



UNIVERSIDAD  
ANA G. MÉNDEZ

**UAGM**

Recinto de Carolina

**School of Social and Human Sciences  
Department of Social Work**

**Supervised Practice Manual Master's Program**

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**Introduction:**

The Social Work Graduate Program of the Ana G. Mendez University is committed to the training of social workers of excellence to provide effective services to our country. We are governed by the Accreditation Standards of the Council on Social Work Education and the Code of Ethics of Social Work Professionals of Puerto Rico and the National Association of Social Workers (NASW) in the academic process. It is expected that our graduates will develop the skills and expected behaviors as professionals of social work. We would like to say that our students will have the experience of integrating theory and application in supervised practice that enriches their training in social work.

Supervised practice presents great challenges being one of the most important elements of the academic curriculum in the Graduate Program of Social Work. To achieve excellence, we are aligned with the vision and mission that our department promulgates to achieve the goals and objectives set in supervised practice in accordance with the vision and mission of Ana G. Mendez University.

**Department of Social Work History:**

The Bachelor of Arts in Social Work Program began at the Ana G. Mendez University in August 1992. At that time, Social Work was assigned to the School of Liberal Arts and Languages. In January 2007, the first group of graduate students was admitted and the first master's class (MSW) graduated in June 2009. In August 2009, Social Work began to function as a Department within the School of Social Sciences and Humanities and the baccalaureate degree was revised as a Bachelor in Social Work (BSW).

The Department of Social Work currently has a bachelor's and master's degree program in Carolina, P.R. and in the University Centers of Cabo Rojo, Santa Isabel, Barceloneta and Yauco. The Master's in Social Work is also being offered in AGMU's US branches in Orlando, FL, Tampa, FL, Miami, FL, Wheaton, MD and Dallas, TX. In addition, the bachelor's is offered for adult students in the accelerated studies modality (Programa AHORA).

The Master's program specializes in Clinical Social Work. This prepares students to perform as specialists in the promotion of wellbeing and optimal social, emotional or mental functioning of individuals, couples, families or groups.

It is expected that students of the Department of Social Work, acquire knowledge about the processes of social transformation required by society. Both the content of the courses and supervised practice are aimed at deepening the values of the profession and promoting commitment to justice and social equality as distinctive Social Worker graduates of the Ana G. Mendez University.

### **Vision**

To be recognized as a program of Social Work of excellence.

### **Mission**

Prepare Social Work professionals, committed to social justice, human rights and diversity in all its manifestations. Our graduates will demonstrate critical thinking skills, capable of communicating effectively in their professional work; may conduct research related to their practice; they will integrate entrepreneurship, self-management and technology in their work and will identify themselves as active citizens of a global world in constant change, committed to social transformation.

### **Social Work Graduate Program:**

The School of Social and Human Sciences of the Ana G. Mendez University (UNE), through the Department of Social Work, offers the Master's Degree in Social Work with Clinical specialization. Our Master's Degree in Social Work responds to the transformation and social and human development needs of Puerto Rico, the Caribbean and the United States. It integrates the theoretical and philosophical currents of the profession, both in the United States as well as in Latin America. Recognizes the importance of recruiting students committed to their own learning and willing to serve as promoters of the common good, acceptance of diversity and the struggle for human rights and the improvement of the quality of life for the whole society.

The graduate program prepares students for clinical professional practice, able to contribute with their leadership and guidance to programs and services for vulnerable populations. The context and geographic location of the program offer the opportunity to meet the needs of diverse and vulnerable populations.

## **MISSION AND GOALS OF THE GRADUATE PROGRAM OF SOCIAL WORK**

### **Mission:**

Contribute to social transformation through the development of advanced social work skills and competencies, consonant with the values of social justice and equality, the appreciation of diversity and personal and professional responsibility.

### **Goals:**

1. Prepare students for advanced social work practice.

- This reflects our commitment to prepare students for advanced clinical practice.

2. Promote social justice and social change.

- It is directly related to our commitment to the transformation of society.

3. Advance in the knowledge base of social work.

- Refers to the importance that our program assigns to research and evidence-based

practices for the advancement of the knowledge base of the field of social work.

4. Serve as a resource to the communities near our main campus and its university centers.

- It is mainly achieved through our education program and integration with the institution.

### **LICENCES AND ACCREDITATIONS:**

- The Baccalaureate Program, like the Master's Program in Social Work, holds licenses from the Puerto Rico Board of Education (CEPR).

- Since 2011, the Council on Social Work Education (CSWE) has accredited the Master's Program in Social Work of the Ana G. Mendez University.

## **COUNCIL ON SOCIAL WORK EDUCATION (CSWE)**

The Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE) are used to accredit Social Work programs. The EPAS establish the excellence of academic programs and the limits for professional competence. To achieve the accreditation of the graduate program of social work follows the Educational Policy and Accreditation Standards (EPAS), which has four characteristics of an integrated curricular design:

1. Mission and Objectives of the Program
2. Explicit Curriculum
3. Implied Curriculum
4. Evaluation

## **EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (EPAS)**

During the practice experience, the students' performance is evaluated based on the fundamental competencies of the profession. A Social Worker must integrate and master theories, models, language and behaviors of the profession to develop the skills. The Social Work department of the Ana G. Mendez University promotes the following nine competences as part of the Educational Policy and Accreditation Standards (EPAS):

1. Demonstrate ethical and professional behavior
2. Defend diversity and difference in practice
3. Promote human rights and social, economic and environmental justice
4. Apply informed practice in research and research reported in practice
5. Get involved in political practice
6. Commit to individuals, groups, family, organization and community.
7. Appraise individuals, groups, families, organizations and community
8. Intervene with individuals, groups, families, organization and community
9. Evaluate the practice with individuals, families, groups, organizations and communities

## **SOCIAL WORK EDUCATIONAL MODEL:**

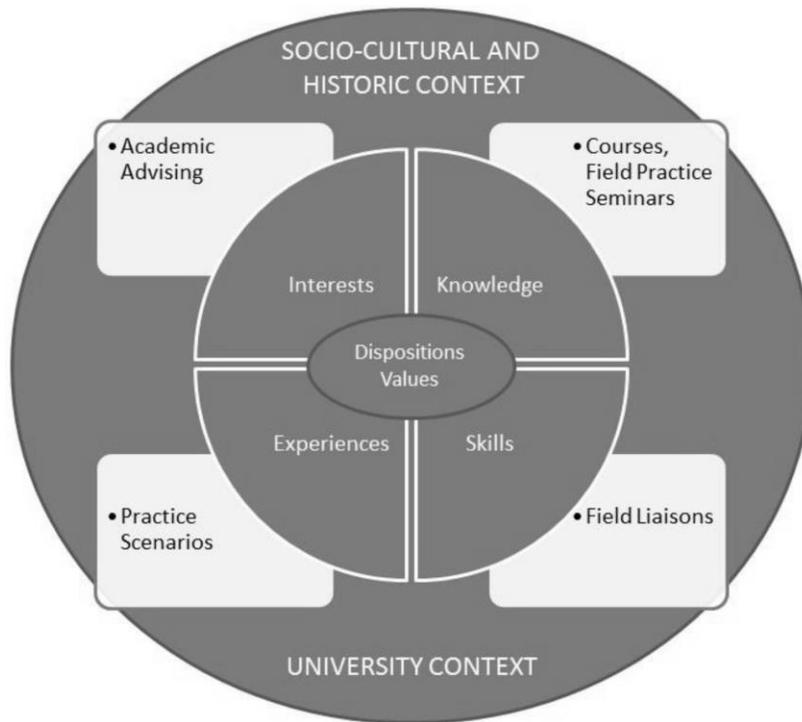
### **Theoretical and philosophical framework**

The conception of our social work program is based on the General System Theory and Social Constructionism. These two theoretical-philosophical frameworks bring us closer to the profession in a holistic and interactive way where students are trained as social workers. This, in a continuous process of knowledge acquisition, critical thinking exercises and self-reflection.

At Ana G. Mendez University, we define the Social Work profession as one that promotes equality, social and political justice as well as the welfare of human and social systems through knowledge of human behavior and social systems, framed in the historical-cultural contexts where it takes place. Our focus are individuals, families, groups, organizations and communities. Social work is a profession of concerted action for the transformation of people and the social, political, economic and cultural environment. Our graduates are inserted in their communities and in their places of work, aware of the importance of individual and collective responsibility for the improvement of the quality of life of the whole society.

The Social Work Educational Model (See Figure 1) represents the vision of the process of training Social Work students at the Ana G. Mendez University. The students enter our program with some dispositions and values resulting from their interests, acquired knowledge, lived experiences and skills developed up to now. Within the Social Work Program the student body, then, is exposed to academic advice to strengthen their interest in the Social Work profession. We offer courses, seminars and practical training to develop the student's knowledge; we assign them to different practice scenarios to provide them with the ideal professional experiences; and finally, we prepare institutional liaisons to guide students and provide opportunities for the development of the skills necessary to practice as Social Workers.

Graph 1: Educational Model of Social Work



The interaction of these elements occurs within the university context and in the broad, historical and sociocultural context of Puerto Rico and the United States. Within this model, student education is a dynamic, interactive, individual and collective process, simultaneously. Each student creates and recreates their own educational experience and graduates from the program with a new evaluative framework and new dispositions, consonant with the values and ethics of the profession. Moreover, each student is an amalgam of experiences, so the application of the knowledge and skills acquired will reflect their individuality, their interests, goals and dreams. In other words, graduates from Ana G. Mendez University Social Work program are hired in jobs that impact the transformation of society.

### **COMPONENTS OF SUPERVISED PRACTICE**

The supervised practice in Social Work is the component of excellence of the training of social workers. It is based on the goals, values, ethics, objectives, competencies and expected behaviors of the Social Work Graduate Program. The Social Work Master's

program requires that students begin their supervised practice when they comply with the required courses and requirements established by the program.

The first supervised practice (SWGR 555) works the basic skills of the generalist model and is part of the core component of Social Work. The second and third practices (SWGR 655 and SWGR 665) serve the development of the advanced skills of clinical specialization. The supervised practice consists of integrating two components, the supervised practice of the students in a Social Work scenario and the practice seminar in the classroom. The seminar and the supervised practice constitute the scenario where the theoretical knowledge acquired in the courses converge and the intervention skills with the client system are refined. The supervised practices consist in completing 300 semester hours each, for a total of 900 hours that do not include the contact hours of the seminar. The seminar and the supervised practice have a joint value of 6 credits and the student must approve both with a grade of A or B for its continuity. If one of the components is not approved, it fails in the supervised practice in its entirety.

Students are assigned according to the criteria of the centers of practice, experience and availability. These are located in different public and private agencies at traditional times during the day and at night if available. Preferably they must make arrangements to do the practice during the day. We have a limited number of night clinical practice scenarios, so we do not guarantee the availability of nightclubs for all students who request it.

## **VALUES AND ETHICS OF THE SOCIAL WORKER IN TRAINING**

The Supervised Practice in Social Work strengthens students' fundamental values of the profession. The Institutional Liaisons and the Practice Instructors have the responsibility to observe, measure and evaluate the behavior and performance of the students. These values should permeate the professional and academic actions of students in the practice setting and in the university environment:

### **1. Service**

- Social workers are committed to offering quality services to participants/clients and to collaborating in the search for solutions to social problems.

### **2. Social justice**

- Social workers have an obligation to fight for social justice and material equality.

### 3. Dignity and value of the person

- Social workers respect the inherent dignity and value of the person and have a deep respect for diversity in all its manifestations: religious, political, ethnic, sexual and affective preferences, gender, age and physical conditions.

### 4. Importance of human relations

- Social workers recognize that through human relationships based on dignity and respect, change and social transformation can be achieved.

### 5. Integrity

- Social workers are governed by ethical conduct in all spheres: professional, social and personal.

### 6. Competition

- Social workers are committed to continuous learning processes to offer effective and relevant services to individuals, families, groups, organizations and communities.

## **GOALS OF SUPERVISED PRACTICE:**

The supervised practice in Social Work prepares students so that they can acquire the professional conducts and competences in the professional practice. The students will integrate the theory of the generalist model and the practice to refine the necessary skills demonstrating the competences in the professional practice in the Supervised Practice I (SWGR 555). Likewise, in Supervised Practice II and III (SWGR 655 and SWGR 665) students will integrate theory and practice contrasting the generalist social work of the specialty in the application of advanced clinical skills for the effectiveness of professional practice in the context of Puerto Rico, the Caribbean and the United States.

## **OBJECTIVES OF THE SUPERVISED PRACTICE:**

Upon completion of supervised practice in Social Work, students are expected to meet the following objectives:

1. Train professionals in social work committed to the values and ethics of the

profession.

2. Contrast personal experience with professional experience to provide excellent services.
3. Accept as social workers in training, responsibly full respect and defense of human and cultural diversity in the service to the population.
4. Achieve that social workers in training have the opportunity to develop critical thinking and carry out effective professional judgments in communication with other professionals.
5. Know about the historical contexts, the political, economic and social processes that affect the practice scenario to design impact strategies on social policies related to services.
6. Increase knowledge and intervention skills of social workers in training for professional development.
7. Commit to social justice and social transformation.
8. Train social workers in training to make decisions based on academic experience, theory and practice.
9. Learn the importance of theoretical integration and the scientific method, through opportunities applied in the practice scenario.
10. Provide quality, efficient and effective professional social work services to the participants in the practice scenario.
11. Apply the theory in practice evaluating the behavior of the human being and its relationship with the environment.
12. Maximize the use of supervision and consulting for professional development.
13. Encourage the participation of social workers in training activities, discussions of cases and meetings specific to their area of expertise.

Upon completion of the supervised practice in the area of specialty in Social Work, students are expected to integrate and meet the following objectives:

1. Analyze the psychosocial evaluations with individuals formulating diagnoses according to the DSM-5, and other diagnostic tools considering the development stages of the client system.

2. Identify and evaluate the indicators of problems or situations of a socio-emotional nature that affect the functioning of the client unit.
3. Design clinical concepts applying models and therapeutic techniques in the intervention taking into consideration the stages of human development aimed at treating the problem in the intervention process in a way that promotes therapeutic changes in the client system.
4. Implement intervention plans according to the established or problematic diagnoses identified in the psychosocial assessment process with the client system.

### **COMPETENCIES AND EXPECTED BEHAVIORS OF SUPERVISED PRACTICE**

Below is the alignment of the competencies and expected behaviors of the supervised practice that all graduates of the Social Work Department of the Ana G. Mendez University must reach. The connection with the objectives of the supervised practice are established in the Student Professional Development Plan (PDP). (See Appendices M and N)

At the end of the experience of the first supervised general practice (SWGR 555), students are expected to demonstrate the following expected behaviors linked to the professional competencies of the graduates of the Department of Social Work at the foundation level. The following are specified:

<b>Competency</b>	<b>Expected Behavior</b>
<b>1. Identify as a social worker and behave in the same way.</b>	<ol style="list-style-type: none"> <li>1. Advocates for the access of clients to social work services.</li> <li>2. Practice personal reflection and self-regulation to ensure continuous professional development.</li> <li>3. Understands the limits of your professional role.</li> </ol>

	<p>4. Demonstrate a professional attitude in their behavior, appearance and communication.</p> <p>5. Use supervision <b>and consulting</b>.</p>
<p><b>2. They apply the ethical principles of the profession to guide their professional practice.</b></p>	<p>6. Recognize and manage their personal values in such a way that this allows professional values to guide your practice.</p> <p>7. Make decisions through the application of the ethical standards of the Professional Association of Social Work of Puerto Rico and the National Association of Social Workers.</p> <p>8. Understand how difficult it is to resolve ethical conflicts.</p> <p>9. Apply ethical reasoning strategies to reach decisions based on the principles of the profession.</p>
<p><b>3. Apply critical thinking to inform and communicate professional judgments.</b></p>	<p>10. Distinguish, evaluate and integrate multiple sources of knowledge, including research-based knowledge and practical domain.</p> <p>11. Analyze models of evaluation, prevention, intervention and evaluation.</p> <p>12. Demonstrates effective communication skills, oral and written, working with individuals, families, groups, organizations, communities and colleagues.</p>
<p><b>4. Commitment to diversity and difference in practice.</b></p>	<p>13. Recognizes the degree to which the structures of a culture and its values can</p>

	<p>oppress, marginalize, alienate, or create or increase privileges and power.</p> <p>14. Develop self-awareness to eliminate the influence of personal prejudices and values in working with different groups.</p> <p>15. Recognize and communicate understanding of the importance of differences in the configuration of life experiences.</p> <p>16. Involves people with whom he works as collaborators.</p>
<p><b>5. Promote human rights and social and economic justice.</b></p>	<p>17. Understand the forms and mechanisms of oppression and discrimination.</p> <p>18. Advocates for human rights and social and economic justice.</p> <p>19. Participate in practices that promote social and economic justice.</p> <p>20. Understand how Puerto Rico's colonial relationship with the United States is a situation of human rights and social and economic injustice.</p>
<p><b>6. Commitment in practice informed by research and research informed by practice.</b></p>	<p>21. Use the experience of practice to inform scientific research.</p> <p>22. Use the research data to inform the practice.</p>
<p><b>7. Apply knowledge of human behavior and social environment.</b></p>	<p>23. Use conceptual frameworks to guide evaluation, intervention and evaluation processes.</p> <p>24. Apply knowledge to understand the person and the environment.</p>

<p><b>8. Commitment to social policy to promote social and economic welfare and offer effective social work services.</b></p>	<p>25. Analyze, formulate and defend policies that promote social welfare.</p> <p>26. Collaborate with colleagues and clients for effective political action.</p>
<p><b>9. Respond to contexts that affect the practice.</b></p>	<p>27. Understand how the social policy is influenced by the political, legal and economic relationship with the United States.</p> <p>28. Provide relevant services despite continuous changes in the needs of the population and scientific and technological developments.</p> <p>29. Provide leadership in the promotion of sustainable changes in the provision of services to improve the quality of social services.</p>
<p><b>10. Commitment, evaluation, intervention and evaluation with individuals, families, groups, organizations and communities.</b></p>	<p><i>Commitment</i></p> <p>30. Effectively prepared for action with individuals, families, groups, organizations and communities.</p> <p>31. Uses empathy and other interpersonal skills.</p> <p>32. Develop a strategy focused on results desired.</p> <p><i>Assessment</i></p> <p>33. Collect, organize and interpret the data of the customers.</p> <p>34. Evaluate clients' strengths and limitations.</p> <p>35. Develop the goals and objectives of</p>

	<p>intervention based on mutual agreements with customers.</p> <p>36. Select appropriate intervention strategies.</p> <p><i>Intervention</i></p> <p>37. Initiate actions to reach the goals organizational</p> <p>38. Implement prevention interventions that improve customers' ability</p> <p>39. Help customers solve problems.</p> <p>40. Negotiate, mediate and advocate for clients.</p> <p>41. Facilitate transitions and termination of services.</p> <p><i>Evaluation</i></p> <p>42. Critically analyze, supervise and evaluate the interventions</p>
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At the end of the experience of the first supervised practice at an advanced level (SWGR 655 and SWGR 665), students are expected to demonstrate the following expected behaviors linked to the professional competencies of graduates of the Department of Social Work in the clinical specialty. The following are specified:

<p><b>1. Identify as a social worker and behave in the same way.</b></p>	<p>1. Identified as a social work professional.</p> <p>2. Act in a professional manner with the client.</p> <p>3. Understand and identify strengths, limitations and professional challenges.</p> <p>4. Develop, manages and maintains</p>
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	<p>therapeutic relationships with clients from the perspectives of strengths and of being-human-in-their-environment.</p>
<p><b>2. They apply the ethical principles of the profession to guide their professional practice.</b></p>	<p>5. Apply ethical decision-making skills in the specific tasks of clinical social work.</p> <p>6. Employ ethical reasoning strategies to address the use of technology in clinical practice and its impact on client rights.</p> <p>7. Identify and use knowledge of the dynamics of relationships, including differences in power.</p> <p>8. Recognize and manages personal prejudices that affect the therapeutic relationship and the well-being of clients.</p>
<p><b>3. Apply critical thinking to inform and communicate professional judgments.</b></p>	<p>9. Use reflective practice.</p> <p>10. Identify and articulate the strengths and vulnerabilities of the clients.</p> <p>11. Evaluate, select and implement an appropriate multidimensional assessment of diagnosis, intervention and practical evaluation tools.</p> <p>12. Evaluate the strengths and weaknesses of the multiple theoretical perspectives and applies them in a differentiated way to the situations of the clients.</p> <p>13. Communicate professional judgments to other social workers and professionals from other disciplines, both orally and in writing.</p>

<p><b>4. Commitment to diversity and difference in practice.</b></p>	<p>14. Investigate and apply knowledge of diverse populations to improve the client's well-being.</p> <p>15. Work effectively with diverse populations.</p>
<p>Get involved in political practice</p>	<p>16. Advocate for policies that advance human, social, economic and environmental justice rights to achieve social change.</p> <p>17. Promote public policies to improve the provision of services and access to social services of the populations served.</p> <p>18. Commit their professional actions in the intervention denouncing the political decisions that impact vulnerable populations.</p>
<p>Commitment to individuals, groups, family, organization and community.</p>	<p>19. Synthesize and differentially apply the theories of human behavior and the social environment to guide clinical practice.</p> <p>20. Use an ecosystemic vision to identify the emotional, behavioral, cognitive and social problems of the client system.</p> <p>21. Work the therapeutic alliance based on culture, respect, dignity of the human being, empathy and strength client-therapist, therapist-client to establish the goals and results of treatment.</p> <p>22. Commit to working with oppressed and vulnerable populations.</p>
<p>Evaluate individuals, groups, families, organization, community</p>	<p>23. Demonstrate knowledge of the relationship between human behavior and</p>

	<p>social environment in order to use evidence-based instruments in accordance with the client's needs for the collection of information.</p> <p>24. Use a biopsychosocial dimensional evaluation as a tool for evaluation to establish diagnostic criteria for mental, emotional and behavioral conditions.</p> <p>25. Select clinical assessment instruments for the collection of identifying information, signs, clinical symptoms, strengths, needs and the life cycle.</p> <p>26. Analyze the impact of the aspects of power, structural oppression and discrimination in the therapeutic relationship.</p>
<p>Intervene with individuals, groups, families, organization and community</p>	<p>27. Select psychotherapeutic interventions based on theoretical postulates, evidence practices, research and practical experiences.</p> <p>28. Apply knowledge of human behavior and the social environment, person in their environment and other theoretical frameworks in the psychotherapeutic process achieving conceptual flexibility.</p> <p>29. Design treatment plans according to the needs of the individual, couple, family or group according to the therapeutic approach.</p>

<p>Evaluate the practice with individuals, families, groups, organizations and communities</p>	<p>10. Select evaluation methods aimed at measuring the results and effectiveness of clinical practice.</p> <p>31. Contrast human behavior and the social environment through different theoretical frameworks, quantitative and qualitative methods to evaluate the results and effectiveness of clinical practice.</p> <p>32. Critically analyze, monitor, and evaluate the intervention, programmatic processes and results of clinical practice.</p> <p>33. Apply evaluation results to improve the effectiveness of professional practice with individuals, families, couples and groups.</p>
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## DESCRIPTION OF SUPERVISED PRACTICES

The supervised mastery practice consists of two types of practice: the generalist and the specialized. Next, they are described in detail:

- Three practices of 300 semester hours each for a total of 900 hours of practice, as a minimum.
- Each semester equals 6 credits for a total of 18 credits.
- The first practice is designed taking into account the academic preparation of the student, their level of professional experience, their interests, plans and professional goals.
- The second and third practices attend the development of the special skills of the specialization.
- The student must have two different practice scenarios during the program. (The student may remain in the same practice center during the three experiences, provided that it meets the objectives of the different practical experiences)
- Seminars and Supervised Practice (Field Instruction)

The seminar and the practice is a single course and are taken together with a value of six credits. The evaluation of the seminar and supervised practice is divided into 50% in both, for a total value of 100% in the final grade of each student. The seminar requires the fulfillment of academic activities and tasks in accordance with the syllabus and outline or module of the course. Supervised practice requires compliance with the professional development plan. Both activities are evaluated by the practice instructor to determine the approval or non-approval of the six credits. If the student cannot attend and complete the practice, they will be dismissed from the course.

## **FOCUS OF SUPERVISED PRACTICES**

### **SUPERVISED PRACTICE I GENERALIST (SWGR 555) – GENERALIST**

Supervised practice I (SWGR 555) is at a generalist level. This level is based on the foundation courses of the curricular sequence of the Master's Program. In this practice students will work from the generalist model in Social Work. Supervised Practice I corresponds to the basic level that allows acquiring skills in prevention and socioeducational education activities, as well as interview, clinical observations, psychosocial history collection, initial evaluation and documentation of record.

### **SUPERVISED PRACTICE II and III (SWGR 655 AND SWGR 665) - SPECIALIZATION**

Advanced supervised practices are Practice II (SWGR 655) and Practice III (SWGR 665). In these the students will work with clinical models used in the profession of social work. The specialization in Clinical Social Work is defined as a modality of Social Work where the theory and the methods of the profession are applied in the prevention, diagnosis, and treatment of problems, disabilities or limitations, presented by individuals, families and groups including mental, cognitive, behavioral and emotional disorders. Clinical Social Work promotes personal well-being and the socio-economic and political environment that influences the participants.

#### **Practice II (Specialty)**

Corresponds to the advanced level and deepens in the management of various theoretical frameworks for individual and group intervention in various scenarios. Start

using the Diagnostic and Statistical Manual of Mental Disorder and develop specific techniques according to established therapeutic models. The student will be able to elaborate clinical concepts of the cases attended and will develop a treatment plan according to the needs of the client. It will attend a limited number of cases addressed to the intervention with the client system.

The student will demonstrate mastery of the writing of progress notes in different formats, discuss and channel services for each case that is being handled.

### **Practice III (Specialty)**

At this level, students will be able to deepen in the management of various theoretical therapeutic models for individual, group, family and couple intervention in different scenarios. They establish diagnostic impressions with the use of DSM V and identify psychosocial problems that affect the client system. Practitioners will integrate the theoretical bases of knowledge with interviews, writing histories and clinical observations necessary to diagnose and establish an individualized treatment plan that allows them to meet and re-evaluate the needs of clients and the planning of the plan for the discharge of services.

### **BREAKDOWN IN HOURS OF SUPERVISED PRACTICE**

All students in supervised practice, both generalist and specialty, must complete 300 hours per semester to fulfill the practice requirements. Each semester of practice the hours of supervised practice are distributed as follows:

- Social workers in training must ensure that at least 50% (150) of their 300 hours of practice are in direct service to the participant. The direct service is defined to all that contact with the client system. It is directed to perform tasks such as: screening, psychosocial assessments, initial interviews, brief interventions, crisis interventions, individual, group, family and couples psychotherapy. Interventions with individuals, groups, families, work with communities and organizations, seminars and socio-educational workshops. This according to the level of supervised practice (generalist or specialty). The direct activities related to your specialization:

- Generalist intervention at the micro, mezzo and macro levels

- Clinical intervention with the participants (individuals, couples, families or groups).
- The other 30% (90 hours) must be distributed in the indirect service, which is defined as everything that is done as preparation or execution for direct service work such as: clinical concepts, treatment plan, service plans, discharge plans, writing progress notes, writing histories, case discussions, consulting, supervision and other activities designated by the center, this according to the level of supervised practice (generalist or specialty).
- The remaining 20% (60 hours) of the hours are directed to administrative processes such as practice meetings, professional development workshops and voluntary community-based activities. These are distributed as follows:
  - 10 hours - supervised practice meetings
  - 10 hours - professional development workshops
  - 20 hours - research work
  - 20 hours - volunteer work to the community

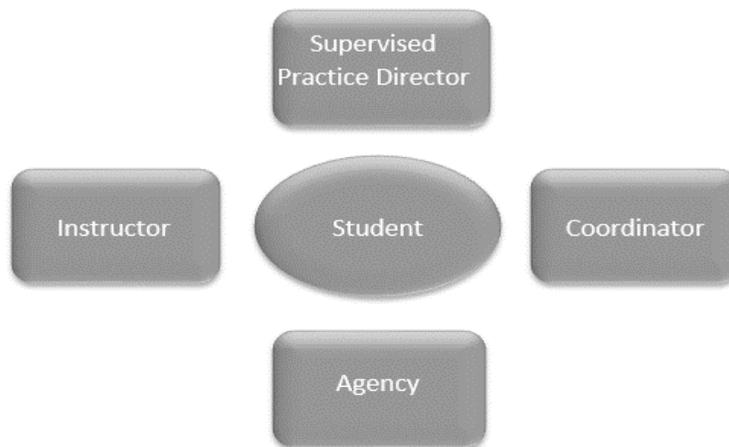
In the development of seminars and socio-educational workshops, the time of the activity will be allocated equal to the amount of time for preparation.

Students together with their supervised practice instructor should look for alternatives to meet the 60 hours of administrative processes. The distribution of hours structures the supervised practice process.

## **MODEL OF SUPERVISED PRACTICE**

The supervised practice in Social Work is the component of excellence of the training of social workers. The seminar and the supervised practice constitute the scenarios where the theoretical knowledge acquired in the courses are integrated and the intervention skills are refined with individuals, families, groups, organizations and communities. The model is presented in Figure 2 below:

## Graph 2: Model of Supervised Practice in Social Work



The model of supervised practice in Social Work is composed of five elements:

1. Director of Supervised Practice
2. Coordinator of Supervised Practice
3. Supervised Practice Instructor
4. Institutional Links
5. Social Work Students

### **SUPERVISED PRACTICE DIRECTOR**

The director of supervised practice has direct communication with all the components of the model. Among his responsibilities and tasks is:

1. Conceptualize the model of practice of the program based on the competencies and expected behaviors stipulated by the Council on Social Work Education (CSWE).
2. Qualify the agencies, organizations and programs that will be used as practice scenarios.
3. Support practice coordinators in the process of negotiating contracts and collaboration agreements with state, municipal, and local agencies, private organizations, and service programs.
4. Work the hiring process of agencies and organizations that will be practice scenarios.

5. Manage the signing of contracts between Ana G. Mendez University and the agencies, or organizations and programs that provide Social Work services and will be practice scenarios.
6. Ensure that public liability insurance exists with all agencies where students are assigned to perform their practice.
7. Identify, select and certify the people who will serve as practice instructors.
8. Carry out periodic visits to the different agencies, organizations and active programs as practice scenarios.
9. Intervene in situations or conflicts that arise in practice scenarios following the model of supervised practice.
10. Coordinate continuing education activities for practice instructors and institutional liaisons.
11. Coordinate trainings for those students who are going to start the process of supervised practice of Social Work.
12. Hold meetings with practice instructors, practice coordinators, with institutional links that serve as resources in practice scenarios and with students to carry out supervisory, consulting and evaluation processes.
13. Design and evaluate the presentation and review of forms and documents related to supervised practice. (practice manual, application for admission, evaluations, assessment, among others).
14. Review procedures and records periodically for supervised practices.
15. Coordinate with the coordinators of the supervised practice the orientations and admission of the students to the supervised practice.
16. Maintain a supervisory culture with the supervised practice coordinators and align the supervised practice in all the university centers.
17. Maintain communication with the faculty to develop new methods for the progress of supervised practice.
18. Evaluate that the theoretical content in the practice seminar is consistent and integrated into supervised practice.
19. Perform report of achievements and statistics of supervised practice.

## **SUPERVISED PRACTICE COORDINATOR**

Members of the Department of Social Work are in charge of the coordination of the practice, who are responsible for matching the experiences, needs and expectations of the students with the opportunities offered by the practice scenarios. The supervised practice coordinators offer services in the Carolina Campus and the University Centers of Barceloneta, Cabo Rojo, Yauco, Santa Isabel, P.R and the US branch campuses.

The supervised practice coordinators, have direct communication with practice instructors and institutional liaisons to ensure that the students' experience complies with the standards of the practice and provides suitable opportunities for professional learning. These respond to the supervised practice director who, ultimately, is responsible for the effective and efficient functioning of this experience. Among the functions of the coordinators is:

1. Visit the agencies and recommend them to be qualified as practice centers.
2. Ensure that there is a contract or letter of collaboration agreement and public liability insurance with all agencies where students are assigned.
3. Identify institutional liaisons, guide and train them on the model of practice of the Ana G. Mendez University including the practice manual and administrative documents.
4. Recommend the retention of practice centers and institutional links.
5. Recommend to lecturers professors who will serve as practice instructors.
6. Identify students who are ready to do supervised practice.
7. Evaluate and select, together with the academic coordination, the students that will be able to carry out their practice.
8. Guide students on the requirements of supervised practice.
9. Interview students to place them in the practice scenarios.
10. Assign students to their respective practice centers.
11. Address the diverse situations of students related to the experience of supervised practice.
12. Mediate in situations or conflicts that arise in practice scenarios following the model of supervised practice.
13. Develop a work plan to thank and recognize the agencies, organizations or service programs and institutional links.

14. Offer consulting related to supervised practice processes to agencies, organizations and service programs that are resources.
15. Ensure the maintenance of the necessary files related to students and practice scenarios.
16. Maintain an active search of supervised practice scenarios that meet the expectations and criteria to qualify them as practice centers.
17. Make lists of students and supervised practice scenarios to maintain documentation and the generation of statistics.
18. Carry out periodic visits to the different agencies, organizations and active programs as practice scenarios.
19. Organize seminars and professional activities aimed at practice instructors, institutional liaisons and students.
20. Collaborate in continuing education activities for practice instructors and institutional liaisons.
21. Collaborate in training for those students who are going to start the process of supervised practice of Social Work.
22. Carry out periodic visits to the different agencies, organizations and active programs as practice scenarios.

The supervised practice coordinators are supported in each university center by the individuals in charge of the academic coordination of the graduate program. These last individuals collaborate and facilitate the identification of qualified agencies and members of the lecturer faculty to serve as practice instructors. These instructors must have the qualification and certification of the supervised practice director to offer the course. The director of supervised practice, together with the practice coordinators, are responsible for recommending the practice instructors for their qualification and appointment. The director of the Department of Social Work has the final decision on the individuals to be qualified and appointed for this work.

## **REQUIREMENTS FOR THE SUPERVISED PRACTICE INSTRUCTOR**

The instructors of supervised practice of Social Work must meet the stipulated criteria to teach the seminar and the supervised practice of the Graduate Program. They must be

responsible and committed to the process of academic formation of Social Work students at the master's level in order to have the experience of integrating theory and practice.

Next, they are detailed:

1. Possess a minimum academic degree of Master's degree in Social Work, accredited by the CSWE.
2. Be licensed in the profession of Social Work.
3. Have up-to-date professional membership as stipulated in Law 171 (Law of Collegiation in Social Work), when required by the state.
4. Have the experience of two years or more as a social worker.
5. Comply with the certification process to be part of the faculty of the Ana G. Mendez University and the specialized certifications of the supervised practices.
6. Maintain a professional development plan by taking continuing education workshops and participating in the activities promoted by Ana G. Mendez University.
7. Integrate the seminar with supervised practice in the academic process, follow the academic curriculum of the Graduate Program in Social Work.
8. Comply with the qualification requirements according to their experience and academic preparation established by the Department of Social Work of the Ana G. Mendez University.

## **FUNCTIONS OF THE INSTRUCTORS OF SUPERVISED PRACTICE**

The instructors of supervised practice of Social Work must meet the stipulated criteria to teach the seminar and the supervised practice of the Graduate Program. They must be responsible and committed to the process of academic formation of Social Work students at the master's level in order to have the experience of integrating theory and practice.

Next, they are detailed:

1. Possess a minimum academic degree of Master's degree in Social Work, accredited by the CSWE.
2. Be licensed in the profession of Social Work.
3. Have up-to-date professional membership as stipulated in Law 171 (Law of Collegiation in Social Work), when required by the state.

4. Have the experience of two years or more as a social worker.
5. Comply with the certification process to be part of the faculty of the Ana G. Mendez University and the specialized certifications of the supervised practices.
6. Maintain a professional development plan by taking continuing education workshops and participating in the activities promoted by Ana G. Mendez University.
7. Integrate the seminar with supervised practice in the academic process, follow the academic curriculum of the Graduate Program in Social Work.
8. Comply with the qualification requirements according to their experience and academic preparation established by the Department of Social Work of the Ana G. Mendez University.

The supervised practice instructors are lecturers or regular faculty members, who offer the seminar and supervise the practice. They have to visit each center a minimum of three times per semester. These professionals are the main link between the student body and the faculty in the process of professional training in Social Work. In addition, they are responsible for offering mentoring and professional modeling to the student to become a social worker of excellence, demonstrating the competencies and expected behaviors. Among his responsibilities and tasks are:

1. The visits of the practice instructors must be made in the academic semesters as follows:
  - a. First visit: beginning of supervised practice in August and January.
  - b. Second visit: in the intermediate of supervised practice in October - November and March - April.
  - c. Third visit: at the conclusion of the supervised practice in December and May.
  - d. These visits are required as a minimum for the supervision of students in their practice during the semester.
2. Provide academic advice to Social Work students in their respective university centers.

3. Support the practice coordinators in the process of interviewing students who are candidates for supervised practice.
4. Support in the process of solving problems in supervised practice scenarios.
5. Collaborate with the academic coordinator of graduate programs in the process of identifying and recruiting qualified speakers to supervise the practice.
6. Collaborate with the directors of programs in matters related to the programming of courses.
7. Participate in the process of admission of candidates to the graduate program.
8. Support, advise and channel any situation of administrative or clinical nature that requires attention.
9. Determine the progress achieved through the review and evaluation of documents, reflections, logs and portfolios.
10. Deliver the seminar that is integrated with supervised practice.
11. Evaluate student performance and award the course grade.
12. Prepare and approve the professional development plan with the student and the link.
13. Supervise student attendance at the supervised practice center.
14. Maintain communication with the institutional liaison to evaluate the student's professional development.
15. Plan in coordination with the institutional link the student's development plan and the learning experiences required for the students.
16. Offer supervision and group or individual consulting to evaluate the professional development of the student.
17. Participate in meetings, case discussions, situations, trainings and other professional activities that arise in the practice scenario that are directly related to the supervision of students.
18. Perform the written evaluation of each student at the end of each period of supervised practice.

19. Attend practice instructors' meetings convened by the supervised practice coordinator, supervised practice director, director of the Department of Social Work, or other administrative staff of Ana G. Mendez University.
20. Maintain communication with the supervised practice coordinator in any situation that arises with the student in the supervised practice process.
21. Guide the institutional link that students are in the role of social workers in training, therefore, are not employees of the agency, organization or program of services.
22. Provide complementary material related to supervised practice and the seminar for the integration of research.
23. Begin the evaluation process from the first days by discussing the evaluation guides that are used during the practice process.
24. Schedule the time and day of the visit to the practice scenario that will be dedicated to supervision with the student.
25. The supervision must be face-to-face with the practice instructors; the telephone calls are determined as consultations.
26. The student should know when the practice supervisor will visit to offer supervision.

### **REQUIREMENTS FOR THE INSTITUTIONAL LINK**

The institutional liaison is appointed by the agency, organization or program of services that maintains a contract for supervised practice with Ana G. Mendez University. This must meet the criteria stipulated for the agency, organization or program of services to which it offers its professional services as its work scenario or voluntary work. Likewise, it must comply with the criteria established by the Department of Social Work to serve as the institutional link of the supervised practice in Social Work of the Graduate Program. Must be responsible and be committed to the process of training future social workers who will provide services to the country. Next, the following criteria are listed in order of priority:

1. The institutional liaison must have a minimum academic degree in Social Work accredited by the CSWE, have the experience of practicing the profession for at least five years and be licensed social workers.

2. Be considered a master's degree in professions related to conduct, have three years or more of experience and have a license to practice the profession if necessary.
3. Have up-to-date professional membership as stipulated in Law 171 (Law of Colligation in Social Work), when required by the state.
4. Maintain a professional development plan by taking continuing education workshops and participating in the activities promoted by Ana G. Mendez University.

### **FUNCTIONS OF THE INSTITUTIONAL LINKS**

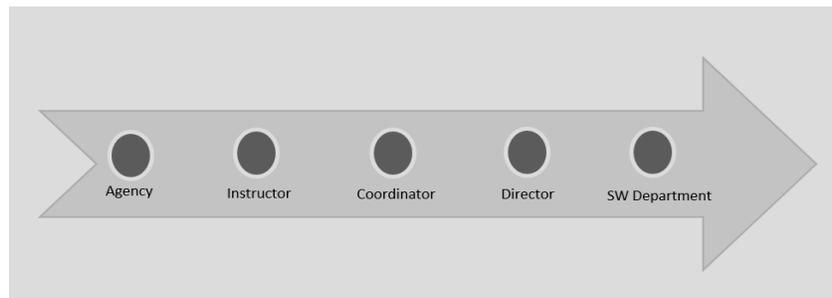
The institutional links are the people who work in the practice scenarios. Its main role is to facilitate the students' training program by assigning resources, modeling, collaborating in the design of the student work plan, identifying their own cases for the student, among others. Institutional links oversee the daily lives of students and actively in the process of evaluating social workers in training using as a guide the Code of Ethics of Social Work profession which students are governed participate in supervised practice. In compliance with the competences and expected behaviors established in this manual, among their responsibilities and functions in collaboration with the training of future social workers are:

1. Provide guidance and guidance on standards, procedures and policies of the practice center.
2. Ensure that the student receives assignments or case assignments, in coordination with the practice instructor.
3. Distribute cases to students and evaluate the complexity of them.
4. Ensure that you have the minimum physical facilities to comply with assigned tasks or cases.
5. Guide the student in the development of professional skills in harmony with the practice scenario.
6. Complete the formative evaluation of the bi-semester practitioner.
7. Participate in the performance evaluation of the practitioners in their charge.
8. Guide and train the student in administrative and practical aspects of the agency, organization or program of services.
9. Certify the fulfillment of hours in the daily work by the student.

10. Assign daily tasks and review the work done.
11. Contact the practice instructor in case of any pointing or incident with the student in the practice center.
12. Offer supervision and group or individual consulting to evaluate the professional development of the student in the practice scenario.
13. Coordinate with the agency, organization or program of services training for students who start in supervised practice, according to their requirements.
14. Begin the evaluation process from the first days establishing the rules and procedures of the supervised practice scenario.
15. Collaborate in the realization of the student development plan at the beginning of the supervised practice.

### **SUPERVISED PRACTICE STUDENT**

The Social Work student doing the supervised practice, has the obligation to consult both the institutional links and the practice instructors about their doubts and learning needs. An important part of the students' responsibilities is their willingness towards supervision and guidance, both from institutional liaisons as well as from practice instructors. It is important that the student comply with the established communication channels: student, institutional liaison, supervised practice instructor, supervised practice coordinator, supervised practice director, department director.



The student during supervised practice in Social Work is a social worker in training and has the responsibility of:

1. Guide the population served on their status as a student of Social Work practice.

2. Comply with the standards established by the Social Work Program in compliance with the competencies and expected behaviors established in this manual.
3. Follow the principles and canons of the Code of Ethics of Social Work Professionals.
4. Apply the principles of the Puerto Rico Code of Ethics, as well as the Code of Ethics of the NASW.
5. Fulfill the academic criteria of completing the minimum of 300 hours of supervised practice each semester (the additional practice hours at 300 are not transferable for the continuity of the supervised practices in the other semesters).
6. Participation in activities outside the practice hours and the agency, organization or service program requires the authorization of the supervised practice instructor.
7. Attend the supervised practice seminar at the time indicated in the registration.
8. Comply with the schedule agreed with the supervised practice center.
9. Sign in daily the time of entry and exit at the practice center.
10. Notify the practice instructor and the institutional liaison of the agency to be absent and will be responsible for replenishing this time in communication with their instructors.
11. Know and respect the institutional policy, laws, rules, procedures and requirements of the agency, organization or program of services, to integrate into the scenario and begin to provide services.
12. Protect the material, equipment and facilities of the agency, organization or program of services where it provides the services.
13. Compose the information of your daily activities in a professional notebook and share the experiences with your practice instructor.
14. Comply with privacy notifications and limits of confidentiality in the handling of information of the population served.

15. Prepare a work plan at the beginning of your supervised practice where you identify areas that you want to strengthen in the process of your supervised practice.
16. Maintain assertive communication with your practice instructor and institutional liaison.
17. Make good use of verbal and non-verbal communication.
18. Maintain the mastery of written communication in both correct spelling and syntax in the writing processes.
19. Comply with the assistance and be punctual in the supervision and consulting processes.
20. Give the practice instructor weekly the report that breaks down the hours according to their execution in supervised practice for evaluation.
21. Attend activities, administrative meetings and trainings authorized by the practice instructor and institutional liaison related to their practice scenarios.

## **PROCESS OF ADMISSION TO SUPERVISED PRACTICE**

To apply for Supervised Internship, I (SWGR 555) the student must have passed at least the following foundation courses:

- SWGR 504 - Analysis of Social Policies
- SWGR 505 - Diversity and Social Justice
- SWGR 506 - Social Work with Individuals and Families
- SWGR 507 - Social Work with Groups and Community
- SWGR 510 - Research Design
- SWGR 601 - Theories and Models of Development and Human Behavior I
- SWGR 606 - Theories and Models of Development and Human Behavior II

To apply for Advanced Practice II (SWGR 655) the student must have approved as minimum the following courses:

- SWGR 555- Seminar on Fundamentals of Supervised Practice I - Generalist
- SWGR 602 - Clinical Intervention I
- SWGR 511 - Research Analysis

You must also pass the first part of the comprehensive exam. Understand what you should do

two separate applications for supervised practice.

To apply for Advanced Practice III (SWGR 665) the student must have approved as minimum the following courses:

SWGR 655 - Seminar of Supervised Practice II SWGR 607 - Clinical Intervention II

Students who are about to begin supervised practice will receive an individual or group orientation in the semester prior to the start of their practice. The curriculum will establish the courses that the student must have approved at the time of enrolling in supervised practice. Depending on the academic evaluation, the elective courses can be taken along with the supervised practice.

The student must comply with all documents requested on the date set by the university. Students will be evaluated, in the academic area, by the academic coordinator of their university center. The supervised practice coordinator will evaluate the level of knowledge, skills in Social Work and work experiences, prior to beginning the supervised practice. An individualized placement plan is made in practice, according to both criteria. The Supervised Practice Program will not place students in centers until all documents are turned in to the practice coordinator.

Supervised internships I, II, and III begin at the beginning of the semester of the academic year.

- First semester corresponds the beginning in August and the end in December.
- Second semester corresponds to the start in January and end in May.

The application for supervised practice must be filed before the deadline of November 15 and April of each year, as well as the delivery of the documents required in the application that must be delivered to the supervised practice coordinator. If it is not a working day, the next business day must be filed. The supervised practice will begin when the contract

is signed by the parties or a letter of agreement is made and the insurance policy is obtained.

## **REQUIREMENTS FOR THE INITIATION OF SUPERVISED PRACTICE**

The student must meet the following requirements:

1. Have approved 21 credits to apply for Supervised Internship I - Generalist.
2. To have passed 30 credits and to have passed the comprehensive exam of fundamentals to apply for Supervised Practice II - Specialty
3. To have approved 39 credits to request the Supervised Practice III - Specialty
4. Have a general average of 3.00 in the courses taken up to the moment of registration.
5. Complete the application process presented below:
  - a. Complete the application to start the supervised practice that you request.
    - Supervised Practice I (SWGR 555) - Deliver Generalist Application
    - Supervised Practice II (SWGR 655) - Deliver Specialty Application
  - b. Complete an essay that reflects the student's experiences and interests.
  - c. Participate in an individual or group interview with the supervised practice coordinator.
  - d. Deliver a letter of recommendation from your last licensed practice supervisor or social worker who knows your academic or professional performance.
  - e. Deliver exercise of a social weighting (To request supervised practice I) or clinical concept of case (To request supervised practice II).
  - f. Letter of presentation from the supervised practice coordinator for the interview to his practice scenario.
  - g. Deliver the following documents:
    - Negative certificate of criminal record (good conduct)
    - Health certificate (original)

- Have three (3) doses of Hepatitis B vaccines. The first two (2) doses are requirements to start the practice. The third dose is required to start your second semester.
- Birth certificate
- Negative Certificate of Sex Offenders (Form 266)
- Additional documents may be requested at the discretion of the practice scenario.

The documents and information provided by the students remain in the university file. Once the student approves their first practice, they must complete the application for specialty practice and renew the requested documents. All practice starts should be reviewed if the documents have not expired. If so, you must update them.

### **ASSIGNMENT OF STUDENTS TO PRACTICE CENTERS**

The placement of students in the practice centers is the responsibility of the supervised practice coordinators. The following criteria are used to assign students: specialization, preference over the population to be attended, availability of hours, work experience, geographical area of residence or employment, among others. Students receive up to two offers of practice centers; If you do not accept any of the offers, you must wait until the following semester to be placed. Supervised practice does not guarantee the placement of students in night-time practice centers. The practice centers can select the students through competitive interviews.

This placement is made in agreements established between the student, the institutional liaison and the supervised practice coordinator. The Department of Social Work is not responsible for changing students from practice centers, after beginning the semester.

### **PRACTICES IN THE PLACE OF EMPLOYMENT**

It is allowed to do the practice in the workplace to students employed in the private sector and in those places that the employer and the law permit. Each case will be evaluated to determine if the agency, the services offered and the supervision of the practitioner meet the criteria of the Department of Social Work of the Ana G. Mendez University. At this

time, employees of government agencies can not use the place and work time for their practice experience.

The place of employment as a center of practice has to meet the following criteria:

1. You must submit an authorization from the Human Resources office of your work authorizing the process.
2. The student supervisor can not be the person acting as the institutional liaison.
3. The tasks and projects as a practitioner are different from the tasks and projects as an employee.
4. The practice activities are carried out in a department or unit different from the work assignment.
5. There are no legal or ethical impediments within the bylaws of the agency to allow employees to do the practice at their place of employment, during or outside of working hours.

### **CRITERIA FOR SUPERVISED PRACTICE SCENARIOS**

The supervised practice of the Department of Social Work is one of the most important elements in the academic formation of students. The scenarios where the supervised practice is carried out must meet the criteria required for the development of the objectives, competencies and expected behaviors established.

Next, the criteria and procedures for selecting supervised practice scenarios are specified taking into consideration the following:

1. Serve as a supervised practice scenario in the semesters from August to December and from January to May, aligned with the academic calendar of the calendar year.
2. Ensure that at least 50% (150) of your 300 hours of practice are in direct service to the client system.
3. Provide the student in supervised practice with an environment that includes diverse experiences of learning, intervention and training, in a structured and systematized process.
4. The agency, organization or service program must provide as a scenario of supervised practice varied educational experiences in accordance with the

- student's professional development plan in harmony with the objectives, competencies and expected behaviors.
5. The scenarios should provide services to individuals, groups, families, couples, communities and organizations aimed at generalist intervention for supervised practice I and clinical intervention for supervised practices II and III at the specialty level.
  6. The agency, organization or service program shall appoint an institutional liaison who shall assume responsibility for the integrity and quality of the student's learning process in supervised practice including the planning of educational activities.
  7. The agency, organization or service program must have the agreements established to accept the supervision of the student by the supervised practice instructor of Ana G. Mendez University.
  8. The institutional liaison performs supervisory, consulting functions and is a facilitator for the student in the supervised practice scenario. They must have a master's degree in Social Work or professions related to conduct, have three years or more of experience and have a license to practice the profession.
  9. Provide at the beginning an orientation that describes the philosophy, rules, procedures and services of the practice scenario, the training process and expectations about the functions that the student should perform in practice.
  10. Facilitate a structural space that complies with the privacy and confidentiality of interventions as dictated by the ethics of the profession and the materials necessary for the development of students in the practice setting.
  11. The communication regarding any matter related to the practice should be channeled according to the established communication channels: student, liaison, instructor, practice coordinator, practice director, department director.
  12. The agency, organization or service program should allow the institutional liaison to participate in continuing education sponsored by the Ana G. Mendez University.

13. The institutional liaison should be willing to meet and discuss related issues of the student's performance in supervised practice at least three times in the academic semester.
14. The institutional liaison must be willing to complete the formative evaluation of the bi-semester practitioner (October and December) and collaborate in the realization of the student's development plan.

## **CATEGORIZATION OF SUPERVISED PRACTICE SCENARIOS**

Participating agencies as supervised practice centers for students of the Graduate Program are classified at the general level and in the clinical specialty are five categories that represent different levels of complexity and development of skills. These categories help to assign students and take into account the level of experience that the student has at the beginning of their educational program. The approach begins with the description of the levels of the scenarios of the agencies, organizations and service programs at the general level, then categories 1 to 3, which is the psychosocial service for people with mild to moderate dysfunctions; The focus of the agencies in levels 4 and 5 is mental health, where people with moderate to severe dysfunctions are treated. Next, a description of the categories:

- a. Generalist level - intervention scenarios at the micro, mezzo and macro levels, evaluating human behavior and its relationship with the social environment framed in the general model of problem solving.
  - Examples: agencies, organizations, service programs aimed at social intervention with individuals, groups, families, communities and organizations.
- b. Level 1 - practice scenarios that provide experiences in the area of prevention of psychosocial conditions or behavioral problems or activities to promote mental health. Focus on behavioral problems.
  - Examples: discussion groups with students to promote responsible sexuality or to improve the behavior of students in the classroom.
- c. Level 2 - practice scenarios where you work with populations that require accompaniment or support to improve their skills of social interaction and emotion management.

- Examples: agencies where you work with individuals, couples, families or groups with difficulties in their social interactions and communication; it includes the management of anxiety disorders, stress management and similar, mild, non-disabling conditions.
- d. Level 3 - practice scenarios where psychotherapeutic services are offered to individuals, couples, families or vulnerable groups.
- Examples: services for drug users or other type of dependence, victims of domestic violence, abusing people or with suicide attempts or other moderate psycho-emotional conditions.
- e. Level 4 - practice scenarios where outpatient clinical services are offered to individual patients, couples, families or groups.
- Examples: outpatient programs in hospitals, clinics or agencies that work with mental health patients, mostly medicated and in need of intensive therapeutic care.
- F. Level 5 - practice scenarios with mental health patients hospitalized and where they work with multidisciplinary teams to meet the needs of patients.
- Examples: psychiatric hospitals and specialized clinics.

## **PROCEDURE FOR SELECTING SUPERVISED PRACTICE SCENARIOS**

The supervised practice scenarios originate both from the Ana G. Mendez University and from the agency, organization or service program through a contract or letter of agreement. The director or supervised practice coordinator will compile the information to generate the application or renewal of the supervised practice contract. The process to generate the contract may take time. If necessary, a letter of agreement will be made so that students can begin the supervised practice of authorizing the agency, organization or program of services. The supervised practice coordinator of the Social Work Program will perform the following functions for the selection of supervised practice scenarios. Next, they are detailed:

1. Hold an initial meeting with representatives of the agency, organization or program of services to know the structure, philosophy and services offered.
2. To guide the Graduate Program in Social Work of the Ana G. Mendez University and the supervised practice component based on the philosophy,

objectives, competencies and expected behaviors of the students and academic requirements along with the criteria and procedures for the selection of the practice scenarios.

3. Visit and evaluate the facilities of the agency, organization or program of services that is under consideration to offer services as a supervised practice scenario.
4. Coordinate a meeting between the representatives of the agency, organization or program of services appointed with the director or coordinator of the supervised practice to negotiate conditions of practice.
5. The director and practice coordinator of the Social Work Program, considering the fulfillment of the criteria to select supervised practice scenarios, will make the decision on their qualification as a practice center for social work students of Ana G. Mendez University.
6. According to the decision made, a letter will be sent providing the information and instructions to generate the contract for services by both parties or indicating the reasons why the agency, organization or program of services does not meet as a supervised practice scenario.
7. The contract establishes the agreements taken and must be signed by the Rector of the Ana G. Mendez University and by the authorized representative of the agency, organization or program of services for the start of the supervised practice, unless the process does not mediate a letter of agreement between representatives of both parties.
8. The representatives or institutional links of the supervised practice scenarios will know which students will be located before the beginning of the semester.
9. The representatives or institutional liaisons will make the decision if they wish to interview the student to accept it in the supervised practice setting and they will maintain an open communication with the supervised practice coordinator to reach agreements.
10. The supervised practice coordinator, taking into consideration the request of the students according to the established criteria and the fulfillment of the

requirements to start the supervised practice, will determine the location of the students in the centers.

The students are evaluated by the practice instructors and participate in the evaluation of the facilitator and the components of the practice as part of the assessment process of the Ana G. Mendez University.

- Students evaluate their experience in the practice centers and recommend the retention of agencies and institutional links.
- Institutional links provide information on student performance that is used by supervised practice instructors.
- Supervised practice instructors provide information to practice coordinators on student performance, the quality of experience provided by agencies, service organizations and programs, and the availability of institutional links.

### **SEMINAR EVALUATION AND SUPERVISED PRACTICE**

The evaluation of the seminar and the supervised practice is divided in a 50% in both for a total value of 100% in the final grade. Both the seminar and the supervised practice to obtain the percentage in the final grade. If one of the parties does not approve, both the seminar and the supervised practice must be repeated.

<b>Seminar</b>	<b>Percent</b>	<b>Supervised Practice</b>	<b>Percent</b>
Oral Presentation	10%	Reflection Logs	10%
Presentation-Intervention	20%	Mid-Term Evaluation	10%
Research Project	20%	Final Evaluation	30%
<b>Total</b>	<b>50%</b>	<b>Total</b>	<b>50%</b>

## **APPROVAL OF SUPERVISED PRACTICE**

Supervised practice, both at Bachelor's level and at the Master's level, is only approved with "A" or "B" grades. "C" grade requires that the course be repeated. "D" or "F" grades require an examination of the case to determine if the student is granted a second opportunity to repeat the seminar and supervised practice. The final determination is the responsibility of the director of the Department of Social Work, who, in accordance with academic standards, will recommend the actions to be taken. In addition to poor academic performance, there are other reasons why a student may fail in seminary and supervised practice. Among these are:

1. Failure to meet the objectives of the seminar and supervised practice.
2. Not possess the skills and behaviors expected to practice as a Social Work professional.
3. Violations of the Code of Ethics of the Social Workers of Puerto Rico and/or the NASW
4. Absences and unwarranted tardiness in the seminar and supervised practice.
5. Violations of the Student Regulations of the Ana G. Mendez University.

## **PROFESSIONAL STUDENT DEVELOPMENT PLAN**

The student's professional development plan is written each semester, and it takes into consideration the objectives of the practice, the student's work experience, their academic interests and the availability of experiences offered by the practice scenario. This document is prepared by the practice instructor, with the collaboration of the institutional liaison and the student. The student's professional development plan will be carried out in the initial stage of the generalist supervised practice I.

In supervised practice II and III, the student's professional development plan assures the clinical aspects of the specialty are carried out. The student is responsible for preparing a supervised practice file for their evidences, forms and documents that will be completed at all levels of the experience. In the case of students in the advanced program, the student's professional development plan will be carried out in Supervised

Practice II with the purpose of providing follow-up and review in Supervised Practice III.

The student's professional development plan at both levels includes the following:

1. The specific learning objectives of the supervised practice.
2. The competences to be developed.
3. The expected behaviors.
4. The activities or projects to be carried out.
5. Performance measurement strategies (appraisal).
6. The work schedules.

The evaluation of the student's performance is based on the achievement of the learning objectives and compliance with the agreed projects in the stipulated time of the practice. The student's professional development plan starts from the professional competences and expected behaviors that appear previously in this document. These competencies and behaviors guide the development of the student's professional development plan for the duration of the student's supervised practice experience. The student's professional development plan must be an individualized one assessing the needs of each student. (See Appendices M and N).

## **ADMINISTRATIVE PROCESSES RELATED TO SUPERVISED PRACTICE**

### **----- Complementary Activities of the Supervised Practice -----**

As part of the practice, the student will be able to carry out, in agreement with the practice instructor, the

following activities:

1. Visits to the homes of participants. Family members interviewed will sign the visitors' register.
2. Interviews with participants in the home.
3. Search for information on the internet that helps your academic process.
4. Research works.
5. Study of needs.
6. Educational workshops in the practice center and the community.
7. Fair of social and health services.
8. Participation in symposiums and trainings offered by the practice center.

9. Participation in public hearings
10. Other activities with the approval of the practice instructor.

**----- Professional Development of Supervised Practice Instructors -----**

At the beginning of each semester, all practice instructors participate in a professional meeting to receive information, share experiences, evaluate records and agree on strategies to support and follow up students. Likewise, at the end of each semester, the practice instructors meet to share the experiences of the semester, suggest changes in the practice centers and adjustments in the syllabus and course sketches, among others. In the course of the academic year, if necessary, the practice instructors are summoned to attend emergency situations with students. In the same way, the Department of Social Work keeps in contact with the practice instructors, through the supervised practice coordinators of each region.

**----- Orientation and Training for Institutional Links -----**

Institutional links participate, at the beginning of each semester, of an orientation meeting about the practice manual and the procedures to be carried out during the semester. The institutional liaisons receive information on the continuing education activities for social workers carried out by the Department of Social Work. These continuing education events are normally open to the entire community of social workers. However, institutional links are offered at no cost, as part of the benefits of supporting the academic programs of Ana G. Mendez University.

Institutional links have access to bibliographic and technological resources in the Campus of Carolina and the University Centers. Through the library system of the Ana G. Mendez University, the links can consult and keep up to date with the latest publications in their different fields of expertise.

**-----Log-----**

All students prepare a log. The log is a descriptive and reflective account of the activities carried out. It is prepared weekly and includes the related documents (portfolio). The log is evaluated by the practice instructor. The log requires the following information:

- a. Date
- b. Name of the activity

- c. Description
- d. Practiced skills
- e. Self-reflection
- f. Duration

#### ----- Portfolio -----

The portfolio is a folder, or electronically, as it is the case in the US branch campuses; where the documents and the products of the activities carried out during the supervised practice are presented. Includes the student's professional development plan. In the portfolio there is evidence of compliance with the professional development plan. The student organizes the portfolio so that the supervised practice instructor can efficiently link the portfolio documents with the professional development plan and the blog.

#### ----- Research Projects -----

The practice requires students to design and implement a research exercise about their experience. Students will develop a social project based on research and analysis of literature, on a particular topic that is related to any of the problems that are working in their practice center. The work must include the following:

- The introduction to the social project (where the idea comes from, what the problem is, what it tries to do, justification of the work, research questions and definitions).
- Literature review relevant to the topic (includes research articles from professional journals published in the last five years).
- The method (methodology, design, population and setting, valuation strategies and ethical aspects).
- References (minimum 15).

The document must be written on a double-spaced computer, with a margin of one inch on each side of the paper, font size 12 (Times New Roman) and following the most recent APA Style Manual. The deadline to submit the work is the last day of classes. However, to ensure the quality of work, the student will deliver part of it, on agreed dates, before the final date. Students will not be penalized if they do not deliver the requested parts on the agreed dates. However, by not doing so, they will lose the benefit of receiving feedback from the teacher. Similarly, no jobs will be received after the deadline. The

document will be stapled only. It will not be accepted in packs, or by email. The teacher will deliver a rubric for the evaluation of the social project.

#### **----- Situation Management in Supervised Practice Scenarios -----**

The expected professional and personal behavior of our students requires that they protect the name and reputation of the Department of Social Work and the University of the East. Students that they carry out some incident in the scenarios of supervised practice, be it with clients or patients, co-workers, colleagues, visitors or any other person and that entails verbal or written reprimands from the institutional liaison or from the practice instructors, are exposed to the suspension of the practice scenario or the Program.

The request by an institutional liaison that a student be removed for inappropriate professional or personal conduct constitutes a serious fault and may mean the immediate failure of the practice experience. Any incident must be reported and documented on the incident sheet (See Appendix F) to the Department of Social Work and will be part of the student's record.

These incidents will be handled in accordance with the rules and procedures established by the Ana G. Mendez University, recorded in the corresponding Manuals and Regulations and with the advice of the Vice Presidency for Student Affairs.

#### **----- Changes to Supervised Practice Scenarios -----**

The Department of Social Work makes an effort to ensure that the practice scenarios provide the desirable conditions for a proper learning experience for the students, so the application for a change of practice center must be seriously considered.

Exceptions may be made in specific cases where the supervised practice scenario presents some barrier to a student's reasonable accommodation, in accordance with the ADA Act. In this case, the graduate coordinator may change the practice center. Faced with this situation, the social worker in training is responsible for informing the supervised practice coordinator and presenting medical evidence certifying their condition or impediment.

In those cases in which it is determined that there is a conflict of interest between the social worker in training, the practice center or a client of the agency, the supervised practice coordinator may make changes in the scenario to maintain the ethical foundations of the profession. In cases of students with current protection orders, the instructions of the Department of Security and the Vice Presidency of Student Affairs will be followed.

#### **-----Dress code-----**

The dress code of Social Work students must be consistent with the image of the profession, the practice scenario and the type of work to be done. In case of doubts and questions the student should consult the supervised practice coordinator to determine the requirements of the agency, organization or program of services.

#### **----- Security in Supervised Practice Scenarios -----**

Every center of practice must be a safe place to exercise the corresponding tasks of the supervised practice. If not, the student is expected to notify the supervised practice instructor to correct possible situations.

#### **----- Public Liability and Professional Imperfection Insurance -----**

In agreements with the supervised practice scenario to generate the contract, once established to offer their services to the students of practice of the Ana G. Mendez University, students will be assigned to the practice centers. The supervised practice director in coordination with the supervised practice coordinator will request public liability insurance. Once the insurance endorsement is received, a copy of it will be sent to the supervised practice scenario and institutional link of the scenario.

### **REASONABLE ACCOMMODATION POLICIES, SEXUAL HARASSMENT, DISCRIMINATION AND DOMESTIC VIOLENCE**

Ana G. Mendez University complies with the legislation and regulations that protect citizens and students. Ana G. Mendez University does not discriminate in the assignment

of practice centers because of race, gender, age, color, birth, origin or social condition, sexual orientation, disability or political, religious, social or union ideas.

All students must familiarize themselves with the student regulations to know their rights and duties. Also, you must know the reasonable accommodation policy, the manner in which complaints of sexual harassment are handled, and the provisions that are made when a student receives a protection order.

## **SUSPENSION POLICY OR SEPARATION OF STUDENTS FROM SUPERVISED PRACTICE**

The Department of Social Work requires that students demonstrate with their behavior, ability to follow instructions and acceptance of the mentoring and supervision process that have the appropriate profile and temperament for the Social Work profession.

The Department of Social Work reserves the right to suspend students from the program for the following reasons:

1. Carry out actions that affect the good name of the agency or organization in which the experience of supervised practice takes place.
2. Make unauthorized use of equipment and material of the agency or organization in which to conduct your supervised practice experience.
3. Appropriating equipment or material from the supervised practice center.
4. Violating the rules and procedures of the practice center.
5. Falsify the attendance record to the practice center.
6. Committing acts contrary to state and municipal laws.
7. Violate the Student Manual of the Ana G. Mendez University.
8. Engage in threatening and aggressive behavior in the practice center.
9. Disclose confidential information from the practice center.
10. Falsifying follow-up notes in the files of the agency or organization
11. Absenting from the practice without proper notification for a period of three (3) days. Introduce yourself to your supervised practice schedules in a drunken state.
12. Use, possession or distribution of controlled substances.
13. Request gifts, exchange of goods or services to participants of the agency or organization.

14. Be convicted of a felony or less serious offense.
15. False representation or fraud of documents.
16. Inappropriate dress or in violation of the dress code of the agency, organization or service program.
17. Extract documents from the agency or organization without proper authorization.
18. Demonstrate behavior contrary to the values of the profession in their interaction with classmates, professors, academic or administrative personnel or other university personnel or with clients or staff of the practice centers.
19. Demonstrate behavior contrary to the communication and professional interaction skills of social work, both in the university space and in the practice centers.
20. Poor or inappropriate performance in practice centers.
21. Plagiarize assigned academic works in the courses.
22. Violating the Code of Ethics of the Association of Social Workers of Puerto Rico and/or NASW.

These cases will be evaluated by a committee of the faculty, regular and lecturer, who will make recommendations to the director of the Department of Social Work about the actions to be taken. The procedures and decisions of this committee will be consistent with the provisions of the Student Manual of the Ana G. Mendez University and any other applicable Internal Manual or Regulation.

#### ----- **Appeal Process** -----

Students who want to appeal a decision made in accordance with the provisions of this manual may use their rights, according to the statutes of the Ana G. Mendez University and according to the procedures that appear in the student's handbook or any other manual or internal regulation that applies.



**School of Social and Human Sciences  
Department of Social Work**

**SUPERVISED PRACTICE ORIENTATION CERTIFICATION**

Supervised practice students should remember the following information discussed during the orientation:

1. The communication regarding any matter related to the practice should be channeled according to the established communication channels: student, liaison, instructor, practice coordinator, practice director, department director.
2. The required documents must be delivered to the practice coordinator on the date established before starting the professional practice.
3. The student must maintain a professional and ethical conduct during the time I have performed his supervised practice.
4. The student's attire must be appropriate and professional throughout the time he is performing his supervised practice.
5. The practice scenarios will be assigned by the supervised practice coordinator and the students will be able to attend as long as they carry with them the acceptance letter signed by the Practice Coordinator.
6. Students must follow the rules and procedures established in the Supervised Practice Manual.

I certify that I have read, discussed and understood the conditions and rules related to the Supervised Practice in Social Work. I agree to make the arrangements necessary to comply with the requirements established in the Supervised Practice Manual.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Practicum Coordinator Signature

\_\_\_\_\_  
Date



**School of Social and Human Sciences  
Department of Social Work**

**Application for Supervised Practice I SWGR 555  
Master's in Social Work**

Campus \_\_\_\_\_

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Initial: \_\_\_\_\_

Student ID: \_\_\_\_\_ DOB: \_\_\_\_\_ Place of birth: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_ Cellular: \_\_\_\_\_ Other: \_\_\_\_\_

Email: \_\_\_\_\_ Alternate email: \_\_\_\_\_

Do you need a reasonable accommodation?  Yes  No (If yes, you must include the vice-rectory document)

Explain:

\_\_\_\_\_  
\_\_\_\_\_

**II. Emergency Contact:**

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Initial: \_\_\_\_\_

Relationship: \_\_\_\_\_ Telephone number: \_\_\_\_\_

Address:

\_\_\_\_\_  
\_\_\_\_\_

**III. Academic History:**

\_\_\_\_\_  
 Bachelor's University Year of graduation

Master's Concentration:  Clínica Year that began the Master: \_\_\_\_\_  
 \_\_\_\_\_

Year expected to Finish the Master: \_\_\_\_\_

Reconocimientos y Distinciones Recibidas: \_\_\_\_\_  
 \_\_\_\_\_

**IV. Work Experience and Volunteer Work**

Name	From	To	Paid or Voluntary

Do you work while studying?  Yes  No

Workplace:

\_\_\_\_\_  Part-Time  Full time

Position

Time at job

\_\_\_\_\_ Telephone Ext. \_\_\_\_\_ Name of Supervisor

Do you have a Social Worker license?  Yes  No  Provisional  Permanent

Do you have other professional licenses?  Yes  No Explain: \_\_\_\_\_

**V. Generalist Experience (Briefly describe your experience in generalist intervention):**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## VI. Prerequisites to start the Supervised Practice

To apply for Supervised Internship I (SWGR 555), the student must have passed at least the following foundation courses:

Courses	Grade
SWGR 504 – Social Policy Analysis	
SWGR 505 – Human Diversity and Social Justice	
SWGR 506 – Social Work with Individuals and Families	
SWGR 507 – Social Work with Groups and Communities	
SWGR 510 – Research Design	
SWGR 601 – Theories and Models of Human Development and Behavior I	
SWGR 606 – Theories and Models of Human Development and Behavior II	

Depending on the academic evaluation, the elective courses can be taken together with the supervised practice:

Courses	Grade	In Process	Practice
SWGR 604 – Social Work and Mental Health			
SWGR 620 – Adult and Elderly Development			
SWGR 623 – Drug and Substance Abuse			
SWGR 616 – Violence and Society			
SWGR 627 – Mental Health Services and Policies			
SWGR 625 – Psychopharmacology and Social Work			

## VII. Preference to Select the Supervised Practice Scenario

1. Choose the population you prefer to serve in order starting with the number (1):

Población	Orden
Niñez	
Adolescencia	
Adulthood	
Viejos	
Parejas	
Familias	
Grupos	

1. Choose the population you prefer to serve in order starting with the number (1):

Population	Order	Population	Order
<b>Mental Health</b>		Child Abuse	
<b>Community Mental Health</b>		Special Education	
<b>Alcoholism</b>		Chronic patients	
<b>Substance Abuse</b>		Home Care Services	
<b>Community</b>		Terminal Patients	
<b>School</b>		HIV Patients	
<b>Corrections</b>		Health Social Work	
<b>Domestic Violence</b>		Homeless	

Other (Explain):

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Explain why you chose your first choice: \_\_\_\_\_

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Transportation:     Personal     Public

**VIII. Letter of Recommendation**

Indicate the practice supervisor or licensed social worker who knows their academic or professional performance who will be sending the letter of recommendation with this application that must be identified as Schedule A.

<b>Name</b>	
<b>Telephone</b>	
<b>E-Mail Address</b>	
<b>Title</b>	
<b>License</b>	

**IX. Expectations of Supervised Practice (Essay of 500-800 Words)**

**In light of the knowledge acquired through the master's degree program, how do you visualize your supervised practice experience, related to your professional goals and interests? Submit a short computer essay in a separate document that you must identify as Schedule B.**

**X. Professional Conduct**

Answer the following questions by checking yes or no. If you choose yes, please explain.

1. Have disciplinary actions been taken against you by any institution, professional association or supervisor?

Yes  No

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Have disciplinary measures been taken for committing ethical faults in a program, supervised practice or work?

Yes  No

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Have you been suspended, expelled or fired from any program, supervised practice or work?

Yes  No

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Have you filed a legal suit against you for a case related to your professional work?

Yes  No

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Have you been convicted of any crime against state and federal laws?

Yes  No

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **XI. Certification**

I certify that all information provided in this application is true, accurate, correct and truthful. I understand that intentionally concealing or changing the information; the Request for Supervised Practice may be denied or may entail the immediate suspension of the practice by the Department of Social Work of the School of Social and Human Sciences of the Ana G. Mendez University.

I totally agree and I authorize the management, coordination and scenarios of the supervised practice to consult about myself with those professionals in agencies, organizations and institutions where I have worked and/or volunteered. This with the purpose of exploring the information regarding my development and professional competences, ethical conduct and relationships in the area of performance.

Relief of responsibility to the management, coordination and scenarios of the supervised practice for the evaluation of this application regardless of prejudice, based on a professional process and actions in good faith.

If my application for supervised practice is accepted, it is my commitment:

1. Comply with the competencies and expected behaviors as a student of the Graduate Program of the Department of Social Work of the Ana G. Mendez University.
2. To be guided by the NASW Code of Ethics and the Manual of Supervised Practice, as reviewed
3. Comply with the Institutional Policy established in the Manual of Academic and Administrative Standards (June 2009) of the Ana G. Mendez University and the Supervised Practice Scenario where I develop as a social worker in training.
4. Follow the current state and federal laws.
5. Report any changes in my legal status during the course of my supervised practice.

I certify that I have read, understand and agree that as a student, I requested supervised practice in social work. It is my responsibility to provide the information required for the achievement of a fair and appropriate evaluation of my development and professional competences, ethical conduct and relationships in the area of performance. Any question or doubt that arises is my responsibility to clarify the same to the people responsible for the process.

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Student Signature

---

Date

**Official Use:**

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Received by: \_\_\_\_\_ Date: \_\_\_\_\_

**Supervised Practice Request:**

**Approved**     **Denied**                      **Reason:** \_\_\_\_\_

Starting Date: \_\_\_\_\_ Possible Placement: \_\_\_\_\_

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Evaluated by \_\_\_\_\_ Signature: \_\_\_\_\_

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



**School of Social and Human Sciences  
Department of Social Work**

**Application for Supervised Practice II SWGR 655 / III SWGR 665  
Master's in Social Work**

**Campus** \_\_\_\_\_

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Initial: \_\_\_\_\_

Student ID: \_\_\_\_\_ DOB: \_\_\_\_\_ Place of birth: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_ Cellular: \_\_\_\_\_ Other: \_\_\_\_\_

Email: \_\_\_\_\_ Alternate email: \_\_\_\_\_

Do you need a reasonable accommodation?  Yes  No (If yes, you must include the vice-rectory document)

Explain:

\_\_\_\_\_

\_\_\_\_\_

**II. Emergency Contact:**

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Initial: \_\_\_\_\_

Relationship: \_\_\_\_\_ Telephone number: \_\_\_\_\_

Address:

\_\_\_\_\_

\_\_\_\_\_

**III. Academic History:**

\_\_\_\_\_

Bachelor's University Year of graduation

Master's Concentration:  Clínica Year that began the Master: \_\_\_\_\_

Year expected to Finish the Master: \_\_\_\_\_

Reconocimientos y Distinciones Recibidas: \_\_\_\_\_

**IV. Work Experience and Volunteer Work**

Name	From	To	Paid or Voluntary

Do you work while studying?  Yes  No

Workplace:

\_\_\_\_\_  Part-Time  Full time

Position Time at job

\_\_\_\_\_

Telephone Ext. Name of Supervisor

Do you have a Social Worker license?  Yes  No  Provisional  Permanent

Do you have other professional licenses?  Yes  No Explain: \_\_\_\_\_

**V. Generalist Experience (Briefly describe your experience in generalist intervention):**

\_\_\_\_\_

\_\_\_\_\_

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## VI. Prerequisites to start the Supervised Practice

To apply for Supervised Internship I (SWGR 555), the student must have passed at least the following foundation courses:

Courses	Grade
SWGR 555 – Supervised Practice I-Generalist	
SWGR 602 – Clinical Intervention I	
SWGR 511 – Research Analysis	
SWGR 570 – Generalist Comprehensive Exam	

To continue to Supervised Practice III (SWGR 665), the student should have completed the following courses:

Courses	Grade	In Process	Practice
SWGR 655 – Supervised Practice II			
SWGR 607 – Clinical Intervention II			

Based on the academic evaluation the following courses can be taken along with supervised practice:

Courses	Grade	In Process	Practice
SWGR 604 – Social Work and Mental Health			
SWGR 620 – Adult and Elderly Development			
SWGR 623 – Drug and Substance Abuse			
SWGR 616 – Violence and Society			
SWGR 627 – Mental Health Services and Policies			
SWGR 625 – Psychopharmacology and Social Work			

## VII. Preference to Select the Supervised Practice Scenario

1. Choose the population you prefer to serve in order starting with the number (1):

Población	Orden
Niñez	
Adolescencia	
Adultez	
Viejos	
Parejas	
Familias	
Grupos	

1. Choose the population you prefer to serve in order starting with the number (1):

Population	Order	Population	Order
Mental Health		Child Abuse	
Community Mental Health		Special Education	
Alcoholism		Chronic patients	
Substance Abuse		Home Care Services	
Community		Terminal Patients	
School		HIV Patients	
Corrections		Health Social Work	
Domestic Violence		Homeless	

Other (Explain):

---



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Explain why you chose your first choice: \_\_\_\_\_

Transportation:     Personal     Public

**VIII. Letter of Recommendation**

Indicate the practice supervisor or licensed social worker who knows their academic or professional performance who will be sending the letter of recommendation with this application that must be identified as Schedule A.

<b>Name</b>	
<b>Telephone</b>	
<b>E-Mail Address</b>	
<b>Title</b>	
<b>License</b>	

**IX. Expectations of Supervised Practice (Essay of 500-800 Words)**

**In light of the knowledge acquired through the master's degree program, how do you visualize your supervised practice experience, related to your professional goals and interests? Submit a short computer essay in a separate document that you must identify as Schedule B.**

**X. Professional Conduct**

Answer the following questions by checking yes or no. If you choose yes, please explain.

1. Have disciplinary actions been taken against you by any institution, professional association or supervisor?

Yes  No

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Have disciplinary measures been taken for committing ethical faults in a program, supervised practice or work?

Yes  No

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Have you been suspended, expelled or fired from any program, supervised practice or work?

Yes  No

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Have you filed a legal suit against you for a case related to your professional work?

Yes  No

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Have you been convicted of any crime against state and federal laws?

Yes  No

Explain: \_\_\_\_\_  
\_\_\_\_\_

**XI. Certification**

I certify that all information provided in this application is true, accurate, correct and truthful. I understand that intentionally concealing or changing the information; the Request for Supervised Practice may be denied or may entail the immediate suspension of the practice by the Department of Social Work of the School of Social and Human Sciences of the Ana G. Mendez University.

I totally agree and I authorize the management, coordination and scenarios of the supervised practice to consult about myself with those professionals in agencies, organizations and institutions where I have worked and/or volunteered. This with the purpose of exploring the information regarding my development and professional competences, ethical conduct and relationships in the area of performance.

Relief of responsibility to the management, coordination and scenarios of the supervised practice for the evaluation of this application regardless of prejudice, based on a professional process and actions in good faith. If my application for supervised practice is accepted, it is my commitment:

1. Comply with the competencies and expected behaviors as a student of the Graduate Program of the Department of Social Work of the Ana G. Mendez University.
2. To be guided by the NASW Code of Ethics and the Manual of Supervised Practice, as reviewed
3. Comply with the Institutional Policy established in the Manual of Academic and Administrative Standards (June 2009) of the Ana G. Mendez University and the Supervised Practice Scenario where I develop as a social worker in training.
4. Follow the current state and federal laws.
5. Report any changes in my legal status during the course of my supervised practice.

I certify that I have read, understand and agree that as a student, I requested supervised practice in social work. It is my responsibility to provide the information required for the achievement of a fair and appropriate evaluation of my development and professional competences, ethical conduct and relationships in the area of performance. Any question or doubt that arises is my responsibility to clarify the same to the people responsible for the process.

\_\_\_\_\_

Student Signature
Date

**Official Use:**

\_\_\_\_\_

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

**Supervised Practice Request:**

**Approved**     **Denied**    **Reason:** \_\_\_\_\_

Starting Date: \_\_\_\_\_ Possible Placement: \_\_\_\_\_

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Evaluated by \_\_\_\_\_ Signature: \_\_\_\_\_

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



**School of Social and Human Sciences  
Department of Social Work**

**INTERVIEW OF ADMISSION TO SUPERVISED PRACTICE PROGRAM GRADUATED**

\_\_\_\_\_ Campus

**I. Student Information**

\_\_\_\_\_ Last Name

\_\_\_\_\_ Name

\_\_\_\_\_ Initial

\_\_\_\_\_ Student ID

\_\_\_\_\_ E-mail

\_\_\_\_\_ Telephone number

Address: \_\_\_\_\_

**II. Semi-Structured Admission Interview**

1. How do you define social work?
2. How do you define generalist intervention or clinical intervention of social work?
3. How do you contrast your personal experiences with professional experiences?
4. What are the values, concepts and ethical aspects of social work?

5. How will the courses you have taken in academic progress contribute to your supervised practice?
6. What expectations do you have about supervised practice at a generalist or specialty level?
7. How do you analyze a situation to be able to inform and communicate your professional judgement?
8. What is the importance of an assessment in the social work intervention process?
9. What is your commitment to human and cultural diversity?
10. How do you promote human rights and social justice?
11. Why is it important to integrate research into supervised practice?
12. How do you apply the theory in practice evaluating the behavior of the human being and his relationship with the environment?
12. What is the importance of knowing about social policy in the scenario of supervised practice?
14. What factors can affect your development in professional practice?
15. What responsibilities and functions do you understand you will assume in supervised practice?





**School of Social and Human Sciences  
Department of Social Work**

**Request for Change of Supervised Practice Scenario**

\_\_\_\_\_  
Student ID Number

\_\_\_\_\_  
Campus

First Request

Second Request

\_\_\_\_\_  
Last Name

\_\_\_\_\_  
First Name

\_\_\_\_\_  
Initial

Address: \_\_\_\_\_

Cellular No: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

Current Placement: \_\_\_\_\_

Phone Number: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

Address: \_\_\_\_\_

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

Seminar Instructor: \_\_\_\_\_

Reason for request: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**Official Use:**  
\_\_\_\_\_  
\_\_\_\_\_

Evaluated by: \_\_\_\_\_

**Action taken:**  Approved

New Placement: \_\_\_\_\_

Denied Reason: \_\_\_\_\_

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

Date discussed with student: \_\_\_\_\_ Firma del/la Estudiante: \_\_\_\_\_

Action taken appeal:  Director of Supervised Practice  Director of the Department of Social Work

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Practice Coordinator

\_\_\_\_\_  
Date



**School of Social and Human Sciences  
Department of Social Work**

**Incident Report**

Person Reporting Incident:     Student                     Supervised Practice Instructor  
     Supervisor                     Supervised Practice Coordinator

Campus: \_\_\_\_\_ Student ID: \_\_\_\_\_

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

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

Current Placement: \_\_\_\_\_ Phone Number: \_\_\_\_\_ E-Mail

Address: \_\_\_\_\_

Address: \_\_\_\_\_

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

**Information about the Incident**

<b>Date:</b>	
<b>Time:</b>	
<b>Description:</b>	
<b>Action Taken: (if any)</b>	
<b>Recommendations:</b>	

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



**School of Social and Human Sciences  
Department of Social Work**

**Supervised Practice  
Attendance Record – MSW**

\_\_\_\_\_ Level:  SWGR 555  SWGR 655  SWGR 665  
 Student's Name Student ID number

\_\_\_\_\_ Name of Agency/Program Name of supervisor

Week: \_\_\_\_\_ to \_\_\_\_\_, 20\_\_\_\_\_.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
<b>Start</b>							
<b>End</b>							
<b>Start</b>							
<b>End</b>							
<b>Total Hours</b>							

Total Hours for the Week: \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Seminar Instructor

\_\_\_\_\_  
Date



	Week							
Indirect Service	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
Administrative duties								
Social Assessment								
Service Plans								
Discharge Plans								
Progress Notes								
Written Biopsychosocial Report								
Case staffing								
Supervision/Consultation								
<b>Total</b>								

	Week							
Administrative	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
Professional Development								
Research								
Community Service/Volunteer								
Meetings at site								
<b>Total</b>								

Total Hours	
<b>Direct Service</b>	
<b>Indirect Service</b>	
<b>Administrative</b>	
<b>Grand Total</b>	

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Seminar Instructor

\_\_\_\_\_  
Date



	Week							
Indirect Service	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
Administrative duties								
Treatment Plans								
Written Biopsychosocial Report								
Discharge Plans								
Progress Notes								
Case staffing								
Supervision/Consultation								
<b>Total</b>								

	Week							
Administrative	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
Professional Development								
Research								
Community Service/Volunteer								
Meetings at site								
<b>Total</b>								

Total Hours Report	
Direct Service	
Indirect Service	
Administrative	
Grand Total	

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Student Signature

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Date

---

Supervisor's Signature

---

Date

---

Seminar Instructor

---

Date



**School of Social and Human Sciences  
Department of Social Work**

**EVALUATION OF SUPERVISED PRACTICE SUPERVISED PRACTICE SCENARIO - INSTITUTIONAL LINK**

Level:  SWGR 555  SWGR 655  SWGR 665

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Student's ID Number

\_\_\_\_\_  
Site Field Instructor's Name

\_\_\_\_\_  
Seminar Instructor's Name

Agency/Program's Name: \_\_\_\_\_

**Instructions:** Please checkmark (x) to evaluate these components of the supervised practice for the purpose of providing direction and maintaining quality levels. This evaluation must be delivered to the supervised practice seminar instructor. Your opinion will be of great help to re-evaluate the components established here.

<b>Evaluation Scale</b>				
	3	2	1	0
	Always	Frequently	Sometimes	Never
Supervised Practice Scenario				
Criteria	3	2	1	0
1. It offers learning opportunities in the interventions with the client system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Helped me to achieve my goals in the professional training process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Meets my professional expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Maintains updated of Social Work practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provides at least 50% of practice hours in direct service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Offers opportunities to work with diverse populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Offers opportunities to different types of intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Provides the opportunity to work independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Promotes professional development activities and diverse training experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Develops educational experiences in accordance with the Student Development Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Names a site field instructor that assumes responsibility for the integrity and quality of the learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Establishes the necessary agreements to accept the supervised practice instructor from Ana G. Mendez University for student supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Facilitates a structural space that complies with privacy and confidentiality guidelines in the intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Provides the materials necessary for student development in the supervised practice scenario.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Evaluation Scale

3                      2                      1                      0  
 Always              Frequently              Sometimes              Never

Supervised Practice Scenario					
Criteria	3	2	1	0	
1. Has knowledge about the expectations of supervised practice.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
2. Reflects commitment and professional behavior.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
3. Maintains professional and effective communication with the student.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4. Maintains communication with the supervised practice seminar instructor.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
5. Identifies my strengths and limitations constructively.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
6. Field Education Instructor demonstrate decision-making skills.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

7. Dedicates time to supervision and consulting of my professional process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Encourages teamwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Contributes new knowledge to the discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Collaborates in the formative evaluation of the practitioner bi-semester, and the realization of the Development Plan along with the Seminar Instructor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Provides an orientation, at the beginning of the placement, which describes the philosophy, norms, procedures and services of the practice scenario.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Provides the training process and expectations about the functions that the student should perform in practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Uses constructive critical thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments, observations and recommendations:**

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**Evaluation Scale**

3                      2                      1                      0  
 Always              Frequently              Sometimes              Never

<b>Qualification</b>				
Criteria	3	2	1	0
<b>Field Practice Scenario</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Site Field Instructor</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Firma del/la Estudiante

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Fecha



**School of Social and Human Sciences  
Department of Social Work**

**EVALUATION OF SUPERVISED PRACTICE SUPERVISED PRACTICE SCENARIO – SEMINAR INSTRUCTOR**

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Level:  SWGR 555  SWGR 655  SWGR 665

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Student's ID Number

\_\_\_\_\_  
Site Field Instructor's Name

\_\_\_\_\_  
Seminar Instructor's Name

Agency/Program's Name: \_\_\_\_\_

**Instructions:** Please checkmark (x) to evaluate these components of the supervised practice for the purpose of providing direction and maintaining quality levels. This evaluation must be delivered to the supervised practice seminar instructor. Your opinion will be of great help to re-evaluate the components established here.

**Evaluation Scale**

3                      2                      1                      0  
Always              Frequently              Sometimes              Never

	Seminar Instructor			
Criteria	3	2	1	0
<b>1. Makes the minimum visits required for the supervision of students in their practice during the semester.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Offers support in the process of solving problems in supervised practice scenarios.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Channel any situation of administrative or clinical nature that requires attention.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Determines the progress made by reviewing and evaluating the tasks required.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Aligns the seminar with supervised practice..</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Supervises and evaluates the performance of students in the supervised practice scenario.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Plans, prepares and approves the Professional Development Plan with the student and the agency field instructor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Maintains communication with the agency field instructor to evaluate the student's professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Offers supervision, both group or individual, and consulting to evaluate the professional development of the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Completes the written evaluation of each student at the end of each period of the supervised practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Maintains communication with the supervised practice coordinator in any situation that arises with the student in the process of the practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Begins the evaluation process from the first day discussing the evaluation guides that are used during the practice process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Schedules the time and date to visit the practice scenario that will be dedicated to supervision with the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Provides complementary material related to supervised practice and the seminar for the integration of research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Demonstrates constructive critical thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Points				

Comments, observations and recommendations: \_\_\_\_\_

**Evaluation Scale**

3                      2                      1                      0  
 Always              Frequently              Sometimes              Never

Qualification				
Criteria	3	2	1	0
Seminar Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\_\_\_\_\_  
 Student Signature

\_\_\_\_\_  
 Date



**School of Social and Human Sciences  
Department of Social Work**

**Supervised Practice  
Seminar Instructor Visits Report**

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\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Student's ID Number

Level:  SWGR 555  SWGR 655  SWGR 665

\_\_\_\_\_  
Site Field Instructor's Name

\_\_\_\_\_  
Seminar Instructor's Name

Agency/Program's Name: \_\_\_\_\_

1. Interview with Social Worker in Training:

\_\_\_\_\_  
\_\_\_\_\_

2. Interview with Institutional Liaison:

\_\_\_\_\_  
\_\_\_\_\_

3. Observations:

\_\_\_\_\_  
\_\_\_\_\_

4. Recommendations:

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Instructor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Seminar Instructor's Signature

\_\_\_\_\_  
Date



**School of Social and Human Sciences**  
**Department of Social Work**  
**Student's Professional Development Plan**  
**Generalist Supervised Practice**

Student's Name: \_\_\_\_\_

Level:  **Master**  **SWGR 555**

Student ID Number: \_\_\_\_\_

Field Instructor Name: \_\_\_\_\_

Agency/Program: \_\_\_\_\_

Seminar Field Instructor: \_\_\_\_\_

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

Field Practice Coordinator Name: \_\_\_\_\_

<b>Demonstrate Ethical and Professional Behavior</b>	<p>Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</p> <p>Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</p> <p>Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication;</p> <p>Uses technology ethically and appropriately to facilitate practice outcomes; and</p> <p>Uses supervision and consultation to guide professional judgment and behavior</p>			
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<b>Engage Diversity and Difference in Practice</b>	<p>Applies and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p> <p>Presents themselves as learners and engage clients and constituencies as experts of their own experiences; and</p> <p>Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>			
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<b>Advance Human Rights and Social, Economic, and Environmental Justice</b>	<p>Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</p> <p>Engages in practices that advance social, economic, and environmental justice.</p>			
<b>Engage In Practice-informed Research and Research-informed Practice</b>	<p>Uses practice experience and theory to inform scientific inquiry and research;</p> <p>Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</p> <p>Uses and translate research evidence to inform and improve practice, policy, and service delivery.</p>			

<p><b>Engage in Policy Practice</b></p>	<p>Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</p> <p>Assess how social welfare and economic policies impact the delivery of and access to social services;</p> <p>Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>			
<p><b>Engage with Individuals, Families, Groups, Organizations, and Communities</b></p>	<p>Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</p> <p>Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>			
<p><b>Assess Individuals, Families, Groups, Organizations, and Communities</b></p>	<p>Collects and organize data, and apply critical thinking to interpret information from clients and constituencies.</p> <p>Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p> <p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p> <p>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>			

<p><b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p>	<p>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p> <p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p> <p>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p> <p>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p> <p>Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>			
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<p><b>Intervene with individuals, groups, families, organization and community</b></p>	<p>Critically select and implement interventions to achieve the objectives of the practice and improve the capabilities of the client system and its system of action.</p> <p>They apply knowledge of human behavior and the social environment, person in their environment and other multidisciplinary theoretical frameworks in the interventions with the client systems and action system.</p> <p>They use interdisciplinary collaboration appropriately to achieve the beneficial results of the practice.</p> <p>They negotiate, intercede and advocate with and for the benefit of the diversity of the client system and system of action.</p> <p>They facilitate effective transitions and terminations that drive mutually agreed upon goals.</p>			
--	--	--	--	--

<p><b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b></p>	<p>Select and use appropriate methods for evaluation of outcomes.</p> <p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p> <p>Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</p> <p>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</p>			
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Student's Signature

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Field Instructor Signature Seminar

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Field Instructor Signature

**Universidad Ana G. Médez – Recinto Carolina**  
**School of Social and Human Sciences**  
**Department of Social Work**

**Student’s Professional Development Plan**  
**Clinical Supervised Practice**

Student’s Name: \_\_\_\_\_ Level:  **Master**  **SWGR 655**  **SWGR 665**  
 Student ID Number: \_\_\_\_\_ Field Instructor Name: \_\_\_\_\_  
 Agency/Program: \_\_\_\_\_ Seminar Field Instructor: \_\_\_\_\_  
 Date: \_\_\_\_\_ Field Practice Coordinator Name: \_\_\_\_\_

Competencies	Expected Behaviors	Activities/Projects	Assessment Strategy	Expected Completion Date
<b>Show ethical and professional behavior</b>	<p>They make ethical decisions applying the rules of the code of ethics, the laws and regulations, models for ethical decision-making, the ethics of research.</p> <p>It makes decisions through the application of the ethical standards of the Professional Association of Social Work of Puerto Rico and the National Association of Social Workers</p> <p>They use reflection and self-regulation to manage their personal values and maintain professionalism in practice situations.</p> <p>They show professional conduct in their behavior; in; appearance and in its oral, written and electronic communication.</p> <p>They use technology in an ethical and appropriate manner to facilitate the results of the practice.</p> <p>They use supervision and consulting to guide professional behavior and judgment.</p>			

Competencies	Expected Behaviors	Activities/Projects	Assessment Strategy	Expected Completion Date
<b>Defend diversity and difference in practice</b>	<p>They apply and communicate the understanding of the importance of diversity and difference in the construction of people's life experiences at the micro, mezzo and macro levels.</p> <p>They present themselves as an apprentice and involve their client system as experts from their own experiences.</p> <p>They apply self-knowledge and self-regulation to control the influence, personal biases and values in working with different client and constituent systems.</p>			
<b>Promote human rights and social, economic and environmental justice</b>	<p>They apply their knowledge of social, economic and environmental justice to advocate for human rights at the individual and systemic levels.</p> <p>They are committed to practices that promote social, economic and environmental justice.</p> <p>He understands how Puerto Rico's colonial relationship with the United States is a situation of human rights and social and economic justice.</p>			
<b>Apply informed practice in research and research reported in practice.</b>	<p>They use professional practice and theory to inform their curiosity, scientific inquiry and research.</p> <p>They apply critical thinking to articulate the analysis of quantitative and qualitative methods and the findings of research.</p> <p>They use and transform the evidence of research into execution and improvement of practice, policy and services.</p>			

<p><b>Get involved in political practice</b></p>	<p>They identify social policy at the local, state and federal levels and their impact on welfare, provision and access to social services.</p> <p>They evaluate how social welfare and economic policies influences the provision and access to social services.</p> <p>They apply critical thinking to analyze, formulate, and advocate for policies that advance human, social, economic, and environmental justice rights.</p>			
<p><b>Commit to individuals, groups, family, organization and community.</b></p>	<p>They apply knowledge of human behavior and the social environment, the person in their environment and other multidisciplinary theoretical frameworks to engage with the client system and its system of action.</p> <p>They use empathy, reflection and interpersonal skills to relate effectively to the diversity of client systems and their system of action.</p>			
<p><b>Appraisal of individuals, groups, families, organizations and communities</b></p>	<p>They collect and organize the data and apply critical thinking to interpret the information of the client system and its system of action.</p> <p>They apply knowledge of human behavior and the social environment, person in context and other multidisciplinary theoretical frameworks in the analysis of evaluation information of the client system and its system of action.</p> <p>They develop jointly and in agreement, the goals and objectives based on the critical assessment of the strengths, needs and challenges.</p> <p>They select appropriate intervention strategies based on the evaluation, knowledge of the research and on the values and preferences of the client systems.</p>			

<p><b>Intervene with individuals, groups, families, organization and community</b></p>	<p>Critically select and implement interventions to achieve the objectives of the practice and improve the capabilities of the client system and its system of action.</p> <p>They apply knowledge of human behavior and the social environment, person in their environment and other multidisciplinary theoretical frameworks in the interventions with the client systems and action system.</p> <p>They use interdisciplinary collaboration appropriately to achieve the beneficial results of the practice.</p> <p>They negotiate, intercede and advocate with and for the benefit of the diversity of the client system and system of action.</p> <p>They facilitate effective transitions and terminations that drive mutually agreed upon goals.</p>			
<p><b>Evaluate the practice with individuals, families, groups, organizations and communities</b></p>	<p>They select and use appropriate methods for the evaluation of results.</p> <p>They apply knowledge of human behavior and social environment, person- and their relationship with the environment, and other multidisciplinary theoretical frameworks in the evaluation of results.</p> <p>Critically analyze, monitor, and evaluate the intervention, programmatic processes and results.</p> <p>Apply evaluation results to improve the effectiveness of professional practice at the micro, mezzo and macro levels.</p>			

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

\_\_\_\_\_  
Field Instructor Signature Seminar

\_\_\_\_\_  
Field Instructor Signature

**Universidad Ana G. Médez – Recinto Carolina**  
**School of Social and Human Sciences**  
**Department of Social Work**  
**STUDENT EVALUATION - CLINICAL**

Nivel:  SWGR 655     SWGR 665

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Student ID Number

\_\_\_\_\_  
Field Instructor Name

\_\_\_\_\_  
Seminar Field Instructor Name

\_\_\_\_\_  
Agency/Program Name

**Instructions:** Please place a check mark (x) for the purpose of evaluating the student's performance in supervised practice. The student must be evaluated by the supervised practice instructor in collaboration with the institutional liaison. This evaluation must be done in the middle and at the end of the academic semester. The evaluation must be delivered to the supervised practice coordinator.

**Evaluation Scale:**

4 – Always / 3 – Frequently / 2 – Seldom / 1 - Never

<b>EVALUATION OF THE SUPERVISED PRACTICAL STUDENT - CLINICAL</b>						
	<b>Criteria</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
1.	They apply the ethics based on the Code of Ethics of the Association National Social Workers, state and federal regulations and the best clinical practices in Social Work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.	Reflect on your personal values that may influence the therapist-client relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.	They communicate professional judgments ethically in an oral, non-verbal and written way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>EVALUATION OF THE SUPERVISED PRACTICAL STUDENT – CLINICAL</b>					
<b>Criteria</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
4. They use technology in an ethical and appropriate manner for therapeutic intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. They integrate clinical supervision and consulting to guide behavior and clinical judgment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. They apply therapeutic models evaluating cultural diversity, psychodynamic and behavioral aspects according to the needs of the client in clinical practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Incorporate social justice, dignity of the human being, social welfare, confidentiality and human relations in clinical intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. They apply models in clinical practice that are culturally sensitive to different populations and oppressed groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. They contrast the impact of intersectionality on issues of race, ethnicity, social class, sexual orientation, gender, transsexuality, national identity, religion, age and migration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Design conceptualizations evaluating aspects of social identity, oppression, discrimination, economic and social inequality to establish treatment plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Promote social, economic, environmental and political justice by advocating for vulnerable populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Advocate for parity in mental health services and reduction of health disparities for diverse populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

13. Various theories, models and practices based on evidence apply in therapeutic intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Select, implement and evaluate different intervention strategies based on evidence for diverse populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Generate knowledge through research methodology to validate evidence-based practices, contribute to scientific literature, and design programs in clinical practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Advocate for policies that advance human, social, economic and environmental justice rights to achieve social change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. Promote public policies to improve the provision of services and access to social services of the populations served.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. They commit their professional actions in the intervention denouncing the political decisions that influence vulnerable populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19. Synthesizes and differentially applies the theories of human behavior and the social environment to guide clinical practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. It uses an ecosystemic vision to identify the emotional, behavioral, cognitive and social problems of the client system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. They work the therapeutic alliance based on culture, respect, dignity of the human being, empathy and strength client-therapist, therapist-client to establish the goals and results of treatment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. Commit to working with oppressed and vulnerable populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

23. Demonstrate knowledge of the relationship between human behavior and social environment in order to use evidence-based instruments in accordance with the client's needs for the collection of information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. They use a biopsychosocial dimensional evaluation as a tool for evaluation to establish diagnostic criteria for mental, emotional and behavioral conditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. Select clinical assessment instruments for the collection of identifying information, signs, clinical symptoms, strengths, needs and the life cycle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. Analyze the impact of the aspects of power, structural oppression and discrimination in the therapeutic relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27. They select psychotherapeutic interventions based on theoretical postulates, evidence practices, research and practical experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28. Apply knowledge of human behavior and the social environment, person in their environment and other theoretical frameworks in the psychotherapeutic process achieving conceptual flexibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. Design treatment plans according to the needs of the individual, couple, family or group according to the therapeutic approach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. They select evaluation methods aimed at measuring the results and effectiveness of clinical practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

31. They contrast human behavior and the social environment through different theoretical frameworks, quantitative and qualitative methods to evaluate the results and effectiveness of clinical practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32. Critically analyze, monitor, and evaluate the intervention, programmatic processes and results of clinical practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
33. Apply evaluation results to improve the effectiveness of professional practice with individuals, families, couples and groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments, recommendations and observations: \_\_\_\_\_

Total: \_\_\_\_\_  136-122 Excellent  121-110 Good  109-34 Deficient

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Instructor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Seminar Instructor's Signature

\_\_\_\_\_  
Date