

SW 596 - Field Forms - MSW - Foundation Year Field

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

SW 596 - Field Forms
AY1, First Year Field, or Foundation Year Field

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 - Fall Comprehensive Skills Evaluation
- Step 07 - Fall - Student - Fall 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

S01 - 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)

S01 - 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

S01 - 03 Field Instructor Information

Field Instructor - First Name

Field Instructor - Last Name

Field Instructor - Email Address

Field Instructor - Cell Phone

Field Instructor - Work Phone

S01 - 04 Preceptor Information

Preceptor - First Name

Preceptor - Last Name

Preceptor - Email Address

Preceptor - Cell Phone

Preceptor - Work Phone

S01 - 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

S01 - 06 **Parking Information** - Please provide information on special parking issues (i.e., meters, street sweeping days, etc.)

S01 - 07 Student Data Card Submission - By selecting the next page option (arrow facing right below), you will be submitting your Student Data Card (Step 01). When the page redirects, please save the "PDF" copy and submit the document to your professor.

Do you understand?

Yes

End of Block: Step 01 - ST - Student Data Card

Start of Block: Step 02 - ST - 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 (Ex. Advanced Standing, 2 Year Program Model, or 3 Year Program Model)

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 596 - 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 - Describe the general demographics (ethnicity, race, socio-economic status, age) of the agency's clients.

E. The Community - Briefly describe the geographic location of your agency.

F. The Community - Briefly describe the general demographics (ethnicity, race, socio-economic status, age) of the community (if different from D above).

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 and time that process recordings are due.

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

D. List the 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.

S02 - 08 **Field Education Assignments - Micro** - Please select all direct practice micro-level field education assignments student will be exposed to during the year.

- Adults
- Individuals
- Families
- Children
- Adolescents
- Advocacy
- Groups
- Couples
- Information and Referral
- Treatment Planning
- Community Networking Linkages
- Case Management
- Discharge Planning
- Older Adults
- Inter/Multidisciplinary Team Meetings
- Psychosocial Assessment
- Diagnostic Assessment
- Crisis Intervention
- Short Term Intervention
- Long Term Intervention
- Other (specify below) _____

S02 - 09 **Field Education Assignments - Mezzo or Macro** - Please select all direct practice mezzo or macro level field education assignments the student will be exposed to during the year.

- Task Forces
- Committee Assignments
- Program Development
- Program Evaluation
- Quality Assurance
- Grant Writing
- Consultation
- Case Conferences
- Inter/Multidisciplinary Team Meetings
- Agency Staff and/or Board Meetings
- Fiscal Budgetary Issues
- Community Networking Linkages
- Outreach/Recruitment Efforts
- Marco Project (specify below) _____
- Other (specify below) _____

S02 - 10 **Field Education Assignments - Other** - Please select all other learning experiences student will be/was exposed to during the year.

- Seminar
- In-Service Training
- Conferences
- Other (specify below) _____

S02 - 11 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 - 12 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 - 13 SW 596 - 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 224 hours by the end of the Fall semester.
- Spring - Students are required to meet 276 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 596 students in the field. The competencies are as follows:

1. Ethical and Professional Behavior
2. Diversity and Difference
3. Social Justice and Human Rights
4. Research and Practice
5. Policy Practice
6. Engagement
7. Assessment
8. Intervention
9. 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 two 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 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.
- **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 1 or Level 2. Please contact Field Liaison if the student is at Level 0 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 2 or Level 3. Please contact Field Liaison if the student is at Level 2 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 - 14A **Competency #1 - Ethical and Professional Behavior** - Intern demonstrates ethical and professional behavior.

Learning Opportunities and Student Activities

Learning Opportunity and Activity 1

Learning Opportunity and Activity 2

Learning Opportunity and Activity 3 (optional)

Learning Opportunity and Activity 4 (Optional)

S02 - 14B **Competency #1 - Ethical and Professional Behavior** - Intern demonstrates ethical and professional behavior.

	Reviewed with Learning Agreement
01. Demonstrates professional social work roles and boundaries.	<input type="checkbox"/>
02. Demonstrates professional demeanor in behavior, appearance and communication.	<input type="checkbox"/>
03. Demonstrates professional time management skills and accountability: punctuality, attendance, paperwork and assignments.	<input type="checkbox"/>
04. Uses supervision and consultation to guide professional judgment and behavior, including the need to augment knowledge, or to mediate conflict arising from personal values and emotions related to practice and professional contexts.	<input type="checkbox"/>
05. Uses emotional self-regulation to manage personal values and maintain professionalism in practice situations and practice self-correction and reflection in action while pursuing ongoing professional development.	<input type="checkbox"/>
06. Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context.	<input type="checkbox"/>
07. Uses technology ethically and appropriately to facilitate practice outcomes.	<input type="checkbox"/>

S02 - 15A **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 (optional)

Learning Opportunity and Activity 4 (Optional)

S02 - 15B **Competency #2 - Diversity and Difference** - Intern engages diversity and difference in practice.

Reviewed with
Learning Agreement

01. Applies self-awareness and self –regulation to eliminate the influence of personal biases and values in working with diverse client systems.

02. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in their practice with diverse client systems.

03. Presents themselves as learners and engages client systems, organizations, and communities as experts of their own experience and demonstrates capacity to perceive diverse viewpoints in case of value conflict. Shows ability to resolve such conflicts by applying professional practice principles.

04. Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities and colleagues.

S02 - 16A **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 (optional)

Learning Opportunity and Activity 4 (Optional)

S02 - 16B **Competency #3 - Social Justice and Human Rights** - Intern advances human rights, social, economic, and environmental justice.

Reviewed with
Learning Agreement

01. Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system level.

02. Engages in practices that advance social, economic, and environmental justice.

03. Develops case planning strategies to address discrimination, barriers, gaps and fragmentation that impede client access, functioning, and optimum use of resources and opportunities.

S02 - 17A **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 (optional)

Learning Opportunity and Activity 4 (Optional)

S02 - 17B **Competency #4 - Research and Practice** - Intern engages in practice-informed research and research-informed practice.

	Reviewed with Learning Agreement
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01. Uses practice experience and theory to inform scientific inquiry and research.

02. Apply critical thinking to engage in analysis of quantitative and Qualitative research methods and research findings.

03. Demonstrates knowledge of how to consult and utilize research evidence to inform and improve practice, policy, and service delivery.

S02 - 19A **Competency #5 - Policy Practice** - Intern engages in policy informed practice.

Learning Opportunities and Student Activities

Learning Opportunity and Activity 1

Learning Opportunity and Activity 2

Learning Opportunity and Activity 3 (optional)

Learning Opportunity and Activity 4 (Optional)

S02 - 19B **Competency #5 - Policy Practice** - Intern engages in policy informed practice.

Reviewed with
Learning Agreement

01. Identify policies at the local, state, and federal level that impacts well- being, service delivery, and access to social services.

02. Assess how social welfare and economic policies impact the delivery and access to social services.

03. Critically analyzes and promotes policies that advance human rights and social and economic justice.

S02 - 20A **Competency #6 - Engagement** - Intern engages with individuals, groups, organizations, and communities.

Learning Opportunities and Student Activities

Learning Opportunity and Activity 1

Learning Opportunity and Activity 2

Learning Opportunity and Activity 3 (optional)

Learning Opportunity and Activity 4 (Optional)

S02 - 20B **Competency #6 - Engagement** - Intern engages with individuals, groups, organizations, and communities.

	Reviewed with Learning Agreement
01. Applies knowledge of human behavior and the social environment to engage with individuals, families, groups, organizations and communities.	<input type="text"/>
02. Uses knowledge of practice context to shape engagement with client systems.	<input type="text"/>
03. Uses empathy, reflection, and interpersonal skills to engage diverse client systems.	<input type="text"/>
04. Demonstrates the ability to work with individuals, families and groups to identify and work towards accomplishment of shared goals.	<input type="text"/>

S02 - 21A **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 (optional)

Learning Opportunity and Activity 4 (Optional)

S02 - 21B **Competency #7 - Assessment** - Intern assesses individuals, families, groups, organizations, and communities.

	Reviewed with Learning Agreement
01. Applies knowledge of human behavior and the social environment, person and environment, and other multidisciplinary theoretical frameworks in the assessment of data from client systems.	<input type="checkbox"/>
02. Collects, organizes, and critically analyzes and interprets information from individuals, families, groups, organizations, and communities;	<input type="checkbox"/>
03. Develops mutually agreed-on intervention goals and objectives.	<input type="checkbox"/>
04. Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preference of the individual, family, group, community or organization.	<input type="checkbox"/>
05. Demonstrates capacity to conduct a comprehensive, collaborative, unbiased assessment that follows legal and ethical guidelines and identifies strengths and needs.	<input type="checkbox"/>

S02 - 22A **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 (optional)

Learning Opportunity and Activity 4 (Optional)

S02 - 22B **Competency #8 - Intervention** - Intern intervenes with individuals, families, groups, organizations, and communities.

	Reviewed with Learning Agreement
01. Implements interventions to achieve practice goals and enhance capacities of client systems, organizations, and communities.	<input type="checkbox"/>
02. Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	<input type="checkbox"/>
03. Negotiates, mediates, and advocates with and on behalf of diverse client systems, organizations, and communities.	<input type="checkbox"/>
04. Facilitates effective transitions and endings that advance mutually agreed- on goals. Demonstrates capacity to sensitively terminate work.	<input type="checkbox"/>

S02 - 23A **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 (optional)

Learning Opportunity and Activity 4 (Optional)

S02 - 23B **Competency #9 - Evaluation** - Intern evaluates practice with individuals, families, groups, organizations, and communities.

	Reviewed with Learning Agreement
01. Selects and uses appropriate methods for evaluation of outcomes.	<input type="checkbox"/>
02. Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.	<input type="checkbox"/>
03. Applies evaluation findings to improve practice effectiveness.	<input type="checkbox"/>
04. Demonstrates beginning ability to systematically monitor, analyze and evaluate interventions, applying a knowledge-for-action approach to determine future action.	<input type="checkbox"/>

S02 - 24 **Student Commentary** - If you have any questions or comments regarding the answers being submitted above, please address them using the box below.

S02 - 25 Student Signature - Please Sign below to confirm that all information provided on this form is accurate and true.

S02 - 26 Student Submission - By selecting the next page option (arrow facing right below), you will be submitting your Learning Agreement (Step 02) When the page redirects, please save the "PDF" copy and submit the document to your agency and 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 on 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.

S3 - 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 definitions 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="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Use of Supervision	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Relationship with Clients in the Setting	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Relationship with Staff in the Setting	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Relationship with Administration in the Setting	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Assumption of Professional Responsibility for Attendance, Assignments, and Accountability	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Practice Skills	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

S05 - 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.

S05 - 02 **Student Identification** - In the fields below, please provide the students' identification information.

Student First Name

Student Last Name

S05 - 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 - 06 **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 - 07 **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 agency and professor. Do you understand?

Yes

Step 06 – Fall – Field Instructor – Comprehensive Skills Evaluation

S06 - 01 **Student Identification** - In the fields below, please provide the students' identification information.

Student First Name

Student Last Name

S06 - 02 **SW 596 - Seminar Instructor/Liaison/Professor Information** - In the fields below, please provide the seminar instructor/liaison/professor's identification information.

Professor Name

S06 - 03 **Agency Identification Information** - In the fields below, please provide the agency's' identification information.

Agency and Program Name

S06 - 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 224 hours by the end of the Fall semester.
- Spring - Students are required to meet 276 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 596 students in the field. The competencies are as follows:

10. Ethical and Professional Behavior
11. Diversity and Difference
12. Social Justice and Human Rights
13. Research and Practice
14. Policy Practice
15. Engagement
16. Assessment
17. Intervention
18. 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 two 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:

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- 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.
- **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 1 or Level 2. Please contact Field Liaison if the student is at Level 0 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 2 or Level 3. Please contact Field Liaison if the student is at Level 2 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.

S06 - 06A **Competency #1 - Ethical and Professional Behavior** - Intern demonstrates ethical and professional behavior.

	Fall Evaluation
01. Demonstrates professional social work roles and boundaries.	<input type="text"/>
02. Demonstrates professional demeanor in behavior, appearance and communication.	<input type="text"/>
03. Demonstrates professional time management skills and accountability: punctuality, attendance, paperwork and assignments.	<input type="text"/>
04. Uses supervision and consultation to guide professional judgment and behavior, including the need to augment knowledge, or to mediate conflict arising from personal values and emotions related to practice and professional contexts.	<input type="text"/>
05. Uses emotional self-regulation to manage personal values and maintain professionalism in practice situations and practice self-correction and reflection in action while pursuing ongoing professional development.	<input type="text"/>
06. Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context.	<input type="text"/>
07. Uses technology ethically and appropriately to facilitate practice outcomes.	<input type="text"/>

S06 - 06B **Competency #1 - Ethical and Professional Behavior** - Intern demonstrates ethical and professional behavior.

Comments are required at the end of each semester.

S06 - 07A **Competency #2** - Diversity and Difference - Intern engages diversity and difference in practice.

Fall Evaluation

01. Applies self-awareness and self-regulation to eliminate the influence of personal biases and values in working with diverse client systems.

02. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in their practice with diverse client systems.

03. Presents themselves as learners and engages client systems, organizations, and communities as experts of their own experience and demonstrates capacity to perceive diverse viewpoints in case of value conflict. Shows ability to resolve such conflicts by applying professional practice principles.

04. Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities and colleagues.

S06 - 07B **Competency #2 - Diversity and Difference** - Intern engages diversity and difference in practice.

Comments are required at the end of each semester.

S06 - 08A **Competency #3 - Social Justice and Human Rights** - Intern advances human rights, social, economic, and environmental justice.

Fall Evaluation

01. Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system level.

02. Engages in practices that advance social, economic, and environmental justice.

03. Develops case planning strategies to address discrimination, barriers, gaps and fragmentation that impede client access, functioning, and optimum use of resources and opportunities.

S06 - 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.

S06 - 09A **Competency #4 - Research and Practice** - Intern engages in practice-informed research and research-informed practice.

Fall Evaluation

01. Uses practice experience and theory to inform scientific inquiry and research.

02. Apply critical thinking to engage in analysis of quantitative and Qualitative research methods and research findings.

03. Demonstrates knowledge of how to consult and utilize research evidence to inform and improve practice, policy, and service delivery.

S06 - 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.

S06 - 10A **Competency #5 - Policy Practice** - Intern engages in policy informed practice.

Fall Evaluation

01. Identify policies at the local, state, and federal level that impacts well- being, service delivery, and access to social services.

02. Assess how social welfare and economic policies impact the delivery and access to social services.

03. Critically analyzes and promotes policies that advance human rights and social and economic justice.

S06 - 10B **Competency #5 - Policy Practice** - Intern engages in policy informed practice.

Comments are required at the end of each semester.

S06 - 11A **Competency #6 - Engagement** - Intern engages with individuals, groups, organizations, and communities.

Fall Evaluation

01. Applies knowledge of human behavior and the social environment to engage with individuals, families, groups, organizations and communities.

02. Uses knowledge of practice context to shape engagement with client systems.

03. Uses empathy, reflection, and interpersonal skills to engage diverse client systems.

04. Demonstrates the ability to work with individuals, families and groups to identify and work towards accomplishment of shared goals.

S06 - 11B **Competency #6 - Engagement** - Intern engages with individuals, groups, organizations, and communities.

Comments are required at the end of each semester.

S06 - 12A **Competency #7 - Assessment** - Intern assesses individuals, families, groups, organizations, and communities.

Fall Evaluation

01. Applies knowledge of human behavior and the social environment, person and environment, and other multidisciplinary theoretical frameworks in the assessment of data from client systems.

02. Collects, organizes, and critically analyzes and interprets information from individuals, families, groups, organizations, and communities;

03. Develops mutually agreed-on intervention goals and objectives.

04. Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preference of the individual, family, group, community or organization.

05. Demonstrates capacity to conduct a comprehensive, collaborative, unbiased assessment that follows legal and ethical guidelines and identifies strengths and needs.

S06 - 12B **Competency #7 - Assessment** - Intern assesses individuals, families, groups, organizations, and communities.

Comments are required at the end of each semester.

S06 - 13A **Competency #8 - Intervention** - Intern intervenes with individuals, families, groups, organizations, and communities.

Fall Evaluation

01. Implements interventions to achieve practice goals and enhance capacities of client systems, organizations, and communities.

02. Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

03. Negotiates, mediates, and advocates with and on behalf of diverse client systems, organizations, and communities.

04. Facilitates effective transitions and endings that advance mutually agreed- on goals. Demonstrates capacity to sensitively terminate work.

S06 - 13B **Competency #8 - Intervention** - Intern intervenes with individuals, families, groups, organizations, and communities.

Comments are required at the end of each semester.

S06 - 14A **Competency #9 - Evaluation** - Intern evaluates practice with individuals, families, groups, organizations, and communities.

Fall Evaluation

01. Selects and uses appropriate methods for evaluation of outcomes.

02. Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.

03. Applies evaluation findings to improve practice effectiveness.

04. Demonstrates beginning ability to systematically monitor, analyze and evaluate interventions, applying a knowledge-for-action approach to determine future action.

S06 - 14B **Competency #9 - Evaluation** - Intern evaluates practice with individuals, families, groups, organizations, and communities.

Comments are required at the end of each semester.

S06 - 15 **Summary Assessment** - Assessment of student's strengths and areas needing further development.

S06 - 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 224 hours by the end of the Fall semester.

Spring - Students are required to meet 276 hours by the end of the Spring semester.

S06 - 17 **Field Instructor Commentary** - If you have any questions or comments regarding the answers being submitted above, please address them using the box below.

S06 - 18 **Field Instructor Signature - Part 1** - Please type your name in the box below.

S06 - 19 **Field Instructor Signature - Part 2** - Please Sign below to confirm that all information provided on this form is accurate and true.

S06 - 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

S07 - 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.

S07 - 02 **Student Identification** - In the fields below, please provide the students' identification information.

Student First Name

Student Last Name

S07 - 03 **Field Instructor Identification** - In the fields below, please provide the Field Instructors' identification information.

Field Instructor First Name

Field Instructor Last Name

S07 - 04 **Student Commentary** - If you have any questions or comments regarding the answers being submitted in your field instructors' Comprehensive Skills Evaluation (Step 06) submission, please address them using the box below.

S07 - 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). When the page redirects, please save the "PDF" copy and submit the document to your agency and professor.

Do you understand?

Yes

End of Block: Step 07 - ST - Fall CSE

Step 08 – Spring – Field Instructor – Interim Progress Report

S08 - 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)

S08 - 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 definitions 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.

S08 - 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="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Use of Supervision	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Relationship with Clients in the Setting	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Relationship with Staff in the Setting	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Relationship with Administration in the Setting	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Assumption of Professional Responsibility for Attendance, Assignments, and Accountability	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Practice Skills	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

S08 - 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.

S08 - 05

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

S08 - 06

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

S08 - 07 Field Instructor Commentary - If you have any questions or comments regarding the answers being submitted above, please address them using the box below.

S08 - 08 Field Instructor Signature - Part 1 - Please type your name in the box below.

S08 - 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

End of Block: Step 08 - FI - Spring IPR

Step 09 – Spring – Student – Interim Progress Report

S09 - 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.

S09 - 02 **Student Identification** - In the fields below, please provide the students' identification information.

Student First Name

Student Last Name

S09 - 03 **Field Instructor Identification** - In the fields below, please provide the Field Instructors' identification information.

Field Instructor First Name

Field Instructor Last Name

S09 - 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.

S09 - 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.

S09 - 06 **Student Submission** - By selecting the next page option (arrow facing right below), you will be submitting your Spring Interim Progress Report (Step 09). When the page redirects, please save the "PDF" copy and submit the document to your professor.

Do you understand?

Yes

End of Block: Step 09 - ST - Spring IPR

Step 10 – Spring – Field Instructor – Comprehensive Skills Evaluation

S10 - 01 **Student Identification** - In the fields below, please provide the students' identification information.

Student First Name

Student Last Name

S10 - 02 **SW 596 - Seminar Instructor/Liaison/Professor Information** - In the fields below, please provide the seminar instructor/liaison/professor's identification information.

Professor Name

S10 - 03 **Agency Identification Information** - In the fields below, please provide the agency's' identification information.

Agency and Program Name

S10 - 04 **Field Instructor Information** - In the fields below, please provide the field instructors' identification information.

Field Instructor Name

Field Instructor Phone

Field Instructor Email

S10 - 05 SW 596 - 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 224 hours by the end of the Fall semester.
- Spring - Students are required to meet 276 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 596 students in the field. The competencies are as follows:

19. Ethical and Professional Behavior
20. Diversity and Difference
21. Social Justice and Human Rights
22. Research and Practice
23. Policy Practice
24. Engagement
25. Assessment
26. Intervention
27. 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 two 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 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.
- **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 1 or Level 2. Please contact Field Liaison if the student is at Level 0 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 2 or Level 3. Please contact Field Liaison if the student is at Level 2 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.

S10 - 06A **Competency #1 - Ethical and Professional Behavior** - Intern demonstrates ethical and professional behavior.

	Spring Evaluation
01. Demonstrates professional social work roles and boundaries.	<input type="text"/>
02. Demonstrates professional demeanor in behavior, appearance and communication.	<input type="text"/>
03. Demonstrates professional time management skills and accountability: punctuality, attendance, paperwork and assignments.	<input type="text"/>
04. Uses supervision and consultation to guide professional judgment and behavior, including the need to augment knowledge, or to mediate conflict arising from personal values and emotions related to practice and professional contexts.	<input type="text"/>
05. Uses emotional self-regulation to manage personal values and maintain professionalism in practice situations and practice self-correction and reflection in action while pursuing ongoing professional development.	<input type="text"/>
06. Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context.	<input type="text"/>
07. Uses technology ethically and appropriately to facilitate practice outcomes.	<input type="text"/>

S10 - 06B **Competency #1 - Ethical and Professional Behavior** - Intern demonstrates ethical and professional behavior.

Comments are required at the end of each semester.

S10 - 07A **Competency #2** - Diversity and Difference - Intern engages diversity and difference in practice.

Spring Evaluation

01. Applies self-awareness and self-regulation to eliminate the influence of personal biases and values in working with diverse client systems.

02. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in their practice with diverse client systems.

03. Presents themselves as learners and engages client systems, organizations, and communities as experts of their own experience and demonstrates capacity to perceive diverse viewpoints in case of value conflict. Shows ability to resolve such conflicts by applying professional practice principles.

04. Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities and colleagues.

S10 - 07B **Competency #2 - Diversity and Difference** - Intern engages diversity and difference in practice.

Comments are required at the end of each semester.

S10 - 08A **Competency #3 - Social Justice and Human Rights** - Intern advances human rights, social, economic, and environmental justice.

Spring Evaluation

01. Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system level.

02. Engages in practices that advance social, economic, and environmental justice.

03. Develops case planning strategies to address discrimination, barriers, gaps and fragmentation that impede client access, functioning, and optimum use of resources and opportunities.

S10 - 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.

S10 - 09A **Competency #4 - Research and Practice** - Intern engages in practice-informed research and research-informed practice.

Spring Evaluation

01. Uses practice experience and theory to inform scientific inquiry and research.

02. Apply critical thinking to engage in analysis of quantitative and Qualitative research methods and research findings.

03. Demonstrates knowledge of how to consult and utilize research evidence to inform and improve practice, policy, and service delivery.

S10 - 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.

S10 - 10A **Competency #5 - Policy Practice** - Intern engages in policy informed practice.

Spring Evaluation

01. Identify policies at the local, state, and federal level that impacts well- being, service delivery, and access to social services.

02. Assess how social welfare and economic policies impact the delivery and access to social services.

03. Critically analyzes and promotes policies that advance human rights and social and economic justice.

S10 - 10B **Competency #5 - Policy Practice** - Intern engages in policy informed practice.

Comments are required at the end of each semester.

S10 - 11A **Competency #6 - Engagement** - Intern engages with individuals, groups, organizations, and communities.

Spring Evaluation

01. Applies knowledge of human behavior and the social environment to engage with individuals, families, groups, organizations and communities.

02. Uses knowledge of practice context to shape engagement with client systems.

03. Uses empathy, reflection, and interpersonal skills to engage diverse client systems.

04. Demonstrates the ability to work with individuals, families and groups to identify and work towards accomplishment of shared goals.

S10 - 11B **Competency #6 - Engagement** - Intern engages with individuals, groups, organizations, and communities.

Comments are required at the end of each semester.

S10 - 12A **Competency #7 - Assessment** - Intern assesses individuals, families, groups, organizations, and communities.

Spring Evaluation

01. Applies knowledge of human behavior and the social environment, person and environment, and other multidisciplinary theoretical frameworks in the assessment of data from client systems.

02. Collects, organizes, and critically analyzes and interprets information from individuals, families, groups, organizations, and communities;

03. Develops mutually agreed-on intervention goals and objectives.

04. Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preference of the individual, family, group, community or organization.

05. Demonstrates capacity to conduct a comprehensive, collaborative, unbiased assessment that follows legal and ethical guidelines and identifies strengths and needs.

S10 - 12B **Competency #7 - Assessment** - Intern assesses individuals, families, groups, organizations, and communities.

Comments are required at the end of each semester.

S10 - 13A **Competency #8 - Intervention** - Intern intervenes with individuals, families, groups, organizations, and communities.

	Spring Evaluation
01. Implements interventions to achieve practice goals and enhance capacities of client systems, organizations, and communities.	<input type="text"/>
02. Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	<input type="text"/>
03. Negotiates, mediates, and advocates with and on behalf of diverse client systems, organizations, and communities.	<input type="text"/>
04. Facilitates effective transitions and endings that advance mutually agreed- on goals. Demonstrates capacity to sensitively terminate work.	<input type="text"/>

S10 - 13B **Competency #8 - Intervention** - Intern intervenes with individuals, families, groups, organizations, and communities.

Comments are required at the end of each semester.

S10 - 14A **Competency #9 - Evaluation** - Intern evaluates practice with individuals, families, groups, organizations, and communities.

	Spring Evaluation
01. Selects and uses appropriate methods for evaluation of outcomes.	<input type="text"/>
02. Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.	<input type="text"/>
03. Applies evaluation findings to improve practice effectiveness.	<input type="text"/>
04. Demonstrates beginning ability to systematically monitor, analyze and evaluate interventions, applying a knowledge-for-action approach to determine future action.	<input type="text"/>

S10 - 14B **Competency #9 - Evaluation** - Intern evaluates practice with individuals, families, groups, organizations, and communities.

Comments are required at the end of each semester.

S10 - 15 **Summary Assessment** - Assessment of student's strengths and areas needing further development.

S10 - 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 224 hours by the end of the Fall semester.

Spring - Students are required to meet 276 hours by the end of the Spring semester.

S10 - 17 **Field Instructor Commentary** - If you have any questions or comments regarding the answers being submitted above, please address them using the box below.

S10 - 18 **Field Instructor Signature - Part 1** - Please type your name in the box below.

S10 - 19 **Field Instructor Signature - Part 2** - Please Sign below to confirm that all information provided on this form is accurate and true.

S10 - 20

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

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) . When the page redirects, please save the "PDF" copy and submit the document to your agency and professor.

Do you understand?

Yes