**Department of Social Work**

 **Concentration Year**

**Learning Agreement and Comprehensive Skills Evaluation**

**Fall and Spring**

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

**Instructions for Rating MSW Interns:**

**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** **2** or **Level 3**. Please contact Faculty Liaison if student is **below** **Level 2** in any objective.

**Spring Semester Students** should demonstrate skills at **Level 3 or 4**. Please contact Faculty Liaison if Student is **below Level 3** 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** |
| [ ]  2nd Year Full Time [ ]  2nd 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. Students must complete these hours by the end of the fall semester in order to receive a grade of Credit for MSW 542.

**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 543.

**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. 4. Uses supervision and consultation effectively to advance his/her existing social work skills.
 | Choose an item. | Choose an item. |
| 1. Actively seeks-out and acts upon opportunities in social work practice.
 | Choose an item. | Choose an item. |
| 1. 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.
 | Choose an item. | Choose an item. |
| 1. Recognizes and manages personal values and biases in ways that allow professional values to guide practice.
 | Choose an item. | Choose an item. |
| 1. Recognizes and tolerates ambiguity in resolving ethical conflicts.
 | Choose an item. | Choose an item. |
| 1. Applies strategies of ethical reasoning to arrive at principled decisions.
 | Choose an item. | Choose an item. |
| 1. Discusses complex ethical issues in both written and oral communication.
 | 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 less than 2 in fall and less than 3 in spring):**

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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. 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.
 | Choose an item. | Choose an item. |
| 1. 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.
 | Choose an item. | Choose an item. |
| 1. Demonstrates self-awareness in eliminating the influence of personal biases and values in working with diverse groups, including treating clients with dignity and respect.
 | Choose an item. | Choose an item. |
| 1. Views self as a student of cultural differences and those s/he works with as cultural experts.
 | Choose an item. | Choose an item. |
| 1. Apply appropriate engagement, assessment and interventions – including prevention strategies – which are relevant and sensitive to the needs and characteristics of specific target groups.
 | 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 less than 2 in fall and less than 3 in spring):**

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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. 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.
 | Choose an item. | Choose an item. |
| 1. 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.
 | Choose an item. | Choose an item. |
| 1. Takes action to promote social and economic justice.
 | Choose an item. | Choose an item. |
| 1. Advocate at multiple levels for equal access to services for underserved populations.
 | 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 less than 2 in fall and less than 3 in spring):**

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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. Seeks, critiques and applies research findings for effective prevention, treatment and/ or recovery practices.
 | Choose an item. | Choose an item. |
| 1. Integrates research findings and professional judgment to improve practice, policy and social service delivery.
 | Choose an item. | Choose an item. |
| 1. Evaluates their own practice for effectiveness and improvement.
 | Choose an item. | Choose an item. |
| 1. Demonstrates knowledge of valid and reliable assessment tools, interventions and program outcomes for different groups, practice levels and contexts.
 | 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 less than 2 in fall and less than 3 in spring):**

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| **COMPETENCY # 5 – POLICY PRACTICE****INTERN ENGAGES IN POLICY INFORMED PRACTICE** |
| ***LEARNING OPPORTUNITIES AND STUDENT ACTIVITIES TO ACHIEVE COMPETENCY #5*:** |
| 1. Analyzes and advocates for policies that promote social well-being for individuals, families groups and communities.
 | Choose an item. | Choose an item. |
| 1. Collaborates with colleagues and clients for effective policy action.
 | Choose an item. | Choose an item. |
| 1. Demonstrates a sophisticated understanding of the role of policy and its impact on the agency client base.
 | Choose an item. | Choose an item. |
| 1. Identify trends among micro, mezzo and macro variables that affect advanced practice and provide leadership to respond to those trends in an effective and culturally competent ways.
 | 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 less than 2 in fall and less than 3 in spring):**

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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. Engage individuals, families & communities to identify clients’ goals & wishes while building upon the strengths of individuals, families & communities
 | Choose an item. | Choose an item. |
| 1. Develop a collaborative/ mutually respectful relationship, honoring the self-determination of individuals, families, communities, organizations.
 | Choose an item. | Choose an item. |
| 1. 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.
 | Choose an item. | Choose an item. |
| 1. 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.
 | 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 less than 2 in fall and less than 3 in spring):**

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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. Seeks information on the strengths of individuals, families and communities
 | Choose an item. | Choose an item. |
| 1. Applies multidisciplinary, multidimensional and multicultural assessment methods.
 | Choose an item. | Choose an item. |
| 1. Uses standardized (as available and appropriate), culturally-sensitive assessment tools to make meaningful discriminations for intervention planning.
 | Choose an item. | Choose an item. |
| 1. Consistently gathers qualitative and quantitative data from a variety of sources, from coherent meaning from the data, and use the resulting information to make recommendations and to plan interventions that meet the standards of generalist and child welfare social work practice.
 | Choose an item. | Choose an item. |
| 1. Create service plans that demonstrate data collection and assessment methods reflecting goal mutuality and respect for clients from diverse backgrounds.
 | 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 less than 2 in fall and less than 3 in spring):**

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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. Knows, applies and/ or advocates for prevention strategies (e.g., mother-infant care, Healthy Start, parent education, youth development programs, couples education, senior socializing programs)
 | Choose an item. | Choose an item. |
| 1. Seeks-out, critiques and applies evidence-based (published research studies) prevention, intervention, or recovery programs
 | Choose an item. | Choose an item. |
| 1. Adapts treatment and prevention models (while maintaining fidelity to research tested protocols) relevant to the target populations.
 | Choose an item. | Choose an item. |
| 1. Applies prevention, intervention, and/ or recovery strategies at the appropriate intervention levels (individual, family, school, agency community, or larger context.)
 | Choose an item. | Choose an item. |
| 1. Plans and/ or facilitates appropriate transitions and endings and, when available, evidence-based protocols. (e.g. relapse prevention)
 | Choose an item. | Choose an item. |
| 1. 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.
 | Choose an item. | Choose an item. |
| 1. Shape social work interventions that demonstrate effective balance of multiple social worker roles and phases of service that recognize client strengths and self-determination.
 | 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**

**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 less than 2 in fall and less than 3 in spring):**

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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. Calculates the impact of treatment, prevention and recovery programs by assessing progress, outcomes and maintenance of gains over time.  | Choose an item. | Choose an item. |
| 2. Applies objective and systematic evaluation strategies and as appropriate, standardized tools. | Choose an item. | Choose an item. |
| 3. Consistently employs reliable and valid methods for monitoring and evaluating practice interventions and use of the results to improve social work policy and practice. | 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 less than 2 in fall and less than 3 in spring):**

###### **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:**