**Department of Social Work**

**Foundation Year- CalSWEC IV-E**

**Learning Agreement and Comprehensive Skills Evaluation**

**Fall and Spring**

**Instructions for Rating MSW Interns:**

**Southern California Consortium of Schools of Social Work**

CSU Dominguez Hills Azusa Pacific University

CSU Fullerton Loma Linda University

CSU Long Beach University of California Los Angeles

CSU Los Angeles CSU Northridge

CSU San Bernardino CSU San Marcos

San Diego State University

**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, student’s 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

**Expectations of Foundation Year MSW Interns:**

**Fall Semester Students** should be at **Level** **1** or **Level 2**. Please contact Faculty Liaison if student is at **Level 0** in any objective.

**Spring Semester Students** should demonstrate skills at **Level 2 or 3**. Please contact Faculty Liaison if Student is below Level 2 in any objective.

***NARRATIVE SECTIONS:*** *Please comment on areas that need work, as well as on strengths. Comments are* ***required*** *when using* ***0 and 4****.*

**Learning Agreement Outline (To be completed at the beginning of the Academic Year)**

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| **I. Identifying Information** |
| [ ]  1st Year Full Time [ ]  1st Year Irvine |
| Student Name: |
| Student Email: |
| Student Phone: |
| Faculty Field Liaison: |
| Faculty Email: |
| Faculty Phone: |
| Agency Name: |
| Agency Address: |
| Field Instructor: |
| Field Instructor Email: |
| Field Instructor Phone: |

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| **II. The Agency and the Community** |
| ***(Agency)***A. Describe the agency’s mission |
| B. Describe the organizational structure: |
| C. List the services provided to community: |
| D. Describe the general demographics (ethnicity, race, socio-economic status, age) of the agency’s clients: |
| ***(Community)*** E. Describe the geographic location of your agency:  |
| F. Describe the general demographics (ethnicity, race, socio-economic status, age) of the community (if different from D above):  |
| G. Describe the community’s need for resources (in addition to what the agency provides): |
| H. Describe the community’s perception of the agency: |
| I. List other agencies to which referrals are made: |
| J. Who (Field Instructor?) or what (agency brochure?) were your sources of information: |

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| **III. General Time Management** |
| A. List the days and hours in field placement: |
| B. List the day and time that process recordings are due: |
| C. List the day, time, and length of individual field instruction: |
| D. List day and time of group supervision conference, if applicable: |
| E. List the name(s) of preceptor(s) and/or contact person in field instructor’s absence: |
| F. If the plan is for you to rotate or change programs in the agency, specify the time frame for the rotation: |

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| **IV. Field Education Assignments (check those that the student will be exposed during field placement)** |
| A. Check all direct practice field education assignments: |
| [ ]  Adults [ ] Individuals [ ] Information and Referral [ ] Discharge Planning [ ] Diagnostic Assessment[ ] Families [ ] Advocacy [ ] Treatment Planning [ ] Older Adults [ ] Crisis Intervention[ ] Children [ ] Groups [ ] Community Networking Linkages [ ] Inter/Multidisciplinary Team Meetings[ ] Short Term Intervention [ ] Adolescents [ ] Couples [ ] Case Management [ ] Psychosocial Assessment [ ] Long Term Intervention [ ] Other: |
| B. Check all macro practice field education assignments |
| [ ] Task Forces [ ] Quality Assurance [ ] Inter/Multidisciplinary Team Meetings [ ] Fiscal Budgetary Issues [ ] Committee Assignments [ ] Grant Writing [ ] Agency Staff Meetings [ ] Community Networking Linkages [ ] Program Development [ ] Consultation [ ] Macro Project:[ ] Program Evaluation [ ] Case Conferences [ ] Other: |
| C. Check other learning experiences: |
| [ ] Seminars, In-Service Training, Conferences [ ] Other: |

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| **V. 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 do you need to enhance your self-awareness to become a more effective social worker? |

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| **VI. Student’s Expectations for Supervision in Field Instruction** |
| 1. Describe your expectations of the supervision process:
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| 1. Describe your expectations of yourself in the supervision process:
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| 1. Describe your expectations of your Field Instructor:
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| 1. Describe your expectations of your Preceptor (if applicable):
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| **VII. Field Instructor Teaching Plan (to be written by the Field Instructor)** |
| 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 maximize diversity in your case assignments for each student. |
| C. Describe your plan for the use of a preceptor with your student (if applicable). Include the role of the preceptor and your plan to monitor and evaluate this experience. |

**Orientation Checklist**

**Agency Overview**

 Review agency vision and mission/purpose statement

 Tour of agency

 Introductions to colleagues, support staff, and administration

 Review organizational structure

 Review the role of the agency in relation to the community and its resources

 Review security and/or safety procedures and protocol

### Agency Policies and Protocols

 Review office procedures, supplies, and provisions

 Review telephone and communication/computer utilization

 Review intake/admissions/eligibility policy and procedures

 Review internal communication

 Review parking details

 Review mileage policy

 Review agency, department, and/or unit meeting schedule

 Review client record/charting, policies and procedures

 Review forms for documentation/accountability

 Review regulations regarding confidentiality, release of information, etc.

 Review client fees/payment schedule

 Review client emergency protocol

 Review child or elder abuse reporting protocol

 Review work schedule, including lunch and breaks

 Review information/referral policy

 Review agency policy regarding harassment

 Review agency policy regarding discrimination

 Review agency policy regarding the *Americans with Disabilities Act*

 Review agency policy regarding OSHA

 Review agency policy regarding HIPAA

### Field Instructor/Student Responsibilities

 Review expectations for supervision and schedule

 Review educationally based recording schedule

 Review use of preceptor (if applicable)

 Review plan for diversity/multi-cultural experiences

 Review plan for monitoring of student hours (by both field instructor and student)

 Review agency training or staff development opportunities

 Review student’s personal safety issues and concerns and strategies to deal with them

Signatures:

Field Instructor Date

Student Date

**Comprehensive Skills Evaluation**

**Fall Semester**

Students are required to complete a minimum of 250 hours of service learning during the fall semester. The Faculty Liaison may add hours from other learning experiences (such as Field Readiness Training and the Community Immersion Exercise). Students must complete these hours by the end of the fall semester in order to receive a grade of Credit for MSW 540.

**Number of hours completed in the Field Placement:** Click here to enter text.

**Number of hours added by Faculty Liaison:** Click here to enter text.

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Field Instructor Signature Date

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Preceptor Signature Date

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Faculty Liaison Signature Date

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Student Signature Date

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

**Comprehensive Skills Evaluation**

**Spring Semester**

Students are required to complete a minimum of 275 hours of service learning during the fall semester. The Faculty Liaison may add hours from other learning experiences (Social Work Month, Box City, etc.). Students must complete these hours by the end of the spring semester in order to receive a grade of Credit for MSW 541.

**Number of hours completed in the Field Placement:** Click here to enter text.

**Number of hours added by Faculty Liaison:** Click here to enter text.

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Field Instructor Signature Date

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Preceptor Signature Date

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Faculty Liaison Signature Date

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Student Signature Date

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

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| **LEARNING AGREEMENT INSTRUCTIONS: The shaded areas under each competency are the Learning Agreement Plan activities. At the beginning of the academic year, 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 add more rows if needed.** |

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|  **COMPETENCY #1 – ETHICAL AND PROFESSIONAL BEHAVIOR:****INTERN DEMONSTRATES ETHICAL AND PROFESSIONAL BEHAVIOR.** |
| ***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #1:*** |
| 1. Demonstrates professional social work roles and boundaries.
 | Choose an item. | Choose an item. |
| 1. Demonstrates professional demeanor in behavior, appearance and in oral, written and electronic communication.
 | Choose an item. | Choose an item. |
| 1. Demonstrates professional time management skills and accountability: punctuality, attendance, paperwork and assignments.
 | Choose an item. | Choose an item. |
| 1. 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.
 | Choose an item. | Choose an item. |
| 1. Uses emotional self-regulation to manage personal values and maintain professionalism in practice situations and practice self-correction and reflection in action while pursing ongoing professional development.
 | Choose an item. | Choose an item. |
| 1. 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.
 | Choose an item. | Choose an item. |
| 1. Uses technology ethically and appropriately to facilitate practice outcomes.
 | Choose an item. | Choose an item. |
| **CF 1.a.** **Demonstrate ethical reasoning and self-reflection, demonstrate adherence to child welfare-related laws, policies, and procedures. (See related Competency 5.)** | Choose an item. | Choose an item. |
| **CF 1.b.****Begin to engage in active dialogue with practicum faculty/instructors regarding child welfare field placement agency policies and culture around behavior, appearance, communication, and the use of supervision.**  | Choose an item. | Choose an item. |
| **CF 1.c.****Begin to develop and sustain respectful and effective collaborative relationships with colleagues and community stakeholders, including those with lived experience within the child welfare system.**  | Choose an item. | Choose an item. |
| **CF 1.d.****Begin to manage professional boundary issues and other challenges arising in the course of child welfare work, particularly ambiguities presented by home visits, support at visitation centers, transportation of children, youth, and families, and other highly involved and potentially emotionally triggering situations.**  | Choose an item. | Choose an item. |
| **CF 1.e.****Begin to develop and sustain relationships with interdisciplinary team members, including social workers, placement settings, primary care doctors, psychiatrists, behavioral health specialists, substance abuse treatment staff, Tribes, Tribal agencies, Tribal Courts, state court systems, and others, that reflect clear understanding of their roles in public child welfare settings.**  | Choose an item. | Choose an item. |
| **CF 1.f.****Begin to explore and discuss both knowledge of the history and evolution of child welfare practice in the United States and California, and a commitment to lifelong learning around this practice.**  | Choose an item. | Choose an item. |
| **CF 1.g.****Learn about and follow all ethical guidelines and legal mandates in the use of technology in order to maintain the confidentiality of all personal, child welfare-related, and health-related information.** | Choose an item. | Choose an item. |

**Comments (required for ratings of 0 and 4:**

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| **COMPETENCY # 2 – DIVERSITY AND DIFFERENCE** **INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE** |
| ***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #2:*** |
| 1. Applies self-awareness and self –regulation to eliminate the influence of personal biases and values in working with diverse client systems.
 | Choose an item. | Choose an item. |
| 1. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in their practice with diverse client systems.
 | Choose an item. | Choose an item. |
| 1. 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.
 | Choose an item. | Choose an item. |
| 1. Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities and colleagues.
 | Choose an item. | Choose an item. |
| 1. Demonstrates effective written communication in working with individuals, families, groups, organizations, communities and colleagues.
 | Choose an item. | Choose an item. |
| **CF 2.a.****Develop an understanding of the systematic effects of discrimination, oppression, and stigma on the quality and delivery of child welfare services, and identify and advocate for policy changes needed to address these issues.**  | Choose an item. | Choose an item. |
| **CF 2.b.****Begin to advocate for a social justice practice framework in public child welfare, and support self-advocacy for children, youth, young adults, and families receiving child welfare services.**  | Choose an item. | Choose an item. |
| **CF 2.c.****Demonstrate beginning ability to work effectively in interdisciplinary collaborations to develop and provide interventions that confront stigma and discrimination, and provide integrated care to meet the specific needs of diverse children and families involved in the child welfare system.** | Choose an item. | Choose an item. |
| **CF 2.d.****Learn to integrate into all aspects of policy and practice sensitivity to the reality that fundamental rights, including freedom and privacy, may be compromised for children, youth, and families who are receiving services within the child welfare system.**  | Choose an item. | Choose an item. |

**Comments (required for ratings 0 and 4):**

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| **COMPETENCY # 3 – SOCIAL JUSTICE AND HUMAN RIGHTS** **INTERN ADVANCES HUMAN RIGHTS, SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE** |
| ***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #3*:** |
| 1. Applies their understanding of social justice to advocate for human rights.
 | Choose an item. | Choose an item. |
| 1. Engages in practices that advance social and economic justice.
 | Choose an item. | Choose an item. |
| 1. Develops case planning strategies to address discrimination, barriers, gaps and fragmentation that impede client access, functioning, and optimum use of resources and opportunities.
 | Choose an item. | Choose an item. |
| **CF 3.a.****Learn to critically analyze of the interpersonal, community, and social structural causes and effects of disproportionality, disparities, and inequities in public child welfare.**  | Choose an item. | Choose an item. |
| **CF 3.b.****Begin to show evidence of respectful awareness and understanding of the challenges of being a member of a marginalized class within the context of child development and child welfare settings** | Choose an item. | Choose an item. |
| **CF 3.c.****Begin to demonstrate knowledge of diverse cultural norms and traditional methods of raising children, and an applied understanding of how these realities affect work with families from diverse backgrounds.**  | Choose an item. | Choose an item. |
| **CF 3.d.****Learn to develop and use practice methods that acknowledge, respect, and address how individual and cultural values, norms, and differences impact the various systems with which children, youth, and families interact, including, but not limited to, family systems, community systems, public child welfare systems, school/educational systems, Tribes, Tribal agencies, and Tribal Courts, juvenile justice, criminal justice, and court systems, integrated behavioral health care systems, and medical systems.** | Choose an item. | Choose an item. |
| **CF 3.e.****Learn about and adhere to relevant laws, policies, procedures, and government-to-government relationships with Tribes when serving American Indian/Alaska Native children and families.**  | Choose an item. | Choose an item. |

**Comments (required for ratings 0 and 4):**

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| **COMPETENCY #4 RESEARCH AND PRACTICE****INTERN ENGAGES IN PRACTICE-INFORMED RESEARCH AND RESEARCH –INFORMED PRACTICE** |
| ***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #4* :** |
| 1. Uses practice experience to inform scientific inquiry and research.
 | Choose an item. | Choose an item. |
| 1. Uses and translates research findings to inform and improve practice, policy and service delivery.
 | Choose an item. | Choose an item. |
| 1. Demonstrates a beginning capacity and skills to gather and synthesize practice evaluation findings, including client feedback, to support and increase the professional knowledge base.
 | Choose an item. | Choose an item. |
| 1. Demonstrates knowledge of how to consult and utilize research evidence to inform ongoing practice and policy at all levels.
 | Choose an item. | Choose an item. |
| **CF 4.a.****Demonstrate a beginning capacity and skills to gather and synthesize Begin to demonstrate the ability to understand, interpret, and evaluate the benefits and limitations of various evidence based and evidence-informed treatment models as they influence child welfare practice.**  | Choose an item. | Choose an item. |
| **CF 4.b.****Learn to engage in critical analysis of research findings, practice models, and practice wisdom that inform child welfare practice, including how research practices have historically failed to address the needs and realities of exploited, oppressed, and/or disadvantaged communities, and how cross-cultural research practices can be used to enhance equity.**  | Choose an item. | Choose an item. |
| **CF 4.c.****Learn to communicate research findings, conclusions, and implications, as well as their applications to child welfare practice across a variety of professional interactions with children, youth, young adults, families, and multidisciplinary service providers.**  | Choose an item. | Choose an item. |
| **CF 4.d****Begin to apply research findings to child welfare practice with individuals, families, and communities and to the development of professional knowledge about the field of child welfare.**  | Choose an item. | Choose an item. |

**Comments (required for ratings 0 and 4):**

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| **COMPETENCY # 5 – POLICY PRACTICE****INTERN ENGAGES IN POLICY INFORMED PRACTICE** |
| ***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #5*:** |
| 1. Assesses how social welfare policy affects the delivery of and access to social services.
 | Choose an item. | Choose an item. |
| 1. Critically analyzes and promotes policies that advance human rights and social and economic justice.
 | Choose an item. | Choose an item. |
| 1. Collaborates within and across disciplines for effective policy action.
 | Choose an item. | Choose an item. |
| 1. Demonstrates ability to identify and to engage stakeholders to collaborate for effective policy formulation and action.
 | Choose an item. | Choose an item. |
| **CF 5.a.****Become familiar with relevant statutes and civil codes, and the roles of relevant policy entities:*** 1. **Child welfare-relevant California Welfare and Institutions Code**
	2. **Children’s Bureau Policy Manual, Child and Family Services Review process, and other child welfare-relevant Children’s Bureau policy guidance**
	3. **Continuum of Care Reform efforts authorized through Senate Bill (SB) 1013 (Statutes of 2012)**
	4. **Indian Child Welfare Act of 1978**
	5. **Families First Prevention Services Act of 2018**
	6. **Other current child welfare-relevant legislation and policies**
 | Choose an item. | Choose an item. |
| **CF 5.b.****Begin to understand and adhere to local policies and procedures that influence child welfare practice.**  | Choose an item. | Choose an item. |
| **CF 5.c.****Learn to engage with the political and legislative arena of public child welfare through involvement with relevant activities utilizing a social justice, anti-racist, and anti-oppressive lens, including, but not limited to:** * 1. **Maintaining ongoing familiarity with changes to child welfare-related legislation and the rationale for such changes, including reviewing recent All County Letters (ACLs) and All County Information Notices (ACINs) on the California Department of Social Services (CDSS) website;**
	2. **Reading, analyzing, and communicating in speech and writing about proposed legislation relevant to the field of child welfare; and**
	3. **Attending Legislative Lobby Day events in Sacramento.**
 | Choose an item. | Choose an item. |
| **CF 5.d.****Begin to utilize policy knowledge to effectively develop, implement, and/or evaluate agency, local, state, and federal policies that advance human rights and social, racial, economic, and environmental justice in the course of child welfare practice.**  | Choose an item. | Choose an item. |

**Comments (required for ratings 0 and 4):**

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| **COMPETENCY #6 – ENGAGEMENT****INTERN ENGAGES WITH INDIVIDUALS, GROUPS, ORGANIZATIONS AND COMMUNITIES** |
| ***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #6:*** |
| 1. Applies knowledge of human behavior and the social environment to engage with individuals, families, groups, organizations and communities.
 | Choose an item. | Choose an item. |
| 1. Uses knowledge of practice context to shape engagement with client systems.
 | Choose an item. | Choose an item. |
| 1. Uses empathy, self-regulation and interpersonal skills to engage diverse client systems.
 | Choose an item. | Choose an item. |
| 1. Demonstrates the ability to work with individuals, families and groups to identify and work towards accomplishment of shared goals.
 | Choose an item. | Choose an item. |
| **CF 6.a.****Begin to appropriately engage and activate children, youth, young adults, families, other care providers, Tribes, and communities in the development and coordination of case plans oriented toward safety, permanency, and wellbeing.**  | Choose an item. | Choose an item. |
| **CF 6.b.****Learn to effectively utilize interpersonal skills to engage children, youth, young adults, families, other care providers, Tribes, and communities in culturally responsive, whole-person, consumer-driven, and family-oriented care that addresses mutually agreed upon service goals; employ differential engagement techniques considering the voluntary/involuntary nature of the family members’ interactions with the agency, and other factors such as trauma experiences.**  | Choose an item. | Choose an item. |
| **CF 6.c.****Begin to recognizing the complex nature of concurrent planning in child welfare, to ensure that communications regarding mutually agreed upon case plans with children, youth, young adults, and families are both sensitive and transparent.**  | Choose an item. | Choose an item. |
| **CF 6.d.****Learn to manage affective responses and exercise good judgment around engaging with resistance, traumatic response, and other potentially triggering situations in children, youth, young adults, families, and other care providers.**  | Choose an item. | Choose an item. |

**Comments (required for ratings 0 and 4):**

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| **COMPETENCY #7 – ASSESSMENT****INTERN ASSESSES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**  |
| ***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #7*:** |
| 1. 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.
 | Choose an item. | Choose an item. |
| 1. Collects, organizes, and critical analyzes and interprets information from individuals, families, groups, organizations and communities.
 | Choose an item. | Choose an item. |
| 1. Develops mutually agreed-on intervention goals and objectives.
 | Choose an item. | Choose an item. |
| 1. Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preference of the individual, family, group, community or organization.
 | Choose an item. | Choose an item. |
| 1. Demonstrates capacity to conduct a comprehensive, collaborative, unbiased assessment that follows legal and ethical guidelines and identifies strengths and needs.
 | Choose an item. | Choose an item. |
| **CF 7.a.****Begin to identify, understand, and implement appropriate child welfare screening and assessment tools.**  | Choose an item. | Choose an item. |
| **CF 7.b.****Learn to include assessment data from all relevant parties and systems to inform appropriate and comprehensive assessment of intervention needs, while considering the voluntary/involuntary nature of family interactions. Relevant parties/systems may include, but are not limited to, children, family systems, community systems, public child welfare systems, school/educational systems, juvenile justice, criminal justice, and court systems, Tribal systems, behavioral health care systems, and medical care systems.** | Choose an item. | Choose an item. |
| **CF 7.c.****Learn to engage in effective and ongoing critical analysis of child welfare assessment data that:** 1. **Reflects child, youth, young adult, family, and support systems’ strengths and desires;**
2. **Acknowledges the effects of intervention on family and community members;**
3. **Addresses the impacts of trauma, adverse health conditions, and co-occurring disorders; and**
4. **Culminates in assessments that incorporate principles of safety, permanency, and well-being within the framework of teaming and respectful engagement.**
 | Choose an item. | Choose an item. |
| **CF 7.d.****Learn to document and maintain all child welfare assessment data responsibly and balance the need for such data with child, youth, young adult, and family privacy concerns, recognizing the nature of mandated services and the need for accurate assessment data.**  | Choose an item. | Choose an item. |

**Comments (required for ratings 0 and 4):**

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| **COMPETENCY #8 – INTERVENTION:****INTERN INTERVENES WITH INDIVIDUALS, FAMILIES , GROUPS, ORGANIZATIONS AND COMMUNITIES** |
| ***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #8*:** |
| 1. Implements interventions to achieve practice goals and enhance capacities of client systems, organizations and communities.
 | Choose an item. | Choose an item. |
| 1. Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
 | Choose an item. | Choose an item. |
| 1. Negotiates, mediates, and advocates on behalf of client systems, organizations and communities.
 | Choose an item. | Choose an item. |
| 1. Facilitates effective transitions and endings that advance mutually agreed-on goals. Demonstrates capacity to sensitively terminate work.
 | Choose an item. | Choose an item. |
| **CF 8.a.****In partnership with children, youth, young adults, families, and Tribes, learn to develop appropriate case plans based on key principles and contemporary theories/models of child welfare with a focus on safety, permanency, and well-being. Plans should:** * 1. **Reflect cultural humility and acknowledgement of individualized needs;**
	2. **Incorporate child and family strengths;**
	3. **Utilize community resources and natural supports;**
	4. **Incorporate multidisciplinary team supports and interventions;**
	5. **Focus on permanency and concurrent planning; and**
	6. **Consider multiple systems interactions and complex family relationships involving the maltreatment that initiated the family’s involvement with the child welfare system.**
 | Choose an item. | Choose an item. |
| **CF 8.b.****Begin to apply the principles of teaming, engagement, inquiry, advocacy, and facilitation within interdisciplinary teams to the work of supporting children, youth, young adults, family members, and service providers to accomplish intervention goals.**  | Choose an item. | Choose an item. |
| **CF 8.c.****Begin to demonstrate effective case management skills with families with the goals of safety, permanency, and wellbeing. This may include referring families to services, preparing for and participating in judicial determinations, supporting safe visitation, developing effective case plans and case plan updates, and the development of concurrent plans for permanency. When necessary, this may include demonstrating knowledge and sensitivity around the process of terminating parental rights.** | Choose an item. | Choose an item. |
| **CF 8.d.****Learn to effectively plan for interventions in ways that incorporate thoughtfully executed transitions during time-limited internships, recognizing that families’ needs for support may continue beyond these time periods.** | Choose an item. | Choose an item. |

**Comments (required for ratings 0 and 4):**

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| **COMPETENCY # 9 – EVALUATION****INTERN EVALUATES PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**  |
| ***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #9*:** |
| 1. Selects and uses appropriate methods for evaluation of outcomes.
 | Choose an item. | Choose an item. |
| 1. Critically analyzes, monitors, and evaluates intervention processes and outcomes.
 | Choose an item. | Choose an item. |
| 1. Applies evaluation findings to improve practice effectiveness.
 | Choose an item. | Choose an item. |
| 1. Demonstrates beginning ability to systematically monitor, analyze and evaluate interventions, applying a knowledge-for-action approach to determine future action.
 | Choose an item. | Choose an item. |
| **CF 9.a.****Learn to record, track, and monitor assigned cases accurately and according to field education agency policies and guidelines in Child Welfare Statewide Automated Child Welfare Information System (SACWIS).**  | Choose an item. | Choose an item. |
| **CF 9.b.****Begin to conduct accurate process and outcome data analysis of engagement, assessment, and interventions in child welfare practice.**  | Choose an item. | Choose an item. |
| **CF 9.c.****Learn to use evaluation results to develop recommendations for improved interdisciplinary team coordination, as well as agency and community-level policies to best support families and the systems that serve them.**  | Choose an item. | Choose an item. |
| **CF 9.d.****Learn to share both the purposes of such data collection and the overall results of data analysis with children, youth, young adults, and families whenever possible, with the goal of engaging them more meaningfully in the evaluation process.**  | Choose an item. | Choose an item. |

**Comments (required for ratings 0 and 4):**

###### **1ST YEAR COMPREHENSIVE SKILLS EVALUATION**

**Summarize overall assessment strengths and areas needing further development:**

**Fall Semester:**

###### **1ST YEAR COMPREHENSIVE SKILLS EVALUATION**

**Summarize overall assessment strengths and areas needing further development:**

**Spring Semester:**