

SW 495 - Field Forms - BASW - Undergraduate

California State University, Long Beach (CSULB)
College of Health and Human Services (CHHS)
School of Social Work (SSW)
Field Education
Academic Year 2021-2022

SW 495 - Field Forms BASW Senior - Undergraduate

Landing Page

Using the multiple-choice options below, please select the process you wish to complete.

- Step 01 - Student - Data Card
- Step 02 - Student - Learning Agreement
- Step 03 - Field Instructor - Learning Agreement
- Step 04 - Fall - Field Instructor - Interim Progress Report
- Step 05 - Fall - Student - Interim Progress Report
- Step 06 - Fall - Field Instructor - Comprehensive Skills Evaluation
- Step 07 - Fall - Student - Comprehensive Skills Evaluation
- Step 08 - Spring - Field Instructor - Interim Progress Report
- Step 09 - Spring - Student - Interim Progress Report
- Step 10 - Spring - Field Instructor - Comprehensive Skills Evaluation
- Step 11 - Spring - Student - Comprehensive Skills Evaluation

Step 01 – Student – Student Data Card

S1 - 01 **Student Identification** - In the fields below, please provide the students' identification information.

Student First Name

Student Last Name

Student Mailing Address - Street

Student Mailing Address - State

Student Mailing Address - City

Student Mailing Address - Zip

Student Phone - Cell

Student Phone – Home

Student Phone – Work

Student Email Address - CSULB Email

Campus (Ex. CSULB - Local, CSULB - Sonoma, or CSULB - Ventura)

Program Model (Ex. MSW - Advanced Standing, MSW - 2 Year, MSW - 3 Year, and BASW - Senior)

Specialization (Ex. Adulthood and Aging, Children and Family Wellbeing, or Integrated Health)

Grants and Special Programs (Ex. CalSWEC CW, GSWEC, LAC DMH, Macro, PPSC, or Not Applicable)

S1 - 02 Agency Information and Placement Information (if different)

Agency and Program Name

Agency Address - Street

Agency Address – City

Agency Address - State

Agency Address - Zip

Placement Address - Street

Placement Address - City

Placement Address - State

Placement Address - Zip

S1 - 03 Field Instructor Information

Field Instructor - First Name

Field Instructor - Last Name

Field Instructor - Email Address

Field Instructor - Cell Phone

Field Instructor - Work Phone

S1 - 04 **Preceptor Information**

Preceptor - First Name

Preceptor - Last Name

Preceptor - Email Address

Preceptor - Cell Phone

Preceptor - Work Phone

S1 - 05 **Field Days and Hours** - For the following days, please type in the time frames in which you will complete your internship (ex. Tuesday - 8:30pm-5:30 pm)

Monday

Tuesday

Wednesday

Thursday

Friday

S1 - 06 **Parking Information** - Please provide information on special parking issues (i.e., meters, street sweeping days, etc.)

S1 - 07 Student Data Card Submission - By selecting the next page option (arrow facing right below), you will be submitting Student Data Card (Step 01). When the page redirects, please save the "PDF" copy and submit the document to your agency/student/professor. Do you understand?

Yes

Step 02 – Student – Learning Agreement

S02 - 01 **Student Identification** - In the fields below, please provide the students' identification information.

Student First Name

Student Last Name

Student Phone Number

Student Email Address

Campus (Ex. CSULB - Local, CSULB - Sonoma, or CSULB - Ventura)

Program Model (Ex. MSW - Advanced Standing, MSW - 2 Year, MSW - 3 Year, and BASW - Senior)

Specialization (Ex. Adulthood and Aging, Children and Family Wellbeing, or Integrated Health)

Grants and Special Programs (Ex. CalSWEC CW, GSWEC, LAC DMH, Macro, PPSC, or Not Applicable)

S02 - 02 **SW 495 - Seminar Instructor/Liaison/Professor Information** - In the fields below, please provide the seminar instructor/liaison/professor's identification information.

Professor Name

S02 - 03 **Agency Identification Information** - In the fields below, please provide the agency's' identification information.

Agency and Program Name

Agency Address - Street

Agency Address – City

Agency Address - State

Agency Address – Zip

S02 - 04 **Field Instructor Information** - In the fields below, please provide the field instructors' identification information.

Field Instructor Name

Field Instructor Phone

Field Instructor Email

S02 - 05 **Preceptor Information** - In the fields below, please provide the preceptors' identification information.

Preceptor Name

Preceptor Phone

Preceptor Email

S02 - 06 The Agency and The Community

A. The Agency - Briefly describe the agency's mission.

B. The Agency - Briefly describe the agency's organizational structure.

C. The Agency - List the agency's services provided to the community.

D. The Community - Briefly describe the geographic location and location of your agency within the community.

E. The Community - Describe the ethnicity of the population served.

F. The Community - Briefly describe the socio-economic status of the population.

G. The Community - Briefly describe the community's need for resources (in addition to what the agency provides).

H. The Community - Briefly describe the community's perception of the agency.

I. The Community - List other agencies to which the referrals are made.

J. Who (Field Instructor) or What (agency brochure) are the sources were your sources of information?

S02 - 07 **General Time Management** - For each field below, please provide the requested information.

A. List the days and hours in field placement.

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

C. List the day and time of group supervision conference, if applicable.

D. List the name(s) of preceptor(s) and/or contact person in field instructor's absence.

E. List the day and time of Field Seminar.

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

S02 - 08 **Self-Awareness Assessment**

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 (implicit and explicit bias, etc) do you need to enhance your self-awareness to become a more effective social worker?

S02 - 09 **Student Expectations for Supervision in the 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).

S02 - 10 SW 495 - Foundation Year Field Evaluation - Fall and Spring Semester

Overview

The Field Evaluation will provide the School of Social Work (SSW) with information regarding the students' internship. The evaluation will ask about: hours completed, areas of strengths, areas needing improvement, and the students' ability to meet the 9 required competencies (measured through a learning agreement plan, the use of an evaluation of practice behavior scale, and agency commentary). More information regarding each area can be found below.

Hours

The required Field internship hours breakdown is below.

Fall - Students are required to meet 208 hours by the end of the Fall semester.

Spring - Students are required to meet 242 hours by the end of the Spring semester.

If the student has not completed the required number of hours, the agency/student will be requested to provide a detailed plan for how the hours will be completed.

Areas of Strengths and Areas Needing Improvement

The identification of the student's strengths and weaknesses will be used to map out areas wherein students can fine-tune or develop academic, professional, and/or social skills.

Competency

The School of Social Work (SSW) will provide 9 competencies to assist in the evaluation of SW 495 students in the field.

The competencies are as follows:

Ethical and Professional Behavior

Diversity and Difference

Social Justice and Human Rights

Research and Practice

Policy Practice

Engagement

Assessment

Intervention

Evaluation

Learning Agreement Plan

For each competency, the Student and Field Instructor will identify planned learning activities specific to the agency. The activities will provide opportunities to achieve each competency. A minimum of three activities must be listed for each competency. You may use the added activities sections if needed.

Evaluation of Practice Behavior Scale

For each competency, the School of Social Work (SSW) will provide statements that measure the students' ability to meet the competency or learning agreement plan. The statements will be unique to each competency. The scale, however, is as follows:

Level 1 = Does Not Meet Expectation. 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 2 = Beginning level of Skill. 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 3 = Competent. Student demonstrates competent application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior, and performance is consistent.

Level 4 = Advanced. Student is skilled and demonstrates full application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.

Level 5 = Mastered. Student is highly skilled and demonstrates superior application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.

Note Regarding "N/A = No Opportunity to Observe" - The Council on Social Work Education (CSWE) does not allow for scoring in the N/A category. Therefore, please use Level 1 and contact the Field Liaison to develop a Student Support Plan detailing how the student will gain experience in this competency area.

Commentary

It is expected that second-year students will carry over skills development from their 1st-year placement and will perform at a higher level in all competencies.

At the end of the **Fall Semester**, students should be at Level 2 or Level 3. Please contact Field Liaison if the student is at Level 1 in any objective before you submit the Fall Section of the Evaluation. Narrative Sections Please comment on areas that need work, as well as strengths. It is essential for both the Student and the School to have this section completed. Comments are required at the end of each commentary.

At the end of the **Spring Semester**, students should be at Level 3 or Level 4. Please contact Field Liaison if the student is at Level 3 or below in any objective before you submit the Spring Section of the Evaluation. Narrative Sections Please comment on areas that need work, as well as strengths. It is essential for both the Student and the School to have this section completed. Comments are required at the end of each commentary.

S02 - 11A **Competency #1 - Ethical and Professional Behavior** - Intern identifies as a professional social worker and conducts oneself accordingly. Apply social work ethical principles to guide professional practice.

Learning Opportunities and Student Activities

Learning Opportunity and Activity 1

Learning Opportunity and Activity 2

Learning Opportunity and Activity 3

Learning Opportunity and Activity 4 (Optional)

S02 - 11B **Competency #1 - Ethical and Professional Behavior** - Intern identifies as a professional social worker and conducts oneself accordingly. Apply social work ethical principles to guide professional practice.

Evaluation	Reviewed With Learning Agreement
01. Articulates the various roles, functions, and purposes of social workers	<input type="checkbox"/>
02. Demonstrates professional behavior in (demeanor, appearance, and communication)	<input type="checkbox"/>
03. Establishes and maintains professional boundaries (with clients, staff, field instructor & other professionals)	<input type="checkbox"/>
04. Engages in appropriate use of supervision and consultation	<input type="checkbox"/>
05. Demonstrates ability to be self-evaluative and accountable for his/her own learning and professional development.	<input type="checkbox"/>
06. Makes ethical decisions by applying ethical standards of the NASW Code of Ethics.	<input type="checkbox"/>
07. Recognizes and understands how professional values can guide social work practice.	<input type="checkbox"/>
08. Applies ethical problem-solving strategies in situations of uncertainty.	<input type="checkbox"/>
09. Applies relevant legal standards to practice (such as mandated reporting, parental consent, legal consent, etc.).	<input type="checkbox"/>
10. Demonstrates insight into personal dynamics, feelings, and values.	<input type="checkbox"/>
11. Writes professionally with clarity, organization, and conciseness.	<input type="checkbox"/>
12. Articulates orally with clarity, organization, and conciseness.	<input type="checkbox"/>
13. Uses technology to enhance the communication of ideas.	<input type="checkbox"/>

S02 - 12A **Competency #2 - Diversity and Difference** - Intern engages diversity and difference in practice.

Learning Opportunities and Student Activities

Learning Opportunity and Activity 1

Learning Opportunity and Activity 2

Learning Opportunity and Activity 3

Learning Opportunity and Activity 4 (Optional)

S02 - 12B **Competency #2 - Diversity and Difference** - Intern engages diversity and difference in practice.

Evaluation	Reviewed With Learning Agreement
01. Recognizes how a culture's structures and values may oppress, discriminate, and marginalize, as well as enhance privilege or power.	
02. Recognizes own biases and values, recognizing one's role as a learner, in work with diverse and different groups.	
03. Views oneself as a learner and seeks guidance from experienced professionals and others.)	
04. Understands and applies the multiple aspects of diversity including but not limited to age, class, color, disability, ethnicity, gender, gender identity and expression, immigration status, race religion, political ideology, and sexual orientation in shaping life experiences.	

S02 - 13A **Competency #3 - Social Justice and Human Rights** - Intern advances human rights, social, economic, and environmental justice.

Learning Opportunities and Student Activities

Learning Opportunity and Activity 1

Learning Opportunity and Activity 2

Learning Opportunity and Activity 3

Learning Opportunity and Activity 4 (Optional)

S02 - 13B **Competency #3 - Social Justice and Human Rights** - Intern advances human rights, social, economic, and environmental justice.

Evaluation	Reviewed With Learning Agreement
01. Understands theories, forms and mechanisms of oppression and discrimination to promote human and civil rights	
02. Is knowledgeable of local, regional and global programs and services available for advocacy of human rights.	
03. Engages in practices that advance human rights and social and economic justice.	

S02 - 14A **Competency #4 - Research and Practice** - Intern engages in practice-informed research and research-informed practice.

Learning Opportunities and Student Activities

Learning Opportunity and Activity 1

Learning Opportunity and Activity 2

Learning Opportunity and Activity 3

Learning Opportunity and Activity 4 (Optional)

S02 - 14B **Competency #4 - Research and Practice** - Intern engages in practice-informed research and research-informed practice.

Evaluation	Reviewed With Learning Agreement
01. Is familiar with a variety of research methods	
02. Critically evaluates and applies research evidence to inform practice.	
03. Uses practice experience to inform scientific inquiry	
04. Understands and responds to ongoing emerging societal trends, and scientific and technological developments.	

S02 - 15A **Competency #5 - Policy Practice** - Intern engages in policy informed practice to advance social and economic well-being and to deliver effective social work services.

Learning Opportunities and Student Activities

Learning Opportunity and Activity 1

Learning Opportunity and Activity 2

Learning Opportunity and Activity 3

Learning Opportunity and Activity 4 (Optional)

S02 - 15B **Competency #5 - Policy Practice** - Intern engages in policy informed practice to advance social and economic well-being and to deliver effective social work services.

Evaluation	Reviewed With Learning Agreement
01. Identifies the role of policy in service delivery and its impact on social welfare delivery system.	
02. Identifies the role of practice in policy development.	
03. Engages and advocates in policy practice for effective policy actions that advances social well-being.	
04. Recognizes the importance of collaboration with colleagues and clients for effective policy action.	

S02 - 16A **Competency #6 - Engagement** - Intern engages with individuals, families, groups, organizations, and communities.

Learning Opportunities and Student Activities

Learning Opportunity and Activity 1

Learning Opportunity and Activity 2

Learning Opportunity and Activity 3

Learning Opportunity and Activity 4 (Optional)

S02 - 16B **Competency #6 - Engagement** - Intern engages with individuals, families, groups, organizations, and communities.

Evaluation	Reviewed With Learning Agreement
01. Develops a collaborative working relationship with client systems of all sizes.	
02. Demonstrates use of empathy and active listening skills.	
03. Is aware of how they are perceived by clients, and able to modify behavior as indicated by client response.	
04. Demonstrates ability to develop trusting working relationships with clients.	

S02 - 17A **Competency #7 - Assessment** - Intern assesses individuals, families, groups, organizations, and communities.

Learning Opportunities and Student Activities

Learning Opportunity and Activity 1

Learning Opportunity and Activity 2

Learning Opportunity and Activity 3

Learning Opportunity and Activity 4 (Optional)

S02 - 17B **Competency #7 - Assessment** - Intern assesses individuals, families, groups, organizations, and communities.

Evaluation	Reviewed With Learning Agreement
01. Assesses client's systems, conducts assessment, including strengths, risk factors, and cultural considerations.	
02. Able to organize key content areas including basic summary and interpretation of client data.	
03. Develops mutually agreed upon goals/outcomes.	
04. Selects appropriate intervention strategies based on assessment.	
05. Integrates, analyzes, and synthesizes information from a variety of perspectives and multiple sources of knowledge in the development of professional judgment and assessment.	
06. Utilizes conceptual frameworks to guide process of assessment.	
07. Critiques and applies knowledge of theoretical frameworks to understand person and environment, and their reciprocal interactions (which is how they impact each other).	

S02 - 18A **Competency #8 - Intervention** - Intern intervenes with individuals, families, groups, organizations, and communities.

Learning Opportunities and Student Activities

Learning Opportunity and Activity 1

Learning Opportunity and Activity 2

Learning Opportunity and Activity 3

Learning Opportunity and Activity 4 (Optional)

S02 - 18B **Competency #8 - Intervention** - Intern intervenes with individuals, families, groups, organizations, and communities.

Evaluation	Reviewed With Learning Agreement
01. Demonstrates ability to define client needs in behavioral and measurable terms that are realistic and attainable.	
02. Selects intervention strategy appropriate to client goals, including prevention as indicated.	
03. Implements intervention strategy to attain client goals and initiatives.	
04. Advocates for clients and works collaboratively with available resources.	
05. Facilitates transitions and endings.	
06. Utilizes conceptual frameworks to guide process of assessment.	

S02 - 19A **Competency #9 - Evaluation** - Intern evaluates practice with individuals, families, groups, organizations, and communities.

Learning Opportunities and Student Activities

Learning Opportunity and Activity 1

Learning Opportunity and Activity 2

Learning Opportunity and Activity 3

Learning Opportunity and Activity 4 (Optional)

S02 - 19B **Competency #9 - Evaluation** - Intern evaluates practice with individuals, families, groups, organizations, and communities.

Evaluation	Reviewed With Learning Agreement
01. Critically analyzes monitors and evaluates interventions.	
02. Utilizes evaluation data to revise interventions.	
03. Able to appropriately end client relationship, evaluate need for further resources when needed.	
04. Utilizes conceptual frameworks to guide process of evaluation.	
05. Analyzes and evaluates agency's response to changes and needs of the community.	
06. Demonstrates an ability to identify and appraise existing services and resources.	
07. Provides suggestions for change in service delivery and practice, based on contextual analysis.	

S02 - 20 **Student Commentary** - If you have any questions or comments regarding the answers being submitted above, please address them using the box below.

S02 - 21 Student Signature - Please Sign below to confirm that all information provided on this form is accurate and true.

S02 - 22

Student Submission - By selecting the next page option (arrow facing right below), you will be submitting Learning Agreement (02). When the page redirects, please save the "PDF" copy and submit the document to your Field Instructor and seminar professor.

Do you understand?

Yes

Step 03 – Field Instructor - Learning Agreement

S03 - 01 **Instructions:** After you have received a completed copy of the Learning Agreement (Step 02) from your student, please complete the questions below.

S03 - 02 **Student Identification** - In the fields below, please provide the students' identification information.

Student First Name

Student Last Name

S03 - 03 **Field Instructor Identification** - In the fields below, please provide the Field Instructors' identification information.

Field Instructor First Name

Field Instructor Last Name

S03 - 04 **Field Instructor Commentary** - If you have any questions or comments regarding the answers submitted in the Learning Agreement (Step 02) from your student, please address them using the box below.

S03 - 05 **Field Instructor Teaching Plan** - For field instructor to complete on paper and student to copy into the electronic form (this form).

A. Detail your expectations of your student in supervision.

B. How do you structure your weekly field instruction? Briefly describe your teaching plan. Please include how you plan to discuss bias, inequality, and maximize diversity in your case assignments for each student.

C. Please describe your plan for use of a preceptor with your student below (if applicable).

D. Role of Preceptor

E. Detail your plan for monitoring and evaluating this experience.

S03 - 06 **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
- Review CDC COVID-19 safety guidelines including use of PPE

S03 - 07 **Orientation Checklist** - 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

S03 - 08 **Orientation Checklist** - Field Instructor and 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 to explore implicit and explicit bias
- 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

S03 - 09 **Field Instructor Signature** - Please sign below to confirm that you have reviewed the student submission, commented if needed, and verify that all information provided on this form is accurate and true.

S03 - 10 **Field Instructor Submission** - By selecting the next page option (arrow facing right below), you will be submitting your Learning Agreement (Step 03). When the page redirects, please save the "PDF" copy and submit the document to your student.

Do you understand?

Yes

Step 04 – Fall - Field Instructor – Interim Progress Report

S04 - 01 Identification Information

Name of Student

Name of Agency

Name of Field Instructor

Name of Field Liaison

Date of First Case Assignments

Current Number of Direct Service Hours Weekly (If Applicable)

S04 - 02 Level of Skill Development Instructions

In the next section, you will be asked to indicate whether the students' level of skill development is: progressing, beginning, needs improvement, or poor. For your reference, the key definition for each term is below.

- Progressing - Student understands the concepts and demonstrates skills in this area. Performance may need more time and practice yet is acceptable.
- Beginning - Student shows some understanding and skill with the concept. Student is beginning to recognize in hindsight how it might have been applied differently.
- Needs Improvement - Student needs more time, practice, and skill development to better understand and be successful in this area.
- Poor - Student is not performing at an acceptable level in this area. A conference and/or contract is required. Please contact the liaison as soon as possible if the student is performing at this level.

S04 - 03 **Level of Skill Development** – Please use the drop-down options to indicate the student level of skill development.

	Progressing	Beginning	Needs Improvement	Poor	N/A
Time Management and Organizational Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of Supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship with Clients in the Setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship with Staff in the Setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship with Administration in the Setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assumption of Professional Responsibility for Attendance, Assignments, and Accountability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

S04 - 04

Case Assignments and/or Projects - In the box below, summarize the case assignments and/or projects that the student has been assigned, working on, or currently completing.

S04 - 05

Additional Field Instructor Comments – Please provide any additional commentary you may have below.

S04 - 06

Strategies for addressing "Needs Improvement" Areas – If applicable, please provide strategies for addressing areas which may need improvement.

S04 - 07 Field Instructor Commentary - If you have any questions or comments regarding the answers being submitted above, please address them using the box below.

S04 - 08 Field Instructor Signature - Part 1 - Please type your name in the box below.

S04 - 09 Field Instructor Signature - Part 2 Please Sign below to confirm that all information provided on this form is accurate and true.

S04 - 10

Field Instructor Submission - By selecting the next page option (arrow facing right below), you will be submitting your Fall Interim Progress Report (Step 04). When the page redirects, please save the "PDF" copy and submit the document to your student. Do you understand?

Yes

Step 05 – Fall - Student – Interim Progress Report

S5 - 01 **Instructions:** After you have received a completed copy of the Fall Interim Progress Report (Step 04) from your field instructor, please complete the questions below.

S5 - 02 **Student Identification** - In the fields below, please provide the students' identification information.

Student First Name

Student Last Name

S5 - 03 **Field Instructor Identification** - In the fields below, please provide the Field Instructors' identification information.

Field Instructor First Name

Field Instructor Last Name

S5 - 04 **Student Commentary** - If you have any questions or comments regarding the answers being submitted in your field instructors' Fall Interim Progress Report (Step 04) submission, please address them using the box below.

S5 - 05 **Student Signature** - Please sign below to confirm that you have reviewed the field instructors' submission, commented if needed, and verify that all information provided on this form is accurate and true.

S5 - 06 **Student Submission** - By selecting the next page option (arrow facing right below), you will be submitting your Fall Interim Progress Report (Step 05). When the page redirects, please save the "PDF" copy and submit the document to your professor.

Do you understand?

Yes

Step 06 – Fall – Field Instructor – Comprehensive Skills Evaluation

S6 - 01 **Student Identification** - In the fields below, please provide the students' identification information.

Student First Name

Student Last Name

S6 - 02 **SW 495 - Seminar Instructor/Liaison/Professor Information** - In the fields below, please provide the seminar instructor/liaison/professor's identification information.

Professor Name

S6 - 03 **Agency Identification Information** - In the fields below, please provide the agency's' identification information.

Agency and Program Name

S6 - 04 **Field Instructor Information** - In the fields below, please provide the field instructors' identification information.

Field Instructor Name

Field Instructor Phone

Field Instructor Email

Overview

The Field Evaluation will provide the School of Social Work (SSW) with information regarding the students' internship. The evaluation will ask about: hours completed, areas of strengths, areas needing improvement, and the students' ability to meet the 9 required competencies (measured through a learning agreement plan, the use of an evaluation of practice behavior scale, and agency commentary). More information regarding each area can be found below.

Hours

The required Field internship hours breakdown is below.

Fall - Students are required to meet 208 hours by the end of the Fall semester.

Spring - Students are required to meet 242 hours by the end of the Spring semester.

If the student has not completed the required number of hours, the agency/student will be requested to provide a detailed plan for how the hours will be completed.

Areas of Strengths and Areas Needing Improvement

The identification of the student's strengths and weaknesses will be used to map out areas wherein students can fine-tune or develop academic, professional, and/or social skills.

Competency

The School of Social Work (SSW) will provide 9 competencies to assist in the evaluation of SW 495 students in the field.

The competencies are as follows:

Ethical and Professional Behavior

Diversity and Difference

Social Justice and Human Rights

Research and Practice

Policy Practice

Engagement

Assessment

Intervention

Evaluation

Learning Agreement Plan

For each competency, the Student and Field Instructor will identify planned learning activities specific to the agency. The activities will provide opportunities to achieve each competency. A minimum of three activities must be listed for each competency. You may use the added activities sections if needed.

Evaluation of Practice Behavior Scale

For each competency, the School of Social Work (SSW) will provide statements that measure the students' ability to meet the competency or learning agreement plan. The statements will be unique to each competency. The scale, however, is as follows:

Level 1 = Does Not Meet Expectation. 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 2 = Beginning level of Skill. 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 3 = Competent. Student demonstrates competent application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior, and performance is consistent.

Level 4 = Advanced. Student is skilled and demonstrates full application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.

Level 5 = Mastered. Student is highly skilled and demonstrates superior application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.

Note Regarding "N/A = No Opportunity to Observe" - The Council on Social Work Education (CSWE) does not allow for scoring in the N/A category. Therefore, please use Level 1 and contact the Field Liaison to develop a Student Support Plan detailing how the student will gain experience in this competency area.

Commentary

It is expected that second-year students will carry over skills development from their 1st-year placement and will perform at a higher level in all competencies.

At the end of the **Fall Semester**, students should be at Level 2 or Level 3. Please contact Field Liaison if the student is at Level 1 in any objective before you submit the Fall Section of the Evaluation. Narrative Sections Please comment on areas that need work, as well as strengths. It is essential for both the Student and the School to have this section completed. Comments are required at the end of each commentary.

At the end of the **Spring Semester**, students should be at Level 3 or Level 4. Please contact Field Liaison if the student is at Level 3 or below in any objective before you submit the Spring Section of the Evaluation. Narrative Sections Please comment on areas that need work, as well as strengths. It is essential for both the Student and the School to have this section completed. Comments are required at the end of each commentary.

S6 - 06A **Competency #1 - Ethical and Professional Behavior** - Intern identifies as a professional social worker and conducts oneself accordingly. Apply social work ethical principles to guide professional practice.

Evaluation	Fall Evaluation
01. Articulates the various roles, functions, and purposes of social workers	
02. Demonstrates professional behavior in (demeanor, appearance, and communication)	
03. Establishes and maintains professional boundaries (with clients, staff, field instructor & other professionals)	
04. Engages in appropriate use of supervision and consultation	
05. Demonstrates ability to be self-evaluative and accountable for his/her own learning and professional development.	
06. Makes ethical decisions by applying ethical standards of the NASW Code of Ethics.	
07. Recognizes and understands how professional values can guide social work practice.	
08. Applies ethical problem-solving strategies in situations of uncertainty.	
09. Applies relevant legal standards to practice (such as mandated reporting, parental consent, legal consent, etc.).	
10. Demonstrates insight into personal dynamics, feelings, and values.	
11. Writes professionally with clarity, organization, and conciseness.	
12. Articulates orally with clarity, organization, and conciseness.	
13. Uses technology to enhance the communication of ideas.	

S6 - 06B **Competency #1 - Ethical and Professional Behavior** - Intern identifies as a professional social worker and conducts oneself accordingly. Apply social work ethical principles to guide professional practice.

Comments are required at the end of each semester.

S6 - 07A **Competency #2** - Diversity and Difference - Intern engages diversity and difference in practice.

Evaluation	Fall Evaluation
01. Recognizes how a culture's structures and values may oppress, discriminate, and marginalize, as well as enhance privilege or power.	
02. Recognizes own biases and values, recognizing one's role as a learner, in work with diverse and different groups.	
03. Views oneself as a learner and seeks guidance from experienced professionals and others.)	
04. Understands and applies the multiple aspects of diversity including but not limited to age, class, color, disability, ethnicity, gender, gender identity and expression, immigration status, race religion, political ideology, and sexual orientation in shaping life experiences.	

S6 - 07B **Competency #2 - Diversity and Difference** - Intern engages diversity and difference in practice.

Comments are required at the end of each semester.

S6 - 08A **Competency #3 - Social Justice and Human Rights** - Intern advances human rights, social, economic, and environmental justice.

Evaluation	Fall Evaluation
01. Understands theories, forms and mechanisms of oppression and discrimination to promote human and civil rights	
02. Is knowledgeable of local, regional and global programs and services available for advocacy of human rights.	
03. Engages in practices that advance human rights and social and economic justice.	

S6 - 08B **Competency #3 - Social Justice and Human Rights** - Intern advances human rights, social, economic, and environmental justice.

Comments are required at the end of each semester.

S6 - 09A **Competency #4 - Research and Practice** - Intern engages in practice-informed research and research-informed practice.

Evaluation	Fall Evaluation
01. Is familiar with a variety of research methods	
02. Critically evaluates and applies research evidence to inform practice.	
03. Uses practice experience to inform scientific inquiry	
04. Understands and responds to ongoing emerging societal trends, and scientific and technological developments.	

S6 - 09B **Competency #4 - Research and Practice** - Intern engages in practice-informed research and research-informed practice.

Comments are required at the end of each semester.

S6 - 10A **Competency #5 - Policy Practice** - Intern engages in policy informed practice to advance social and economic well-being and to deliver effective social work services.

Evaluation	Fall Evaluation
01. Identifies the role of policy in service delivery and its impact on social welfare delivery system.	<input type="text"/>
02. Identifies the role of practice in policy development.	<input type="text"/>
03. Engages and advocates in policy practice for effective policy actions that advances social well-being.	<input type="text"/>
04. Recognizes the importance of collaboration with colleagues and clients for effective policy action.	<input type="text"/>

S6 - 10B **Competency #5 - Policy Practice** - Intern engages in policy informed practice to advance social and economic well-being and to deliver effective social work services.

Comments are required at the end of each semester.

S6 - 11A **Competency #6 - Engagement** - Intern engages with individuals, families, groups, organizations, and communities.

Evaluation	Fall Evaluation
01. Develops a collaborative working relationship with client systems of all sizes.	
02. Demonstrates use of empathy and active listening skills.	
03. Is aware of how they are perceived by clients, and able to modify behavior as indicated by client response.	
04. Demonstrates ability to develop trusting working relationships with clients.	

S6 - 11B **Competency #6 - Engagement** - Intern engages with individuals, families, groups, organizations, and communities.

Comments are required at the end of each semester.

S6 - 12A **Competency #7 - Assessment** - Intern assesses individuals, families, groups, organizations, and communities.

Evaluation	Fall Evaluation
01. Assesses client's systems, conducts assessment, including strengths, risk factors, and cultural considerations.	
02. Able to organize key content areas including basic summary and interpretation of client data.	
03. Develops mutually agreed upon goals/outcomes.	
04. Selects appropriate intervention strategies based on assessment.	
05. Integrates, analyzes, and synthesizes information from a variety of perspectives and multiple sources of knowledge in the development of professional judgment and assessment.	
06. Utilizes conceptual frameworks to guide process of assessment.	
07. Critiques and applies knowledge of theoretical frameworks to understand person and environment, and their reciprocal interactions (which is how they impact each other).	

S6 - 12B **Competency #7 - Assessment** - Intern assesses individuals, families, groups, organizations, and communities.

Comments are required at the end of each semester.

S6 - 13A **Competency #8 - Intervention** - Intern intervenes with individuals, families, groups, organizations, and communities.

Evaluation	Fall Evaluation
01. Demonstrates ability to define client needs in behavioral and measurable terms that are realistic and attainable.	
02. Selects intervention strategy appropriate to client goals, including prevention as indicated.	
03. Implements intervention strategy to attain client goals and initiatives.	
04. Advocates for clients and works collaboratively with available resources.	
05. Facilitates transitions and endings.	
06. Utilizes conceptual frameworks to guide process of assessment.	

S6 - 13B **Competency #8 - Intervention** - Intern intervenes with individuals, families, groups, organizations, and communities.

Comments are required at the end of each semester.

S6 - 14A **Competency #9 - Evaluation** - Intern evaluates practice with individuals, families, groups, organizations, and communities.

Evaluation	Fall Evaluation
01. Critically analyzes monitors and evaluates interventions.	<input type="text"/>
02. Utilizes evaluation data to revise interventions.	<input type="text"/>
03. Able to appropriately end client relationship, evaluate need for further resources when needed.	<input type="text"/>
04. Utilizes conceptual frameworks to guide process of evaluation.	<input type="text"/>
05. Analyzes and evaluates agency's response to changes and needs of the community.	<input type="text"/>
06. Demonstrates an ability to identify and appraise existing services and resources.	<input type="text"/>
07. Provides suggestions for change in service delivery and practice, based on contextual analysis.	<input type="text"/>

S6 - 14B **Competency #9 - Evaluation** - Intern evaluates practice with individuals, families, groups, organizations, and communities.

Comments are required at the end of each semester.

S6 - 15 **Summary Assessment** - Assessment of student's strengths and areas needing further development.

S6 - 16 **Hours Completed** - Please provide the number of hours the intern has completed this semester. A reference guide of the minimum hours required is below for your reference.

Fall - Students are required to meet 208 hours by the end of the Fall semester.

Spring - Students are required to meet 242 hours by the end of the Spring semester.

S6 - 17 **Field Instructor Commentary** - If you have any questions or comments regarding the answers being submitted above, please address them using the box below.

S6 - 18 **Field Instructor Signature - Part 1** - Please type your name in the box below.

S6 - 19 **Field Instructor Signature - Part 2** Please Sign below to confirm that all information provided on this form is accurate and true.

S6 - 20

Field Instructor Submission - By selecting the next page option (arrow facing right below), you will be submitting your Fall Comprehensive Skills Evaluation (Step 06). When the page redirects, please save the "PDF" copy and submit the document to your student. Do you understand?

Yes

Step 07 – Fall – Student – Comprehensive Skills Evaluation

S7 - 01 **Instructions:** After you have received a completed copy of the Fall Comprehensive Skills Evaluation (Step 06) from your field instructor, please complete the questions below.

S7 - 02 **Student Identification** - In the fields below, please provide the students' identification information.

Student First Name

Student Last Name

S7 - 03 **Field Instructor Identification** - In the fields below, please provide the Field Instructors' identification information.

Field Instructor First Name

Field Instructor Last Name

S7 - 04 **Student Commentary** - If you have any questions or comments regarding the answers being submitted in your field instructors' Fall Comprehensive Skills Evaluation (Step 06) submission, please address them using the box below.

S7 - 05 **Student Signature** - Please sign below to confirm that you have reviewed the field instructors' submission, commented if needed, and verify that all information provided on this form is accurate and true.

S7 - 06 **Student Submission** - By selecting the next page option (arrow facing right below), you will be submitting your Fall Comprehensive Skills Evaluation (Step 07) form. When the page redirects, please save the "PDF" copy and submit the document to your professor.

Do you understand?

Yes

Step 08 – Spring – Field Instructor – Interim Progress Report

S8 - 01 Identification Information

Name of Student

Name of Agency

Name of Field Instructor

Name of Field Liaison

Date of First Case Assignments

Current Number of Direct Service Hours Weekly (If Applicable)

S8 - 02 Level of Skill Development Instructions

In the next section, you will be asked to indicate whether the students' level of skill development is: progressing, beginning, needs improvement, or poor. For your reference, the key definition for each term is below.

- Progressing - Student understands the concepts and demonstrates skills in this area. Performance may need more time and practice yet is acceptable.
- Beginning - Student shows some understanding and skill with the concept. Student is beginning to recognize in hindsight how it might have been applied differently.
- Needs Improvement - Student needs more time, practice, and skill development to better understand and be successful in this area.
- Poor - Student is not performing at an acceptable level in this area. A conference and/or contract is required. Please contact the liaison as soon as possible if the student is performing at this level.

S8 - 03 **Level of Skill Development** – Please use the drop-down options to indicate the student level of skill development.

	Progressing	Beginning	Needs Improvement	Poor	N/A
Time Management and Organizational Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of Supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship with Clients in the Setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship with Staff in the Setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship with Administration in the Setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assumption of Professional Responsibility for Attendance, Assignments, and Accountability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

S8 - 04

Case Assignments and/or Projects - In the box below, summarize the case assignments and/or projects that the student has been assigned, working on, or currently completing.

S8 - 05

Additional Field Instructor Comments – Please provide any additional commentary you may have below.

S8 - 06

Strategies for addressing "Needs Improvement" Areas – If applicable, please provide strategies for addressing areas which may need improvement.

S8 - 07 Field Instructor Commentary - If you have any questions or comments regarding the answers being submitted above, please address them using the box below.

S8 - 08 Field Instructor Signature - Part 1 - Please type your name in the box below.

S8 - 09 Field Instructor Signature - Part 2 Please Sign below to confirm that all information provided on this form is accurate and true.

S8 - 10

Field Instructor Submission - By selecting the next page option (arrow facing right below), you will be submitting your Spring Interim Progress Report (Step 08). When the page redirects, please save the "PDF" copy and submit the document to your student.

Do you understand?

Yes

Step 09 – Spring – Student – Interim Progress Report

S9 - 01 **Instructions:** After you have received a completed copy of the Spring Interim Progress Report (Step 08) from your field instructor, please complete the questions below.

S9 - 02 **Student Identification** - In the fields below, please provide the students' identification information.

Student First Name

Student Last Name

S9 - 03 **Field Instructor Identification** - In the fields below, please provide the Field Instructors' identification information.

Field Instructor First Name

Field Instructor Last Name

S9 - 04 **Student Commentary** - If you have any questions or comments regarding the answers being submitted in your field instructors' Spring Interim Progress Report (Step 08) submission, please address them using the box below.

S9 - 05 **Student Signature** - Please sign below to confirm that you have reviewed the field instructors' submission, commented if needed, and verify that all information provided on this form is accurate and true.

S9 - 06 **Student Submission** - By selecting the next page option (arrow facing right below), you will be submitting your Spring Interim Progress Report (Step 09) form. When the page redirects, please save the "PDF" copy and submit the document to your agency/student/professor.

Do you understand?

Yes

Step 10 – Spring – Field Instructor - Comprehensive Skills Evaluation

ST 10 - 01 **Student Identification** - In the fields below, please provide the students' identification information.

Student First Name

Student Last Name

ST 10 - 02 **SW 495 - Seminar Instructor/Liaison/Professor Information** - In the fields below, please provide the seminar instructor/liaison/professor's identification information.

Professor Name

ST 10 - 03 **Agency Identification Information** - In the fields below, please provide the agency's' identification information.

Agency and Program Name

ST 10 - 04 **Field Instructor Information** - In the fields below, please provide the field instructors' identification information.

Field Instructor Name

Field Instructor Phone

Field Instructor Email

Overview

The Field Evaluation will provide the School of Social Work (SSW) with information regarding the students' internship. The evaluation will ask about: hours completed, areas of strengths, areas needing improvement, and the students' ability to meet the 9 required competencies (measured through a learning agreement plan, the use of an evaluation of practice behavior scale, and agency commentary). More information regarding each area can be found below.

Hours

The required Field internship hours breakdown is below.

Fall - Students are required to meet 208 hours by the end of the Fall semester.

Spring - Students are required to meet 242 hours by the end of the Spring semester.

If the student has not completed the required number of hours, the agency/student will be requested to provide a detailed plan for how the hours will be completed.

Areas of Strengths and Areas Needing Improvement

The identification of the student's strengths and weaknesses will be used to map out areas wherein students can fine-tune or develop academic, professional, and/or social skills.

Competency

The School of Social Work (SSW) will provide 9 competencies to assist in the evaluation of SW 495 students in the field.

The competencies are as follows:

Ethical and Professional Behavior

Diversity and Difference

Social Justice and Human Rights

Research and Practice

Policy Practice

Engagement

Assessment

Intervention

Evaluation

Learning Agreement Plan

For each competency, the Student and Field Instructor will identify planned learning activities specific to the agency. The activities will provide opportunities to achieve each competency. A minimum of three activities must be listed for each competency. You may use the added activities sections if needed.

Evaluation of Practice Behavior Scale

For each competency, the School of Social Work (SSW) will provide statements that measure the students' ability to meet the competency or learning agreement plan. The statements will be unique to each competency. The scale, however, is as follows:

Level 1 = Does Not Meet Expectation. 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 2 = Beginning level of Skill. 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 3 = Competent. Student demonstrates competent application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior, and performance is consistent.

Level 4 = Advanced. Student is skilled and demonstrates full application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.

Level 5 = Mastered. Student is highly skilled and demonstrates superior application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.

Note Regarding "N/A = No Opportunity to Observe" - The Council on Social Work Education (CSWE) does not allow for scoring in the N/A category. Therefore, please use Level 1 and contact the Field Liaison to develop a Student Support Plan detailing how the student will gain experience in this competency area.

Commentary

It is expected that second-year students will carry over skills development from their 1st-year placement and will perform at a higher level in all competencies.

At the end of the **Fall Semester**, students should be at Level 2 or Level 3. Please contact Field Liaison if the student is at Level 1 in any objective before you submit the Fall Section of the Evaluation. Narrative Sections Please comment on areas that need work, as well as strengths. It is essential for both the Student and the School to have this section completed. Comments are required at the end of each commentary.

At the end of the **Spring Semester**, students should be at Level 3 or Level 4. Please contact Field Liaison if the student is at Level 3 or below in any objective before you submit the Spring Section of the Evaluation. Narrative Sections Please comment on areas that need work, as well as strengths. It is essential for both the Student and the School to have this section completed. Comments are required at the end of each commentary.

ST 10 - 06A **Competency #1 - Ethical and Professional Behavior** - Intern identifies as a professional social worker and conducts oneself accordingly. Apply social work ethical principles to guide professional practice.

Evaluation	Spring Evaluation
01. Articulates the various roles, functions, and purposes of social workers	
02. Demonstrates professional behavior in (demeanor, appearance, and communication)	
03. Establishes and maintains professional boundaries (with clients, staff, field instructor & other professionals)	
04. Engages in appropriate use of supervision and consultation	
05. Demonstrates ability to be self-evaluative and accountable for his/her own learning and professional development.	
06. Makes ethical decisions by applying ethical standards of the NASW Code of Ethics.	
07. Recognizes and understands how professional values can guide social work practice.	
08. Applies ethical problem-solving strategies in situations of uncertainty.	
09. Applies relevant legal standards to practice (such as mandated reporting, parental consent, legal consent, etc.).	
10. Demonstrates insight into personal dynamics, feelings, and values.	
11. Writes professionally with clarity, organization, and conciseness.	
12. Articulates orally with clarity, organization, and conciseness.	
13. Uses technology to enhance the communication of ideas.	

ST 10 - 06B **Competency #1 - Ethical and Professional Behavior** - Intern identifies as a professional social worker and conducts oneself accordingly. Apply social work ethical principles to guide professional practice.

Comments are required at the end of each semester.

ST 10 - 07A **Competency #2** - Diversity and Difference - Intern engages diversity and difference in practice.

Evaluation	Spring Evaluation
01. Recognizes how a culture's structures and values may oppress, discriminate, and marginalize, as well as enhance privilege or power.	
02. Recognizes own biases and values, recognizing one's role as a learner, in work with diverse and different groups.	
03. Views oneself as a learner and seeks guidance from experienced professionals and others.)	
04. Understands and applies the multiple aspects of diversity including but not limited to age, class, color, disability, ethnicity, gender, gender identity and expression, immigration status, race religion, political ideology, and sexual orientation in shaping life experiences.	

ST 10 - 07B **Competency #2 - Diversity and Difference** - Intern engages diversity and difference in practice.

Comments are required at the end of each semester.

ST 10 - 08A **Competency #3 - Social Justice and Human Rights** - Intern advances human rights, social, economic, and environmental justice.

Evaluation	Spring Evaluation
01. Understands theories, forms and mechanisms of oppression and discrimination to promote human and civil rights	
02. Is knowledgeable of local, regional and global programs and services available for advocacy of human rights.	
03. Engages in practices that advance human rights and social and economic justice.	

ST 10 - 08B **Competency #3 - Social Justice and Human Rights** - Intern advances human rights, social, economic, and environmental justice.

Comments are required at the end of each semester.

ST 10 - 09A **Competency #4 - Research and Practice** - Intern engages in practice-informed research and research-informed practice.

Evaluation	Spring Evaluation
01. Is familiar with a variety of research methods	<input type="text"/>
02. Critically evaluates and applies research evidence to inform practice.	<input type="text"/>
03. Uses practice experience to inform scientific inquiry	<input type="text"/>
04. Understands and responds to ongoing emerging societal trends, and scientific and technological developments.	<input type="text"/>

ST 10 - 09B **Competency #4 - Research and Practice** - Intern engages in practice-informed research and research-informed practice.

Comments are required at the end of each semester.

ST 10 - 10A **Competency #5 - Policy Practice** - Intern engages in policy informed practice to advance social and economic well-being and to deliver effective social work services.

Evaluation	Spring Evaluation
01. Identifies the role of policy in service delivery and its impact on social welfare delivery system.	
02. Identifies the role of practice in policy development.	
03. Engages and advocates in policy practice for effective policy actions that advances social well-being.	
04. Recognizes the importance of collaboration with colleagues and clients for effective policy action.	

ST 10 - 10B **Competency #5 - Policy Practice** - Intern engages in policy informed practice to advance social and economic well-being and to deliver effective social work services.

Comments are required at the end of each semester.

ST 10 - 11A **Competency #6 - Engagement** - Intern engages with individuals, families, groups, organizations, and communities.

Evaluation	Spring Evaluation
01. Develops a collaborative working relationship with client systems of all sizes.	
02. Demonstrates use of empathy and active listening skills.	
03. Is aware of how they are perceived by clients, and able to modify behavior as indicated by client response.	
04. Demonstrates ability to develop trusting working relationships with clients.	

ST 10 - 11B **Competency #6 - Engagement** - Intern engages with individuals, families, groups, organizations, and communities.

Comments are required at the end of each semester.

ST 10 - 12A **Competency #7 - Assessment** - Intern assesses individuals, families, groups, organizations, and communities.

Evaluation	Spring Evaluation
01. Assesses client's systems, conducts assessment, including strengths, risk factors, and cultural considerations.	
02. Able to organize key content areas including basic summary and interpretation of client data.	
03. Develops mutually agreed upon goals/outcomes.	
04. Selects appropriate intervention strategies based on assessment.	
05. Integrates, analyzes, and synthesizes information from a variety of perspectives and multiple sources of knowledge in the development of professional judgment and assessment.	
06. Utilizes conceptual frameworks to guide process of assessment.	
07. Critiques and applies knowledge of theoretical frameworks to understand person and environment, and their reciprocal interactions (which is how they impact each other).	

ST 10 - 12B **Competency #7 - Assessment** - Intern assesses individuals, families, groups, organizations, and communities.

Comments are required at the end of each semester.

ST 10 - 13A **Competency #8 - Intervention** - Intern intervenes with individuals, families, groups, organizations, and communities.

Evaluation	Spring Evaluation
01. Demonstrates ability to define client needs in behavioral and measurable terms that are realistic and attainable.	
02. Selects intervention strategy appropriate to client goals, including prevention as indicated.	
03. Implements intervention strategy to attain client goals and initiatives.	
04. Advocates for clients and works collaboratively with available resources.	
05. Facilitates transitions and endings.	
06. Utilizes conceptual frameworks to guide process of assessment.	

ST 10 - 13B **Competency #8 - Intervention** - Intern intervenes with individuals, families, groups, organizations, and communities.

Comments are required at the end of each semester.

ST 10 - 14A **Competency #9 - Evaluation** - Intern evaluates practice with individuals, families, groups, organizations, and communities.

Evaluation	Spring Evaluation
01. Critically analyzes monitors and evaluates interventions.	<input type="text"/>
02. Utilizes evaluation data to revise interventions.	<input type="text"/>
03. Able to appropriately end client relationship, evaluate need for further resources when needed.	<input type="text"/>
04. Utilizes conceptual frameworks to guide process of evaluation.	<input type="text"/>
05. Analyzes and evaluates agency's response to changes and needs of the community.	<input type="text"/>
06. Demonstrates an ability to identify and appraise existing services and resources.	<input type="text"/>
07. Provides suggestions for change in service delivery and practice, based on contextual analysis.	<input type="text"/>

ST 10 - 14B **Competency #9 - Evaluation** - Intern evaluates practice with individuals, families, groups, organizations, and communities.

Comments are required at the end of each semester.

ST 10 - 15 **Summary Assessment** - Assessment of student's strengths and areas needing further development.

ST 10 - 16 **Hours Completed** - Please provide the number of hours the intern has completed this semester. A reference guide of the minimum hours required is below for your reference.

Fall - Students are required to meet 208 hours by the end of the Fall semester.

Spring - Students are required to meet 242 hours by the end of the Spring semester.

ST 10 - 17 **Field Instructor Commentary** - If you have any questions or comments regarding the answers being submitted above, please address them using the box below.

ST 10 - 18 **Field Instructor Signature - Part 1** - Please type your name in the box below.

ST 10 - 19 **Field Instructor Signature - Part 2** Please Sign below to confirm that all information provided on this form is accurate and true.

ST 10 - 20

Student Submission - By selecting the next page option (arrow facing right below), you will be submitting your Spring Comprehensive Skills Evaluation (Step 10) form. When the page redirects, please save the "PDF" copy and submit the document to your professor.

Do you understand?

Yes

Step 11 – Spring – Student - Comprehensive Skills Evaluation

S11 - 01 **Instructions:** After you have received a completed copy of the Spring Comprehensive Skills Evaluation (Step 10) from your field instructor, please complete the questions below.

S11 - 02 **Student Identification** - In the fields below, please provide the students' identification information.

Student First Name

Student Last Name

S11 - 03 **Field Instructor Identification** - In the fields below, please provide the Field Instructors' identification information.

Field Instructor First Name

Field Instructor Last Name

S11 - 04 **Student Commentary** - If you have any questions or comments regarding the answers being submitted in your field instructors' Spring Comprehensive Skills Evaluation (Step 10) submission, please address them using the box below.

S11 - 05 **Student Signature** - Please sign below to confirm that you have reviewed the field instructors' submission, commented if needed, and verify that all information provided on this form is accurate and true.

S11 - 06 **Student Submission** - By selecting the next page option (arrow facing right below), you will be submitting your Spring Comprehensive Skills Evaluation (Step 11) form. When the page redirects, please save the "PDF" copy and submit the document to your professor.

Do you understand?

Yes