California State University, Long Beach
School of Social Work

ADVANCED STANDING
SUMMER BRIDGE
AND
SW 680 A/B
LEARNING AGREEMENT
AND
COMPREHENSIVE SKILLS EVALUATION

Academic Year 2019 – 2020

Student Name (printed): ________________________________

Specialization: ________________________________

Field Liaison Summer Bridge (printed): __________________________

Field Liaison Academic Year (printed): __________________________
Learning Agreement Outline  (To be completed at the beginning of the Summer Bridge Program)

I. IDENTIFYING INFORMATION

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Please indicate your concentration:</th>
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</thead>
<tbody>
<tr>
<td>E-mail:</td>
<td>□ Child &amp; Family Well-being</td>
</tr>
<tr>
<td>Phone number:</td>
<td>□ Integrated Health</td>
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<tr>
<td></td>
<td>□ Adulthood &amp; Aging</td>
</tr>
<tr>
<td>Please check if you are in a special program:</td>
<td>Field Faculty Liaison (summer bridge):</td>
</tr>
<tr>
<td>□ CalSWEC CW</td>
<td>E-mail:</td>
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<tr>
<td>□ PPSC</td>
<td>Phone number:</td>
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<tr>
<td>□ UCCF</td>
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<tr>
<td>□ CalSWEC MH</td>
<td>Field Instructor:</td>
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<tr>
<td>□ GSWEC</td>
<td>E-mail:</td>
</tr>
<tr>
<td></td>
<td>Phone number:</td>
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<tr>
<td>Agency Name and Address:</td>
<td>Preceptor (if applicable):</td>
</tr>
<tr>
<td>Field Instructor:</td>
<td>E-mail:</td>
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<tr>
<td>Phone number:</td>
<td>Phone number:</td>
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</tbody>
</table>

II. THE AGENCY AND THE COMMUNITY

A. Describe the agency’s mission:

B. Describe the organizational structure:

C. List the services provided to community:
D. Describe the general demographics (ethnicity, race, socio-economic status, age) of the agency’s clients:

E. Describe the geographic location of your agency:

F. Describe the general demographics (ethnicity, race, socio-economic status, age) of the community (if different from D above):

G. Describe the community’s need for resources (in addition to what the agency provides):

H. Describe the community’s perception of the agency:

I. List other agencies to which referrals are made:

J. Who (Field Instructor?) or what (agency brochure?) were your sources of information:

### III. GENERAL TIME MANAGEMENT

A. List the days and hours in field placement:

B. List the day and time that process recordings are due

C. List the day, time, and length of individual field instruction:

D. List day and time of group supervision conference, if applicable:
E. List the name(s) of preceptor(s) and/or contact person in field instructor’s absence:

F. If the plan is for you to rotate or change programs in the agency, specify the time frame for the rotation:

G. Please describe your plans for coverage over the winter break between fall and spring semester, if required by placement:

### IV. FIELD EDUCATION ASSIGNMENTS

#### A. Check all direct practice micro-level field education assignments student will be exposed to during the year.

<table>
<thead>
<tr>
<th>□ Adults</th>
<th>□ Individuals</th>
<th>□ Information and Referral</th>
<th>□ Discharge Planning</th>
<th>□ Diagnostic Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Families</td>
<td>□ Advocacy</td>
<td>□ Treatment Planning</td>
<td>□ Older Adults</td>
<td>□ Crisis Intervention</td>
</tr>
<tr>
<td>□ Children</td>
<td>□ Groups</td>
<td>□ Community Networking Linkages</td>
<td>□ Inter/Multidisciplinary Team Meetings</td>
<td>□ Short Term Intervention</td>
</tr>
<tr>
<td>□ Adolescents</td>
<td>□ Couples</td>
<td>□ Case Management</td>
<td>□ Psychosocial Assessment</td>
<td>□ Long Term Intervention</td>
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<tr>
<td>□ Other (specify)</td>
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</tbody>
</table>

#### B. Check all direct practice mezzo or macro level field education assignments student will be exposed to during the year.

<table>
<thead>
<tr>
<th>□ Task Forces</th>
<th>□ Quality Assurance</th>
<th>□ Inter/Multidisciplinary Team Meetings</th>
<th>□ Fiscal Budgetary Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Committee Assignments</td>
<td>□ Grant Writing</td>
<td>□ Agency Staff and/or Board Meetings</td>
<td>□ Community Networking Linkages</td>
</tr>
<tr>
<td>□ Program Development</td>
<td>□ Consultation</td>
<td>□ Outreach/recruitment Efforts</td>
<td></td>
</tr>
<tr>
<td>□ Program Evaluation</td>
<td>□ Case Conferences</td>
<td>□ Macro Project (specify)</td>
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<td>□ Other (specify)</td>
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</tbody>
</table>
C. Check other learning experiences

| ☐ Seminars, In-Service Training/Conferences | ☐ Other (specify) |

V. SELF-AWARENESS ASSESSMENT – To be completed by student.

A. In terms of “self-awareness”, what do you know about yourself and your interactions with others/your emotions/etc. that will make you a more effective social worker?

B. In what ways/areas do you need to enhance your self-awareness to become a more effective social worker?

VI. STUDENT’S EXPECTATIONS FOR SUPERVISION IN FIELD/INSTRUCTION

A. Describe your expectations of the supervision process:

B. Describe your expectations of yourself in supervision:
C. Describe your expectations of your Field Instructor:

D. Describe your expectations of your Preceptor (if applicable):

## VII. FIELD INSTRUCTOR TEACHING PLAN - To be completed by field instructor

1. Detail your expectations of your student in supervision.

2. How do you structure your weekly field instruction? Briefly describe your teaching plan. Please include how you plan to maximize diversity in your case assignments for each student.
3. Describe your plan for use of a preceptor with your student (If applicable)
   a. Role of preceptor

   b. Detail your plan for monitoring and evaluating this experience
ORIENTATION CHECKLIST

Agency Overview
- Review agency vision and mission/purpose statement
- Tour of agency
- Introductions to colleagues, support staff, and administration
- Review organizational structure
- Review the role of the agency in relation to the community and its resources
- Review security and/or safety procedures and protocol

Agency Policies and Protocols
- Review office procedures, supplies, and provisions
- Review telephone and communication/computer utilization
- Review intake/admissions/eligibility policy and procedures
- Review internal communication
- Review parking details
- Review mileage policy
- Review agency, department, and/or unit meeting schedule
- Review client record/charting, policies and procedures
- Review forms for documentation/accountability
- Review regulations regarding confidentiality, release of information, etc.
- Review client fees/payment schedule
- Review client emergency protocol
- Review child or elder abuse reporting protocol
- Review work schedule, including lunch and breaks
- Review information/referral policy
- Review agency policy regarding harassment
- Review agency policy regarding discrimination
- Review agency policy regarding the Americans with Disabilities Act
- Review agency policy regarding OSHA
- Review agency policy regarding HIPAA

Field Instructor/Student Responsibilities
- Review expectations for supervision and schedule
- Review educationally based recording schedule
- Review use of preceptor (if applicable)
- Review plan for diversity/multi-cultural experiences
- Review plan for monitoring of student hours (by both field instructor and student)
- Review agency training or staff development opportunities
- Review student’s personal safety issues and concerns and strategies to deal with them

SIGNATURES:

_________________________________________  _______________________
Field Instructor                               Date

_________________________________________  _______________________
Student                                      Date
CSULB, SCHOOL OF SOCIAL WORK  
LEARNING AGREEMENT/COMPREHENSIVE SKILLS EVALUATION  
ADVANCED STANDING 2019  

Evaluation for Summer Bridge and Academic Year Fall and Spring Semesters  

INSTRUCTIONS FOR RATING INTERNS:  

Level 0 = Inadequate performance. Student demonstrates an inadequate understanding of the concept and has little to no ability to recognize the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.  

Level 1 = Developing performance. Student understands the concept and applies the knowledge, values, skills, and cognitive and affective processes related to the practice behavior but performance is uneven. Needs time and practice.  

Level 2 = Competent performance. Student demonstrates competent application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior, and performance is consistent.  

Level 3 = Highly competent performance. Student is skilled and demonstrates full application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.  

Level 4 = Superior performance. Student is highly skilled and demonstrates superior application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.  

N/O = Not observed. Student has not had the opportunity to demonstrate the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.  

FOR SUMMER BRIDGE  
At the conclusion of the Summer Bridge Program, students should demonstrate skills at Level 1 or 2. Please contact the student’s Field Liaison if you are rating the student below Level 1 in any objective.  

Narrative sections: Please comment on areas that need work, as well as on strengths. Comments are required when you rate a student as 0 or 4 in any objective.  

FOR ACADEMIC YEAR FALL AND SPRING SEMESTERS  
It is expected that second years students will carry over skills developed from Summer Bridge and will perform at a higher level in all competencies.  

• End of Fall Semester  
Students should be at Level 2 or Level 3. Please contact Field Liaison if student is at Level 0 or 1 in any objective before you submit this evaluation.  

• End of Spring Semester  
Students should demonstrate skills at Level 3 or 4. Please contact Liaison if student is below Level 3 in any objective before you submit this evaluation.  

• Narrative Sections: Summary comments are required at the end of each competency.
LEARNING AGREEMENT INSTRUCTIONS: The shaded area under each competency is the Learning Agreement Plan. The Student and Field Instructor will identify learning activities specific to the agency and the student’s learning goals. The activities listed will provide opportunities for the student to demonstrate each competency. A minimum of two activities must be listed for each competency. You may add more rows if needed.

COMPETENCY #1 – ETHICAL AND PROFESSIONAL BEHAVIOR
INTERN DEMONSTRATES ETHICAL AND PROFESSIONAL BEHAVIOR

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #1
(list at least 2 activities; may add more)

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EVALUATION

<table>
<thead>
<tr>
<th>COMPETENCY #1 ETHICAL &amp; PROFESSIONAL BEHAVIOR</th>
<th>BRIDGE</th>
<th>FALL</th>
<th>SPRING</th>
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</thead>
<tbody>
<tr>
<td>1. Demonstrates professional social work roles and boundaries</td>
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<td>2. Demonstrates professional demeanor in behavior, appearance and communication</td>
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<tr>
<td>3. Demonstrates professional time management skills and accountability: punctuality, attendance, paperwork and assignments</td>
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<tr>
<td>4. Uses supervision and consultation effectively to advance his/her existing social work skills.</td>
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<tr>
<td>5. Actively seeks-out and acts upon opportunities in social work practice.</td>
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<tr>
<td>6. Applies knowledge regarding the value base of the profession and makes ethical decisions by applying standards consistent with the NASW Code of Ethics and other guidelines/principals of the profession.</td>
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<td>7. Recognizes and manages personal values and biases in ways that allow professional values to guide practice.</td>
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<td>8. Recognizes and tolerates ambiguity in resolving ethical conflicts.</td>
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<td>9. Applies strategies of ethical reasoning to arrive at principled decisions.</td>
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<td>10. Discusses complex ethical issues in both written and oral communication.</td>
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</table>
For the question below, please check and score your student’s specialization.

11. Apply ethical decision-making skills (e.g., competing values, client/constituent rights, legal parameters, and shifting social mores) with emphasis on issues related to:

___A. child welfare and family stability.
___B. integrated health care.
___C. adulthood, aging, and/or end of life care.

Comments required for all ratings at the end of each semester. Please contact the Liaison about any 0 ratings.

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<table>
<thead>
<tr>
<th>COMPETENCY #2 – DIVERSITY AND DIFFERENCE</th>
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</thead>
<tbody>
<tr>
<td>INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE</td>
</tr>
</tbody>
</table>

**LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #2 (list at least 2 activities; may add more)**

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2. 
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**EVALUATION**

<table>
<thead>
<tr>
<th>COMPETENCY #2 DIVERSITY &amp; DIFFERENCE</th>
<th>BRIDGE</th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Respectful of clients who differ by factors such as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.</td>
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<tr>
<td>2. Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in shaping life experience.</td>
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<tr>
<td>3. Demonstrates self-awareness in eliminating the influence of personal biases and values in working with diverse groups, including treating clients with dignity and respect.</td>
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</tbody>
</table>
4. Views self as a student of cultural differences and those s/he works with as cultural experts.

5. Apply appropriate engagement, assessment and interventions – including prevention strategies – which are relevant and sensitive to the needs and characteristics of specific target groups.

For the question below, please check and score your student’s specialization.

6. Demonstrate appreciation of the influence of culture and diversity:
   ___A. on child rearing and family interactions.
   ___B. in seeking and responding to issues related to integrated health.
   ___C. over the lifespan and into old age.

Comments required for all ratings at the end of each semester. Please contact the Liaison about any 0 ratings.

COMPETENCY # 3 – SOCIAL JUSTICE AND HUMAN RIGHTS
INTERN ADVANCES HUMAN RIGHTS, SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #3
(list at least 2 activities; may add more)

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3. 

EVALUATION

<table>
<thead>
<tr>
<th>COMPETENCY #3 SOCIAL JUSTICE &amp; HUMAN RIGHTS</th>
<th>BRIDGE</th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognizes that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.</td>
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<tr>
<td>2. Identifies the forms, mechanisms and interconnections of oppression and discrimination and is knowledgeable about theories of justice</td>
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</tbody>
</table>
and strategies to promote human and civil rights.

3. Acts to promote social, economic, and environmental justice.

4. Advocate at multiple levels for equal access to services for underserved populations.

For the question below, please check and score your student’s specialization.

5. Assess the impact of relevant social policy on:

___A. the just treatment of children and families in the child welfare system and describe appropriate approaches for advocacy.

___B. access and barriers to integrated health care and describe appropriate approaches for advocacy.

___C. the just treatment of adults and/or older adults and describe appropriate approaches for advocacy.

Comments required for all ratings at the end of each semester. Please contact the Liaison about any 0 ratings.

COMPETENCY #4 RESEARCH AND PRACTICE
INTERN ENGAGES IN PRACTICE-INFORMED RESEARCH AND RESEARCH –INFORMED PRACTICE

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #4
(list at least 2 activities; may add more)

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EVALUATION

<table>
<thead>
<tr>
<th>COMPETENCY #4 RESEARCH AND PRACTICE</th>
<th>BRIDGE</th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Seeks, critiques, and applies research findings for effective prevention, treatment, and/or recovery practices.</td>
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<tr>
<td>2. Integrates research findings and professional judgment to improve practice, policy, and social service delivery.</td>
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</tbody>
</table>
3. Evaluates one’s own practice for effectiveness and improvement.

4. Demonstrates knowledge of valid and reliable assessment tools, interventions, and program outcomes for different groups, practice levels and contexts.

   **For the question below, please check and score your student’s specialization.**

5. Critically evaluate best practices and evidence-based interventions for:
   
   ___A. children and families.
   ___B. clients/consumers of **integrated health** care.
   ___C. adults and older adults.

Comments required for all ratings at the end of each semester. Please contact the Liaison about any 0 ratings.

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### COMPETENCY # 5 – POLICY PRACTICE

**INTERN ENGAGES IN POLICY INFORMED PRACTICE**

**LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #5**

* (list at least 2 activities; may add more)

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### EVALUATION

<table>
<thead>
<tr>
<th>COMPETENCY #5 POLICY PRACTICE</th>
<th>BRIDGE</th>
<th>FALL</th>
<th>SPRING</th>
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</thead>
<tbody>
<tr>
<td>1. Analyzes and advocates for policies that promote social well-being for individuals, families, groups, and communities.</td>
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<tr>
<td>2. Collaborates with colleagues and clients for effective policy action.</td>
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<tr>
<td>3. Demonstrates a sophisticated understanding of the role of policy and its impact on the agency client base.</td>
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<td>4. Identify trends among micro, mezzo, and macro variables that affect advanced practice and provide leadership to respond to those trends in effective and culturally relevant ways.</td>
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</tbody>
</table>
For the question below, please check and score your student’s specialization.

5. Demonstrate knowledge of social policy and planning theory and the ability to formulate changes in social welfare policies and programs aimed at enhancing well-being of:
   ___ A. children and families.
   ___ B. clients/consumers of integrated health care.
   ___ C. adults and older adults.

Comments required for all ratings at the end of each semester. Please contact the Liaison about any 0 ratings.

<table>
<thead>
<tr>
<th>COMPETENCY #6 – ENGAGEMENT</th>
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</thead>
<tbody>
<tr>
<td>INTERN ENGAGES WITH INDIVIDUALS, GROUPS, ORGANIZATIONS AND COMMUNITIES</td>
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**LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #6**
(*list at least 2 activities; may add more*)

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<tbody>
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<td>1.</td>
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**EVALUATION**

<table>
<thead>
<tr>
<th>COMPETENCY #6 – ENGAGEMENT</th>
<th>BRIDGE</th>
<th>FALL</th>
<th>SPRING</th>
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</thead>
<tbody>
<tr>
<td>1. Engage individuals, families &amp; communities to identify clients’ goals &amp; wishes while building upon the strengths of individuals, families &amp; communities.</td>
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<tr>
<td>2. Develop a collaborative and mutually respectful relationship, honoring the self-determination of individuals, families, communities, organizations.</td>
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<tr>
<td>3. Skillfully and respectfully establish working relationships with clients and community partners in accord with social work values, and utilize those relationships in forging goals and positive outcomes.</td>
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<tr>
<td>4. Demonstrate the ability to develop relationships and manage power</td>
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</table>
differentials in routine and challenging client and partner situations, in a manner that reflects core social work values.

<table>
<thead>
<tr>
<th>For the question below, please check and score your student’s specialization.</th>
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<tbody>
<tr>
<td>5. Demonstrate skills (e.g., critical-thinking, interpersonal skills, and leadership) required for effectively engaging with:</td>
</tr>
<tr>
<td>___A. children and families individually and in groups, the organizations serving them and/or their communities.</td>
</tr>
<tr>
<td>___B. clients/consumers of <strong>integrated health</strong> care individually and in groups, their families, the organizations serving them and/or their communities.</td>
</tr>
<tr>
<td>___C. adults and older adults individually and in groups, their families, the organizations serving them, and/or their communities.</td>
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Comments required for all ratings at the end of each semester. Please contact the Liaison about any 0 ratings.

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**COMPETENCY #7 – ASSESSMENT**

**INTERN ASSESSES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**

**LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #7**

* (list at least 2 activities; may add more)

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**EVALUATION**

<table>
<thead>
<tr>
<th>COMPETENCY #7 – ASSESSMENT</th>
<th>BRIDGE</th>
<th>FALL</th>
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<tbody>
<tr>
<td>1. Seeks information on the strengths of individuals, families, and communities</td>
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<td>2. Applies multidisciplinary, multidimensional, and multicultural assessment methods.</td>
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07/31/19
3. Uses standardized (as available and appropriate), culturally-sensitive assessment tools to make meaningful discriminations for intervention planning.

4. Consistently gathers qualitative and quantitative data from a variety of sources, form coherent meaning from the data, and use the resulting information to make recommendations and to plan interventions.

5. Create service plans that demonstrate data collection and assessment methods reflecting goal mutuality and respect for clients from diverse backgrounds.

**For the question below, please check and score your student’s specialization.**

6. Demonstrate the ability to use multiple sources, including formal and assessment systems, to formulate an appropriate micro and/or macro intervention plan which recognizes the strength of:

   ___A. children and families.
   ___B. clients/consumers of integrated health care.
   ___C. adults and older adults.

Comments required for all ratings at the end of each semester. Please contact the Liaison about any 0 ratings.

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**COMPETENCY #8 – INTERVENTION**

**INTERN INTERVENES WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES**

**LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #8**

*(list at least 2 activities; may add more)*

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<td>3.</td>
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<tr>
<th>COMPETENCY #8 – INTERVENTION</th>
<th>BRIDGE</th>
<th>FALL</th>
<th>SPRING</th>
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<tbody>
<tr>
<td>1. Knows, applies, and/ or advocates for prevention strategies (e.g., mother-infant care, Healthy Start, parent education, youth development programs, couple’s education, senior socializing programs).</td>
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<tr>
<td>2. Seeks-out, critiques, and applies evidence-based (published research studies) prevention, intervention, or recovery programs.</td>
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<tr>
<td>3. Adapts treatment and prevention models (while maintaining fidelity to research tested protocols) relevant to the target populations.</td>
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<td>4. Applies prevention, intervention, and/ or recovery strategies at the appropriate intervention levels (individual, family, school, agency community, or larger context).</td>
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<td>5. Plans and/ or facilitates appropriate transitions and endings and, when available, evidence-based protocols (e.g. relapse prevention).</td>
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<td>6. Comfortably move among the roles of a social worker in advanced practice settings and intervene effectively in those roles, including enhancing client’s strengths, acting as a client advocate, and skillfully handling transitions and terminations.</td>
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<td>7. Shape social work interventions that demonstrate effective balance of multiple social worker roles and phases of service that recognize client strengths and self-determination.</td>
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</tbody>
</table>

For the question below, please check and score your student’s specialization.

8. Critically analyze and use appropriate evidenced-based tools and strategies in interventions with:

   ___A. children and families at all levels of social work practice.

   ___B. clients/consumers of integrated health care at all levels of social work practice.

   ___C. adults and older adults at all levels of social work practice.

Comments required for all ratings at the end of each semester. Please contact the Liaison about any 0 ratings.
COMPETENCY # 9 – EVALUATION
INTERN EVALUATES PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #9
(list at least 2 activities; may add more)

1. 
2. 
3. 

EVALUATION

<table>
<thead>
<tr>
<th>COMPETENCY # 9 – EVALUATION</th>
<th>BRIDGE</th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Calculates the impact of treatment, prevention, and recovery programs by assessing progress, outcomes, and maintenance of gains over time.</td>
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<td>2. Applies objective and systematic evaluation strategies and as appropriate, standardized tools.</td>
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<td>3. Consistently employs reliable and valid methods for monitoring and evaluating practice interventions and uses the results to improve social work policy and practice.</td>
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</tbody>
</table>

For the question below, please check and score your student’s specialization.

4. Evaluate the processes and/or outcomes of interventions with:
   ___A. children and families at all levels of social work practice.
   ___B. clients/consumers of integrated health at all levels of social work practice.
   ___C. adults and older adults at all levels of social work practice.

Comments required for all ratings at the end of each semester. Please contact the Liaison about any 0 ratings.

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07/31/19
CSULB, SCHOOL OF SOCIAL WORK
LEARNING AGREEMENT/COMPREHENSIVE SKILLS EVALUATION

SUMMER BRIDGE

Summary assessment: student’s strengths and areas needing further development
CSULB, SCHOOL OF SOCIAL WORK
LEARNING AGREEMENT/COMPREHENSIVE SKILLS EVALUATION

SUMMER BRIDGE

Number of hours completed________ A minimum of 160 hours required

________________________________________
Field Instructor Signature Date

________________________________________
Preceptor Signature Date

________________________________________
Student Signature Date

________________________________________
Field Liaison Signature Date

(Student's signature acknowledges that the student has participated in a discussion of this evaluation and has reviewed the evaluation.)
FALL SEMESTER

Summary assessment: student’s strengths and areas needing further development
COMPREHENSIVE SKILLS EVALUATION
FALL SEMESTER

Number of hours completed

________________________________________
Field Instructor Signature
Date

________________________________________
Preceptor Signature
Date

________________________________________
Student Signature
Date

________________________________________
Field Liaison Signature
Date

(Student's signature acknowledges that the student has participated in a discussion of this evaluation and has reviewed the evaluation.)
CSULB, SCHOOL OF SOCIAL WORK
LEARNING AGREEMENT/COMPREHENSIVE SKILLS EVALUATION

SPRING SEMESTER

Summary assessment: student’s strengths and areas needing further development

________________________________________________________________________

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Thank you for your commitment to social work education and to the profession!
COMPREHENSIVE SKILLS EVALUATION
SPRING SEMESTER

Number of hour’s completed_______

_________________________________________ ____________________________
Field Instructor Signature Date

_________________________________________ ____________________________
Preceptor Signature Date

_________________________________________ ____________________________
Student Signature Date

_________________________________________ ____________________________
Field Liaison Signature Date

(Student's signature acknowledges that the student has participated in a discussion of this evaluation and has reviewed the evaluation.)