

SW 680 - Field Forms - MSW - Graduate Year Field

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

SW 680 - Field Forms
AY2, Advanced Year, or Graduate Year

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 Reports
- Step 05 - Fall - Student - Interim Progress Reports
- Step 06 - Fall - Field Instructor - Comprehensive Skills Evaluation
- Step 07 - Fall - Student - Comprehensive Skills Evaluation
- Step 08 - Spring - Field Instructor - Interim Progress Reports
- Step 09 - Spring - Student Instructor - Interim Progress Reports
- Step 10 - Spring - Field Instructor - Comprehensive Skills Evaluation
- Step 11 - Spring - Student - Comprehensive Skills Evaluation

Step 01 – Student – Data Card

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 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 - 8:30 AM - 5:30 AM, Thursday - 8:30 AM to 5:30 PM)

Monday

Tuesday

Wednesday

Thursday

Friday

S01 - 06 **Parking Information** - Please provide information on special parking issues for Field Visits (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

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 (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 680 - 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 680 - 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.
- PPSC - PPSC students are required to complete 600 hours by the end of the academic year.

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 680 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 = Intern has not met the expectations in this area and there is not much evidence that the expectations will be met in the near future.
- Level 1 = Intern has not yet met the expectations in this area, but there is evidence that the expectations will be met in the near future.
- Level 2 = Intern understands the concept and is beginning to demonstrate the skill in this area, however, students' performance is uneven.
- Level 3 = Intern understands the concept and has consistently met the expectations in this area.
- Level 4 = Intern demonstrates a high level of skill development and has exceeded expectations in this area.
- **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 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 competency.
- 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 competency.

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.

Statement Has Been Reviewed

01. Demonstrates professional social work roles and boundaries.

02. Demonstrates professional demeanor in behavior, appearance and communication.

03. Demonstrates professional time management skills and accountability: punctuality, attendance, paperwork and assignments.

04. Uses supervision and consultation effectively to advance his/her existing social work skills.

05. Actively seeks-out and acts upon opportunities in social work practice.

06. Applies knowledge regarding the value base of the profession and makes ethical decisions by applying standards consistent with the NASW Code of Ethics and other guidelines/principals of the profession.

07. Recognizes and manages personal values and biases in ways that allow professional values to guide practice.

08. Recognizes and tolerates ambiguity in resolving ethical conflicts.

09. Applies strategies of ethical reasoning to arrive at principled decisions.

10. Discusses complex ethical issues in both written and oral communication.

11A. If the student is CFW, ability to apply ethical decision-making skills (e.g. competing values, client/constituent rights, legal parameters, and shifting social mores with emphasis on issues related to child welfare and family stability.

11B. If the student is IH, ability to apply ethical decision-making skills (e.g. competing values, client/constituent rights, legal parameters, and shifting social mores with emphasis on issues related to integrated health care.

11C. If the student is AA, ability to apply ethical decision-making skills (e.g. competing values, client/constituent rights, legal parameters, and shifting social mores with emphasis on issues related to adulthood, aging, and/or end of life care.

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.

Statement Has Been Reviewed

01 Respectful of clients who differ by factors such as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.

02. Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in shaping life experience.

03. Demonstrates self-awareness in eliminating the influence of personal biases and values in working with diverse groups, including treating clients with dignity and respect.

04. Views self as a student of cultural differences and those s/he works with as cultural experts.

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

06. Discusses complex ethical issues in both written and oral communication.

07A. If the student is CFW, demonstrates appreciation of the influence of culture and diversity on child rearing and family interactions.

07B. If the student is IH, demonstrates appreciation of the influence of culture and diversity in seeking and responding to issues related to integrated health.

07C. If the student is AA, demonstrates appreciation of the influence of culture and diversity over the lifespan and into old age.

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.

Statement Has Been Reviewed

01. Recognizes that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.

02. Identifies the forms, mechanisms and interconnections of oppression and discrimination and is knowledgeable about theories of justice and strategies to promote human and civil rights.

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

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

05A. If the student is CFW, assess the impact of relevant social policy on the just treatment of children and families in the child welfare system and describe appropriate approaches for advocacy.

05B. If the student is IH, assess the impact of relevant social policy on access and barriers to integrated health care and describe appropriate approaches for advocacy.

05C. If the student is AA, assess the impact of relevant social policy on the just treatment of adults and/or older adults and describe appropriate approaches for advocacy.

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.

Statement Has Been Reviewed

01. Seeks, critiques, and applies research findings for effective prevention, treatment, and/ or recovery practices.

02. Integrates research findings and professional judgment to improve practice, policy, and social service delivery.

03. Evaluates one's own practice for effectiveness and improvement.

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

05A. If the student is CFW, critically evaluate best practices and evidence-based interventions for children and families.

05B. If the student is IH, critically evaluate best practices and evidence-based interventions for clients/consumers of integrated health care.

05C. If the student is AA, critically evaluate best practices and evidence-based interventions for adults and older adults.

S02 - 18A **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 - 18B **Competency #5 - Policy Practice** - Intern engages in policy informed practice.

Statement Has Been Reviewed

01. Analyzes and advocates for policies that promote social well-being for individuals, families, groups, and communities.

02. Collaborates with colleagues and clients for effective policy action.

03. Demonstrates a sophisticated understanding of the role of policy and its impact on the agency client base.

04. Identify trends among micro, mezzo, and macro variables that affect advanced practice and provide leadership to respond to those trends in effective and culturally relevant ways.

05A. If the student is CFW, demonstrate knowledge of social policy and planning theory and the ability to formulate changes in social welfare policies and programs aimed at enhancing well-being of children and families.

05B. If the student is IH, demonstrate knowledge of social policy and planning theory and the ability to formulate changes in social welfare policies and programs aimed at enhancing well-being of clients/consumers of integrated health care.

05C. If the student is AA, demonstrate knowledge of social policy and planning theory and the ability to formulate changes in social welfare policies and programs aimed at enhancing well-being of adults and older adults.

S02 - 19A **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 - 19B **Competency #6 - Engagement** - Intern engages with individuals, groups, organizations, and communities.

Statement Has Been Reviewed

01. Engage individuals, families & communities to identify clients' goals & wishes while building upon the strengths of individuals, families & communities.

02. Develop a collaborative and mutually respectful relationship, honoring the self-determination of individuals, families, communities, organizations.

03. Skillfully and respectfully establish working relationships with clients and community partners in accord with social work values, and utilize those relationships in forging goals and positive outcomes.

04. Demonstrate the ability to develop relationships and manage power differentials in routine and challenging client and partner situations, in a manner that reflects core social work values.

05A. If the student is CFW, demonstrate skills (e.g., critical-thinking, interpersonal skills, and leadership) required for effectively engaging with children and families individually and in groups, the organizations serving them and/or their communities.

05B. If the student is IH, demonstrate skills (e.g., critical-thinking, interpersonal skills, and leadership) required for effectively engaging with clients/consumers of integrated health care individually and in groups, their families, the organizations serving them and/or their communities.

05C. If the student is AA, demonstrate skills (e.g., critical-thinking, interpersonal skills, and leadership) required for effectively engaging with adults and older adults individually and in groups, their families, the organizations serving them, and/or their communities.

S02 - 20A **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 - 20B **Competency #7 - Assessment** - Intern assesses individuals, families, groups, organizations, and communities.

Statement Has Been Reviewed

01. Seeks information on the strengths of individuals, families, and communities

02. Applies multidisciplinary, multidimensional, and multicultural assessment methods.

03. Uses standardized (as available and appropriate), culturally-sensitive assessment tools to make meaningful discriminations for intervention planning.

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

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

06A. If the student is CFW, demonstrate the ability to use multiple sources, including formal and assessment systems, to formulate an appropriate micro and/or macro intervention plan which recognizes the strength of children and families.

06B. If the student is IH, demonstrate the ability to use multiple sources, including formal and assessment systems, to formulate an appropriate micro and/or macro intervention plan which recognizes the strength of clients/consumers of integrated health care.

06C. If the student is AA, demonstrate the ability to use multiple sources, including formal and assessment systems, to formulate an appropriate micro and/or macro intervention plan which recognizes the strength of adults and older adults.

S02 - 21A **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 - 21B **Competency #8 - Intervention** - Intern intervenes with individuals, families, groups, organizations, and communities.

Statement Has Been Reviewed

01. Knows, applies, and/ or advocates for prevention strategies (e.g., mother-infant care, Healthy Start, parent education, youth development programs, couple's education, senior socializing programs).

02. Seeks-out, critiques, and applies evidence-based (published research studies) prevention, intervention, or recovery programs.

03. Adapts treatment and prevention models (while maintaining fidelity to research tested protocols) relevant to the target populations.

04. Applies prevention, intervention, and/ or recovery strategies at the appropriate intervention levels (individual, family, school, agency community, or larger context).

05. Plans and/ or facilitates appropriate transitions and endings and, when available, evidence-based protocols (e.g. relapse prevention).

06. Comfortably move among the roles of a social worker in advanced practice settings and intervene effectively in those roles, including enhancing client's strengths, acting as a client advocate, and skillfully handling transitions and terminations.

07. Shape social work interventions that demonstrate effective balance of multiple social worker roles and phases of service that recognize client strengths and self-determination.

08A. If the student is CFW, critically analyze and use appropriate evidenced-based tools and strategies in interventions with children and families at all levels of social work practice.

08B. If the student is IH, critically analyze and use appropriate evidenced-based tools and strategies in interventions with clients/consumer of integrated health care at all levels of social work practice.

08C. If the student is AA, critically analyze and use appropriate evidenced-based tools and strategies in interventions with adults and older adults at all levels of social work practice.

S02 - 22A **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 - 22B **Competency #9 - Evaluation** - Intern evaluates practice with individuals, families, groups, organizations, and communities.

Statement Has Been Reviewed

01. Calculates the impact of treatment, prevention, and recovery programs by assessing progress, outcomes, and maintenance of gains over time.

02. Applies objective and systematic evaluation strategies and as appropriate, standardized tools.

03. Consistently employs reliable and valid methods for monitoring and evaluating practice interventions and uses the results to improve social work policy and practice.

04A. If the student is CFW, evaluate the process and/or outcomes of interventions with children and families at all levels of social work practice.

04B. If the student is IH, evaluate the process and/or outcomes of interventions with clients/consumers of integrated health at all levels of social work practice.

04C. If the student is AA, evaluate the process and/or outcomes of interventions with adults and older adults at all levels of social work practice.

S02 - 23 **Student Commentary** - If you have any questions or comments regarding the answers being submitted above, please address them using the box below.

S02 - 24 Student Signature - Please Sign below to confirm that all information provided on this form is accurate and true.

S02 - 25

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 field instructor 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) by 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' Learning Agreement (Step 02) 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) online form. When the page redirects, please save the "PDF" copy and submit the document to your student.

Do you understand?

Yes

S04 – 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) form. 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

S05 - 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.

S05 - 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.

S05 - 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 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 680 - 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

S06 - 05 SW 680 - 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.
- PPSC - PPSC students are required to complete 600 hours by the end of the academic year.

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 680 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 = Intern has not met the expectations in this area and there is not much evidence that the expectations will be met in the near future.
- Level 1 = Intern has not yet met the expectations in this area, but there is evidence that the expectations will be met in the near future.
- Level 2 = Intern understands the concept and is beginning to demonstrate the skill in this area, however, students' performance is uneven.
- Level 3 = Intern understands the concept and has consistently met the expectations in this area.
- Level 4 = Intern demonstrates a high level of skill development and has exceeded expectations in this area.
- **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 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 competency.
- 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 competency.

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

Fall Evaluation

01. Demonstrates professional social work roles and boundaries.

02. Demonstrates professional demeanor in behavior, appearance and communication.

03. Demonstrates professional time management skills and accountability: punctuality, attendance, paperwork and assignments.

04. Uses supervision and consultation effectively to advance his/her existing social work skills.

05. Actively seeks-out and acts upon opportunities in social work practice.

06. Applies knowledge regarding the value base of the profession and makes ethical decisions by applying standards consistent with the NASW Code of Ethics and other guidelines/principals of the profession.

07. Recognizes and manages personal values and biases in ways that allow professional values to guide practice.

08. Recognizes and tolerates ambiguity in resolving ethical conflicts.

09. Applies strategies of ethical reasoning to arrive at principled decisions.

10. Discusses complex ethical issues in both written and oral communication.

11A. If the student is CFW, ability to apply ethical decision-making skills (e.g. competing values, client/constituent rights, legal parameters, and shifting social mores with emphasis on issues related to child welfare and family stability.

11B. If the student is IH, ability to apply ethical decision-making skills (e.g. competing values, client/constituent rights, legal parameters, and shifting social mores with emphasis on issues related to integrated health care.

11C. If the student is AA, ability to apply ethical decision-making skills (e.g. competing values, client/constituent rights, legal parameters, and shifting social mores with emphasis on issues related to adulthood, aging, and/or end of life care.

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. Respectful of clients who differ by factors such as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.

02. Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in shaping life experience.

03. Demonstrates self-awareness in eliminating the influence of personal biases and values in working with diverse groups, including treating clients with dignity and respect.

04. Views self as a student of cultural differences and those s/he works with as cultural experts.

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

06. Discusses complex ethical issues in both written and oral communication.

07A. If the student is CFW, demonstrates appreciation of the influence of culture and diversity on child rearing and family interactions.

07B. If the student is IH, demonstrates appreciation of the influence of culture and diversity in seeking and responding to issues related to integrated health.

07C. If the student is AA, demonstrates appreciation of the influence of culture and diversity over the lifespan and into old age.

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. Recognizes that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.

02. Identifies the forms, mechanisms and interconnections of oppression and discrimination and is knowledgeable about theories of justice and strategies to promote human and civil rights.

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

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

05A. If the student is CFW, assess the impact of relevant social policy on the just treatment of children and families in the child welfare system and describe appropriate approaches for advocacy.

05B. If the student is IH, assess the impact of relevant social policy on access and barriers to integrated health care and describe appropriate approaches for advocacy.

05C. If the student is AA, assess the impact of relevant social policy on the just treatment of adults and/or older adults and describe appropriate approaches for advocacy.

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. Seeks, critiques, and applies research findings for effective prevention, treatment, and/ or recovery practices.

02. Integrates research findings and professional judgment to improve practice, policy, and social service delivery.

03. Evaluates one's own practice for effectiveness and improvement.

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

05A. If the student is CFW, critically evaluate best practices and evidence-based interventions for children and families.

05B. If the student is IH, critically evaluate best practices and evidence-based interventions for clients/consumers of integrated health care.

05C. If the student is AA, critically evaluate best practices and evidence-based interventions for adults and older adults.

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. Analyzes and advocates for policies that promote social well-being for individuals, families, groups, and communities.

02. Collaborates with colleagues and clients for effective policy action.

03. Demonstrates a sophisticated understanding of the role of policy and its impact on the agency client base.

04. Identify trends among micro, mezzo, and macro variables that affect advanced practice and provide leadership to respond to those trends in effective and culturally relevant ways.

05A. If the student is CFW, demonstrate knowledge of social policy and planning theory and the ability to formulate changes in social welfare policies and programs aimed at enhancing well-being of children and families.

05B. If the student is IH, demonstrate knowledge of social policy and planning theory and the ability to formulate changes in social welfare policies and programs aimed at enhancing well-being of clients/consumers of integrated health care.

05C. If the student is AA, demonstrate knowledge of social policy and planning theory and the ability to formulate changes in social welfare policies and programs aimed at enhancing well-being of adults and older adults.

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. Engage individuals, families & communities to identify clients' goals & wishes while building upon the strengths of individuals, families & communities.

02. Develop a collaborative and mutually respectful relationship, honoring the self-determination of individuals, families, communities, organizations.

03. Skillfully and respectfully establish working relationships with clients and community partners in accord with social work values, and utilize those relationships in forging goals and positive outcomes.

04. Demonstrate the ability to develop relationships and manage power differentials in routine and challenging client and partner situations, in a manner that reflects core social work values.

05A. If the student is CFW, demonstrate skills (e.g., critical-thinking, interpersonal skills, and leadership) required for effectively engaging with children and families individually and in groups, the organizations serving them and/or their communities.

05B. If the student is IH, demonstrate skills (e.g., critical-thinking, interpersonal skills, and leadership) required for effectively engaging with clients/consumers of integrated health care individually and in groups, their families, the organizations serving them and/or their communities.

05C. If the student is AA, demonstrate skills (e.g., critical-thinking, interpersonal skills, and leadership) required for effectively engaging with adults and older adults individually and in groups, their families, the organizations serving them, and/or their communities.

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. Seeks information on the strengths of individuals, families, and communities

02. Applies multidisciplinary, multidimensional, and multicultural assessment methods.

03. Uses standardized (as available and appropriate), culturally-sensitive assessment tools to make meaningful discriminations for intervention planning.

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

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

06A. If the student is CFW, demonstrate the ability to use multiple sources, including formal and assessment systems, to formulate an appropriate micro and/or macro intervention plan which recognizes the strength of children and families.

06B. If the student is IH, demonstrate the ability to use multiple sources, including formal and assessment systems, to formulate an appropriate micro and/or macro intervention plan which recognizes the strength of clients/consumers of integrated health care.

06C. If the student is AA, demonstrate the ability to use multiple sources, including formal and assessment systems, to formulate an appropriate micro and/or macro intervention plan which recognizes the strength of adults and older adults.

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. Knows, applies, and/ or advocates for prevention strategies (e.g., mother-infant care, Healthy Start, parent education, youth development programs, couple's education, senior socializing programs).

02. Seeks-out, critiques, and applies evidence-based (published research studies) prevention, intervention, or recovery programs.

03. Adapts treatment and prevention models (while maintaining fidelity to research tested protocols) relevant to the target populations.

04. Applies prevention, intervention, and/ or recovery strategies at the appropriate intervention levels (individual, family, school, agency community, or larger context).

05. Plans and/ or facilitates appropriate transitions and endings and, when available, evidence-based protocols (e.g. relapse prevention).

06. Comfortably move among the roles of a social worker in advanced practice settings and intervene effectively in those roles, including enhancing client's strengths, acting as a client advocate, and skillfully handling transitions and terminations.

07. Shape social work interventions that demonstrate effective balance of multiple social worker roles and phases of service that recognize client strengths and self-determination.

08A. If the student is CFW, critically analyze and use appropriate evidenced-based tools and strategies in interventions with children and families at all levels of social work practice.

08B. If the student is IH, critically analyze and use appropriate evidenced-based tools and strategies in interventions with clients/consumer of integrated health care at all levels of social work practice.

08C. If the student is AA, critically analyze and use appropriate evidenced-based tools and strategies in interventions with adults and older adults at all levels of social work practice.

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. Calculates the impact of treatment, prevention, and recovery programs by assessing progress, outcomes, and maintenance of gains over time.

02. Applies objective and systematic evaluation strategies and as appropriate, standardized tools.

03. Consistently employs reliable and valid methods for monitoring and evaluating practice interventions and uses the results to improve social work policy and practice.

04A. If the student is CFW, evaluate the process and/or outcomes of interventions with children and families at all levels of social work practice.

04B. If the student is IH, evaluate the process and/or outcomes of interventions with clients/consumers of integrated health at all levels of social work practice.

04C. If the student is AA, evaluate the process and/or outcomes of interventions with adults and older adults at all levels of social work practice.

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.

PPSC Hours - Students are required to meet 600 hours by the end of both Fall and Spring Semesters combined.

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' Fall Comprehensive Skills Evaluation (Step 6) 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.

S07 - 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

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.

S08 - 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

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' Spring Interim Progress Report (Step 08) 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

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 680 - Seminar Instructor/Liaison/Professor Information** - In the fields below, please provide the seminar instructor/liason/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

S06 - 05 SW 680 - 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.
- PPSC - PPSC students are required to complete 600 hours by the end of the academic year.

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 680 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 = Intern has not met the expectations in this area and there is not much evidence that the expectations will be met in the near future.
- Level 1 = Intern has not yet met the expectations in this area, but there is evidence that the expectations will be met in the near future.
- Level 2 = Intern understands the concept and is beginning to demonstrate the skill in this area, however, students' performance is uneven.
- Level 3 = Intern understands the concept and has consistently met the expectations in this area.
- Level 4 = Intern demonstrates a high level of skill development and has exceeded expectations in this area.
- **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 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 competency.
- 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 competency.

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

Spring Evaluation

01. Demonstrates professional social work roles and boundaries.

02. Demonstrates professional demeanor in behavior, appearance and communication.

03. Demonstrates professional time management skills and accountability: punctuality, attendance, paperwork and assignments.

04. Uses supervision and consultation effectively to advance his/her existing social work skills.

05. Actively seeks-out and acts upon opportunities in social work practice.

06. Applies knowledge regarding the value base of the profession and makes ethical decisions by applying standards consistent with the NASW Code of Ethics and other guidelines/principals of the profession.

07. Recognizes and manages personal values and biases in ways that allow professional values to guide practice.

08. Recognizes and tolerates ambiguity in resolving ethical conflicts.

09. Applies strategies of ethical reasoning to arrive at principled decisions.

10. Discusses complex ethical issues in both written and oral communication.

11A. If the student is CFW, ability to apply ethical decision-making skills (e.g. competing values, client/constituent rights, legal parameters, and shifting social mores with emphasis on issues related to child welfare and family stability.

11B. If the student is IH, ability to apply ethical decision-making skills (e.g. competing values, client/constituent rights, legal parameters, and shifting social mores with emphasis on issues related to integrated health care.

11C. If the student is AA, ability to apply ethical decision-making skills (e.g. competing values, client/constituent rights, legal parameters, and shifting social mores with emphasis on issues related to adulthood, aging, and/or end of life care.

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. Respectful of clients who differ by factors such as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.

02. Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in shaping life experience.

03. Demonstrates self-awareness in eliminating the influence of personal biases and values in working with diverse groups, including treating clients with dignity and respect.

04. Views self as a student of cultural differences and those s/he works with as cultural experts.

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

06. Discusses complex ethical issues in both written and oral communication.

07A. If the student is CFW, demonstrates appreciation of the influence of culture and diversity on child rearing and family interactions.

07B. If the student is IH, demonstrates appreciation of the influence of culture and diversity in seeking and responding to issues related to integrated health.

07C. If the student is AA, demonstrates appreciation of the influence of culture and diversity over the lifespan and into old age.

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. Recognizes that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.

02. Identifies the forms, mechanisms and interconnections of oppression and discrimination and is knowledgeable about theories of justice and strategies to promote human and civil rights.

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

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

05A. If the student is CFW, assess the impact of relevant social policy on the just treatment of children and families in the child welfare system and describe appropriate approaches for advocacy.

05B. If the student is IH, assess the impact of relevant social policy on access and barriers to integrated health care and describe appropriate approaches for advocacy.

05C. If the student is AA, assess the impact of relevant social policy on the just treatment of adults and/or older adults and describe appropriate approaches for advocacy.

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. Seeks, critiques, and applies research findings for effective prevention, treatment, and/ or recovery practices.

02. Integrates research findings and professional judgment to improve practice, policy, and social service delivery.

03. Evaluates one's own practice for effectiveness and improvement.

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

05A. If the student is CFW, critically evaluate best practices and evidence-based interventions for children and families.

05B. If the student is IH, critically evaluate best practices and evidence-based interventions for clients/consumers of integrated health care.

05C. If the student is AA, critically evaluate best practices and evidence-based interventions for adults and older adults.

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. Analyzes and advocates for policies that promote social well-being for individuals, families, groups, and communities.

02. Collaborates with colleagues and clients for effective policy action.

03. Demonstrates a sophisticated understanding of the role of policy and its impact on the agency client base.

04. Identify trends among micro, mezzo, and macro variables that affect advanced practice and provide leadership to respond to those trends in effective and culturally relevant ways.

05A. If the student is CFW, demonstrate knowledge of social policy and planning theory and the ability to formulate changes in social welfare policies and programs aimed at enhancing well-being of children and families.

05B. If the student is IH, demonstrate knowledge of social policy and planning theory and the ability to formulate changes in social welfare policies and programs aimed at enhancing well-being of clients/consumers of integrated health care.

05C. If the student is AA, demonstrate knowledge of social policy and planning theory and the ability to formulate changes in social welfare policies and programs aimed at enhancing well-being of adults and older adults.

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. Engage individuals, families & communities to identify clients' goals & wishes while building upon the strengths of individuals, families & communities.

02. Develop a collaborative and mutually respectful relationship, honoring the self-determination of individuals, families, communities, organizations.

03. Skillfully and respectfully establish working relationships with clients and community partners in accord with social work values, and utilize those relationships in forging goals and positive outcomes.

04. Demonstrate the ability to develop relationships and manage power differentials in routine and challenging client and partner situations, in a manner that reflects core social work values.

05A. If the student is CFW, demonstrate skills (e.g., critical-thinking, interpersonal skills, and leadership) required for effectively engaging with children and families individually and in groups, the organizations serving them and/or their communities.

05B. If the student is IH, demonstrate skills (e.g., critical-thinking, interpersonal skills, and leadership) required for effectively engaging with clients/consumers of integrated health care individually and in groups, their families, the organizations serving them and/or their communities.

05C. If the student is AA, demonstrate skills (e.g., critical-thinking, interpersonal skills, and leadership) required for effectively engaging with adults and older adults individually and in groups, their families, the organizations serving them, and/or their communities.

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. Seeks information on the strengths of individuals, families, and communities

02. Applies multidisciplinary, multidimensional, and multicultural assessment methods.

03. Uses standardized (as available and appropriate), culturally-sensitive assessment tools to make meaningful discriminations for intervention planning.

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

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

06A. If the student is CFW, demonstrate the ability to use multiple sources, including formal and assessment systems, to formulate an appropriate micro and/or macro intervention plan which recognizes the strength of children and families.

06B. If the student is IH, demonstrate the ability to use multiple sources, including formal and assessment systems, to formulate an appropriate micro and/or macro intervention plan which recognizes the strength of clients/consumers of integrated health care.

06C. If the student is AA, demonstrate the ability to use multiple sources, including formal and assessment systems, to formulate an appropriate micro and/or macro intervention plan which recognizes the strength of adults and older adults.

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. Knows, applies, and/ or advocates for prevention strategies (e.g., mother-infant care, Healthy Start, parent education, youth development programs, couple's education, senior socializing programs).

02. Seeks-out, critiques, and applies evidence-based (published research studies) prevention, intervention, or recovery programs.

03. Adapts treatment and prevention models (while maintaining fidelity to research tested protocols) relevant to the target populations.

04. Applies prevention, intervention, and/ or recovery strategies at the appropriate intervention levels (individual, family, school, agency community, or larger context).

05. Plans and/ or facilitates appropriate transitions and endings and, when available, evidence-based protocols (e.g. relapse prevention).

06. Comfortably move among the roles of a social worker in advanced practice settings and intervene effectively in those roles, including enhancing client's strengths, acting as a client advocate, and skillfully handling transitions and terminations.

07. Shape social work interventions that demonstrate effective balance of multiple social worker roles and phases of service that recognize client strengths and self-determination.

08A. If the student is CFW, critically analyze and use appropriate evidenced-based tools and strategies in interventions with children and families at all levels of social work practice.

08B. If the student is IH, critically analyze and use appropriate evidenced-based tools and strategies in interventions with clients/consumer of integrated health care at all levels of social work practice.

08C. If the student is AA, critically analyze and use appropriate evidenced-based tools and strategies in interventions with adults and older adults at all levels of social work practice.

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. Calculates the impact of treatment, prevention, and recovery programs by assessing progress, outcomes, and maintenance of gains over time.

02. Applies objective and systematic evaluation strategies and as appropriate, standardized tools.

03. Consistently employs reliable and valid methods for monitoring and evaluating practice interventions and uses the results to improve social work policy and practice.

04A. If the student is CFW, evaluate the process and/or outcomes of interventions with children and families at all levels of social work practice.

04B. If the student is IH, evaluate the process and/or outcomes of interventions with clients/consumers of integrated health at all levels of social work practice.

04C. If the student is AA, evaluate the process and/or outcomes of interventions with adults and older adults at all levels of social work practice.

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.

PPSC Hours - Students are required to meet 600 hours by the end of both Fall and Spring Semesters combined.

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

Field Instructor First Name

Field Instructor Last Name

S11 - 03 **Student Commentary** - If you have any questions or comments regarding the answers being submitted in the Spring Comprehensive Skills Evaluation (Step 10) from your field instructors' submission, please address them using the box below.

S11 - 04 **Student Signature** - Please sign below to confirm that you have reviewed the Field Instructors' Spring Comprehensive Skills Evaluation (Step 10), commented if needed, and verify that all information provided on this form is accurate and true.

S11 - 05 **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