to be both a successful student and social worker. Students are automatically moved forward to the next quarter and should consider themselves as making satisfactory progress concerning these expectations unless they are informed otherwise. Student progress is evaluated in the classroom courses, the community and in field internship based on assignments, examinations and observations made by faculty members and internship instructors that evaluate knowledge, skills, values/ethics, and professional behaviors of students. The criteria for student satisfactory progress are outlined below.

Academic and professional standards are explicitly stated in this guide; fieldwork standards are explicitly stated in the GSSW Field Manual; and the Code of Ethics of the National Association of Social Workers (NASW) is the reference point for determining professional and ethical conduct of GSSW students. Social work students are social workers and are to be held to the same standards of behavior as graduate professionals. In addition to the NASW Code of Ethics as a reference point, the following competencies and behaviors...
are necessary to successfully continue in the program. Any student who does not demonstrate competencies in one or more of the following areas will be evaluated through GSSW’s Student Review Process or may be terminated from the program.

**Academic and Professional Standards of Performance - Students must**

- **Demonstrate capacity for academic success**
  - Maintain a 3.0 GPA and a “pass” (P) in field internship.
  - Successfully complete required internship hours and demonstrate positive progress on the field competencies.
  - Successfully secure a field internship with no more than three post-interview rejections by potential field agencies.

- **Demonstrate Sensory Motor Abilities**
  - Have sufficient sensory motor abilities to attend and participate in classes and field internships.
  - Be able to acquire, integrate, and apply knowledge through the use of their senses.
  - Be able to navigate transportation to attend field and classroom requirements in a timely manner.

- **Demonstrate Cognitive Skills**
  - Demonstrate the ability to acquire knowledge and understanding through thought, experience and the senses, including short- and long-term memory necessary for the integration, deconstruction, synthesis and summary of new knowledge.
  - Engage in class both verbally and in writing.

- **Demonstrate Ethical Conduct**
  - Demonstrate honesty and integrity as prescribed in the National Association of Social Workers (NASW) Code of Ethics.
  - Abide by the University of Denver Honor Code.
  - Have an understanding of and professionally apply the NASW Code of Ethics in all interactions with clients, peers, staff, regular and adjunct faculty, field instructors, and all other members of the University community. Specifically students must demonstrate that they meet the criteria of the following two sections of the NASW Code of Ethics (Section 4.05):
    - Social Workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have professional responsibility.
    - Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments to workload, terminating practice, or taking any other steps necessary to protect clients and others.
  - Demonstrate responsibility and dependability by meeting deadlines on assignments and projects, keeping appointments, and being responsive to clients, supervisors, faculty, staff, and peers.

- **Demonstrate Empathy**
  - Demonstrate respect in their interactions with clients and client systems, fellow students, faculty, staff, agency staff and others.
  - Communicate understanding and empathy for clients and their situations.
• Maintain appropriate professional boundaries with clients, supervisors, faculty, staff, and peers.

• **Demonstrate Integrity**
  - Demonstrate personal and professional integrity in both the academic and field internship settings.
  - Understand and practice academic honesty and fairness, and be willing and able to apply properly the rules of academic referencing and citation.
  - Demonstrate a commitment to and skill in self-care and self-evaluation of practice.
  - Adhere to the attendance policies of GSSW, their field agency and the individual class instructors.
  - Disclose any final criminal conviction or plea arrangement resulting from the commission or alleged commission of a felony or crime of moral turpitude in any jurisdiction (except ones that have been “sealed”), discipline by a state licensing board, or legal system malpractice judgments prior to admission to the program and before being placed in a field internship. Convictions for felonies and crimes of moral turpitude must be disclosed as part of the Colorado social worker license application process pursuant to Colorado Revised Statute section 24-34-110(4)(g).

• **Demonstrate Effective Interpersonal Communication Skills**
  - Demonstrate effective verbal, written and listening communication skills.
  - Demonstrate the ability to express ideas clearly, listen objectively and communicate effectively at a graduate professional level, in both academic and field internship settings.
  - Never use harmful or hateful language when communicating with clients, supervisors, staff, faculty and peers.

• **Demonstrate Self-Awareness and Reflective Thinking**
  - Be willing to engage in reflective thinking by analyzing, evaluating and making judgments about what has happened in a given situation.
  - Be able to clearly articulate beliefs, values, attitudes and feelings, and how past experiences affect thinking, behavior and interactions with others.
  - Be responsive to evaluation, testing, feedback, and criticism with appropriate modification of behavior.
  - Be willing and able to examine and change behaviors that interfere with student/client and other interpersonal relationships.

**GSSW Disability Statement**

GSSW does not discriminate on the basis of disability. It is the responsibility of the student with a disability, who believes s/he may need reasonable accommodations to meet any of the above standards, to contact the University of Denver’s Disability Services Program (DSP) at 303.871.2372 (phone), dsp@du.edu (email), or 303.871.2248 (fax). Early contact by admitted students with the DSP is strongly encouraged to ensure the timely provision of reasonable accommodations to both the classroom and field internship. *Academic accommodations cannot be applied retroactively to previous quarters, assignments, exams, or field experiences.*

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1 The DSP website is at [http://www.du.edu/studentlife/disability/dsp/index.html](http://www.du.edu/studentlife/disability/dsp/index.html) The DSP is dedicated to giving students with disabilities an equal opportunity to participate in the University’s programs, courses and activities. DSP provides accommodations at no cost to any student who has a documented disability as required by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Accommodations afford students equal opportunity to participate in the University's programs, courses, and activities.
The DSP office can provide academic accommodations to eligible students to assist them with their academic success while they are in the program. Academic accommodations include but are not limited to extended time on examinations, alternate format books and handouts, or extended time on papers. More information is available from the DSP and in the *Handbook for Students with Disabilities.*

**Assessment of Progress: Process and Procedure for Reported Concerns**

The following process and procedures ensure a preventive and collaborative assessment process that identifies appropriate concerns in relation to the Academic and Professional Standards of Performance early and provides both support and guidance for the student’s successful completion of the GSSW program. The process assures that each student maintains adequate progress in gaining the knowledge, skills, and professional behaviors required for graduation. The identification, reporting, and resolution of an individual student concern in relation to the Academic and Professional Standards of Performance is necessary in order to maintain the integrity of the school’s social work program and the integrity of the social work profession. All students, faculty, and staff have an obligation to report concerns they identify. Concerns may be identified and reported in the following manners:

- a student may self-identify and self-report a concern to a faculty or staff member;
- a fellow student may observe a concern with a student on or off campus and report the concern to a faculty or staff member; or
- an advisor, faculty member, staff, field supervisor, or field liaison, or other person may observe a concern with a student on or off campus and report it to an appropriate faculty or staff member.

This is a discussion of the four-step process followed when individual student concerns are identified in relation to the Academic and Professional Standards of Performance:

1. **Step 1: Informal Student Concern Resolution**
2. **Step 2: Student Review Process and Procedures**
3. **Step 3: Termination Hearing**
4. **Step 4: Appeal Procedures**

Contact your advisor if you have any questions or need additional information about this four-step process.

**Step 1: Informal Student Concern Resolution**

If there is a concern presented to faculty or staff that a student is not meeting one the academic or professional competencies outlined above, or if a student self-identifies a concern, an appropriate faculty or staff member should meet individually with the student to discuss the matter, in consultation with the Director of Student and Career Development. If the student identifies a potential disability or asks for an accommodation, the faculty or

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staff member should refer the student directly to the DSP and inform the Director of Student and Career Development.

If the student identifies any personal emotional or mental health concerns, the faculty or staff member will notify with the Director of Student and Career Development who will make a referral to Pioneer Cares. The Director of Student and Career Development will consult with the Associate Dean for Academic Affairs to determine if a Pioneers CARE\(^3\) report\(^4\) should be submitted. If this is determined appropriate, the Director of Student and Career Development will file the report and notify the student. If the GSSW faculty or staff member assess there is an imminent or immediate risk that a student will harm herself/himself or others; call 911, then Campus Safety at 303.871.3000 (See Pioneers CARE Red Folder\(^5\)). The Director of Student and Career Development should also be notified immediately and the Director will submit a report to Pioneers CARE. The Director of Field Education should also be notified if a Pioneers CARE report is filed.

All informal concerns and resolutions should be documented in writing by the faculty or staff who meets with the student, with a copy sent to all parties, and the original record maintained by the Director of Student and Career Development. If academic, behavioral, or ethical problems are not resolved informally to the satisfaction of all concerned, a faculty or staff member may initiate a review under Step 2 of the student’s performance at any time. Note that a grade of No Pass in the field will result in an automatic Student Review.

**Step 2: Student Review Process and Procedures**

Pursuant to the Student Review process, GSSW formally notifies a student in writing that he or she may not be performing successfully in relation to one or more of the academic and professional standards of performance. The Student Review evaluates the student’s performance, determines whether the student needs to remediate any concerns, and establishes a remediation plan.

1. **Notification Process.** Whenever a faculty or staff member has a concern regarding a student’s ability to meet the Academic and Professional Standards outlined above, and an informal resolution is not possible, the faculty or staff member shall immediately notify the Director of Student and Career Development and the Associate Dean for Academic Affairs in writing via email or in person. The Associate Dean for Academic Affairs will then notify the student in writing within 10 business days that a Student Review has been initiated. The student’s advisor, the GSSW Registrar, and the Director of Field Education will also be included in this notification.
   a. The notification may be distributed electronically per University Policy: Proof that communication has been sent to a student’s official DU email address is proof that it has been received.
   b. Within 10 business days of student notification, the Associate Dean for Academic Affairs will convene a Student Review Committee to meet with the student. This Committee includes the student’s advisor, if possible, the Director of Student and Career Development, the Director of Field Education, additional field team members

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(as appropriate), and other involved faculty to examine and understand the concern and develop a plan to address and remediate the concern. A GSSW staff member may also be present as a note taker, but will not be an active participant in the meeting.

c. The student may invite one support person to be present during the meeting.
   i. By doing so, the student understands that this support person will have access to those aspects of the student’s educational record (protected by the Family Educational Rights and Privacy Act) that are presented as part of the meeting. If the student intends to bring a support person to the Review Committee, the student must complete and submit a “Release of Confidential Student Record Information” form to the GSSW Registrar at least 48 hours prior to the meeting.
   ii. This is not a judicial proceeding, and therefore attorneys are not permitted to attend.
   iii. The support person cannot be a current student in any GSSW program.

d. The Associate Dean for Academic Affairs will chair the meeting.

e. In the case of a Field Student Review, the Field Office will be responsible for providing a summary of events leading up to the initiation of the Student Review.

f. The note taker, typically the Program Coordinator for the Associate Dean of Academic Affairs, will record notes from the meeting.

g. All members present will be given the opportunity to share their perspective related to the concern.

h. If during the review hearing, a student discloses for the first time an issue that needs to be reported to Pioneers Care, the Director of Student and Career Development will submit the report and notify the student of the report filing.

i. If there is a perceived safety risk to campus personnel, Campus Safety will be notified by the Associate Dean of Academic Affairs or a designee.

j. If the student does not attend the Review Committee meeting, the meeting will continue without the student and a decision will be made in the student’s absence with the information available at that time. Non-attendance is not grounds for appeal.

k. Directly following the meeting, the student and the student’s support person, if any, will be excused, and the remaining participants will deliberate potential remediation plans.

l. Outcomes for remediation plans may include, but are not limited to, the following: no action needed, writing of a reflection paper, delayed field placement, or termination from the program. Based on the unique and particular circumstances of each Student Review, the Review Committee has the discretion to determine whatever outcome is most appropriate in the Committee’s judgment.

2. Remediation Plan. Based on the deliberation, the Associate Dean for Academic Affairs will compose a communication to the student within 10 business days of the Student Review Committee meeting (unless extenuating circumstances delay the process) that summarizes the meeting and presents a remediation plan or indicates that no action is needed. If a remediation plan is presented, the plan shall:

   a. Be in writing.
   b. Specify the conditions the student must meet in order to continue in the program.
   c. Specify any further actions that will be taken by GSSW faculty related to the concerns that were expressed.
   d. Specify the date by which the student must fulfill the requirements.
      i. The plan must allow for a reasonable period of time for remediation, depending on the activities outlined in the plan. The remediation plan will be reviewed at the end of the quarter following the quarter in which the review took place.
ii. The student can request in writing to the Associate Dean of Academic Affairs a new timeframe to meet the conditions based on any extenuating circumstances that arise during the remediation plan.

The Associate Dean for Academic Affairs will distribute copies of the Remediation Plan to the GSSW Registrar, the student, the advisor, and, as appropriate, the Director of Field Education and the Director of Student and Career Development. The Director of Field Education will distribute copies to field supervisors and the field liaison.

If additional concerns arise before the Student Review Remediation Plan has been provided to the student, or during the remediation period, then the Student Review Committee will be re-convened to determine whether a new remediation plan should be developed or whether the concerns should be addressed in a termination hearing.

Note: If a student takes a leave of absence, for any reason, during the period of a remediation plan, the remediation plan will be reviewed and amended, if necessary, upon the student’s return.

Upon deliberation of the Student Review Committee, if it is decided that a reasonable remediation plan cannot be developed due to the nature of the concern, termination will be considered and a decision made in consultation with the Dean of GSSW. The Office of Graduate Studies will be consulted as needed.

3. **Final Determination of the Student Review Process.** On or before the date specified in the plan for completion of the remediation, the Associate Dean for Academic Affairs, in consultation with relevant faculty and staff, shall decide whether or not the student remediated the concern(s) discussed during the Student Review. If the Student Review concern(s) is/are alleviated, the Associate Dean for Academic Affairs shall notify, in writing within 10 business days, all involved parties and the GSSW Registrar that the Conduct Review was resolved.

4. **Progress during remediation.** The Associate Dean for Academic Affairs shall notify a student who has an unresolved Student Review whether she or he may progress to the next quarter on a probationary basis. A student will not be advanced to candidacy or graduated if she or he is undergoing a Student Review or has not satisfied the terms of a remediation plan.

**Step 3: Termination Hearing**

A Termination Hearing is a formal process whereby the Associate Dean for Academic Affairs notifies a student that she or he has not met the School’s criteria for student progress as described above and therefore should be dismissed from the school. A Termination Hearing concerning a student’s performance is held in the following situations:

- A faculty or staff member has knowledge of serious misconduct in violation of the National Association of Social Workers Code of Ethics;
- A student has been found responsible of a violation of the University’s Honor Code; or
- The Student Review Process and/or the required remediation plan does not lead to a satisfactory resolution of identified concerns.
The Office of the Dean shall compose a written Notification of Termination Hearing and send it to the student, the student’s advisor, the Associate Dean for Academic Affairs, the Director of Field Education, and the Director of Student and Career Development (where applicable). The notification shall:

- Be in writing.
- Be sent within 10 business days of the Student Review Committee’s determination a Termination should be held or 10 business days from when the Associate Dean for Academic Affairs has been made aware of the concern.
- Specify ways the student has not satisfied expectations related to the Academic and Professional Standards listed above.
- State the date and time of the Termination Hearing and the procedure to be used by the Evaluation and Review Committee.

1. The Dean shall appoint an Evaluation and Review Committee to recommend to him or her whether or not the student should be terminated from the program. The Committee shall consist of the Associate Dean for Academic Affairs (chair) and three faculty members (including one faculty member representing field instruction) who have not had a faculty/student relationship with the student in the previous year. If the Associate Dean for Academic Affairs is the student’s advisor, then another person shall be appointed by the Dean to serve as chair. Also attending the meeting shall be the faculty or staff member who initiated the termination process, the student’s advisor, the Director of Field Education, The Director of Student and Career Development (where applicable), any relevant field representatives, and the student.
   a. The student may invite two people (non DU students) who have specific knowledge of the student’s behavior, which was cause for the hearing, to speak on his or her behalf.
   b. By doing so, the student understands that these people will have access to those aspects of the student’s educational record (protected by the Family Educational Rights and Privacy Act) that are presented as part of the meeting. A student who intends to invite anyone to the hearing should complete and submit a “Release of Confidential Student Record Information” form to the GSSW Registrar at least 48 hours prior to the meeting.
   c. Outside documents pertinent to the hearing may be submitted by the student to the committee. This is not a judicial proceeding and therefore attorneys will not be permitted to attend.

2. The Evaluation and Review Committee shall gather information from all relevant parties. It shall meet within 10 days of being convened by the Dean to:
   a. Hear the response of the student, hear from the person(s) speaking on behalf of the student, and discuss with the student’s advisor and other relevant persons earlier attempts to resolve the problem.

3. At the conclusion of the discussion, all persons shall be asked to excuse themselves from the room except the members of the Evaluation and Review Committee who shall then recommend to the Dean one of the following outcomes:
   a. In the case of a Student Review leading to a Termination Hearing, the student has provided satisfactory evidence that the remediation plan was completed and that the student therefore should not be terminated from the program;
   b. A return to the Student Review for further development of a remediation plan if it finds that procedural errors were made in the original Student Review Process.
   c. The student’s conduct did not warrant the recommendation of termination and therefore the student should not be terminated from the program; or
   d. The student should be terminated from program.
4. The Evaluation and Review Committee Chair shall write a report that summarizes the Committee's deliberations and decision(s) and deliver it to the Dean with five (5) business days of the meeting.
   a. The Dean shall send written notification of his or her decision to the student within five working days of receiving the report of the Evaluation and Review Committee. A copy of the notification shall be sent to the Associate Dean for Academic Affairs, the Director of Field Education, the student’s advisor, all involved faculty and field personnel, and the GSSW Registrar.

**Step 4: Appeal Procedures**

The Academic Grievance Process for graduate studies are outlined in the Graduate Student Manual available online through the Office of Graduate Studies.
Individualized Field Education Plans (IFEPs)

IFEP instructions and templates may be accessed online and downloaded by STUDENTS at: https://portfolio.du.edu/gsswstudentresources

IFEP instructions and templates may be accessed online and downloaded by AGENCIES at: http://www.du.edu/socialwork/fieldeducation/agencies/index.html
UNIVERSITY OF DENVER - GRADUATE SCHOOL OF SOCIAL WORK

Individualized Field Education Plan (IFEP) – Foundation Year

Student _______________________________ Agency___________________________________________________

MSW Field Instructor______________________________________________________________

Task Supervisor (If applicable) __________________________________________________________

Field Liaison __________________________________________________________

Quarter _____ Year _____ (Review and update each quarter as needed)

- The completed IFEP will serve as a contract between the student and the field supervisor and should be reviewed and/or updated each quarter, documenting the opportunities provided by the internship and a plan for student accomplishments.

- The IFEP and the Quarterly Field Evaluation are designed to work together. It is most helpful to have the Quarterly Evaluation and the list of competencies/practice behaviors in front of you when completing and/or reviewing the IFEP. A summary of the competencies/practice behaviors is listed below, and a full list of competencies/practice behaviors can be found at: http://portfolio.du.edu/gsswstudentresources/page/44317.

  o Identify as a professional social worker & apply social work ethical principles
  o Demonstrate critical thinking in assessment & problem formulation
  o Engage with & assess client systems in planning and goal setting
  o Develop communication skills & intervention strategies
  o Evaluate own practice & plan for termination with client systems and agency
  o Demonstrate application of policy practice, human behavior & social environment concepts
  o Integrate field & classroom learning into changing contexts of practice
Part I

To help students and supervisors determine the basic structure of the internship, it is recommended that these items be discussed at the beginning of the internship.

**Student Schedule (Days and Hours)**

**Supervision (Day, time)**

**Off-Site Supervision if applicable (Day, time, location)**

**Additional Support: (Names and contact information of people the student can utilize when the supervisor is unavailable)**

**Agency Emergency/Safety Procedures: (After-hours safety/security, home visits, crisis management, etc.)**

**Absence Policy: (How will absences be addressed? Who does the student contact regarding absences? What is the phone/email information for the contact? After-hours phone numbers?)**

**Student Space (Workspace, available resource (I.e. phone, computer, copier)**

**Other: (e.g.: holidays, tracking of hours, etc.)**
Part II

Students and supervisors should follow these steps in completing the IFEP:

1. Students read over and discuss the Quarterly Field Evaluation with their field supervisor.
   a. Discuss how the practice behaviors listed in the evaluation apply to the agency and the internship responsibilities.
   b. Determine the tasks, activities, and learning that need to occur so that the student can meet the requirements for internship competencies.
   c. If the internship does not include the opportunity to address all of the competencies found on the quarterly evaluation, the field supervisor and the student should explore ways that the internship can be expanded. This process may also occur if the student identifies additional activities or areas of interest.
   d. This discussion should also address the ways that supervision will be structured.
   e. Students will then complete this IFEP. Depending upon the agency, the initial IFEP may contain tasks/activities relevant to the first quarter only or may contain tasks/activities that will be accomplished throughout the year.
   f. Include specific activities in which the student will participate.
   g. Include as many items as necessary.

2. The completed IFEP will be reviewed by the field liaison each quarter. It is important that the student and supervisor review and update the IFEP as needed each quarter.

3. The IFEP will be signed and used as the official learning contract.

Utilizing the list of competencies and practice behaviors (at: http://portfolio.du.edu/gsswstudentresources/page/44317), describe the activities and tasks that will be completed during the internship. Many activities frequently address more than one competency.

❖
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(Include as many as needed - Update each quarter)
If applicable, describe other activities and tasks that are available in the internship. This may include optional tasks and/or activities that are of particular interest to the student

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*(Include as many as needed - Update each quarter)*

Identify issues that the student personally needs to address for professional development (Optional for first quarter, required for second and third quarters)

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*(Include as many as needed)*

**SIGNATURES:**

________________________________________________________________________ Date ____________________
Student

________________________________________________________________________ Date ____________________
MSW Field Instructor

________________________________________________________________________ Date ____________________
Task Supervisor (if applicable)

________________________________________________________________________ Date ____________________
Field Liaison
FOUNDATION
Individualized Field Education Plan (IFEP)
Competencies and Practice Behaviors

COMPETENCY ONE—IDENTIFY AS A PROFESSIONAL SOCIAL WORKER & APPLY ETHICAL PRINCIPLES

LEARNING GOAL: I will demonstrate the knowledge, skills and attitudes that reflect the development of a professional self to include appropriate use of supervision time, working knowledge of my agency, application of social work ethics and standards, self-awareness, professional roles, boundaries, presentation and demeanor and an ability to reflectively discuss my practice.

PRACTICE BEHAVIOR ONE: APPROPRIATE USE OF SUPERVISION
I will demonstrate appropriate use of supervision time and consultation and engage in self-correction as needed to assure professional development. (2.1.1.6)

PRACTICE BEHAVIOR TWO: WORKING KNOWLEDGE & PROFESSIONAL ROLE
I will demonstrate a basic working knowledge of the programs, structure and environment of my agency. I will effectively represent the agency and advocate for policies that advance social well-being. I will demonstrate professional boundaries, presentation and demeanor. (2.1.1.3; 2.1.1.4; 2.1.10(c).1)

PRACTICE BEHAVIOR THREE: APPLICATION OF SOCIAL WORK VALUES
I will demonstrate application of social work ethics and standards. (2.1.2.2; 2.1.2.3; 2.1.2.4)

PRACTICE BEHAVIOR FOUR: INCREASED SELF-AWARENESS
I will demonstrate self-awareness in development and presentation of professional role that leads to self-correction when needed. (2.1.1.2; 2.1.2.1)

COMPETENCY TWO—DEMONSTRATE CRITICAL THINKING IN ASSESSMENT & PROBLEM-FORMULATION

LEARNING GOAL: I will develop the knowledge and skills to be able to gather and communicate the necessary information to identify presenting and underlying problems, as well as potential for change in the client system; to clarify problems in terms of their extent and the ability of the agency to meet the client’s needs; to professionally conceptualize
problems; to use research to inform practice; and to understand environmental forces impacting client systems while maintaining a focus on the strengths of the client.

**Practice Behavior One: Information Gathering**
I will explore situations as well as gather and present information clearly in oral and written form. (2.1.3.3)

**Practice Behavior Two: Understanding Client System**
I will demonstrate an understanding of the client’s point of view as well as present my own opinion using multiple sources of knowledge. (2.1.3.1; 21.10(a).1)

**Practice Behavior Three: Conduct Formal Client Assessments**
I will demonstrate a proficiency in assessment using agency requirements and general assessment skills with various client systems. (2.1.10(b).1; 2.1.10(b).2)

**Competency Three – Engage With & Assess Client Systems in Planning and Goal Setting**

**Learning Goal:** I will develop the skills necessary to establish short-term and long-term goals and objectives for myself and my clients. I will also be able to use appropriate indicators of change, identify resources, analyze past problem-solving efforts, use research and develop alternative solutions for my clients. I will engage in a practice that is culturally responsive and sensitive and which reflects awareness of issues of diversity and difference.

**Practice Behavior One: Engaging Diversity and Difference**
I will demonstrate an ability engage diversity and difference in my practice to promote the social well-being of clients, advance human rights and promote economic justice. (2.1.4.1; 2.1.4.2; 2.1.4.3)

**Practice Behavior Two: Short and Long Term Goal-Setting**
I will distinguish between immediate and long-term goals related to my assessment of the client system. (2.1.10(a).3; 2.1.10(b).3; 2.1.10(c).3)

**Practice Behavior Three: Plan Specific Interventions**
I will demonstrate the ability to develop an intervention plan with the client system that includes research based theory and specific interventions. (2.1.6.1; 2.1.6.2; 2.1.10(b).4)
COMPETENCY FOUR—DEVELOP COMMUNICATION SKILLS & INTERVENTION STRATEGIES

LEARNING GOAL: I will be aware of and able to apply social work interventions by establishing genuine, empathetic and non-judgmental professional helping relationships; use appropriate social work skills (interviewing techniques, group leadership skills, administrative skills, and brokering / mediating / networking / advocating skills); be aware of issues of power, privilege, oppression, alienations and marginalization; and be aware of non-verbal communication.

PRACTICE BEHAVIOR ONE: PROFESSIONAL COMMUNICATION & RELATIONSHIP SKILLS
I will demonstrate professional communication and relationship skills in the context of multiple dimensions of diversity. (2.1.4.4; 2.1.10(a).2)

PRACTICE BEHAVIOR TWO: INTERVENTION STRATEGIES
I will demonstrate conscious use of self in interventions and in my ability to identify the uniqueness of the client system in relation to practice interventions. (2.1.5.1; 2.1.5.3)

COMPETENCY FIVE – EVALUATE OWN PRACTICE & PLAN FOR TERMINATION WITH CLIENT SYSTEMS & AGENCY

LEARNING GOAL: I will demonstrate the ability to evaluate my own practice, to evaluate the effectiveness of my work, and integrate that awareness into my assessment and plan for termination with the client system and my agency.

PRACTICE BEHAVIOR ONE: EVALUATION SKILLS
I will demonstrate the ability to evaluate my own practice and assess client systems. (2.1.3.2; 2.1.20(c).2; 2.1.10(d))

PRACTICE BEHAVIOR TWO: TERMINATION SKILLS
I will demonstrate the ability to plan for termination with the client system and the agency. (2.1.10(c).5)

COMPETENCY SIX—DEMONSTRATE APPLICATION OF POLICY PRACTICE, HUMAN BEHAVIOR & SOCIAL ENVIRONMENT CONCEPTS

LEARNING GOAL: I will demonstrate application of policy practice when possible, human behavior and social environment concepts by applying social systems thinking and a developmental and social justice
perspective in my work with individuals and/or families. I will develop awareness of a broad definition of diversity and how issues of power, privilege and oppression influence and affect client systems. I will also demonstrate awareness of small group processes and an understanding of the impact of policy, community and organizational resources.

**Practice Behavior One: Individual/Family**
I will demonstrate the use of social systems thinking and developmental and social justice perspective in my work with individuals and families. *(2.1.5.2; 2.1.7.1; 2.1.7.2)*

**Practice Behavior Two: Small Group Work**
I will demonstrate the understanding of small group processes.

**Practice Behavior Three: Policy/Community/Organization**
I will demonstrate an understanding of and effective use of community and organizational resources and the need to engage in constructive policy change in advocating for client access to services. *(2.1.1.1; 2.1.8.1; 2.1.8.2; 2.1.10(c).4)*

**Competency Seven – Integrate Field and Classroom Learning Into Changing Contexts of Practice**

**Learning Goal:** I will demonstrate application of foundation year learning in the field internship learning assignments. This will be done through discussing assignments with my field instructor or use of field for class assignments. I will recognize the changing context of social services delivery and the need for career-long learning.

**Practice Behavior One: Integration of Classroom Learning and Internship Experience**
I will demonstrate an application and integration of field and classroom learning into a broad view of the changing contexts of practice. *(2.1.1.5; 2.1.9.1; 2.1.9.2)*

**Practice Behavior Two: Professional Growth**
I will demonstrate an ability to set personal and professional goals related to learning and professional growth.
UNIVERSITY OF DENVER - GRADUATE SCHOOL OF SOCIAL WORK

Individualized Field Education Plan (IFEP) – Concentration Year

Student ____________________________ Agency___________________________________________________

MSW Field Instructor______________________________________________________________

Task Supervisor (If applicable)________________________________________________________

Field Liaison _________________________________________________________________

Quarter _____ Year _____ (Review and update each quarter as needed)

Student Concentration:

☐ child welfare
☐ children and youth: risks and healthy development
☐ family systems
☐ aging services and policy
☐ health and wellness
☐ mental health
☐ organizational leadership and policy practice
☐ sustainable development and global practice

❖ The completed IFEP will serve as a contract between the student and the field supervisor and should be reviewed and/or updated each quarter, documenting the opportunities provided by the internship and a plan for student accomplishments.

❖ The IFEP and the Quarterly Field Evaluation are designed to work together. It is most helpful to have the Quarterly Evaluation and the list of competencies/advanced practice behaviors in front of you when completing and/or reviewing the IFEP. A summary of the competencies/practice behaviors is listed below, and a full list of competencies/advanced practice behaviors can be found at: http://portfolio.du.edu/gsswstudentresources/page/44317.

  o Conduct oneself as a professional social worker
  o Apply social work professionalism and ethical principles to guide practice
  o Develop professional and effective oral and written communication skills
  o Understand and respond to agency and community context for advocacy and practice
  o Engage with clients and client systems in an empowering and culturally responsive manner
  o Assess clients and client systems using knowledge of human behavior and the social environment
  o Design culturally responsive intervention strategies
  o Evaluate own practices and plan for termination with clients, client systems and communities
  o Demonstrate competencies related to certificate and/or progress program (if applicable)
  o Demonstrate competencies related to specific concentration advanced practice behaviors
Part I

To help students and supervisors determine the basic structure of the internship, it is recommended that these items be discussed at the beginning of the internship.

**Student Schedule** *(Days and Hours)*

**Supervision** *(Day, time)*

**Off-Site Supervision if applicable** *(Day, time, location)*

**Additional Support:** *(Names and contact information of people the student can utilize when the supervisor is unavailable)*

**Agency Emergency/Safety Procedures:** *(After-hours safety/security, home visits, crisis management, etc.)*

**Absence Policy:** *(How will absences be addressed? Who does the student contact regarding absences? What is the phone/email information for the contact? After-hours phone numbers?)*

**Student Space** *(Workspace, available resource (i.e. phone, computer, copier)*

**Other:** *(e.g.: holidays, tracking of hours, etc.)*
Part II

Students and supervisors should follow these steps in completing the IFEP:

4. Students read over and discuss the Quarterly Field Evaluation with their field supervisor.
   a. Discuss how the practice behaviors listed in the evaluation apply to the agency and the internship responsibilities.
   b. Determine the tasks, activities, and learning that need to occur so that the student can meet the requirements for internship competencies.
   c. If the internship does not include the opportunity to address all of the competencies found on the quarterly evaluation, the field supervisor and the student should explore ways that the internship can be expanded. This process may also occur if the student identifies additional activities or areas of interest.
   d. In addition to choosing the general practice behaviors, students must list the 3 required concentration-specific practice behaviors (list found at: http://portfolio.du.edu/gsswstudentresources/page/44317).
   e. This discussion should also address the ways that supervision will be structured.
   f. Students will then complete this IFEP. Depending upon the agency, the initial IFEP may contain tasks/activities relevant to the first quarter only or may contain tasks/activities that will be accomplished throughout the year.
   g. Include specific activities in which the student will participate.
   h. Include as many items as necessary.

5. The completed IFEP will be reviewed by the field liaison each quarter. It is important that the student and supervisor review and update the IFEP as needed each quarter.

6. The IFEP will be signed and used as the official learning contract.

Utilizing the list of competencies and practice behaviors (at: http://portfolio.du.edu/gsswstudentresources/page/44317), describe the activities and tasks that will be completed during the internship. Many activities frequently address more than one competency.

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(Include as many as needed - Update each quarter)
Using the list of concentration-specific advanced practice behaviors (list found at: http://portfolio.du.edu/gsswstudentresources/page/44317), list the 3 required for the student’s concentration. Discuss how each of these practice behaviors will be addressed in the internship. These 3 required practice behaviors will be added to the student’s quarterly evaluation.

1.

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3.

If applicable, describe other activities and tasks that are available in the internship. This may include optional tasks and/or activities that are of particular interest to the student

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(Include as many as needed - Update each quarter)
Identify issues that the student personally needs to address for professional development (Optional for first quarter, required for second and third quarters)

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(Include as many as needed)

CERTIFICATE STUDENTS:
Describe how the specific requirements of the certificate and/or PROGRESS Program will be integrated into the internship

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(Include as many as needed)

SIGNATURES:

_____________________________________________________ Date ________________
Student

_____________________________________________________ Date ________________
MSW Field Instructor

_____________________________________________________ Date ________________
Task Supervisor (if applicable)

_____________________________________________________ Date ________________
Field Liaison
CONCENTRATION PRACTICE  
Individualized Field Education Plan (IFEP)  
Competencies and Practice Behaviors

COMPETENCY ONE—CONDUCT ONESELF AS A PROFESSIONAL SOCIAL WORKER

LEARNING GOAL: I will demonstrate self-awareness and autonomy by recognizing and discussing my personal strengths and weaknesses; having clarity about my own personal values and attitudes and the way in which they impact my practice; accepting full responsibility for my field learning; being efficient in my use of time, honoring appointments, deadlines, and other commitments; and carrying out assignments with appropriate level of supervisory assistance. I will use supervision time appropriately by being prepared for my supervision sessions; being open to ongoing performance evaluations; and revising conceptualizations and interventions based on feedback.

PRACTICE BEHAVIOR ONE: APPROPRIATE USE OF SUPERVISION  
I will demonstrate the ability to actively participate in the learning process and develop my role as a professional social worker. (2.1.1.1)

PRACTICE BEHAVIOR Two: Self-Awareness and Autonomy  
I will demonstrate self-awareness and the ability to take responsibility for my field learning. (2.1.2.1)

PRACTICE BEHAVIOR Three: Use of Time and Professional Demeanor  
I will demonstrate efficient use of time and professional demeanor in behavior and appearance.

PRACTICE BEHAVIOR Four: Problem Solving  
I will take responsibility for field learning and demonstrate an ability to problem solve with regard to internship challenges and difficulties.

COMPETENCY TWO – APPLY SOCIAL WORK PROFESSIONALISM AND ETHICAL PRINCIPLES TO GUIDE PRACTICE

LEARNING GOAL: I will demonstrate the appropriate application of social work roles and values in my practice by understanding and showing commitment to professionalism and the Social Work Code of Ethics within the context of the agency; respecting client confidentiality and self-determination; demonstrating cultural responsiveness in values, beliefs, and behavior and with sensitivity to all those facing issues of oppression, marginalization, power and privilege; utilizing research in all aspects of
practice; and committing to ongoing development of a conceptual framework for practice in the changing contexts of social work.

**Practice Behavior One: Ethical Practice**
I will demonstrate ethical practice reflecting social work values including maintenance of confidentiality and professional boundaries. *(2.1.2.1)*

**Practice Behavior Two: Professional Behavior and Agency Culture**
I will demonstrate professional behavior and an understanding of role identification and power dynamics within the agency as well my function within the agency’s structure. *(2.1.10(a).1)*

**Practice Behavior Three: Awareness, Respect and Advocacy for Diverse Groups**
I will demonstrate an awareness of and responsiveness to diverse client groups and an ability to advocate on behalf of diverse groups. *(2.1.9.1)*

**Competency Three—Develop Professional and Effective Oral and Written Communication Skills**

**Learning Goal:** I will demonstrate clear oral and written communication skills by using appropriate and culturally responsive professional language; being accurate in reporting processes; using active listening and conflict management skills; being willing to express myself in group situations, and increasing my public speaking skills (e.g. speeches, leading programs, legislative advocacy).

**Practice Behavior One: Written Documentation**
I will document according to agency guidelines.

**Practice Behavior Two: Communication**
I will demonstrate the ability to communicate with clients, colleagues, and community members in a culturally responsive manner. *(2.1.3.1)*

**Practice Behavior Three: Professional and Agency Terminology**
I will demonstrate a knowledge and use of professional and agency terminology.
COMPETENCY FOUR—UNDERSTAND AND RESPOND TO AGENCY AND COMMUNITY CONTEXT FOR ADVOCACY AND PRACTICE

LEARNING GOAL: I will demonstrate knowledge of the agency and represent them well by adhering to agency policies and procedures; accurately articulating the mission, goals, and structure of the organization; being aware of subsystems, super-systems, and their interrelatedness; recognizing and responding to the changing contexts of practice; and understanding the organizational environment.

PRACTICE BEHAVIOR ONE: AGENCY FRAMEWORK
I will demonstrate an understanding of the theoretical framework of the agency and the context of practice. (2.1.3.1)

PRACTICE BEHAVIOR TWO: AGENCY OPERATIONS
I will demonstrate an understanding of agency programs, community connections and funding agreements.

PRACTICE BEHAVIOR THREE: AGENCY POLICIES AND PROCEDURES
I will demonstrate my understanding and ability to follow agency policies and procedures as well as how they apply to local, tribal, state, and federal systems. (2.1.8.1)

PRACTICE BEHAVIOR FOUR: POLICY DEVELOPMENT AND IMPLEMENTATION
I will demonstrate an understanding of how policies are developed and implemented at the agency. (2.1.8.1)

PRACTICE BEHAVIOR FIVE: DEVELOPING GRANTS
I will demonstrate an understanding of how grants are developed and utilized by the agency, identifying the complexities and social dynamics of the funding process.

COMPETENCY FIVE: ENGAGE WITH CLIENTS AND CLIENT SYSTEMS IN AN EMPOWERING AND CULTURALLY RESPONSIVE MANNER

LEARNING GOAL: I will demonstrate the ability to engage in, develop and research culturally responsive relationships with client systems and community partners, recognizing issues of power, privilege, oppression and marginalization. When working with communities I will practice effectively achieving commitment, ownership, education and sanction for the change process in a culturally responsive manner. By demonstrating sensitivity across various systems, using open-ended questions and exploring verbal and non-verbal communication, I will participate in forming empowering relationships while working for human rights, social and economic justice.
**Practice Behavior One: Engagement**
I will demonstrate ability to engage and develop culturally responsive relationships with clients, client systems and/or community partners. (2.1.4.1; 2.1.5.1; 2.1.10(a).1)

**Practice Behavior Two: The Change Process**
I will demonstrate my ability to effectively achieve commitment and ownership from constituents so necessary education and appropriate sanction for change may be achieved in a culturally responsive manner. (2.1.10(b).1)

**Competency Six: Assess Clients and Client Systems Using Knowledge of Human Behavior and the Social Environment**

**Learning Goal:** I will guide clients, client systems and community partners in the analysis of their issues, resources, goals and solutions. I will demonstrate the ability to gather facts, analyze issues and apply appropriate interventions and theory bases to clarify issues and identify strengths as well as constraints and will integrate these factors into a viable assessment. I will use research to evaluate and inform practice.

**Practice Behavior One: Analysis of Issues, Resolutions, Goals and Solutions**
I will demonstrate the ability to guide clients, client systems and/or community partners in the analysis of their issues, resources, goals, and solutions. (2.1.10(b).1)

**Practice Behavior Two: Comprehensive Assessments**
I will demonstrate the ability to gather facts, analyze issues, and apply appropriate theory bases to plan interventions based on a comprehensive assessment and/or complete a community needs assessment. (2.1.7.1)

**Practice Behavior Three: Effective Diagnosis and Case Conceptualization**
I will demonstrate the ability to use effective and culturally responsive assessments to determine diagnosis and/or case conceptualization. (2.1.7.1)

**Competency Seven: Design Culturally Responsive Intervention Strategies**

**Learning Goal:** I will demonstrate culturally responsive intervention strategies and skills by establishing genuine, non-judgmental helping relationships and with awareness of issues of power, privilege and oppression. I will use appropriate interviewing techniques, group leadership skills, brokering/mediating/networking/advocating skills,
personal management skills, and administrative skills, maintaining a problem-solving focus; having the ability to explore and clarify the feelings of others and being aware of non-verbal communication. I will use research to inform practice and practice to inform research.

**Practice Behavior One: Promote Social Justice and Advocacy**
I will demonstrate the ability to effectively promote social justice and advocacy by recognizing issues of power, privilege and oppression. *(2.1.5.1; 2.1.10(c).1)*

**Practice Behavior Two: Program Design and Implementation**
I will demonstrate the ability to design and implement a training, program, or organizing strategy to meet the needs of the identified client, client system and/or community. *(2.1.6.1)*

**Practice Behavior Three: Individual and/or Family Intervention Skills**
I will demonstrate effective and culturally responsive intervention skills and/or strategies with individuals and/or families. *(2.1.6.1; 2.1.10(c).1)*

**Practice Behavior Four: Group Facilitation**
I will demonstrate the ability to facilitate a group, meeting, or event.

**Competency Eight – Evaluate Own Practices and Plan for Termination with Clients, Client Systems and Communities**

**Learning Goal:** I will demonstrate evaluation and termination skills by being able to specify objectives for planned intervention with clients systems and community partners and articulating clear criteria for determining the success of the intervention; designing and implementing client and/or program evaluation strategies; being able to evaluate my overall effectiveness in practice; and accepting responsibility for termination/transfer through oral and written communication. This process may occur throughout the internship for various reasons. I will use knowledge of practice-informed research and research-informed practice to evaluate.

**Practice Behavior One: Design and Implement Program Evaluation**
I will demonstrate an ability to design and implement program evaluation strategies.

**Practice Behavior Two: Evaluate Personal Practice**
I will demonstrate an ability to evaluate my practice. *(2.1.10(d).1)*
**PRACTICE BEHAVIOR THREE: RESPONSIBILITY FOR TERMINATION AND TRANSFERS**

I will accept responsibility for termination of client systems and transfer of responsibility through oral and written communication.

**COMPETENCY NINE - DEMONSTRATE COMPETENCIES RELATED TO CERTIFICATE AND/OR PROGRESS PROGRAM (CONCENTRATION STUDENTS WITH ADDITIONAL CERTIFICATES ONLY)**

**LEARNING GOAL:** I will demonstrate competencies necessary for my particular certificate by being able to integrate academic courses and the internship; having knowledge of how agency policies impact service delivery in relationship to the content of the certificate and the populations served; being able to utilize certificate specific strategies needed in working with various client populations; assisting the agency in understanding the nature of the specialized work of the certificate and linking the theories of the certificate to the profession and ethics of social work; and adhering to social work values, ethics, roles and purposes.

**PRACTICE BEHAVIOR ONE: INTEGRATION OF CLASSROOM LEARNING AND INTERNSHIP EXPERIENCE RELATED TO CERTIFICATE**

I will demonstrate an application of classroom learning and the specific field requirements of my certificate program in my fieldwork.

**COMPETENCY TEN - DEMONSTRATE COMPETENCIES RELATED TO SPECIFIC CONCENTRATION ADVANCED PRACTICE BEHAVIORS**

**LEARNING GOAL:** I will demonstrate advanced practice competencies necessary for my particular concentration by being able to apply and integrate academic courses and classroom learning into my internship; having knowledge of how agency policies impact service delivery in relationship to the concentration and the populations served in this particular context; being able to utilize concentration specific strategies needed in working with various client populations; linking the theories of the concentration to the profession and ethics of social work; and adhering to social work values, ethics, roles and purposes.

**NOTE:** On the following pages you will find three advanced competency practice behaviors that have been identified for each concentration that are to specifically be addressed in field. While there are many other competencies and practice behaviors that will be addressed, the three listed are those that are going to be of particular focus on the Individualized Field Education Plan and on the quarterly evaluation for your chosen concentration.
Aging Practice and Policy  
Advanced Competencies and Practice Behaviors

Demonstrate reflective practice and use of supervision to identify and correct potential values and biases, including those related to working with persons with limited decisional capacity. (Practice Behavior 2.1.1.2)

Apply standards of the profession when making ethical decisions involving clients/constituents and their families with special attention to those who have limited decisional capacity and to marginalized populations. (Practice Behavior 2.1.2.2)

Provide care management to link older adults and their families to resources and services. (Practice Behavior 2.1.10(a).2)

Child Welfare  
Advanced Competencies and Practice Behaviors

Demonstrate use of sound ethical judgments in child welfare practice. (Practice Behavior 2.1.2.2)

Establish a relationally based process that encourages clients to be equal participants in the establishment of case plan goals and expected outcomes. (Practice Behavior 2.1.10(a).2)

Implement child welfare interventions and collaborate with other professionals to coordinate interventions. (Practice Behavior 2.1.10(c).2)
Children and Youth
Advanced Competencies and Practice Behaviors

Understand how the NASW code of ethics applies to and guides decision making when specifically working with children and youth, and use this code of ethics to be an advocate for children. (Practice Behavior 2.1.2.2)

Develop a relationship with the client that reflects a consideration of the cultural context of development and risk and protective factors including the role played by race, ethnicity, gender, sexual orientation, and ability/disability. (Practice Behavior 2.1.10(a).2)

Implement empirically supported interventions or best practices that are culturally responsive to a child or youth client and their family. (Practice Behavior 2.1.10(c).2)

Family Systems Practice
Advanced Competencies and Practice Behaviors

Demonstrate professional use of self within a person-in-environment (family systems), strengths based perspective. (Practice Behavior 2.1.1.2)

Identify and use knowledge of relationship dynamics, including power differentials in ethical decision-making. (Practice Behavior 2.1.2.2)

Communicate professional assessments from a strengths based perspective to the various systems involved with families. (Practice Behavior 2.1.3.2)
Concentration: Health and Wellness
Advanced Competencies and Practice Behaviors

Address the cultural, spiritual and ethnic values and beliefs of clients and respectfully collaborate with diverse perspectives of colleagues. *(Practice Behavior 2.1.4.2)*

Establish a relationship and collaborative process with clients that assist clients in understanding their own health and wellness patterns and treatment options. *(Practice Behavior 2.1.10(a).2)*

Implement culturally conscious best practices and strengths based interventions that promote health and wellness for client systems. *(Practice Behavior 2.1.10(c).2)*

Mental Health
Advanced Competencies and Practice Behaviors

Demonstrate professional use of self and develop therapeutic relationships with clients in mental health settings using a person-in-environment and strengths perspective. *(Practice Behavior 2.1.1.2)*

Apply ethnical decision-making skills to clinical social work in mental health, substance use and trauma. *(Practice Behavior 2.1.2.2)*

Establish a relationship and collaborative process with clients that helps them understand their mental health needs and treatment options. *(Practice Behavior 2.1.10(a).2)*
Organizational Leadership and Policy Practice
Advanced Competencies and Practice Behaviors

Promote the development of interventions and services that have the potential to contribute to systemic change in organizational, community and policy settings. *(Practice Behavior 2.1.9.2)*

Engage diverse constituent groups in collaborative and mutually empowering relationships that promote problem solving and policy analysis in community, organizations and policy systems. *(Practice Behavior 2.1.10(a).2)*

Provide leadership, collaborate, coordinate, or negotiate to design and implement community, policy and organizational change. *(Practice Behavior 2.1.10(c).2)*

Sustainable Development and Global Practice
Advanced Competencies and Practice Behaviors

View self as learner and engage those with whom one works as an informant and actively promote and engage in co-learning environments. *(Practice Behavior 2.1.4.2)*

Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of interventions. *(Practice Behavior 2.1.9.2)*

Establish collaborative relationships for the integrity and well being of complex social ecological systems. *(Practice Behavior 2.1.10(a).2)*
Field Evaluations and Grading Policies

Quarterly student evaluations may be accessed online and downloaded by STUDENTS at: https://portfolio.du.edu/gsswstudentresources

Quarterly student evaluations may be accessed online and downloaded by AGENCIES at: http://www.du.edu/socialwork/fieldeducation/agencies/index.html
Field Evaluations

Quarterly field evaluations are designed to provide an interactive process for the student and field supervisor to review the student’s progress, areas of strength and areas needing continued growth.

Evaluations are due by the dates listed in the “Field Dates, Hours and Credits” section of this Field Manual. It is the student’s responsibility to alert the field supervisor that the due date for the evaluation is approaching. The evaluation must be signed by the MSW field instructor, the task supervisor (if applicable), and the student, then submitted to the field liaison by the specified due date. The field supervisor recommends the grade earned by the student, but the field liaison has the prerogative to submit a final grade different from that recommended by the field supervisor with documented reason.

Students are evaluated at the end of the first, second and third quarters of their internship, focusing on their progress toward mastery of core social work competencies. In the case of a block internship, the number and timing of evaluations will be determined on an individual basis.

Fall quarter evaluations are typically completed prior to a student finishing their internship for the quarter.

This evaluation is completed electronically. Instructions for accessing and completing the evaluation are available in the Field Education section of the GSSW website.

Grades

Students receive a Pass, No Pass, or In Progress (IP) grade for each quarter of their internship.

An IP grade may be considered in two situations—those not related to a student’s performance and those that are related to performance.

An IP should be considered for the following circumstances that are not related to a student’s performance:

- Pre-approved reduction of internship hours
- Late start or internship change
- Emergencies (medical, family, personal)
- Agency issues that are temporary
- Hours are not met but student is in good standing
An IP should be considered for the following circumstances that are related to a student’s performance. For an IP to be given under these circumstances, the Problem Resolution Policy must be followed.

- Hours are not met with additional concerns
- Hours are met but time is needed to work on competencies
- Performance issues that require resources such as additional site visits and/or Field Education Program involvement
- Significant number of low ratings on evaluation
- Student Review/Termination Hearing is warranted

The IP resolution process is as follows:

If an IP is given because of issues that are not related to a student’s performance, the following steps are taken to resolve the IP:

- The field supervisor should wait to complete the quarterly evaluation until the IP is resolved.
- Once the IP is resolved, the quarterly evaluation should be submitted to the field liaison.
- Discussion must occur between the field supervisor, the field liaison and the Field Education Program.
- The field liaison completes the necessary documentation and submits it to the field liaison supervisor.

If an IP is given because of issues that are related to a student’s performance, the following steps are taken to resolve the IP:

- The field supervisor should complete and submit the quarterly evaluation.
- Once the IP is resolved, the field supervisor submits a letter to the field liaison on agency letterhead outlining the resolution that has occurred.
- Discussion must occur between the field supervisor, the field liaison and the Field Education Program.
- The field liaison completes the necessary documentation and submits it to the field liaison supervisor.

In some cases, a student’s registration for field credits for subsequent quarters may be impacted until the IP is cleared.
STATEMENT OF CULTURAL RESPONSIVENESS

Being culturally responsive involves understanding and responding to the way power and privilege shape consciousness and form identity and the human experience. Critical assessment includes analyzing how oppression, marginalization and alienation take place and the way human relations are shaped in the social environment. Culturally responsive social work must be considered in all aspects of a student’s field experience. The dimensions of diversity include issues of race, class, gender, gender identity and expression, religion, political ideology, immigration status, sex and sexual orientation, as well as the variances related to age, physicality, power and privilege, access, family and cultural structures. Cultural responsiveness, then, is the student’s ability to not only recognize, but also utilize culturally grounded social work in practice.
SCORING GUIDELINE

This rubric is intended to show student learning over time. Depending on the student’s prior experience, the student may vary from the lower end of the ratings to the higher end; however, it is generally expected that students will progress throughout the year.

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N/A  No opportunity to evaluate this competency.
1  This rating constitutes a No Pass.
2  There is significant concern in this area. A rating of 2 requires field liaison contact and it may constitute a No Pass.
3……….4  Initial Ability: Beginning development of the skill or knowledge area. Predominantly functions with supervision and support.
5……….6  Shows Growth: More in-depth development of the skill or knowledge area in mildly complex situations. Relies heavily on supervision and support. This should typically be achieved by the end of the second quarter.
7……….8  Routinely: Consistently demonstrates the skill or knowledge area in moderately difficult situations with supervision and support.
9……….10  Effectively: Consistent, appropriate, autonomous use of this behavior or knowledge in moderately difficult situations usually encountered in practice with supervision and support. This should typically be achieved by end of the internship.

IT IS UP TO THE FIELD SUPERVISOR TO MAKE THE DECISION OF RATING. The following table illustrates the student’s approach to their fieldwork. The rubric is designed to measure the student’s movement from dependence to autonomy.

<table>
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<th>3-4</th>
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<td>• Tends to be more dependent on supervisor.</td>
<td>• Tends to be more autonomous.</td>
<td>• Tends to rely more on supervision for direction.</td>
<td>• Uses supervision for collaboration.</td>
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**SCORING INSTRUCTIONS**

- Select the most appropriate rating for the student’s performance *at the point of evaluation.*

- If the student seems to fall between two categories:
  - When a student’s work is between two categories, such as between a 5-6 and a 7-8, the field supervisor must pick the category where the student meets the most criteria.
  - Then, the field supervisor *may choose* to make a note in the box at the bottom of the page to indicate the reason for this rating.

- If a student receives a rating of 1 or 2, *YOU MUST* note specifics in space provided at the bottom of each page.

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<th>PRACTICE BEHAVIOR</th>
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- Beginning ability to identify ethical issues.
- Difficulty identifying solutions to ethical dilemmas.
- Learning that uncomfortable situations are often ethical dilemmas.
- Needs assistance identifying appropriate resolutions.
- Evaluates situations & understands potential ethical dilemmas.
- Applies social work values to resolutions.
- Identifies ethical dilemmas.
- Applies social work values to the resolution process.

*Notes (required for rating of 1 or 2; optional otherwise):* Jane Doe is between a 6 and a 7, but I gave her a 7 because she can evaluate and understand potential ethical dilemmas, can apply social work values, but still needs some assistance when identifying appropriate resolutions.

*Notes (required for rating of 1 or 2; optional otherwise):* I gave Jane Doe a 2 because I am concerned. She has shown little interest in her fieldwork and does not see the importance of ethical issues. I have set up a meeting with our field liaison next week to discuss this concern.
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## FOUNDATION COMPETENCIES

### 1. Identify as a Professional Social Worker & Apply Social Work Ethical Principles:

**Initial ability** | **Shows growth** | **Routinely** | **Effectively**
---|---|---|---

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**Demonstrate appropriate use of supervision & consultation**

**EPAS:**
2.1.1.6

- Understands importance of supervision.
- Self-reflection focuses on surface issues.
- Supervisor guides ethical, issue, & solution discussions.
- Requests ideas for personal development.
- Understands feedback.
- Developing insight into issues.
- Relies on supervisor for issue identification & solutions.
- Seeks supervision & consultation responsibly.
- Reviews plans with supervisor.
- Integrates supervisor’s feedback.
- Identifies issues, supervisor guides solutions
- Engages in self-correction to assure professional development.
- Prepared for supervision.
- Confidently incorporates feedback.
- Excellent communication.
- Takes responsibility for learning.
- Identifies issues & solutions.
- Consistently seeks and incorporates consultation and supervision.

**Notes:** (required for rating of 1 or 2; optional otherwise)

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**Demonstrate a working knowledge / representation of agency and professional roles and boundaries**

**EPAS:**
2.1.1.3
2.1.1.4
2.1.10(c).1

- Learning agency programs.
- Appreciates policies & procedures.
- Articulates agency’s purpose to clients/others.
- Becoming aware of professional role and related boundaries.
- Occasionally needs feedback about professional behavior, appearance and/or demeanor.
- Understands agency services and organizational goals.
- Articulates and adheres to policies/procedures.
- Understands and responds to feedback about professional role and related boundaries.
- Understands and generally demonstrates professional behavior, appearance and/or demeanor.
- Clear & accurate knowledge of how to initiate actions to use agency services and achieve organizational goals.
- Shares information appropriately inside & outside of agency.
- Can adopt policies to complex situations.
- Can advocate for policies that advance social well being
- Applies practical, theoretical & legal concepts underlying agency policies.
- Functions autonomously in programs, services, policies & procedures.
- Can teach others how to navigate within the agency.
- Demonstrates professional role and demeanor in a variety of changing contexts.
### Demonstrating application of social work ethics and standards

**EPAS:**
- 2.1.2.2
- 2.1.2.3
- 2.1.2.4

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- Surface observations of ethical dilemmas.
- Identifies pieces of underlying ethical issues.
- Relies on supervisor for critical analysis & potential resolutions.
- Is aware of professional standards.
- Identifies ethical dilemmas.
- May experience ethical dilemmas as uncomfortable.
- Relies on supervisor for critical analysis & potential resolutions.
- Recognizes how professional standards inform practice.
- Expresses more confidence in managing ethical dilemmas, using an understanding of professional standards.
- Questions decisions made in ethical dilemmas.
- Uses supervisor input for resolution process.
- Can tolerate ambiguity in resolving ethical conflicts.

### Demonstrating self-awareness in development and presentation of professional role & engages in self-correction when needed

**EPAS:**
- 2.1.1.2

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- Aware that personal beliefs & values, including those related to working with diverse groups, influence work.
- Can identify when clients are emotional triggers.
- Uses supervision to reflect on areas for self-correction.
- Occasionally identifies instances where personal beliefs impact client relationships.
- Predicts when clients could create emotional triggers.
- Identifies areas of personal strength & growth & when there is need for self-correction.
- Uses supervision to discover how personal beliefs & values impact work.
- Handles emotional triggers when they occur.
- Recognizes areas of personal strength & growth and works to make self-correction.
- Consistently aware of how personal beliefs & values impact work.
- Effectively handles & understands client triggers.
- Areas of personal strength & growth are integrated into practice.
- Coworkers gain from student’s reflective
2.1.2.1

- Self-reflection results in self-correction.

Notes: (required for rating of 1 or 2; optional otherwise)

2. Demonstrate Critical Thinking in Assessment & Problem-Formulation

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Explore situations, gather information & present information clearly in oral and written communication.

EPAS: 2.1.3.3

- May be hesitant to initiate information gathering with clients.
- Observes client interactions.
- Has communication skills but may struggle to present comprehensive information in oral or written form.
- Shadows supervisor’s information gathering interactions.
- Uses observation to begin gathering information.
- Improves ability to report on and record information clearly in oral and written forms.
- Initiates information gathering with clients.
- Gathers information & communicates it clearly in oral and written forms.
- Uses supervision before & after interactions to develop plan & process outcome.
- Responsible for information gathering.
- Establishes trust & openness in order to gather information effectively.
- Communicates information accurately & presents to supervisor for feedback.

Notes: (required for rating of 1 or 2; optional otherwise)

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Demonstrate understanding of client’s point of view as well as presenting own opinion using multiple sources of knowledge

- Has own opinion of client system problems.
- Learning to understand client system problem from the point of view of those involved.
- Gaining clarity around own perspective vs. client’s perspective.
- Gaining skill at understanding the client’s perspective.
- Relies on supervision to
- Routinely examines & adjusts own opinions toward client system problems.
- Can critically assess the client’s self-perception vs. the client’s actual abilities.
- Articulates own understanding of presenting & underlying problems.
- Can critically assess the client’s self-perception vs. the client’s actual abilities.
### EPAS: 2.1.3.1 2.1.10(a).1

**compare and contrast perspectives.**  
- Beginning to recognize how research can inform practice.  
- Recognizes multiple sources of knowledge to inform practice.

**Uses supervision to understand the implications of various perspectives.**  
- Learns about client system problems & incorporates that knowledge into practice.  
- Learning to incorporate multiple sources of knowledge into practice.

**while being culturally responsive.**  
- Is responsible for presenting balanced client information in a variety of professional contexts.  
- Consistently demonstrates use of multiple sources of knowledge.

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**Notes:** (required for rating of 1 or 2; optional otherwise)

### PRACTICE BEHAVIOR 3

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**Demonstrate proficiency in assessment with various client systems**

**EPAS:** 2.1.10(b).1 2.1.10(b).2

- Learning about the elements involved in a bio-psychosocial framework, if applicable.  
- Relies on supervision to identify critical factors for assessment.  
- Uses supervision for assistance with written assessments.  
- Beginning to learn various ways to collect, organize and interpret client data.

- Collects pertinent information for bio-psychosocial assessment, if applicable.  
- Can identify critical factors for assessment and then reviews them with supervisor.  
- Writes assessments and then receives feedback from supervisor.  
- Demonstrates ability to collect and organize client data.  
- Beginning to correctly interpret client data.

- Skilled at collecting information from client and assessing their strengths and limitations.  
- Writes clear interpretations and assessments identifying issues, client's needs & causative factors.  
- Written assessments & reports rarely need feedback.

- Accurately interprets information obtained from client to identify complex problems.  
- Considers client's involvement with various social systems.  
- Written assessments are well organized and clear; provide information to move on to planning/goal-setting.

---

**Notes:** (required for rating of 1 or 2; optional otherwise)
### 3. Engage With & Assess Client Systems in Planning and Goal Setting

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<tr>
<td><strong>Demonstrate ability to engage diversity and difference in practice to advance human rights and promote social and economic justice</strong></td>
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<td>Has beginning understanding of various forms and mechanisms of oppression, marginalization, power, privilege and discrimination.</td>
<td>Consistently engages with clients/client systems to assess how issues of diversity and difference impact them.</td>
<td>Advocates for practices that advance human rights and social justice.</td>
<td>Demonstrates leadership in advocating for culturally responsive practices to promote social justice and human rights.</td>
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<tr>
<td><strong>Engages with client systems in establishing immediate &amp; long-term goals toward desired outcomes</strong></td>
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<td>Has initial understanding of clients’ needs, situations &amp; abilities.</td>
<td>Has more understanding of clients’ needs, situations &amp; abilities.</td>
<td>Checks for accuracy with client.</td>
<td>Habituall checks for accuracy with client &amp; includes client input in goal formulation.</td>
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- **Initial ability**: Shows growth
- **Routinely**: Effectively
EPAS:
2.1.10(a).3
2.1.10(b).3
2.1.10(c).3

<table>
<thead>
<tr>
<th>resolve problems.</th>
<th>establishing and beginning to work toward mutually agreed upon goals to achieve desired outcomes.</th>
<th>goals for resolution of problems.</th>
<th>immediate &amp; long-term goals toward desired outcomes with client.</th>
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<tbody>
<tr>
<td>• May not yet ask clients what goals they wish to achieve.</td>
<td>• Helps clients prioritize goals in taking action to achieve desired outcomes.</td>
<td>• Regularly assesses immediate &amp; long-term goals with client &amp; supervisor.</td>
<td>• Consistently engages with client systems in a way that promotes active involvement in achieving their identified outcomes.</td>
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<td>• Beginning to learn that goals need to be mutually agreed upon.</td>
<td>• Needs supervisory assistance to differentiate between immediate &amp; long-term goals.</td>
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<td>• Uses supervision to establish goals.</td>
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<td>• Beginning to recognize need to engage client systems in preparation for action.</td>
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**Notes:** (required for rating of 1 or 2; optional otherwise)

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*Demonstrate ability to develop a plan with client system, including evidence based theories & specific interventions*

EPAS:
2.1.6.1
2.1.6.2
2.1.10(b).4

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**Notes:** (required for rating of 1 or 2; optional otherwise)
4. Develop Communication Skills & Intervention Strategies

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**Demonstrate professional communication & relationship skills in the context of multiple dimensions of diversity**

EPAS:
- 2.1.4.4
- 2.1.10(a).2

- Beginning understanding of verbal & nonverbal cues.
- Begins professional relationships with client system.
- Is developing empathy & learning to be aware of own judgments.
- Becoming aware of issues of power and privilege, oppression, alienation and marginalization.
- Sees self as a learner engaging with clients as informants about their diverse life experiences.
- Attends to verbal and non-verbal cues and relies on supervision to interpret meanings.
- Forms professional relationships with client system.
- Uses supervision to work through personal issues of judgment & acceptance of client system.
- Recognizes issues of power, oppression, and privilege for self and clients and how informs practice.
- Recognizes verbal & nonverbal cues during interactions with clients and reflects meanings.
- Confidently develops professional relationships with client system.
- Identifies personal biases & judgments & works to understand these issues with supervision.
- Understands verbal & nonverbal cues & effectively assigns meaning.
- Utilizes empathy and is aware of own judgment in professional relationships with clients and staff.
- Supervision is a mutually reflective process of insight into biases, judgments, and solutions for personal growth.
- Incorporates understanding of issues of power and privilege routinely in practice.

**Notes:** (required for rating of 1 or 2; optional otherwise)

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**Demonstrate conscious use of self in interventions & ability to identify uniqueness of client system in relation to various practice interventions**

- Learning to be aware of own thoughts and reactions.
- Has initial knowledge of agency’s client system, including strengths & barriers.
- Supervisor may need to guide student in making
- Is increasingly aware of own thoughts and actions and is aware of the ability to choose a response.
- Identifies aspects of the agency that work well with the client system.
- Has an initial idea for interventions unique to
- Learning to modify responses in common situations.
- Able to identify own process in complex situations, but relies on supervisor for input on appropriate responses.
- Identifies and implements
- Comfortable analyzing own processes & modifying skills/strategies in common and complex situations.
- Identifies strengths & barriers of client system and modifies interventions accordingly.
- Supervision is used to
connections between personal process and practice.
- Recognize forms and mechanisms of oppression and discrimination.

the client system.
- Utilizes supervision to create appropriate strategies for practice and implementation.
- Identify and implement prevention strategies with supervisory assistance.

appropriate intervention strategies.
- Uses supervision to reflect on personal responses and implementation outcomes.
- Advocates for human rights, social and economic justice.

- Engages in practices that advance social and economic justice.

Notes: (required for rating of 1 or 2; optional otherwise)

5. Evaluate Own Practice & Plan for Termination With Client Systems & Agency

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Demonstrate ability to evaluate own practice & assess client system

- Sporadically asks for feedback from supervisor or coworkers on practice interventions.
- Learning agency quality assurance & evaluation measures.
- Beginning to connect feedback with the need to change the intervention.
- Becoming aware of modes of assessment, prevention and intervention.

- Beginning to practice asking for feedback from supervisor & coworkers on practice interventions.
- May have a tendency to personalize feedback rather than incorporate changes.
- May not see how own practice fits into agency.
- Has general knowledge of agency quality assurance & various modes of assessment, prevention and intervention.

- Regularly asks for feedback from supervisor & coworkers on practice interventions.
- Works to implement suggested changes.
- Begins to integrate agency evaluation measures into own practice.
- Utilizes supervision to evaluate effectiveness of own process and accuracy of client assessment.
- Accurately incorporates various modes of assessment, prevention and assessment.

- Consistently integrates feedback from supervisor & coworkers into practice.
- Uses agency outcome measures to evaluate own practice.
- Works within agency system to identify and initiate action for areas for improvement.
- Collaboratively discusses outcomes and processes during supervision.
- Skilled at analyzing various modes of assessment, prevention and assessment.

Notes: (required for rating of 1 or 2; optional otherwise)
### Practice Behavior 2

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<td>Plan for termination with client system &amp; agency</td>
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<td>Understands need for planning around pending termination or transfer of cases, clients, or responsibilities.</td>
<td>Has growing sense of the issues and challenges surrounding pending termination or transfer of cases, clients or responsibilities.</td>
<td>Discusses &amp; plans for effective termination or transfer of cases, clients, or responsibilities.</td>
<td>Fully aware of pending terminations or transfers of cases, clients or responsibilities.</td>
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**NOTE:** This process may occur throughout the internship with clients for various reasons

**EPAS:**
2.1.10(c).5

- Learning potential challenges related to termination or transfer of responsibilities.
- Discovering own process in regards to termination.
- Processing own feelings about termination.
- Seeks assistance in formulating realistic transfer or termination plans.
- Has growing sense of the issues and challenges surrounding pending termination or transfer of cases, clients or responsibilities.
- Discusses & plans for effective termination or transfer of cases, clients, or responsibilities.
- Fully aware of pending terminations or transfers of cases, clients or responsibilities.
- Makes appropriate preparations & plausible action plans.
- Is aware of & accounts for own process, attachments & challenges around termination issues.

### Notes:
(required for rating of 1 or 2; optional otherwise)

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### 6. Demonstrate Application of Policy Practice, Human Behavior & Social Environment Concepts

#### Initial ability

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<td>Demonstrates knowledge and application of social systems, developmental &amp; social justice perspective in work with individuals and/or families in environment</td>
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<td>Learning developmental &amp; social systems theories.</td>
<td>Uses supervision to integrate developmental &amp; social systems theories into practice to guide the processes of assessment, intervention and evaluation.</td>
<td>Able to critically analyze the impact of developmental &amp; social systems factors on clients and how to integrate into assessment, interventions and evaluation.</td>
<td>Regularly uses developmental &amp; social systems theories in a culturally responsive manner.</td>
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**EPAS:**
2.1.5.2  
2.1.7.1  
2.1.7.2

- Observes client interactions & interviews.
- Becoming aware of environmental and demographic factors impacting clients.
- Developing cultural sensitivity and social justice awareness.
- Developing awareness of broad definition of issues of diversity.
- Uses supervision before & after client interactions to evaluate cultural implications of the environmental, demographic, & power factors.
- Uses current research to inform practice.
oppression influence 
client systems.

Notes: (required for rating of 1 or 2; optional otherwise)

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<tr>
<td><strong>Demonstrate understanding of small group process</strong></td>
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<tr>
<td>Uses supervision to learn the importance of group goals, roles, norms, tasks, processes, &amp; developmental stages.</td>
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<tr>
<td>Observes group work.</td>
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<tr>
<td>Debriefs group sessions with facilitator.</td>
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<tr>
<td>Increases understanding of group goals, roles, norms, tasks, processes, &amp; developmental stages.</td>
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<tr>
<td>Begins to co-plan group sessions.</td>
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<tr>
<td>Demonstrates increased comfort in working with groups.</td>
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<tr>
<td>Integrates understanding of group goals, desired outcomes, roles, norms, tasks, processes, &amp; developmental stages into practice.</td>
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<tr>
<td>Begins to co-facilitate group sessions.</td>
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<tr>
<td>Asks for feedback from co-facilitator on skills for working with groups.</td>
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<tr>
<td>Effectively incorporates understanding of group goals, roles, norms, tasks, processes, &amp; developmental stages to make necessary accommodations for various situations.</td>
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<tr>
<td>Co-facilitates or independently runs groups.</td>
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<tr>
<td>Routinely debriefs groups with supervisor to improve outcomes.</td>
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</table>

Notes: (required for rating of 1 or 2; optional otherwise)

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<th>7</th>
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<th>9</th>
<th>10</th>
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</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Quarter</td>
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<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Quarter</td>
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<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Quarter</td>
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<tr>
<td><strong>Demonstrate understanding of &amp; effective use of policy practice, community &amp; organizational resources to advocate for client access to services</strong></td>
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<tr>
<td>Learning agency’s role in the community.</td>
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<tr>
<td>Learning agency’s collaboration with other organizations.</td>
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<tr>
<td>Observes referrals of clients to outside agencies.</td>
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<td>Understanding policies</td>
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<tr>
<td>Understands agency’s role in the community.</td>
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<tr>
<td>Recognizes organizations that collaboratively work with agency.</td>
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<tr>
<td>Visits other agencies or individuals to learn more about community</td>
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<tr>
<td>Critically evaluates agency’s role in the community.</td>
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<tr>
<td>Collaborates with other organizations with guidance.</td>
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<tr>
<td>Develops connections to community to access services for clients.</td>
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<tr>
<td>Understands agency’s role in the community for strategic purposes.</td>
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<tr>
<td>Collaborates with other organizations.</td>
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<tr>
<td>Uses connections in community to access services for clients.</td>
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<tr>
<td>Makes client referrals and</td>
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</table>
that impact agency and service delivery.
- Is aware of need to advocate for client access to services to promote their social well-being.
- Advocates for client access to resources
- Recognizes continuously changing context of practice and the need to discover, appraise and attend to changes.
- Engages in policy practice when available to promote client access to services.
- Makes referrals after consulting with other staff or supervisor.
- Advocates for polices that advance social well-being of clients.
- Utilizes strategic partnerships with other agencies.
- Collaborates with colleagues and clients to effect constructive policy change.
- Provides leadership in policy practice to promote ongoing improvement in delivery of social services that advance social well-being of clients.

Notes: (required for rating of 1 or 2; optional otherwise)

| 7. Integrate Field & Classroom Learning Into Changing Contexts of Practice |
|---|---|---|---|---|---|---|
| **Initial ability** | **Shows growth** | **Routinely** | **Effectively** |
| **PRACTICE BEHAVIOR 1** | N/A | 1 | 2 | 3 | 5 | 7 | 9 |
| 1st Quarter | | | | | | | |
| 2nd Quarter | | | | | | | |
| 3rd Quarter | | | | | | | |
| **Demonstrate application and integration of field & classroom learning into broad view of practice within changing contexts** | | | | | | | |

- Initial ability to integrate theory into practice.
- Comments on what is happening at school in relation to field experience yet sees field & school as separate.
- Recognizes that the context of practice is continuously changing and that this impacts service delivery.
- Occasionally relates school to field & integrates learning.
- Needs assistance making connections between school work & field.
- May ask for input on school assignments.
- Recognizes that learning is active and ongoing and will be career-long process.
- Beginning to incorporate the awareness of the changing contexts of practice into own delivery of services.
- Routinely involves field supervisor & internship in class assignments & projects.
- Makes connections between classroom learning & field.
- Works with supervisor to adjust experiences in field based on learning in class.
- Takes active role in appraising, discovering and attending to contextual changes in practice.
- Integrates classroom learning & field experience.
- Involves field supervisor in discussions about school & field.
- Provides insights to field supervisor or agency based on classroom learning.
- Has plan for career-long learning.
- Demonstrates leadership in responding proactively to changing contexts of social services delivery.
- Promotes sustainable changes in service delivery in response to contextual changes.
<table>
<thead>
<tr>
<th>Practice Behavior 2</th>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3…………….4</th>
<th>5…………….6</th>
<th>7…………….8</th>
<th>9…………….10</th>
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</thead>
<tbody>
<tr>
<td>1st Quarter</td>
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<td>2nd Quarter</td>
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<tr>
<td>3rd Quarter</td>
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</tbody>
</table>

**Demonstrate ability to set personal goals related to learning & professional growth**

- Has beginning ideas or goals related to learning & the field experience.
- Relies on supervisory assistance for action planning.
- Demonstrates willingness to complete assignments.
- May need assistance assessing own abilities.

- Has ideas & goals related to field learning.
- Generally relies on supervisor to suggest action & plans.
- Asks questions to thoroughly carry out assignments.
- Uses supervision to identify personal skills and areas for development.

- Ensures personal learning goals are being met.
- Carries out assignments with minimal level of supervisory assistance.
- Utilizes supervision to critically review own processes after completing assignments.
- Independently recognizes areas for personal skill development.

- Takes initiative with assignments & areas of interest.
- Guides own learning to shape field experience with personal areas of interest.
- Regularly integrates personal reflection into practice and supervision.
- Effectively determines course of action based on personal strengths and weaknesses.

Notes: (required for rating of 1 or 2; optional otherwise)
1\textsuperscript{st} Quarter \textbf{Narrative Evaluation Questions}:

1) Highlight the student’s overall tasks and accomplishments during the quarter:

2) Identify the student’s strengths:

3) Identify the area(s) where the student particularly requires further development:

4) What is the plan to address the area(s) for development?

5) Does this internship continue to be a good fit for this student and this agency? Explain
   a. Supervisor’s Comments:
   b. Student’s Comments:

6) What are your mutual goals to make the most of supervision?
### 2nd Quarter Narrative Evaluation Questions:

1. **Highlight the student’s overall tasks and accomplishments during the quarter:**

2. **Identify the student’s strengths:**

3. **Identify the area(s) where the student particularly requires further development:**

4. **What is the plan to address the area(s) for development?**

5. **Does this internship continue to be a good fit for this student and this agency? Explain**
   - **a. Supervisor’s Comments:**
   - **b. Student’s Comments:**

6. **What are your mutual goals to make the most of supervision?**
**3rd Quarter Narrative Evaluation Questions:**

1) Highlight the student’s overall tasks and accomplishments during the quarter:

2) Identify the student’s strengths:

3) Identify the area(s) where the student particularly requires further development:

4) What is the plan to address the area(s) for development?

5) Does this internship continue to be a good fit for this student and this agency? Explain
   
   a. Supervisor’s Comments:
   
   b. Student’s Comments:
**1st Quarter Grading and Signatures:**

<table>
<thead>
<tr>
<th>Quarterly Grade Given by Field Liaison:</th>
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<table>
<thead>
<tr>
<th>SIGNATURES:</th>
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<tbody>
<tr>
<td>Student</td>
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<tr>
<td>MSW Field Instructor</td>
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<tr>
<td>Task Supervisor (if applicable)</td>
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<td>Field Liaison</td>
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**2nd Quarter Grading and Signatures:**

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<tr>
<th>Quarterly Grade Given by Field Liaison:</th>
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<th>SIGNATURES:</th>
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<tbody>
<tr>
<td>Student</td>
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<td>Field Liaison</td>
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</table>
**3rd Quarter Grading and Signatures:**

**Quarterly Grade Given by Field Liaison:**

<table>
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<th>Signatures</th>
<th>Date</th>
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<tbody>
<tr>
<td>Student</td>
<td>Date</td>
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<tr>
<td>MSW Field Instructor</td>
<td>Date</td>
</tr>
<tr>
<td>Task Supervisor (if applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>Field Liaison</td>
<td>Date</td>
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</table>
STATEMENT OF CULTURAL RESPONSIVENESS

Being culturally responsive involves understanding and responding to the way power and privilege shape consciousness and form identity and the human experience. Critical assessment includes analyzing how oppression, marginalization and alienation take place and the way human relations are shaped in the social environment. Culturally responsive social work must be considered in all aspects of a student’s field experience. The dimensions of diversity include issues of race, class, gender, gender identity and expression, religion, political ideology, immigration status, sex and sexual orientation, as well as the variances related to age, physicality, power and privilege, access, family and cultural structures. Cultural responsiveness, then, is the student’s ability to not only recognize, but also utilize culturally grounded social work in practice.
SCORING GUIDELINE

This rubric is intended to show student learning over time. Depending on the student’s prior experience, the student may vary from the lower end of the ratings to the higher end; however, it is generally expected that students will progress throughout the year.

<table>
<thead>
<tr>
<th>Beginning of Year</th>
<th>End of Year</th>
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<tr>
<td>3………………..4</td>
<td>5………………6</td>
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</table>

N/A No opportunity to evaluate this competency.
1 This rating constitutes a No Pass.
2 There is significant concern in this area. A rating of 2 requires field liaison contact and it may constitute a No Pass.

3………4 Initial Ability: Beginning development of the skill or knowledge area. Predominantly functions with supervision and support.
5……..6 Shows Growth: More in-depth development of the skill or knowledge area in mildly complex situations. Relies heavily on supervision and support. This should typically be achieved by the end of the second quarter.
7…………8 Routinely: Consistently demonstrates the skill or knowledge area in moderately difficult situations with supervision and support. This should typically be achieved by the end of the internship.
9…………10 Effectively: Consistent, appropriate, autonomous use of this behavior or knowledge in moderately difficult situations usually encountered in practice with supervision and support. This should typically be achieved by end of the internship.

IT IS UP TO THE FIELD SUPERVISOR TO MAKE THE DECISION OF RATING. The following table illustrates the student’s approach to their fieldwork. The rubric is designed to measure the student’s movement from dependence to autonomy.

<table>
<thead>
<tr>
<th>3-4</th>
<th>5-6</th>
<th>7-8</th>
<th>9-10</th>
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</thead>
<tbody>
<tr>
<td>• Tends to be more dependent on supervisor.</td>
<td>• Tends to be more autonomous.</td>
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<tr>
<td>• Tends to rely more on supervision for direction.</td>
<td>• Uses supervision for collaboration.</td>
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</table>
SCORING INSTRUCTIONS

- Select the most appropriate rating for the student’s performance at the point of evaluation.

- If the student seems to fall between two categories:
  - When a student’s work is between two categories, such as between a 5-6 and a 7-8, the field supervisor must pick the category where the student meets the most criteria.
  - Then, the field supervisor may choose to make a note in the box at the bottom of the page to indicate the reason for this rating.

- If a student receives a rating of 1 or 2, YOU MUST note specifics in space provided at the bottom of each page.

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3……………….4</th>
<th>5……………….6</th>
<th>7……………….8</th>
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<td>1st Quarter</td>
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<td>2nd Quarter</td>
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<tr>
<td>Demonstrate ethical practice reflecting social work values</td>
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- Beginning ability to identify ethical issues.
- Difficulty identifying solutions to ethical dilemmas.
- Learning that uncomfortable situations are often ethical dilemmas.
- Needs assistance identifying appropriate resolutions.
- Evaluates situations & understands potential ethical dilemmas.
- Applies social work values to resolutions.
- Identifies ethical dilemmas.
- Applies social work values to the resolution process.

Notes (required for rating of 1 or 2; optional otherwise): Jane Doe is between a 6 and a 7, but I gave her a 7 because she can evaluate and understand potential ethical dilemmas, can apply social work values, but still needs some assistance when identifying appropriate resolutions.

Notes (required for rating of 1 or 2; optional otherwise): I gave Jane Doe a 2 because I am concerned. She has shown little interest in her fieldwork and does not see the importance of ethical issues. I have set up a meeting with our field liaison next week to discuss this concern.
### UNIVERSITY OF DENVER
### GRADUATE SCHOOL OF SOCIAL WORK
### QUARTERLY FIELD EVALUATION
### CONCENTRATION-YEAR

<table>
<thead>
<tr>
<th>Student:</th>
<th>Agency:</th>
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<tbody>
<tr>
<td>MSW Field Instructor:</td>
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<tr>
<td>Task Supervisor (if applicable):</td>
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<tr>
<td>Field Liaison:</td>
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</table>

#### Concentration:
- [ ] child welfare
- [ ] children and youth: risks and healthy development
- [ ] family systems
- [ ] aging services and policy
- [ ] health and wellness
- [ ] mental health
- [ ] organizational leadership and policy practice
- [ ] sustainable development and global practice

<table>
<thead>
<tr>
<th>1st Quarter</th>
<th>2nd Quarter</th>
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<tbody>
<tr>
<td>Work Placement</td>
<td>[ ] Yes [ ] No</td>
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</tbody>
</table>

**Actual Hours completed at time of evaluation:**

**Date student expected to complete 1st quarter:**

**Projected Hours at completion of quarter:**

- [ ] The IFEP has been reviewed and updated as needed this quarter.

**Grade Recommended by Field Supervisor:**
- [ ] Pass
- [ ] No Pass
- [ ] No Grade/In Progress

**Completed Hours for Current quarter:**

**Total Number of Hours Completed Year-to-Date:**

- [ ] The IFEP has been reviewed and updated as needed this quarter.

**Grade Recommended by Field Supervisor:**
- [ ] Pass
- [ ] No Pass
- [ ] No Grade/In Progress

| 3rd Quarter | |
|-------------| |
| Work Placement | [ ] Yes [ ] No |

**Completed Hours for Current quarter:**

**Total Number of Hours Completed:**

**Grade Recommended by Field Supervisor:**
- [ ] Pass
- [ ] No Pass
- [ ] No Grade/In Progress
# Concentration Year Competencies

## 1. Conduct Oneself as a Professional Social Worker

<table>
<thead>
<tr>
<th>Practice Behavior 1</th>
<th>Initial Ability</th>
<th>Shows Growth</th>
<th>Routinely</th>
<th>Effectively</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Quarter</td>
<td>N/A</td>
<td>1 2 3 4</td>
<td>5 6 7 8</td>
<td>9 10</td>
</tr>
<tr>
<td>2nd Quarter</td>
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<td>1 2 3 4</td>
<td>5 6 7 8</td>
<td>9 10</td>
</tr>
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*Demonstrate ability to participate actively in the learning process and develop role as a professional social worker*

**EPAS:** 2.1.1.1

- Understands importance of supervision.
- May not always follow through with instruction.
- Observes surface ethical issues.
- Supervisor guides discussions about ethical dilemmas & their solutions.

## 2. Practice Behavior 2

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<tr>
<th>Practice Behavior 2</th>
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<th>Shows Growth</th>
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*Demonstrate self-awareness and ability to take responsibility for field learning*

**EPAS:** 2.1.2.1

- Aware that personal biases & values influence work.
- Can identify emotions when working with clients and/or communities.
- Recognizes areas for improvement.
- Can identify emotional

- Occasionally identifies instances where personal biases & values impact relationships with clients and/or communities.
- Increasingly able to predict triggers

- Uses supervision to discover how personal biases & values impact work.
- Handles client and/or community triggers when they occur.
- Uses personal strengths in

Notes: (required for rating of 1 or 2; optional otherwise)
triggers.

- Identifies areas of personal strength & needed growth.
- Addresses areas of growth.
- Is highly responsible for field learning and initiates assignments.
- Integrates field learning with personal and professional interests.

Notes: (required for rating of 1 or 2; optional otherwise)

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Demonstrate efficient use of time and professional demeanor in behavior and appearance.

- Learning to manage appointments & deadlines.
- Needs reminders about professional demeanor in behavior or appearance.
- Relies on supervisor to prioritize tasks.
- Occasionally needs help with time management.
- Generally demonstrates professional demeanor in behavior and appearance.
- Requires assistance prioritizing tasks.
- Uses time efficiently.
- Independently prioritizes responsibilities.
- Routinely demonstrates professional demeanor in behavior and appearance.
- Uses and manages time efficiently.
- Can maintain a busy schedule & prioritize responsibilities.
- Exemplifies professional behavior, appearance and demeanor in a variety of contexts.

Notes: (required for rating of 1 or 2; optional otherwise)

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Take responsibility for field learning and demonstrate an ability to problem-solve with regard to internship difficulties.

- Initial problem solving ability.
- Often frustrated with placement difficulties.
- Circumvents process due to emotional
- Uses supervision to acknowledge difficulties.
- Reports minor levels of frustrations.
- Seeks help to problem-solve.
- Independently acknowledges problems.
- Clarifies feelings independently
- Creates solutions & seeks feedback before
- Effectively & independently solves placement difficulties.
- Moves on from problems with greater understanding & higher confidence.
reactivity.  
- Makes observations on learning needs for their field education.

solve.  
- Has some responsibility for field learning but may need assistance completing assignments.

implementation.  
- Is generally responsible for field and can complete assignments with little assistance.

- Is highly responsible for field learning and initiates assignments.

Notes: (required for rating of 1 or 2; optional otherwise)

### 2. Apply Social Work Professionalism & Ethical Principles to Guide Practice

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**Demonstrate ethical practice reflecting social work values**

- Beginning ability to identify ethical issues.
- Difficulty identifying solutions to ethical dilemmas.
- Requires instruction on confidentiality and professional boundaries.

**EPAS: 2.1.2.1**

- Learning that uncomfortable situations are often ethical dilemmas.
- Needs assistance identifying appropriate resolutions.
- Regularly uses supervision to address confidentiality & professional boundary questions.

- Evaluates situations & understands potential ethical dilemmas.
- Uses supervision to apply social work values to resolutions.
- Can tolerate ambiguity in resolving ethical dilemmas.
- Routinely uses supervision to address confidentiality & professional boundary issues.

- Identifies ethical dilemmas.
- Applies appropriate social work standards & values to the resolution of ethical dilemmas.
- Autonomously maintains confidentiality & appropriate professional boundaries.
- Initiates discussion of confidentiality and boundary issues that arise when needed.

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Demonstrate professional behavior. Have an understanding of role identification & power dynamics within agency & have ability to function within the agency structure

EPAS: 2.1.10(a).1

- Sporadic professionalism.
- Learning how to act appropriately towards clients, community & staff.
- Aware of agency roles but needs help to follow proper organizational structure.
- Learning agency structure & dynamics.

Notes: (required for rating of 1 or 2; optional otherwise)

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Demonstrate awareness of & responsiveness to diverse client systems/ community partners within changing contexts & an ability to advocate on behalf of diverse groups

EPAS: 2.1.9.1

- Developing an awareness of diversity issues and cultural responsiveness.
- Beginning understanding of personal bias.
- Learning to identify social justice issues.
- Willingness to advocate on behalf of diverse client groups.

- Occasionally initiates efforts to understand diverse groups and be culturally responsive.
- Can identify some community resources.
- Occasionally articulates ideas to improve the quality of services for diverse groups.
- Articulates social justice issues.
- Recognizes that the context of practice is dynamic.

- Consistently increases culturally responsive skills.
- Works on identified biases.
- Advocates for & with client & understands their diverse needs & capacities.
- Knowledgeable of community resources & constraints.
- Advocates for social justice issues.
- Considers changing factors and influences in practice.

- Highly respectful of diverse groups.
- Always seeks out chances to learn about diverse groups.
- Seeks feedback on issues of diversity.
- Maintains cultural responsiveness & is aware of social justice when advocating for clients and/or communities.
- Promotes interventions that respond to changing contexts and trends.
3. Develop Professional and Effective Oral and Written Communication Skills

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- Has initial knowledge of agency criteria for documentation.
- Needs assistance with documentation and/or reminders to document.
- May fall behind maintaining files.

### Shows Growth

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**Notes:**

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<tr>
<td>Demonstrate the ability to communicate with clients, colleagues, &amp; community members in a culturally responsive manner</td>
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- Beginning ability to express self professionally.
- Hesitancy when interacting with clients & communities.
- Learning how to negotiate collegial relationships professionally.
- Aware of the cultural context of communication.

### Shows Growth

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**Demonstrate knowledge & use of professional & agency terminology**

- Beginning knowledge of agency terminology.
- May be hesitant to use this language in field work.
- Growth in knowledge of agency terminology.
- Sporadically uses professional terminology.
- Adequate knowledge of professional terminology.
- Participate comfortably in agency discussions.
- Beginning to demonstrate critical thinking and discusses agency issues in supervision.
- Excellent knowledge of professional terminology.
- Breaks down meaning to help clients understand.
- Demonstrates critical thinking and synthesis of relevant information.

**Notes:** (required for rating of 1 or 2; optional otherwise)

### 4. Understand and Respond to Agency and Community Context for Advocacy and Practice

**Initial Ability**

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**Show Growth**

- Beginning understanding of agency’s theoretical framework.
- Beginning knowledge of alternative approaches to practice.
- Articulates an understanding of the agency’s theoretical framework.
- Articulates multiple theories and approaches from other disciplines.
- Recognizes changing contexts of social work practice.

**Routinely**

- Solidly understands agency’s theoretical framework.
- Aware of multiple frameworks and approaches from other disciplines.
- Distinguishes between and analyzes social work theory from other perspectives and can articulate this.
- Actively responds and adjusts to changing contexts of social work practice.

**Effectively**

- Thoroughly understands the agency’s theoretical framework.
- Applies social work theory in practice.
- Uses input from other disciplines to provide quality services.
- Promotes interventions that contribute to systemic change.

**Notes:** (required for rating of 1 or 2; optional otherwise)
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**Demonstrate an understanding of agency programs, community connections & funding agreements**

- Beginning understanding of agency’s programs, community connections & funding agreements.
- Apprehensive assisting with funding activities.
- Learning basic ideas about developing new community connections.
- Some understanding of agency’s services.
- Growing knowledge of community connections & funding relationships.
- Sporadically assists in activities related to funding & outreach.
- Solid understanding of programs.
- Shares agency information to outsiders.
- Utilizes current connections & initiates new ones.
- Interested & participates in funding related issues.
- Excellent understanding of agency programs.
- Identifies potential program changes to enhance services.
- Works with community connections to achieve change.
- Clearly grasps issues related to funding agreements.

**Notes:** (required for rating of 1 or 2; optional otherwise)

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**Initial Ability**

- Initial understanding & appreciation for agency policies & procedures.
- Beginning knowledge of their relationship to local, tribal, state and/or federal systems.

**Shows Growth**

- Adheres to & articulates policies & procedures to others.
- Growing knowledge of agency’s relationship to local, tribal, state and/or federal systems.

**Routinely**

- Ability to analyze and adapt policies to ambiguous &/or complex situations.
- Adheres to policies.
- Adequate knowledge of agency’s relationship to local, tribal, state and/or federal systems.

**Effectively**

- Skilled at applying the practical, theoretical & legal concepts underlying agency policies.
- Thorough understanding of their relationship to local, tribal, state and/or federal systems in a variety of situations.

**Notes:** (required for rating of 1 or 2; optional otherwise)
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Demonstrate an understanding of how policies are developed and implemented at the agency

**EPAS:** 2.1.8.1

- Initial awareness of agency policies & services.
- Not yet able to identify key external influences.
- Wants guidance in how to best advocate for client systems/community partners.
- Beginning knowledge of how the agency develops policies & services.
- Some knowledge of key external influences.
- Plan for client and/or community advocacy with direction from supervisor.
- Analyze policies for impact and social justice.
- Demonstrates knowledge regarding developing agency policy.
- Understands key external influences.
- Collaboratively works with supervisor to advocate for & with clients and/or communities.
- Professionally and appropriately represents agency stance in public contexts.
- Consistently demonstrates knowledge & use of agency policy.
- Utilizes key external influences.
- Participates in meetings & groups that address advocacy issues surrounding clients & communities.
- Communicates persuasively and appropriately for policy advocacy and change.

Notes: (required for rating of 1 or 2; optional otherwise)

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Demonstrate knowledge of developing a grant

- Initial interest in or ability to assist in grant research &/or grant writing.
- Beginning knowledge of grants.
- Increased ability to assist in grant research &/or grant writing.
- Growing knowledge of the grant proposal process.
- Participates in planning, researching, & writing grant proposals.
- Contributes to grant proposal process.
- Is curious about finding grant funding.
- Participates in the networking process.
- Initiates a plan to develop grant(s), research for grants, & writing grant proposals when appropriate.
- Identifies the complexities & social dynamics of the funding process.
- Involved in the networking processes.

Notes: (required for rating of 1 or 2; optional otherwise)
5. Engage with Clients and Client Systems in an Empowering and Culturally Responsive Manner

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Demonstrate the ability to engage & develop culturally responsive relationships with clients, client systems and/or community partners

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2.1.4.1
2.1.5.1
2.1.10(a).1

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When working with clients, client systems and/or communities, effectively achieves commitment, ownership, education, & sanction for the change process in a culturally responsive manner.

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Notes: (required for rating of 1 or 2; optional otherwise)
### 6. Assess Clients and Client Systems Using Knowledge of Human Behavior and the Social Environment

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<th>Practice Behavior 1</th>
<th>Initial Ability</th>
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<td>Guides clients, client systems and/or community partners in the analysis of their issues, resources, goals, &amp; solutions using a strengths perspective.</td>
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**Demonstrate the ability to gather facts, analyze issues, & apply appropriate theory bases to plan interventions based on a comprehensive assessment and/or complete a community needs assessment.**

**EPAS:** 2.1.7.1

- Can conceptualize issues & begin gathering facts.
- Beginning knowledge of theories with some discomfort applying to practice.
- Relies heavily on supervisor for assessment.
- Some discomfort applying theory to practice.
- Assessment may be separate process from engagement.

**Notes:** (required for rating of 1 or 2; optional otherwise)

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**Demonstrate effective, culturally sensitive assessment, diagnosis & case conceptualization**

**EPAS:**

- Beginning knowledge of specific theories and diagnostic tools.
- Needs help understanding legal or ethical parameters of clinical risk assessment.
- Learning to attribute individual or unique meanings for clients in a

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- Basic understanding of theories and diagnostic tools.
- Aware of legal & ethical concerns, but often needs assistance effectively assessing & diagnosing.
- Understands

- Clear understanding of specific theories and diagnostic tools.
- Understanding of legal & ethical parameters of clinical risk assessment.
- Seeks supervisor support when needed.
- Tries to help clients take responsibility for

- Consistently demonstrates well integrated understanding of specific theories and diagnostic tools in practice.
- Understands legal & ethical parameters of community and/or clinical risk assessment.
- Understands the
2.1.7.1
culturally sensitive manner.
importance of client's responsibility in assessment/treatment and/or intervention process.
- May often try to control the direction of treatment/intervention.
treatment.
- Able to apply change theories with clients/client systems.
uniqueness of each client.
- Effectively helps clients take responsibility for treatment in a culturally sensitive manner.

Notes: (required for rating of 1 or 2; optional otherwise)

### 7. Design Culturally Responsive Intervention Strategies

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**Demonstrate ability to effectively promote social justice & advocacy, recognizing issues of power, privilege and oppression.**

**EPAS:**
- 2.1.5.1
- 2.1.10(c).1

- Initial ability to see the complexity of social justice issues.
- May be overly sensitive or insensitive to client and/or community feelings.
- Understands the complexities of & is often aware of social justice issues.
- Asks for guidance, seeks historical information, & attempts basic advocacy.
- Recognizes and responds to issues of power, privilege and oppression.
- Routinely demonstrates the ability to effectively negotiate complex environments with supervision.
- Researches and anticipates potential social justice or advocacy needs.
- Promotes dignity & self-determination within clients/client systems and/or community groups.
- Negotiates complex social environments & promotes social justice.
- Serves as a resource & is considered a member of the team.
- Designs and implements interventions, programs and/or policies for social justice.

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<tr>
<td>Demonstrate an ability to design, implement and evaluate a training, program, or organizing strategy to meet the needs of the identified client/client system and/or community.</td>
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- Learning about training, organizing, & program development concepts.
- Participates in actions of the agency.
- Supervisor leads planning for training, organizing, & program development.
- Some ability to identify needs & design training, organizing, or program development strategies.
- Uses instruction to develop plans for training, organizing, & program development.
- Understands the connections between different intervention components.
- Able to develop and evaluate comprehensive training, organizing, & program development strategies.
- Uses supervision to assess, implement, and evaluate intervention ideas.
- Interventions take into consideration cause and effect across different systems.
- Uses research to inform use of evidence based interventions.
- Effectively develops and evaluates training, organizing, & program development plans that incorporate social justice.
- Independently able to lead implementation.
- Collaboratively works with supervisor to analyze interventions and assess further needs across different systems.
- Uses practice to inform research.

Notes: (required for rating of 1 or 2; optional otherwise)

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- Beginning knowledge of intervention methods.
- May feel uncomfortable working with clients.
- Wants to solve clients’ problems.
- Relies heavily on supervisor for intervention ideas.
- Learning to engage client in change process.
- Intermediate understanding of intervention methods.
- Uses supervision to choose appropriate intervention strategies.
- Engages client in ownership of change process.
- Uses research to inform practice.
- Working understanding of different interventions.
- Devises appropriate intervention strategies with assistance of supervisor.
- Increasingly helps client take ownership of change process.
- Uses practice to inform research and research to
- Knowledgeable of many different intervention methods.
- Empathetic to clients & effectively involves them in treatment process.
- Skillfully allows clients to be responsible for their own change process.
- Evaluates effectiveness of intervention with supervisor.
2.1.10(c).1

Inform practice.

Using research on evidence-based practices.

Notes: (required for rating of 1 or 2; optional otherwise)

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Demonstrate ability to facilitate a group, meeting, or event.

- Developing own facilitation style.
- Some uncertainty in group situations.
- Needs assistance planning & matching materials to group needs.
- Beginning analysis of group dynamics & detecting cues.
- Supervision during groups is necessary.

- Facilitates the group process & elicits interaction among group members.
- May express anxiety about leading groups.
- Supervisor helps plan groups & attends meetings.

- Uses group dynamics to facilitate group interaction.
- Skilled leader & participant.
- Plans for groups independently.
- Asks for feedback & assistance when necessary.

- Extremely skilled at analyzing & influencing group interactions.
- Detects cues of participants.
- Autonomously plans, facilitates, & debriefs groups.
- Uses supervision to improve group process.
- Develops norms for group behavior & nurtures a safe group culture that is conducive for change.

Notes: (required for rating of 1 or 2; optional otherwise)
8. Evaluate Own Practices and Plan for Termination with Clients, Client Systems and Communities

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- Initial understanding of the role of program evaluation.
- When evaluating implementation, looks at results from individual encounters rather than a holistic view of the agency's mission & services.
- Increased understanding of the role & process of program evaluation.
- Assists in development of evaluation strategies.
- Uses supervision to understand the importance of different evaluation components to agency success.
- Understands the role of program evaluation & participates in the design & implementation of evaluation strategies.
- Asks for assistance to determine the effectiveness of evaluation methods.
- Independently designs & implements program evaluation strategies.
- Clearly understands the interface between various programming components & how they relate to evaluation.
- Collaboratively assesses effectiveness of evaluations with supervisor.

- Shows understanding of the concept of conscious-use-of-self.
- Uses supervision to explore internal barriers to personal growth.
- Initial ability to evaluate own practice and identify successful interventions.
- Needs instruction on applying research to interventions.
- Growing ability to evaluate own practice.
- Examining the progress & success of interventions in terms of conscious-use-of-self.
- Increased ability to acknowledge areas for development and is receptive to learning new practices.
- Recognizing the importance of using evidence based practice and research to inform interventions.
- Routinely evaluates own practice by examining interventions.
- Conscious-use-of-self is becoming a regular part of practice.
- Demonstrated interest in independently conducting research on interventions.
- Utilizes research and supervision to grow from mistakes and to improve practice.
- Effectively & accurately evaluates own practice interventions.
- Conscious-use-of-self is a habit.
- Conducts research on own or agency interventions.
- Collaboratively evaluates own practice by being open to feedback, aware of defenses, and able to integrate changes into practice.
- Consistently draws on evidence based practices in work.
9. Demonstrate Competencies Related to Certificate and/or PROGRESS program (if applicable)

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**Integrate certificate learning into field experience**
- Initial ability to integrate certificate knowledge into practice.
- Identifies what is happening in certificate classes in relation to field experience yet sees field & academics as
- Occasionally relates certificate knowledge to field & integrates learning.
- Needs assistance making connections between certificate course work & field.
- Routinely involves field supervisor in certificate class assignments.
- Makes connections between certificate classroom learning & field.
- Shows commitment to
- Effectively integrates certificate values, ethics, principles & models to field experience.
- Regularly involves field supervisor in discussions about certificate & field connections & provides
| separate. | • May ask for input on certificate course assignments. | internship by continually applying certificate coursework to field. | insights based on certificate learning. |

Notes: (required for rating of 1 or 2; optional otherwise)
10. Demonstrate Competencies Related to Specific Concentration Advanced Practice Behaviors (You will write in the three practice behaviors specific to your concentration)

A. Practice behavior for your concentration (include number identification):

<table>
<thead>
<tr>
<th>OBJECTIVE 1</th>
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Demonstrate application and integration of field & classroom learning into broad view of practice within changing contexts

- Initial ability to recognize concentration theory and skills and application for practice.
- Comments on what is happening at school in relation to field. Experience yet sees field & school as separate.
- Occasionally relates school to field & integrates learning.
- Needs assistance making connections between coursework & field.
- May ask for input on school assignments.
- Beginning to apply concentration practice behaviors to work.
- Routinely involves field supervisor in class assignments.
- Makes connections between classroom learning & field.
- Shows commitment to internship by continually applying coursework to field.
- Consistently demonstrating use of concentration practice behaviors.
- Effectively integrates social work values, ethics, principles & models to field experience.
- Regularly involves field supervisor in discussions about school & field & provides insights based on school learning.
- Concentration practice behaviors are well integrated throughout practice.
B. Practice behavior for your concentration (include number identification):

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<th>OBJECTIVE 1</th>
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**Demonstrate application and integration of field & classroom learning into broad view of practice within changing contexts**

- Initial ability to recognize concentration theory and skills and application for practice.
- Comments on what is happening at school in relation to field.
  experience yet sees field & school as separate.
- Occasionally relates school to field & integrates learning.
- Needs assistance making connections between schoolwork & field.
- May ask for input on school assignments.
- Beginning to apply concentration practice behaviors to work.
- Routinely involves field supervisor in class assignments.
- Makes connections between classroom learning & field.
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- Concentration practice behaviors are well integrated throughout practice.
C. Practice behavior for your concentration (include number identification):

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- Concentration practice behaviors are well integrated throughout practice.
1st Quarter Narrative Evaluation Questions:

1) Highlight the student’s overall tasks and accomplishments during the quarter:

2) Identify the student’s strengths:

3) Identify the area(s) where the student particularly requires further development:

4) What is the plan to address the area(s) for development?

5) Does this internship continue to be a good fit for this student and this agency? Explain
   a. Supervisor’s Comments:
   b. Student’s Comments:

6) What are your mutual goals to make the most of supervision?
### 2nd Quarter Narrative Evaluation Questions:

1. Highlight the student’s overall tasks and accomplishments during the quarter:

2. Identify the student’s strengths:

3. Identify the area(s) where the student particularly requires further development:

4. What is the plan to address the area(s) for development?

5. Does this internship continue to be a good fit for this student and this agency? Explain
   
   a. Supervisor’s Comments:
   
   b. Student’s Comments:

6. What are your mutual goals to make the most of supervision?
### 3rd Quarter Narrative Evaluation Questions:

1) Highlight the student’s overall tasks and accomplishments during the quarter:

2) Identify the student’s strengths:

3) Identify the area(s) where the student particularly requires further development:

4) What is the plan to address the area(s) for development?

5) Does this internship continue to be a good fit for this student and this agency? Explain
   - Supervisor’s Comments:
   - Student’s Comments:
**1st Quarter Grading and Signatures:**

**Quarterly Grade Given by Field Liaison:**

**Signatures:**

<table>
<thead>
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<tr>
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<td>Task Supervisor (if applicable)</td>
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**2nd Quarter Grading and Signatures:**

**Quarterly Grade Given by Field Liaison:**

**Signatures:**

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**3rd Quarter Grading and Signatures:**

**Quarterly Grade Given by Field Liaison:**

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Syllabi for MSW Field Courses
COURSE SYLLABUS

COURSE DESCRIPTION
This required internship provides foundation students with the opportunity to integrate social work theory and practice for effective professional intervention at clinical and community levels. Pre-or co-requisites: SOWK 4001, 4020, 4132 & 4006, 4003, 4007

COURSE RATIONALE
The field internship program is designed to assist in the development of competent social workers through performance in field agency settings. The field internship is intended to enhance learning through field experiences for students that integrate and apply knowledge, theories, values, methods, and practices of social work acquired in the academic setting. Students are responsible for developing personal management skills congruent with professional behavior and for maintenance of professional standards of ethical conduct as defined in the NASW Code of Ethics. Foundation-year field internship is 16 hours a week at the assigned agency. The Director of Field Education (or designee) must approve any deviation from this. A block internship (full time internships for a shorter period of time) or any other special arrangement must also be discussed with the Director of Field (or designee). Students must complete a minimum of 480 hours in the foundation internship.

EDUCATIONAL OBJECTIVES
Field internship serves as a primary mechanism for evaluating many of the core competencies and practice behaviors. See the quarterly Field Evaluation for specific evaluation of educational objective, competencies and practice behaviors.

Given regular attendance, appropriate participation and successful completion of assigned tasks and activities, students will be able to:

1. Demonstrate knowledge, skills and values reflective of the development and identification of a professional self. This includes demonstration of self-awareness, practicing personal reflection and self-correction in application of social work ethics and standards, use of supervision, oral and written communication skills, representation of agency, and professional demeanor and boundaries.
2. Demonstrate proficiency in assessment and problem formulation by exploring situations thoroughly, gathering accurate information and presenting this information in a balanced way that can be understood in a variety of professional contexts. This requires understanding the client systems’ point of view; regularly examining and adjusting own opinions of the client system problems; and identifying critical information for a bio-psychosocial assessment.

3. Engage with and assess client systems in planning and goal setting, demonstrating the skills necessary to establish mutually agreed upon short and long terms goals for client systems and to set personal learning goals for own professional development. Demonstrate the ability to develop a plan with a client system based on research and use of evidence based practices.

4. Demonstrate professional communication skills and intervention strategies in the context of multiple dimensions of diversity and issues of power, privilege and oppression. Demonstrate conscious use of self; develop professional and empathic relationships with client systems; attend to verbal and nonverbal cues; and utilize supervision to evaluate development of practice skills.

5. Demonstrate the ability to evaluate the effectiveness of own practice; identify and initiate action for areas of improvement; critically analyze, monitor, and evaluate interventions based on empirical evidence and self-reflection and incorporate this awareness into assessment and plan for termination with the client system and the agency.

6. Demonstrate application of human behavior and social environment concepts by applying systems, developmental and social justice perspectives in work with the various client systems. Develop cultural responsiveness and advocacy skills for practice with client systems and to effect structural changes in the delivery of social services.

7. Demonstrate integration of classroom learning into a broad view of practice by the ability to integrate theories into practice with clients, to discuss and relate coursework to the field experience, and in recognizing the need for career long learning in the changing contexts of social services delivery.

**CONTENT ON DIVERSE POPULATIONS**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Throughout the entire internship, the student will be examining content on diverse populations; these topics and experiences are crucial to those working in the field with clients and constituencies. Each student should be prepared to examine her or his own feelings regarding the above material and be able to articulate areas for personal and professional development as related to working with diverse populations.
METHODS OF TEACHING
Foundation-year field internship utilizes a combination of observation, practice, discussion and experience. The field supervisor will provide a teaching/learning environment that facilitates student application of classroom concepts and skills through generalist practice, exposing the student to a range of prevention and intervention methods with individuals, families, groups, organizations and communities. Each student’s experience will vary based on the internship site; practice and observation of various skills will be relevant to the specific internship chosen by the student; and will address the basic foundation competencies and practice behaviors as determined by the Council on Social Work Education (CSWE). The field liaison will provide oversight and linkage with GSSW around the student’s progress. The field liaison will perform agency visits and be available for problem-solving initiated by either the student or the field supervisor.

READINGS
Code of Ethics of the National Association of Social Workers. (2012)
Washington, DC; NASW


Additional Readings as assigned by the field supervisor.

COURSE ASSIGNMENTS
In consultation with the field supervisor and field liaison, the student will develop an Individualized Field Education Plan (IFEP) specific to their learning needs within the context of their field agency and in accordance with the GSSW foundation competencies and practice behaviors. This IFEP will be the outline for the field internship learning. The guidelines for the IFEP can be found in the Field Manual.

EVALUATION OF STUDENT PERFORMANCE/GRADING
Field internship serves as a primary mechanism for evaluating many of the core competencies and practice behaviors. See the quarterly Field Evaluation for specific evaluation of educational objective, competencies and practice behaviors. Using the IFEP developed in consultation with the field supervisor and field liaison, the student will demonstrate learning in each of the educational objectives listed for foundation field. Student field performance will be evaluated quarterly by the field instructor, with input of other supervisors involved in the student’s internship. The field supervisor rates the student’s work in each of the areas listed on the foundation field evaluation. Students are expected to assess their own performance and to discuss their self-rating with their field instructor, although the field instructor will determine the numeric score to be entered into the field evaluation. A template of the foundation field evaluation can be found in the Field Manual and on-line. Field instructors are responsible for entering the evaluation scores and submitting the evaluation electronically according to the schedule published in the Field Manual. The field supervisor recommends the grade earned by the student, but the field liaison has the prerogative to submit a final grade different from that recommended by the
field supervisor with documented reason. Students receive a Pass (P), In Progress (IP), or No Pass (NP) for each quarter of field.

**ATTENDANCE**
Students are expected to attend field on regularly scheduled days, attend meetings or events at other agencies or in the community as instructed by the field supervisor, in accordance with the required number of field hours.

**GENERAL GSSW AND DU POLICIES**

Please see the GSSW Field Manual (2014-2015) for policies pertaining to field internships.

*Policy Concerning Students with Disabilities*
Students who have disabilities or medical conditions and who want to request accommodations should contact the Disability Services Program (DSP); 303.871.2372/ 2278; 1999 E. Evans Ave.; 4th floor of Ruffatto Hall. Information is also available online at www.du.edu/disability/dsp; see Handbook for Students with Disabilities. Please note that academic accommodations cannot be applied retroactively, so it is important for you to register with DSP as soon as possible if you think you may need accommodations at some point while at GSSW. You are also encouraged to contact the Director, Student and Career Development for GSSW students. 303-871-3841.

Please review materials in the Academic Bulletin & Student/Faculty Handbook for the following policies:

*Policy Concerning Religious Accommodations*

*Policies Concerning Academic Integrity and Ethical Conduct*

*Name and Pronoun Use in the Classroom*

*Use of Technology*

The Academic Bulletin & Student/Faculty Handbook can be found at: http://www.du.edu/socialwork/media/documents/MSWBulletinHandbook.pdf
It is located on the GSSW website, within the “current students” tab, on the “Quick Links” box on the right side of the page.

**BIBLIOGRAPHY**

COURSE SYLLABUS

COURSE DESCRIPTION
Concentration students participate in planned social work practice experience that integrates classroom theory, the learning of practice skills and the continued development of social work attitudes, ethics and values in a variety of social work contexts and settings. Prerequisite for 2-year students: successful completion of foundation-year course work and field internship. Prerequisite for students with Advanced Standing: successful completion of advanced standing prerequisite courses and BSW-year internship. Field must be taken concurrently with concentration-year course work, or after core concentration course work, unless by special arrangement with the Director of Field (or designee).

COURSE RATIONALE
The concentration-year field internship program is designed to assist in the development of competent social workers through performance in micro, mezzo, and macro field settings. The field internship is intended to enhance learning through field experiences for students that integrate and apply theories, values, methods and practices of social work acquired in the academic setting. Students are responsible for developing personal management skills congruent with professional behavior and for maintaining professional standards of ethical conduct defined in the NASW Code of Ethics. Concentration-year field requires a minimum of 20 hours a week experience at the assigned field agency. Any deviation from this standard requirement which regularly involves more or fewer hours per week must be approved by the Director of Field Education (or designee). Block internships, a full time internship in the field placement for a shorter period, must also be discussed with and approved by the Director of Field Education (or designee) six weeks or more prior to the beginning of the internship.

EDUCATIONAL OBJECTIVES AND STUDENT LEARNING OUTCOMES
Field internship serves as a primary mechanism for evaluating many of the core competencies and practice behaviors. See the quarterly Field Evaluation for specific evaluation of educational objective, competencies and practice behaviors.
Given regular attendance, appropriate participation and successful completion of assigned tasks and activities, students will competently demonstrate the following knowledge, skills and values:

1. Conduct oneself as a professional social worker by demonstrating self-awareness and autonomy, by recognizing and discussing personal strengths and weaknesses; having clarity about personal values and attitudes and the way in which they impact practice; accepting full responsibility for field learning; being efficient in use of time, honoring appointments, deadlines, and other commitments; and carrying out assignments with appropriate level of supervisory assistance. Students will use supervision time appropriately by being prepared for supervision sessions; being open to ongoing performance evaluations; and revising conceptualizations and interventions based on feedback.

2. Apply social work professionalism and ethical principles to guide practice by demonstrating the appropriate application of social work roles and values in practice by understanding and showing commitment to professionalism and the Social Work Code of Ethics within the context of the agency; respecting client confidentiality and self-determination; demonstrating cultural responsiveness in values, beliefs, and behavior and with sensitivity to all those facing issues of oppression, marginalization, power and privilege; utilizing research in all aspects of practice; and committing to ongoing development of a conceptual framework for practice in the changing contexts of social work.

3. Develop professional and effective oral and written communication skills by using appropriate and culturally responsive professional language; being accurate in reporting processes; using active listening and conflict management skills; being willing to express oneself in group situations, and increasing public speaking skills (e.g. speeches, leading programs, legislative advocacy).

4. Understand and respond to agency and community context for advocacy and practice by demonstrating knowledge of the agency and representing them well by adhering to agency policies and procedures; accurately articulating the mission, goals, and structure of the organization; being aware of subsystems, super-systems, and their interrelatedness; recognizing and responding to the changing contexts of practice; and understanding the organizational environment.

5. Engage with clients and client systems in an empowering and culturally responsive manner by recognizing issues of power, privilege, oppression, and marginalization. When working with communities students will practice effectively achieving commitment, ownership, education and sanction for the change process in a culturally responsive manner. By demonstrating sensitivity across various systems, using open-ended questions and exploring verbal and non-verbal communication, students will participate in forming empowering relationships while working for human rights, social and economic justice.
6. Assess clients and client systems using knowledge of human behavior and the social environment by guiding clients, client systems and community partners in the analysis of their issues, resources, goals and solutions. Students will demonstrate the ability to gather facts, analyze issues and apply appropriate interventions and theory bases to clarify issues and identify strengths as well as constraints and will integrate these factors into a viable assessment. Students will use research to evaluate and inform practice.

7. Design culturally responsive intervention strategies by establishing genuine, non-judgmental helping relationships and with awareness of issues of power, privilege and oppression. Students will use appropriate interviewing techniques, group leadership skills, brokering/mediating/networking/advocating skills, personal management skills, and administrative skills, maintaining a problem-solving focus; having the ability to explore and clarify the feelings of others and being aware of non-verbal communication. Students will use research to inform practice and practice to inform research.

8. Evaluate own practices and plan for termination with clients, client systems and communities by being able to specify objectives for planned intervention with clients/systems and community partners and articulating clear criteria for determining the success of strategies, being able to evaluate personal effectiveness in practice, and accepting responsibility for termination/transfer through oral and written communication. Students will use knowledge of practice informed research and research informed practice to evaluate.

9. Demonstrate competencies related to concentration and/or certificate program by being able to integrate academic courses and the internship; having knowledge of how agency policies impact service delivery in relationship to the content of the certificate and populations served; being able to utilize concentration specific/certificate specific strategies needed in working with various client population; assisting the agency in understanding the nature of the specialized work of the concentration and/or certificate and linking the theories of the concentration and/or certificate to the profession and ethics of social work; and adhering to social work values, ethics, roles and purposes.

Field internship serves as a primary mechanism for evaluating many of the core competencies and practice behaviors. See the quarterly Field Evaluation for specific evaluation of educational objective, competencies and practice behaviors.

CONTENT ON DIVERSE POPULATIONS

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation.
as well as privilege, power, and acclaim. Throughout the entire internship, the student will be examining content on diverse populations; these topics and experiences are crucial to those working in the field with clients and constituencies. Each student should be prepared to examine her or his own feelings regarding the above material and be able to articulate areas for personal and professional development as related to working with diverse populations.

METHODS OF TEACHING
Concentration-year field internship utilizes a combination of observation, practice, discussion and experience. The field supervisor will provide a teaching/learning environment that facilitates student application of classroom concepts and skills through practice with various sizes of client systems and in various contexts. Developed in consultation with the field liaison, the Individualized Field Education Plan (IFEP) will ensure that GSSW curriculum goals are incorporated into field experiences.

READINGS


Additional readings as assigned by the field supervisor

COURSE ASSIGNMENTS
In consultation with the field supervisor and field liaison, the student will develop an Individualized Field Education Plan (IFEP) specific to their learning needs within the context of their field agency and in accordance with the Concentration competencies and practice behaviors. This IFEP will be the outline for the field internship learning. The guidelines for the IFEP can be found in the Field Manual.

EVALUATION OF STUDENT PERFORMANCE/GRADING
Field internship serves as a primary mechanism for evaluating many of the core competencies and practice behaviors. See the quarterly Field Evaluation for specific evaluation of educational objective, competencies and practice behaviors. Using the IFEP developed in consultation with the field supervisor and field liaison, the student will demonstrate learning in each of the educational objectives listed for foundation field. Student field performance will be evaluated quarterly by the field instructor, with input of other supervisors involved in the student’s internship. The field supervisor rates the student’s work in each of the areas listed on the foundation field evaluation. Students are expected to assess their own performance and to discuss their self-rating with their field instructor, although the field instructor will determine the numeric score to be entered into the field evaluation. A template of the concentration field evaluation can be found in the Field Manual and on-line. Field instructors are responsible for entering the evaluation scores and submitting the evaluation electronically according to the schedule published in the Field
Manual. The field supervisor recommends the grade earned by the student, but the field liaison has the prerogative to submit a final grade different from that recommended by the field supervisor with documented reason. Students receive a Pass (P), In Progress (IP), or No Pass (NP) for each quarter of field.

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BIBLIOGRAPHY

Online Resources and Field Forms
Online Resources at a Glance

To access student forms:
- Go to http://www.du.edu/socialwork/
- Click on Field Education (located on the top row).
- Click on Field Information for Current Students (located on the left side of the page).
  (Note: Student Evaluation and Individualized Field Education Plan (IFEP) templates are also on the For Field Agencies page.)

To access the GSSW Field Manual:
- Go to http://www.du.edu/socialwork/
- Click on Field Education (located on the top row).
- Click on Field Manual (located on the right side of the page). The Field Manual will open as a .pdf document.

To RSVP for a Field Supervisor training:
- Click on For Field Agencies on the left side of the page.
- Click on Training Schedule on the left side of the page.
- Review the dates listed, and Click on “Registration Form” to RSVP (the registration form also includes the dates for all upcoming trainings).
To update agency information:

- Go to https://gsswinternships.du.edu/
  (Note: You must be the “Internship Coordinator” for your agency with an
  assigned username and password in order to access the database.).

- Click on View Help Guides

To view field education calendars and events:

- Go to http://www.du.edu/socialwork
- Click on Field Education (located on the top row).
- Events Calendar is on the right side of the page.
- Field Internship Dates can be found under For Field Agencies
  or Field Information for Current Students.

Note: Need Help? Contact the Field Office at 303.871.2844
or field@du.edu for assistance.
Agency Forms

Agency Information Form (AIF)

Agencies complete an online “Agency Information Form” (AIF) which begins the process for agency approval. This may include a site visit from a field coordinator. The information submitted on the AIF is entered into the field agency database and shared with GSSW students.

To complete an online “Agency Information Form”:

- Go to https://gsswinternships.du.edu/.
- Click on About in the upper right corner.
- Click on Agency Information Form.

Agencies are encouraged to provide the following information:

- general agency information (name, address, telephone number)
- the mission or general focus of your agency (“agency description”)
- activities, programs and tasks in which the intern might take part (“internship description”)
- “Focus of Practice” - describing the client population (youth, individuals, families, age, or other systems served) and the particular types of services provided.
University of Denver
Graduate School of Social Work

Agency Agreement

Colorado Seminary which owns and operates the University of Denver and its Graduate School of Social Work (“School”) and ____________________________ (“Agency”) mutually agree that the Agency will provide a field placement for educational and on-the-job training experiences that would be beneficial to graduate social work students of the School.

The Agreement will be in effect as of ________________, 20__, until one party or the other ends the agreement, or ending ________________, 20__; provided that, any termination by Agency shall not be effective, at the election of School, as to any student participating in the educational or on-the-job training experience under this Agreement until said student has completed the experience not to exceed the then current academic term or five (5) months.

During this period of time, the Agency and the School will mutually agree on the student assignments and the accepted level of academic preparation required for each student.

The Agency and the School mutually agree to follow the standards and guidelines of field instruction as outlined in the Field Manual of the University of Denver Graduate School of Social Work at http://www.du.edu/socialwork/field/ incorporated into this Agreement by reference.

Each party agrees that no student in the educational or on-the-job training experience will be deemed to be an employee of the Agency or of the School. Each party agrees that the students will be in a learning situation and that the primary purpose of the placement is for the students’ learning. It is further understood that the student shall not at any time replace or substitute for any Agency employee.

Agency shall keep confidential any student records obtained or created by Agency in accordance with the requirements of the Family Education Rights and Privacy Act (20 U.S.C. § 1232 g) (“FERPA”) and the rules and regulations promulgated thereunder and the School’s FERPA policy at http://www.du.edu/registrar/general/ferpa_student.html.

Each party agrees to comply, at its own expenses, with the provisions of all state, local and federal laws, regulations, ordinances, requirements and codes which are applicable to this Agreement.

Nothing contained in this Agreement shall be construed to create a joint venture, partnership, agent or employment relationship as between School and Employer. Neither party has the authority to act for the other party, or to bind the other party in any respect whatsoever, or to incur any debts or liabilities in the name of or on behalf of the other party.

The parties agree that in the performance of this Agreement there will be no discrimination against students, employees, or other persons related to race, color, sex, religion, creed, age, national origin, sexual orientation, or disability.
The person signing for each party below represents that s/he has the proper signature authority to bind his/her respective party to the terms of this Agreement

SCHOOL

Colorado Seminary which owns and operates the University of Denver and its Graduate School of Social Work
Denver, CO  80208-0274

Dean

AGENCY

Name:

____________________________

Address:

____________________________

____________________________

Executive Director
(or designated signatory)
Student Forms

Internship Search Forms

A student’s first step toward securing an internship is to complete an “Internship Search Form” online. This information helps field coordinators get to know the student and his or her human-service experience.

To complete the “Internship Search Form” online:

- Access this form online at the GSSW Student Resources Portfolio page at:  
  https://portfolio.du.edu/gsswstudentresources

- Click on the applicable Internship Search Form.
  
  ➢ Internship Search Form – Foundation-year Students
  ➢ Internship Search Form – Concentration-year Students
  ➢ Internship Search Form – Advanced Standing Students
  ➢ Internship Search Form – Transfer Students

Field Confirmation Form – Denver Campus

(Students in the Four Corners and Western Colorado Programs should consult with faculty regarding the placement process and required forms.)

Within one week of securing your field internship, complete and submit online a Field Confirmation Form which is found in the GSSW Internships Database. This form provides the school with the official documentation needed for your student records and is directly tied to your registration for field credits. Students are registered for internship credits by the GSSW Registrar. You will not receive credit for your field internship until this form is submitted.

- Be prepared to answer specific questions about your internship (agency name and division, agency address, website and MSW supervisor’s phone and email address, and if applicable task supervisor’s phone and email address.) If you are unsure about the correct and complete contact information, please call or email the agency before you start filling out the form to ensure you have accurate contact information.

- Go to: https://gsswinternships.du.edu. Enter the database using your DU ID number (beginning with 87…..) and your Pioneer Web password.

- Near the middle of your Student Details page, click on Field Confirmation Form.

- Fill in all requested information. If for some reason you are unable to provide the requested information, DO NOT enter incorrect information, but STOP and contact the Field Program Office at field@du.edu or by calling 303-871-2844.

- The Field Confirmation Form is a contract between the student and the agency. Any proposed change in internship after the Field Confirmation Form has been submitted must be approved by the Field Education Program.
Notification of IP Status in Field

Student ID: ___________________  Name: ____________________________

Liaison: _____________________  Agency: ___________________________

Quarter: Fall [ ]  Winter [ ]  Spring [ ]  Summer [ ]  Year: 20____

Field Status: Foundation Year [ ]
Concentration Year: [ ]

Reason for Request:
[ ] Insufficient hours
[ ] Medical/Personal reasons
[ ] Extenuating circumstances at agency
[ ] Student has not yet met required learning objectives
[ ] Other—please explain:

________________________________________________________________________

Action plan for resolution of IP status:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Deadline for completion*:
________________________________________________________________________
*(To be agreed upon by student, liaison, and field supervisor)

* In some cases, a student’s registration for field credits for subsequent quarters may be impacted until the IP is cleared.

Required signatures:

________________________________________________________________________
Student  Date  Field Liaison

________________________________________________________________________
MSW Field Instructor  Date  Field Liaison Supervisor

________________________________________________________________________
Task Supervisor (if applicable)  Date

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# INTERNSHIP EXCEPTION REQUEST FORM

To request a block, summer, international, out-of-state internship, or exception in field credits, students must:

1. Schedule a meeting with the Director of Field Education to complete this form.
2. Obtain approval signature and return this form to the GSSW Registrar, Craig Hall, Room 259.
3. If applicable, complete and submit a “Field Confirmation Form” online at [https://gsswinternships.du.edu/](https://gsswinternships.du.edu/).

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>DU Student ID #:</th>
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<tbody>
<tr>
<td>Student Email Address:</td>
<td>Academic Year:</td>
</tr>
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</table>

Please check:
- [ ] Foundation Year
- [ ] Concentration Year (includes students with advanced standing)

### Agency / Organization Name:

### Division / Department / Unit / Clinic / School / Program:

### Field Office Use Only

**Field Clock Hours Requested Per Quarter/Academic Year:**

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<th>Fall</th>
<th>Winter</th>
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**Field Credit Hours Requested Per Quarter/Academic Year:**

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<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
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</table>

Student Signature __________________________________________________  Date __________

Director of Field Education Signature____________________________________  Date __________

**cc:** Student  
Field Instructor  
Field Office  
Liaison Supervisor  
Field Liaison  
Academic Adviser  
Registrar

**Comments/Notes:**
Field Internship In Place Of Employment

The Graduate School of Social Work recognizes that the personal economic situation of some students makes it necessary for them to explore field internship opportunities in their places of employment. It is recognized that professional activity and learning are not inconsistent, but there is a difference between the goals of educational development and those of employment. The focus of the field internship must be on the student’s learning.

Students interested in an employment-based internship must submit their request via the “Request for Field Internship in Place of Employment” form to the Director of Field Education (or designee). This form can be accessed from the GSSW Student Resources Portfolio page at: https://portfolio.du.edu/gswstudentresources.

Students in the two-year MSW program must typically complete one of their two field internships in an agency other than their place of employment. Students must have been in their place of employment for a minimum of six months and must have an MSW internship supervisor other than their employment supervisor. The student must have learning opportunities for their internship experiences that are distinctly different from their usual job responsibilities.

A place of employment can be an internship setting only when the following guidelines are met:

- The agency must have available either different units or distinctly different learning opportunities that will provide the student with non-employment related social work practice experiences. Thus, the student will work outside of his or her current job description activities for the 16 (foundation year) or 20 (concentration year) hours per week that constitute the field internship to ensure that specific, graduate-level learning objectives may be accomplished.

- The agency must have a qualified MSW from an accredited school of social work, with two years of post-graduate experience, to serve as the field instructor. This must be someone other than the student’s regular employment supervisor to ensure, in part, that the field instructor is free to focus on educational aspects of the internship rather than on workload issues. The field instructor must provide individual field instruction for the equivalent of 1.5 hours per week for foundation-year students, and the equivalent of one hour per week for concentration-year students. If the field instructor has never supervised a GSSW student before, the field instructor must complete GSSW’s basic field supervisor training.

- The agency and GSSW must agree that the assignments given to the student are consistent with the educational objectives of the MSW program, and the assignments must show evidence of sound educational design and planned development of the student’s capacities. This may necessitate lighter caseloads, planned and varied
assignments for educational purposes, and additional hours above the normal workweek to achieve internship requirements.

- The student must have completed at least six months of employment at the agency prior to the beginning of the internship.

In developing a field internship in the place of employment, it is expected that the student will take the initiative by submitting the proposal to the Director of Field Education (or designee) and coordinating the administrative requirements of the agency. These steps are to be followed:

1. The student must discuss with the Director of Field Education (or designee) their intent to request an internship in the agency of employment **six weeks** prior to the beginning of the internship quarter for GSSW-approved field agencies, or **three months** prior to the beginning of the internship quarter for agencies not yet approved as field internship sites. Within the following two weeks, the student must submit to the Director (or designee) the “Request for Field Internship Agreement in Place of Employment” form. This form can be accessed from the GSSW website at:  https://portfolio.du.edu/gsswstudentresources. Submitting a proposal does not guarantee approval of the request.

2. Within a month, the student should also discuss the proposed internship plan with his or her academic adviser.

3. The Director of Field Education (or designee) will review the request and notify the student whether the internship is acceptable and/or whether any modifications will be necessary. Notification will be made within two weeks if the agency has already been approved by GSSW as a field agency, or within six weeks if it has not yet been approved. Copies of the approved internship plan will be sent to the student’s academic adviser and field liaison.

   If the internship in the place of employment is found to be unacceptable, the student must then agree to find another internship approved by GSSW.

4. A member of the Field Team may visit the agency to discuss with the administrator and/or field supervisors how GSSW’s educational objectives will be met during the internship.

5. It will be the responsibility of the field liaison to determine that the internship remains consistent with GSSW’s educational objectives and the proposal made by the student. Deviations from the internship plan may result in the student’s internship being terminated.

   **Note:** Any student who is offered employment by the field agency that will begin before the completion of the internship must submit the appropriate form to notify the field liaison and the Director of Field Education (or designee). The student and agency must agree that the student can complete the requirements of the internship even though she or he has become an employee of the agency.
REQUEST FOR FIELD INTERNSHIP IN PLACE OF EMPLOYMENT

Students interested in a work placement must submit this form and required attachments to the Director of Field Education (or designee). Submitting this form does not guarantee approval of the request.

Two-year MSW students must typically complete one of their two field internships in an agency other than their place of employment. Students must have been in their place of employment for a minimum of six months and must have an MSW field supervisor from an accredited school of social work other than their employment supervisor. The internship must provide the student with experiences that are distinctly different from the student’s regular job responsibilities.

This form requires collaboration between the student, the agency, the employment supervisor and the MSW field supervisor.

1. Student Name ______________________________________________________
   Foundation Year □ Concentration Year □ Advanced Standing □
   Student DU ID # _________________ E-mail _______________________
   Length of Employment _________________________________________

2. Agency Name ______________________________________________________
   Agency Division/Unit/School where employed __________________________
   Agency Division/Unit/School for internship____________________________
   Agency Contact for this Proposal ____________________________________
   Agency Contact Phone _____________________________________________
   Agency Contact E-mail _____________________________________________
   Is the agency currently an approved GSSW Field Agency? □ Yes □ No

3. Student’s present job title and job description: (Please attach)

4. Attach a description of the new assignments and new learning opportunities that the student will be given for internship hours. Please provide the plan for establishing a separation between employment tasks and internship tasks including a distinction between employment supervision and internship supervision.

The following questions require the initials of the student, the employment supervisor and/or the MSW field supervisor as indicated.
1. Student and employment supervisor have discussed salary arrangements for the period of time that the student will be completing an internship at the work place.

   Student______ Employment Supervisor______

2. Student is employed ______ hours per week. Number of these hours that student will be allowed to participate in internship vs. employment activities_______. If no employment hours will be devoted to internship activities, please attach a description of the agreed-upon work/internship schedule.

   Student______ Employment Supervisor______ MSW Field Supervisor______

3. Student will be able to meet with the field supervisor each week for the equivalent of 1 ½ hours for foundation students and 1 hour for concentration students.

   Student______ Employment Supervisor______ MSW Field Supervisor______

4. Student will have adequate time for internship-related responsibilities

   Student______ Employment Supervisor______ MSW Field Supervisor______

Signatures:

Agency Executive Director ___________________________ Date __________
(or designee)
Print Name: __________________________________________

Employment Supervisor ___________________________ Date __________
Print Name: __________________________________________

MSW Field Supervisor ___________________________ Date __________
Print Name: __________________________________________

Student ___________________________ Date __________

Director of Field Education ___________________________ Date __________

Once completed, including all signatures, please return this form and required attachments to:

Director of Field Education
Field Education Office
University of Denver - Graduate School of Social Work
2148 S. High Street
Denver, CO 80208

Upon approval, student must complete a Field Confirmation Form

For Field Office use only
Cc: Academic Adviser MSW Field Supervisor
   Field Liaison Student
   Field Liaison Supervisor
Note: This is a sample timesheet, recommended to help students and their field supervisors keep track of internship hours. Timesheets provided by agencies may be used in lieu of this timesheet.

**University of Denver**  
**Graduate School of Social Work**

**Student Timesheet**

<table>
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<th>Optional Comments</th>
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**Monthly Total:**

Student Signature ___________________________  Date:___________

Field Supervisor Signature ___________________________  Date:___________

Note: This form may be accessed and downloaded at on the GSSW website at: https://portfolio.du.edu/gsswstudentresources.
University of Denver
Graduate School of Social Work
Field Education Program
2148 South High Street
Denver, CO 80208

Phone: 303-871-2844
Fax: 303-871-2845
Email: field@du.edu
Website: www.du.edu/socialwork/fieldeducation

Four Corners Program
701 Camino del Rio
Suite #311
Durango, CO 80301

Phone: (970) 247-9773
Or (970) 259-4122
Fax: (970) 259-1965
Email: Wanda.Ellingson@du.edu
Website: www.du.edu/socialwork/programs/fourcorners

Western Colorado Program
1402 Blake Ave.
Glenwood Springs, CO 80498

Phone: (970) 945-1133
Email: Rachel.Forbes@du.edu
Website:
www.du.edu/socialwork/programs/wcolorado.html