

Student Name: _____

Agency: _____

Field Supervisor: _____

Best Contact Telephone Number: _____

For Faculty Advisor Use Only:

Fall Semester: Signed: Graded Online: _____ Advisor Initials

Spring Semester: Signed: Graded Online: _____ Advisor Initials

Returned to Field Office For Filing at Conclusion of Second Semester Hours:

- Please check () when you've signed off on the mid-year and final evaluations, verifying all field supervisor and student signatures are complete.
- Please check () that you've entered the grade online, or have made arrangements to provide
- Please check () that you've entered the workbook to the Field Office at the conclusion of the internship.

SPRINGFIELD COLLEGE SCHOOL OF SOCIAL WORK

Student's Field Practicum Workbook for Academic Year 2011 – 2012

First Practicum

To be used in conjunction with the Field Practicum Manual, 19th Edition, 2011 - 2012.

This workbook contains the documents the student and field supervisor need to monitor progress through the Field Practicum. One workbook per practicum is used.

RETAIN ALL DOCUMENTS IN THE WORKBOOK

Correct Mailing Address:

Springfield College School of Social Work
263 Alden Street
Springfield, MA 01109-3797

Due Dates

1. Faculty Advisor will review and sign Learning Contract at time of *First Site Visit*.
2. Student will submit entire Workbook to their Faculty Advisor by December 16, 2011 (with Mid-Year Evaluation completed and signed by Field Supervisor and student).
 - Faculty Advisor will review Workbook and submit grade for Fall semester if all materials and signatures are complete
3. Student will submit entire Workbook to their Faculty Advisor by May 4, 2012 (with Final Evaluation completed and signed by Field Supervisor and student).
 - Faculty Advisor will review Workbook and submit grade for Spring semester if all materials and signatures are complete and signed.

FIELD PRACTICUM WORKBOOK

Contents

Student Field Practicum Start-up Review Checklist	Page 2
First Practicum Learning Contract	Pages 3 – 22
Field Seminar Syllabi Excerpt	Pages 23 – 25
Proposal for Community Project	Page 26
Sample Faculty Agenda for Site Visit	Page 27
Field Practicum Time Sheets	Pages 28 – 31
Mid-Year Evaluation	Pages 32 – 56
Final Evaluation	Pages 57 – 79

Student and Field Supervisor Field Practicum Start-Up Review Checklist

Students and Field Supervisors may use this checklist to assure that the field practicum gets off to a good start. It is recommended that this checklist be completed in the first few days of the internship and no later than October 1. Faculty Advisors may review at the site visit.

1. Student and Field Supervisor have developed a schedule for hours to take place in each week for the full academic year, September to May. Yes _____ No _____

If "No", comments?: _____

2. Student and Field Supervisor have developed a weekly schedule for direct supervision by the supervisor. Yes _____ No _____

If "No", comments?: _____

3. The Learning Contract has been completed and signed by all parties. Yes _____ No _____
(NOTE: Faculty Advisors will likely not have visited by October 1).

If "No", comments?: _____

4. The student has been provided with an orientation to agency policies, including agency safety policies and protocols, and sexual harassment policies. Yes _____ No _____

If "No", comments?: _____

5. The Field Supervisor:

Meets with or will meet with the student for supervision regularly, as scheduled.

If "No", comments?: _____ Yes _____ No _____

Uses or will use the student's own written agenda during weekly supervision.

If "No", comments?: _____ Yes _____ No _____

Provides or will provide timely feedback on process recordings. Yes _____ No _____

If "No", comments?: _____

Assists or will assist the student in making connections with colleagues in the agency with whom the student needs to work to accomplish responsibilities. Yes _____ No _____

If "No", comments?: _____

Provides or will provide appropriate learning experiences (i.e., access to clients, groups).

If "No", comments?: _____ Yes _____ No _____

6. Other comments, questions, or concerns: _____

7. What are the student's and Field Supervisor's plans to fulfill the expectations noted, if necessary?

SPRINGFIELD COLLEGE SCHOOL OF SOCIAL WORK

FOUNDATION YEAR LEARNING CONTRACT

RULES OF PROFESSIONAL CONDUCT FOR ALL STUDENTS IN FIELD PRACTICUM EXPERIENCES REQUIRED BY SPRINGFIELD COLLEGE

- I. Student interns shall behave in a legal, ethical, and moral manner in the conduct of their Field Practicum Experience, maintaining both a personal and professional integrity, and avoiding any actions or involvement in procedures not approved by qualified supervisors which would cause harm to others.
- II. Student interns will understand their responsibilities and practice within the limits of their defined roles, training, and competencies as defined and approved in the Affiliation Agreement. They shall be expected to adhere to all agreed upon requirements with regard to attendance, required clock hours, and performance of duties as contracted or amended.
- III. Student interns shall respect the integrity and protect the welfare of the individuals and the groups with whom they work. They shall not misrepresent their roles or competencies to agency staff, clients, patients, or others. Professional concerns or problems with others shall be discussed with the agency or faculty advisor.
- IV. Student interns shall, at all times, respect the confidentiality of information about clients or patients in the course of their Field Practicum Experience. They also shall be aware of agency policies or guidelines relating to research or training with human subjects.
- V. Student interns will avoid undertaking any activity in which competency, personal problems, or conflicts of understanding are likely to lead to inadequate performance. If, or when, such a situation arises, they shall seek Field Supervisor or Faculty Advisor assistance to determine the appropriate course of action.
- VI. Student interns acknowledge having read the NASW Code of Ethics, the current Field Practicum Manual, and the current Student Handbook of Policies and Procedures.

I fully understand and agree to abide by these rules of professional conduct for students in a Field Practicum Experience.

Signed and witnessed on this date: _____

Field Practicum Student

Field Supervisor (witness)

- The Learning Contract is developed by student and Field Supervisor in consultation with Faculty Advisor as needed.
- Completed and signed by Field Supervisor and student no later than September 23.
- To be provided to Faculty Advisor for review and signature at Fall Site Visit.
- Attach additional pages if needed.

**DO NOT REMOVE THE LEARNING CONTRACT FROM
THE FIELD PRACTICUM WORKBOOK**

(Students and/or Field Supervisors may want to make copies for their own use.)

Student Name: _____

Weekday Program _____ Weekend Program _____ Employment-Based Practicum _____

Agency Name: _____

Address: _____ City: _____ State: _____

Field Supervisor: _____ Telephone: _____

Learning Contract Period: Begin _____ End _____ (Dates practicum is expected to begin and end)

REGULAR SCHEDULE OF PRACTICUM HOURS:

	Monday	Tuesday	Wednesday	Thursday	Friday	Other
AM	_____	_____	_____	_____	_____	_____
PM	_____	_____	_____	_____	_____	_____

Weekly supervision session is scheduled for: _____

BRIEF DESCRIPTION OF FIELD PRACTICUM ACTIVITIES AND RESPONSIBILITIES:

Size of Direct Service Caseload:

(Typically expected to be four to five individual cases or families. Caseload size will vary, depending on agency mission, complexity of cases, type of service provided, number of groups student is assigned, and other factors.)

Learning Contract Information and Signatures

- The Learning Contract details the areas of skill development expected of the student in the field practicum experience. Please read the content carefully and note the learning activities that will be used to assure students' have practiced and acquired the requisite skills.
- The Learning Contract should be made available to the Faculty Advisor for use during site visits to monitor learning and progress in skill development. An approval and signature is needed at the time of the first site visit.
- The completed and signed Learning Contract (retained in the Field Practicum Workbook) along with the completed and signed evaluations for that semester must be present in the Workbook at the conclusion of each semester in order for the student to receive grades for the field practicum experience from the Faculty Advisor.
- Renegotiation of portions of the Learning Contract may be initiated by any party, but changes must be agreed upon by all parties. Changes must be in writing and signed by all parties prior to implementation. See Learning Contract Supplement/Amendment for guidelines (last page of Learning Contract). Additional information may be documented as needed.

SIGNATURES:

“I agree to/approve the provisions that follow in this Learning Contract...”

Field Practicum Student **Date**

Field Supervisor **Date**

Faculty Advisor **Date**

☞ **Date(s) of student’s orientation to the agency, including safety policies and protocols and sexual harassment policies, as well as other relevant policies or training, such as addressing hazardous materials:**

TRAINING :	DATES:

Signed by Field Supervisor: _____

Signed by Student: _____

FOUNDATION YEAR

Foundation Year Field Experience Component #1A:

Direct Service with Individuals and Families – Client Engagement:

The student demonstrates effective social work engagement with clients and client systems, including assessment, beginning counseling, and referral skills.

1. College Mission: Spirit, Mind, Body

College Mission Emphasis: Helping Professions and Service to Humanity

School of Social Work Mission Emphases: Meeting universal human needs, mutually beneficial interaction between individuals and societal systems at all levels, economic and social justice, dignity and human rights.

The Council on Social Work Education (CSWE) has established standards for social work education. This course reflects the foundation year curriculum content described in the CSWE's 2008 Educational Policy and Accreditation Standards (EPAS). CSWE competencies are noted on field syllabi as EPAS. For additional reference, please see the *Student Handbook*.

The following CSWE EPAS competencies are reflected in Component 1A: Direct Service with Individuals and Families – Client Engagement.

Students will . . .

1. Identify as a professional social worker and conduct oneself accordingly. Practice behaviors associated with this competency:

- Advocating for client access to the services of social work
- Practicing personal reflection and self-correction to assure continual professional development
- Attending to professional roles and boundaries
- Demonstrating professional demeanor in behavior, appearance, and communication
- Engaging in career-long learning; and
- Using supervision and consultation.

(Educational Policy and Accreditation Standards [EPAS] 2.1.1)

2. Apply social work ethical principles to guide professional practice. Practice behaviors associated with this competency:

- Adhering to the standards of one's license or credentials
- Recognizing and managing personal values in a way that allows professional values to guide practice
- Making ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (1999) and, as applicable, of the International Federation of Social Workers/ International Association of School of Social Work Ethics in Social Work, Statement of Principles (2004)
- Tolerating ambiguity in resolving ethical conflicts
- Applying strategies of ethical reasoning to arrive at principled decisions.

(EPAS 2.1.2)

3. Apply critical thinking to inform and communicate professional judgments. Practice behaviors associated with this competency:

- Distinguishing, appraising and integrating multiple sources of knowledge, including research-based knowledge and practice wisdom
- Analyzing models of assessment, prevention, intervention and evaluation
- Demonstrating effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.

(EPAS 2.1.3)

- 4. Engage diversity and difference in practice. Practice behaviors associated with this competency:**
 - Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege or power
 - Gaining sufficient self-awareness to eliminate the influences of personal biases and values in working with diverse groups
 - Recognizing and communicating their understanding of the importance of differences in shaping life experiences
 - Viewing themselves as a learner and recognizing clients as the experts
(EPAS 2.1.4)

- 5. Promote human rights and social and economic justice. Practice behaviors associated with this competency:**
 - Understanding the forms and mechanisms of oppression and discrimination
 - Advocating for human rights and social and economic justice
 - Engaging in practices that advance social and economic justice.
(EPAS 2.1.5)

- 6. Engage in research-informed practice and practice-informed research. Practice behaviors associated with this competency:**
 - Using practice experience to inform scientific inquiry
 - Using research evidence to inform practice
(EPAS 2.1.6)

- 7. Apply knowledge of human behavior and the social environment. Practice behaviors associated with this competency:**
 - Using conceptual frameworks to guide the processes of assessment, intervention and evaluation
 - Critiquing and applying knowledge to understand person and environment.
(EPAS 2.1.7)

- 9. Respond to contexts that shape practice. Practice behaviors associated with this competency:**
 - Continually discovering, appraising and attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
 - Providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
(EPAS 2.1.9)

- 10. Engage, assess, intervene and evaluate individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency:**
 - Engagement
 - Substantively and affectively preparing for engagement with individuals, families, groups, organizations and communities
 - Using empathy and other interpersonal skills
 - Involving the client in goal-setting, focus of work and desired outcomes
 - Assessment
 - Collecting, organizing, and interpreting client data
 - Assessing client strengths and limitations
 - Developing mutually agreed on intervention goals and objectives
 - Selecting appropriate intervention strategies
 - Intervention
 - Initiating actions to achieve client and/or organizational goals and resolve problems
 - Implementing prevention interventions that enhance client capacities
 - Negotiating, mediating, and advocating for clients
 - Facilitating transitions and endings
 - Evaluation
 - Critically analyzing, monitoring, and evaluating interventions.
(EPAS 2.1.10)

Specific Conditions for Learning/Means of Assessment:

As part of the Learning Contract consider carefully what will be used to assess student competence in the areas above. Possible sources include:

Supervision discussions

Review of process recordings

Observation of student in practice with clients

Observation of student interacting with colleagues

Observation of student in groups of colleagues, such as team meetings

Observation of student presentations in agency or community contexts

Review of paperwork and/or reports completed by the student

Reports from colleagues

Results from a project taken on by the student

Other sources _____

Student will have the opportunity to engage in direct social work services with individuals and/or families. The number of individuals and/or families with whom the student will be able to engage is 4 – 5.

To reflect the nature of agency services and the individual learning needs of the student, this number of individuals/families may be reached over the course of the first semester, then maintained at 4 – 5 cases for the remainder of the internship. (See End of Semester Evaluations for detailed outcome expectations.)

Please describe the client population with whom the student will be engaged and the sample responsibilities expected of the student: _____

Estimated number of hours per week the student will be engaged in this field experience component: _____. Minimum expected by school is: **160 hours** for total internship (for both Field Experience Components 1A and 1B) of the 450 hours.

Foundation Year Field Education Expectations for Successful Completion of Field Experience Component 1A. The student demonstrates effective social work engagement with clients and client systems as evidenced by:

1. Practice with 4 – 5 individuals and/or families; activities encompass, at minimum, engagement, assessment, and beginning counseling and referral activities. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.9, 2.1.10)
2. Completion of a minimum of three comprehensive psychosocial assessments and development of appropriate intervention strategies each semester for a total of six clients or families. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.10)
3. Completion of process recordings presented to supervisor weekly using individual family, group or administrative meeting formats found in Field Manual Appendices. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.9, 2.1.10)

4. Production and presentation to faculty advisor of a minimum of two process recordings per semester that illustrate development of interactive interviewing and communication skills, including empathy, beginning social work analysis, and self-awareness as a professional social worker. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.9, 2.1.10)

If relevant, list other specific, direct practice behaviors, activities, and assignments related to working with clients with complex needs for the student during this practicum that will provide evidence of movement toward mastery of expected competencies:

**Foundation Year Field Experience Component 1B:
Direct Service with Individuals and Families – Multiple Systems:**

The student recognizes, articulates, and addresses the multi-systemic elements of clients' conditions and circumstances, including pressures and influences that create unequal access to services and fulfillment of basic and culturally-relevant human needs.

College Mission: Spirit, Mind, Body

College Mission Emphasis: Helping Professions, Service to Humanity, and Leadership

**School of Social Work Mission Emphases: Meeting universal human needs,
mutually beneficial interaction between individuals and societal systems at all levels,
economic and social justice, dignity and human rights.**

The Council on Social Work Education (CSWE) has established standards for social work education. This course reflects the foundation year curriculum content described in the CSWE's 2008 Educational Policy and Accreditation Standards (EPAS). CSWE competencies are noted on field syllabi as EPAS. For additional reference, please see the *Student Handbook*.

The following CSWE EPAS competencies are reflected in Component #1B: Direct Service with Individuals and Families – Multiple Systems.

Students will ...

- 1. Identify as a professional social worker and conduct oneself accordingly. Practice behaviors associated with this competency:**
 - Advocating for client access to the services of social work
 - Practicing personal reflection and self-correction to assure continual professional development
 - Attending to professional roles and boundaries
 - Demonstrating professional demeanor in behavior, appearance, and communication
 - Engaging in career-long learning; and
 - Using supervision and consultation.
(Educational Policy and Accreditation Standards [EPAS] 2.1.1)
- 2. Apply social work ethical principles to guide professional practice. Practice behaviors associated with this competency:**
 - Adhering to the standards of one's license or credentials
 - Recognizing and managing personal values in a way that allows professional values to guide practice
 - Making ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (1999) and, as applicable, of the International Federation of Social Workers/ International Association of School of Social Work Ethics in Social Work, Statement of Principles (2004)
 - Tolerating ambiguity in resolving ethical conflicts
 - Applying strategies of ethical reasoning to arrive at principled decisions.
(EPAS 2.1.2)

3. **Apply critical thinking to inform and communicate professional judgments. Practice behaviors associated with this competency:**
 - Distinguishing, appraising and integrating multiple sources of knowledge, including research-based knowledge and practice wisdom
 - Analyzing models of assessment, prevention, intervention and evaluation
 - Demonstrating effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.
(EPAS 2.1.3)

4. **Engage diversity and difference in practice. Practice behaviors associated with this competency:**
 - Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege or power
 - Gaining sufficient self-awareness to eliminate the influences of personal biases and values in working with diverse groups
 - Recognizing and communicating their understanding of the importance of differences in shaping life experiences
 - Viewing themselves as a learner and recognizing clients as the experts
(EPAS 2.1.4)

5. **Promote human rights and social and economic justice. Practice behaviors associated with this competency:**
 - Understanding the forms and mechanisms of oppression and discrimination
 - Advocating for human rights and social and economic justice
 - Engaging in practices that advance social and economic justice.
(EPAS 2.1.5)

6. **Engage in research-informed practice and practice-informed research. Practice behaviors associated with this competency:**
 - Using practice experience to inform scientific inquiry
 - Using research evidence to inform practice
(EPAS 2.1.6)

7. **Apply knowledge of human behavior and the social environment. Practice behaviors associated with this competency:**
 - Using conceptual frameworks to guide the processes of assessment, intervention and evaluation
 - Critiquing and applying knowledge to understand person and environment.
(EPAS 2.1.7)

9. **Respond to contexts that shape practice. Practice behaviors associated with this competency:**
 - Continually discovering, appraising and attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
 - Providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
(EPAS 2.1.9)

10. **Engage, assess, intervene and evaluate individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency:**
 - Engagement
 - Substantively and affectively preparing for engagement with individuals, families, groups, organizations and communities
 - Using empathy and other interpersonal skills
 - Involving the client in goal-setting, focus of work and desired outcomes
 - Assessment
 - Collecting, organizing, and interpreting client data
 - Assessing client strengths and limitations
 - Developing mutually agreed on intervention goals and objectives

- Selecting appropriate intervention strategies
- Intervention
 - Initiating actions to achieve client and/or organizational goals and resolve problems
 - Implementing prevention interventions that enhance client capacities
 - Negotiating, mediating, and advocating for clients
 - Facilitating transitions and endings
- Evaluation
 - Critically analyzing, monitoring, and evaluating interventions. (EPAS 2.1.10)

Specific Conditions for Learning/Means of Assessment:

As part of the Learning Contract consider carefully what will be used to assess student competence in the areas above. Possible sources include:

Supervision discussions

Review of process recordings

Observation of student in practice with clients

Observation of student interacting with colleagues

Observation of student in groups of colleagues, such as team meetings

Observation of student presentations in agency or community contexts

Review of paperwork and/or reports completed by the student

Reports from colleagues

Results from a project taken on by the student

Other sources _____

Students will have the opportunity to identify the multiple systems that affect individuals and families. Students will have the opportunity to coordinate services, make referrals, and intervene at multiple levels in multiple systems for clients and/or families. (See End of Semester Evaluations for detailed outcome expectations.)

Please describe the specific behaviors available in the agency by which the student will be able to identify and intervene in client systems (e.g., access to client files, consultation with agency colleagues, communication with professionals at related/referral agencies, etc.):

Estimated number of hours per week the student will be engaged in this internship component: _____. Minimum expected by school is **160 hours** for total internship (for both Field Experience Components 1A and 1B) of the 450 hours.

Foundation Year Field Education Expectations for Successful Completion of Field Experience Component 1B. The student recognizes, articulates, and addresses the multi-systemic elements of clients’ conditions and circumstances as evidenced by:

1. Practicing counseling activities, client advocacy, case management, interagency collaboration, and referral and treatment planning reflective of the ecological model of social work practice, person-in-environment, and a strengths perspective. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.9, 2.1.10)
2. Production of bio-psychosocial assessments that include comprehensive information consistent with the ecological model of social work practice, “person-in-environment”, and a strengths perspective. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.9, 2.1.10)

If relevant, list other specific, direct practice behaviors, activities, and assignments related to working with clients with complex needs for the student during this practicum that will provide evidence of movement toward mastery of expected competencies:

Foundation Year Field Experience Component 2: Group Work:

The student practices and demonstrates the skills necessary to conducting and, if possible, directly facilitating effective social work groups including both client helping groups and collegial administrative groups, using skills related to conflict management, development of cohesion and consensus, and movement toward group goals, as appropriate for the group.

College Mission: Spirit, Mind, Body

College Mission Emphasis: Helping Professions and Leadership

School of Social Work Mission Emphasis: Meeting universal human needs, mutually beneficial interaction between individuals and societal systems at all levels, economic and social justice, dignity and human rights.

The Council on Social Work Education (CSWE) has established standards for social work education. This course reflects the foundation year curriculum content described in the CSWE's 2008 Educational Policy and Accreditation Standards (EPAS). CSWE competencies are noted on field syllabi as EPAS. For additional reference, please see the *Student Handbook*.

The following CSWE EPAS competencies are reflected in Component #2: Group Work.

Students will ...

- 1. Identify as a professional social worker and conduct oneself accordingly. Practice behaviors associated with this competency:**
 - Advocating for client access to the services of social work
 - Practicing personal reflection and self-correction to assure continual professional development
 - Attending to professional roles and boundaries
 - Demonstrating professional demeanor in behavior, appearance, and communication
 - Engaging in career-long learning; and
 - Using supervision and consultation.
(EPAS 2.1.1)

- 2. Apply social work ethical principles to guide professional practice. Practice behaviors associated with this competency:**
 - Adhering to the standards of one's license or credentials
 - Recognizing and managing personal values in a way that allows professional values to guide practice
 - Making ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (1999) and, as applicable, of the International Federation of Social Workers/ International Association of School of Social Work Ethics in Social Work, Statement of Principles (2004)
 - Tolerating ambiguity in resolving ethical conflicts
 - Applying strategies of ethical reasoning to arrive at principled decisions.
(EPAS 2.1.2)

- 3. Apply critical thinking to inform and communicate professional judgments. Practice behaviors associated with this competency:**
 - Distinguishing, appraising and integrating multiple sources of knowledge, including research-based knowledge and practice wisdom

- Analyzing models of assessment, prevention, intervention and evaluation
- Demonstrating effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.
(EPAS 2.1.3)

4. Engage diversity and difference in practice. Practice behaviors associated with this competency:

- Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege or power
- Gaining sufficient self-awareness to eliminate the influences of personal biases and values in working with diverse groups
- Recognizing and communicating their understanding of the importance of differences in shaping life experiences
- Viewing themselves as a learner and recognizing clients as the experts
(EPAS 2.1.4)

5. Promote human rights and social and economic justice. Practice behaviors associated with this competency:

- Understanding the forms and mechanisms of oppression and discrimination
- Advocating for human rights and social and economic justice
- Engaging in practices that advance social and economic justice.
(EPAS 2.1.5)

6. Engage in research-informed practice and practice-informed research. Practice behaviors associated with this competency:

- Using practice experience to inform scientific inquiry
- Using research evidence to inform practice
(EPAS 2.1.6; SSW FC 6)

7. Apply knowledge of human behavior and the social environment. Practice behaviors associated with this competency:

- Using conceptual frameworks to guide the processes of assessment, intervention and evaluation
- Critiquing and applying knowledge to understand person and environment.
(EPAS 2.1.7)

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Practice behaviors associated with this competency:

- Analyzing, formulating and advocating for policies that advance social well-being
- Collaborating with colleagues and clients for effective policy action.
(EPAS 2.1.8)

9. Respond to contexts that shape practice. Practice behaviors associated with this competency:

- Continually discovering, appraising and attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- Providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
(EPAS 2.1.9)

10. Engage, assess, intervene and evaluate individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency:

- Engagement
 - Substantively and affectively preparing for engagement with individuals, families, groups, organizations and communities
 - Using empathy and other interpersonal skills
 - Involving the client in goal-setting, focus of work and desired outcomes

- Assessment
 - Collecting, organizing, and interpreting client data
 - Assessing client strengths and limitations
 - Developing mutually agreed on intervention goals and objectives
 - Selecting appropriate intervention strategies
- Intervention
 - Initiating actions to achieve client and/or organizational goals and resolve problems
 - Implementing prevention interventions that enhance client capacities
 - Negotiating, mediating, and advocating for clients
 - Facilitating transitions and endings
- Evaluation
 - Critically analyzing, monitoring, and evaluating interventions.
(EPAS 2.1.10)

Specific Conditions for Learning/Means of Assessment:

As part of the Learning Contract consider carefully what will be used to assess student competence in the areas above. Possible sources include:

Supervision discussions

Review of process recordings

Observation of student in practice with clients

Observation of student interacting with colleagues

Observation of student in groups of colleagues, such as team meetings

Observation of student presentations in agency or community contexts

Review of paperwork and/or reports completed by the student

Reports from colleagues

Results from a project taken on by the student

Other sources _____

Student will have the opportunity to engage in direct social work services with individuals and/or families. The number of individuals and/or families with whom the student will be able to engage is 4 – 5.

To reflect the nature of agency services and the individual learning needs of the student, this number of individuals/families may be reached over the course of the first semester, then maintained at 4 – 5 cases for the remainder of the internship. (See End of Semester Evaluations for detailed outcome expectations.)

Please describe the client population with whom the student will be engaged and the sample responsibilities expected of the student: _____

Estimated number of hours per week the student will be engaged in this field experience component: _____. Minimum expected by school is: **160 hours** for total internship (for both Field Experience Components 1A and 1B) of the 450 hours.

Conditions for Learning/Means of Assessment:

Student will have the opportunity to engage in one or more client helping groups (therapy, support, or psycho-education, etc.) as facilitator, co-facilitator, or agency intern/representative. (Student may move from intern/representative to co-facilitator to facilitator, if appropriate to agency setting and acquisition of individual skills, as appropriate, over the course of the internship.)

Student will have the opportunity to engage in one or more collegial/administrative groups (team meetings, committee work, etc.). Participation in these groups may link to the Community Work/ Project Field Experience Component. Student may facilitate or co-facilitate these groups or participate in them as a member. (See End of Semester Evaluations for detailed outcome expectations.)

Please describe the collegial/administrative group in which the student will be engaged (note if this/these groups will be linked to the student's community work project:

Estimated number of hours per week the student will be engaged in this field experience component: _____ . Minimum expected by school for total internship is: **160 hours of the 450 hours.**

Foundation Year Field Education Expectations for Completion of Field Experience Component 2. The student practices and demonstrates the skills necessary to conducting and facilitating effective social work groups, both client helping groups and collegial administrative groups, as evidenced by:

1. Participation in a client-focused helping group (therapy, support, psycho- education, information provision, or other) as co-facilitator, facilitator, or agency intern representative. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.9, 2.1.10)
2. Participation in a collegial/administrative group as co-facilitator, facilitator, or agency intern representative (this group may be linked to Field Experience Component 3: Community Work/Project) (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10)

If relevant, list other specific, direct practice behaviors, activities, and assignments related to working with clients with complex needs for the student during this practicum that will provide evidence of movement toward mastery of expected competencies:

**Foundation Year Field Experience Component 3:
Community Work/Project:**

The student articulates and addresses the contextual and interactive role of community for clients, colleagues, and/or the placement agency.

College Mission: Spirit, Mind, Body

College Mission Emphasis: Helping Professions and Leadership

School of Social Work Mission Emphases: Meeting universal human needs, mutually beneficial interaction between individuals and societal systems at all levels, economic and social justice, dignity and human rights.

The Council on Social Work Education (CSWE) has established standards for social work education. This course reflects the foundation year curriculum content described in the CSWE's 2008 Educational Policy and Accreditation Standards (EPAS). CSWE competencies are noted on field syllabi as EPAS. For additional reference, please see the *Student Handbook*.

The following CSWE EPAS competencies and School of Social Work competencies are reflected in Component #3: Community Work/Project.

Students will ...

- 1. Identify as a professional social worker and conduct oneself accordingly. Practice behaviors associated with this competency:**
 - Advocating for client access to the services of social work
 - Practicing personal reflection and self-correction to assure continual professional development
 - Attending to professional roles and boundaries
 - Demonstrating professional demeanor in behavior, appearance, and communication
 - Engaging in career-long learning; and
 - Using supervision and consultation.
(EPAS 2.1.1)

- 2. Apply social work ethical principles to guide professional practice. Practice behaviors associated with this competency:**
 - Adhering to the standards of one's license or credentials
 - Recognizing and managing personal values in a way that allows professional values to guide practice
 - Making ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (1999) and, as applicable, of the International Federation of Social Workers/ International Association of School of Social Work Ethics in Social Work, Statement of Principles (2004)
 - Tolerating ambiguity in resolving ethical conflicts
 - Applying strategies of ethical reasoning to arrive at principled decisions.
(EPAS 2.1.2)

- 3. Apply critical thinking to inform and communicate professional judgments. Practice behaviors associated with this competency:**
 - Distinguishing, appraising and integrating multiple sources of knowledge, including research-based knowledge and practice wisdom
 - Analyzing models of assessment, prevention, intervention and evaluation
 - Demonstrating effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.
(EPAS 2.1.3)

- 4. Engage diversity and difference in practice. Practice behaviors associated with this competency:**
 - Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege or power
 - Gaining sufficient self-awareness to eliminate the influences of personal biases and values in working with diverse groups
 - Recognizing and communicating their understanding of the importance of differences in shaping life experiences
 - Viewing themselves as a learner and recognizing clients as the experts
(EPAS 2.1.4)

- 5. Promote human rights and social and economic justice. Practice behaviors associated with this competency:**
 - Understanding the forms and mechanisms of oppression and discrimination
 - Advocating for human rights and social and economic justice
 - Engaging in practices that advance social and economic justice.
(EPAS 2.1.5; SSW FC 5)

- 6. Engage in research-informed practice and practice-informed research. Practice behaviors associated with this competency:**
 - Using practice experience to inform scientific inquiry
 - Using research evidence to inform practice
(EPAS 2.1.6)

- 7. Apply knowledge of human behavior and the social environment. Practice behaviors associated with this competency:**
- Using conceptual frameworks to guide the processes of assessment, intervention and evaluation
 - Critiquing and applying knowledge to understand person and environment.
(EPAS 2.1.7)
- 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Practice behaviors associated with this competency:**
- Analyzing, formulating and advocating for policies that advance social well-being
 - Collaborating with colleagues and clients for effective policy action.
(EPAS 2.1.8)
- 9. Respond to contexts that shape practice. Practice behaviors associated with this competency:**
- Continually discovering, appraising and attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
 - Providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
(EPAS 2.1.9)
- 10. Engage, assess, intervene and evaluate individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency:**
- Engagement
 - Substantively and affectively preparing for engagement with individuals, families, groups, organizations and communities
 - Using empathy and other interpersonal skills
 - Involving the client in goal-setting, focus of work and desired outcomes
 - Assessment
 - Collecting, organizing, and interpreting client data
 - Assessing client strengths and limitations
 - Developing mutually agreed on intervention goals and objectives
 - Selecting appropriate intervention strategies
 - Intervention
 - Initiating actions to achieve client and/or organizational goals and resolve problems
 - Implementing prevention interventions that enhance client capacities
 - Negotiating, mediating, and advocating for clients
 - Facilitating transitions and endings
 - Evaluation
 - Critically analyzing, monitoring, and evaluating interventions.
(EPAS 2.1.10)

Specific Conditions for Learning/Means of Assessment:

As part of the Learning Contract consider carefully what will be used to assess student competence in the areas above. Possible sources include:

Supervision discussions

Review of process recordings

Observation of student in practice with clients

Observation of student interacting with colleagues

Observation of student in groups of colleagues, such as team meetings

Observation of student presentations in agency or community contexts

Review of paperwork and/or reports completed by the student

Reports from colleagues

Results from a project taken on by the student

Other sources _____

Student will have the opportunity to engage in direct social work services with individuals and/or families. The number of individuals and/or families with whom the student will be able to engage is 4 – 5.

To reflect the nature of agency services and the individual learning needs of the student, this number of individuals/families may be reached over the course of the first semester, then maintained at 4 – 5 cases for the remainder of the internship. (See End of Semester Evaluations for detailed outcome expectations.)

Please describe the client population with whom the student will be engaged and the sample responsibilities expected of the student: _____

Estimated number of hours per week the student will be engaged in this field experience component: _____. Minimum expected by school is: **90 hours** for total internship (for both Field Experience Components 1A and 1B) of the 450 hours.

(See End of Semester Evaluations for detailed outcome expectations.)

Conditions for Learning/Means of Assessment:

Students will have the opportunity to engage in community work or a project that promotes increased understanding of an area of practice, clients’ needs, and/or community needs. The community work experience or project may link to Field Experience Component 2B, engagement/participation in collegial/administrative group(s).

Please describe the planned community work or project in which the student will engage: _____

Estimated number of hours per week the student will be engaged in this field experience component: _____. Minimum expected by school for total internship is: **90 hours of the 450 hours.**

Foundation Year Field Education Expectations for Completion of Field Experience Component 3.

The student articulates and addresses the contextual and interactive role of community for clients, colleagues, and the placement agency as evidenced by acting in a leadership role in a community project that:

- a. promotes increased understanding of an area of practice, clients’ needs, and/or community needs,
 - b. engages members of an identified community,
 - c. utilizes collegial/administrative group work skills to realize its goals (may be linked to the group work field experience component).
- (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10)

If relevant, list other specific, direct practice behaviors, activities, and assignments related to working with clients with complex needs for the student during this practicum that will provide evidence of movement toward mastery of expected competencies:

**Foundation Year Field Experience Component 4:
Professional Practice and Effective Use of Self:**

Student demonstrates an understanding of professional social work practice, including effective use of supervision, development of effective relationships with colleagues, adherence to agency policies and procedures, and use of the NASW code of ethics, as evidenced by effective, day-to-day, ongoing practice as a professional member of the placement agency. Student demonstrates an understanding of how his or her values and ethics influence work with diverse populations of clients, including ethnic and cultural, gay, lesbian, bisexual, transgendered, and ability-challenged populations.

College Mission: Spirit, Mind, Body

College Mission Emphasis: Helping Professions and Leadership

School of Social Work Mission Emphasis: Meeting universal human needs, mutually beneficial interaction between individuals and societal systems at all levels, economic and social justice, dignity and human rights.

The Council on Social Work Education (CSWE) has established standards for social work education. This course reflects the foundation year curriculum content described in the CSWE’s 2008 Educational Policy and Accreditation Standards (EPAS). CSWE competencies are noted on field syllabi as EPAS. For additional reference, please see the *Student Handbook*.

The following CSWE EPAS competencies are reflected in Component #4: Professional Practice and Effective Use of Self.

Students will ...

1. Identify as a professional social worker and conduct oneself accordingly. Practice behaviors associated with this competency:

- Advocating for client access to the services of social work
 - Practicing personal reflection and self-correction to assure continual professional development
 - Attending to professional roles and boundaries
 - Demonstrating professional demeanor in behavior, appearance, and communication
 - Engaging in career-long learning; and
 - Using supervision and consultation.
- (EPAS 2.1.1)

- 2. Apply social work ethical principles to guide professional practice. Practice behaviors associated with this competency:**
 - Adhering to the standards of one's license or credentials
 - Recognizing and managing personal values in a way that allows professional values to guide practice
 - Making ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (1999) and, as applicable, of the International Federation of Social Workers/ International Association of School of Social Work Ethics in Social Work, Statement of Principles (2004)
 - Tolerating ambiguity in resolving ethical conflicts
 - Applying strategies of ethical reasoning to arrive at principled decisions.
(EPAS 2.1.2)

- 3. Apply critical thinking to inform and communicate professional judgments. Practice behaviors associated with this competency:**
 - Distinguishing, appraising and integrating multiple sources of knowledge, including research-based knowledge and practice wisdom
 - Analyzing models of assessment, prevention, intervention and evaluation
 - Demonstrating effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.
(EPAS 2.1.3)

- 4. Engage diversity and difference in practice. Practice behaviors associated with this competency:**
 - Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege or power
 - Gaining sufficient self-awareness to eliminate the influences of personal biases and values in working with diverse groups
 - Recognizing and communicating their understanding of the importance of differences in shaping life experiences
 - Viewing themselves as a learner and recognizing clients as the experts
(EPAS 2.1.4)

- 5. Promote human rights and social and economic justice. Practice behaviors associated with this competency:**
 - Understanding the forms and mechanisms of oppression and discrimination
 - Advocating for human rights and social and economic justice
 - Engaging in practices that advance social and economic justice.
(EPAS 2.1.5)

- 6. Engage in research-informed practice and practice-informed research. Practice behaviors associated with this competency:**
 - Using practice experience to inform scientific inquiry
 - Using research evidence to inform practice
(EPAS 2.1.6)

- 7. Apply knowledge of human behavior and the social environment. Practice behaviors associated with this competency:**
 - Using conceptual frameworks to guide the processes of assessment, intervention and evaluation
 - Critiquing and applying knowledge to understand person and environment.
(EPAS 2.1.7; SSW FC 7)

- 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Practice behaviors associated with this competency:**
 - Analyzing, formulating and advocating for policies that advance social well-being
 - Collaborating with colleagues and clients for effective policy action.
(EPAS 2.1.8)

9. Respond to contexts that shape practice. Practice behaviors associated with this competency:

- Continually discovering, appraising and attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- Providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
(EPAS 2.1.9)

10. Engage, assess, intervene and evaluate individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency:

- Engagement
 - Substantively and affectively preparing for engagement with individuals, families, groups, organizations and communities
 - Using empathy and other interpersonal skills
 - Involving the client in goal-setting, focus of work and desired outcomes
- Assessment
 - Collecting, organizing, and interpreting client data
 - Assessing client strengths and limitations
 - Developing mutually agreed on intervention goals and objectives
 - Selecting appropriate intervention strategies
- Intervention
 - Initiating actions to achieve client and/or organizational goals and resolve problems
 - Implementing prevention interventions that enhance client capacities
 - Negotiating, mediating, and advocating for clients
 - Facilitating transitions and endings
- Evaluation
 - Critically analyzing, monitoring, and evaluating interventions.
(EPAS 2.1.10)

Conditions for Learning/Means of Assessment: Supervisor and agency agree to provide settings and experiences where the student will demonstrate an understanding of professional social work practice and effective use of self. Use of supervision, engagement with colleagues, knowledge of agency policies and procedures, and use of the NASW Code of Ethics will be evaluated. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10)

Please describe specific expectations of the student related to professional practice and effective use of self:

If relevant, list other specific, direct practice behaviors, activities, and assignments related to working with clients with complex needs for the student during this practicum that will provide evidence of movement toward mastery of expected competencies:

**FOUNDATION YEAR LEARNING CONTRACT
SUPPLEMENT/AMENDMENT TO LEARNING CONTRACT**

(Optional or as needed)

Use this space to describe supplements to the contract. Attach additional sheets, as necessary.

Objective Supplemented (if relevant): _____

Additional Expectation:

Additional Conditions for Learning:

Additional Means of Assessment (Specific Practice Behaviors, Activities, and Assignments that Will Provide Evidence of Movement Toward Mastery of Expected Competencies):

Student's Signature

Date

Field Supervisor's Signature

Date

Faculty Advisor's Signature

Date

**SYLLABUS EXCERPT FOR FIELD SEMINARS
(SEE FULL PRACTICUM/SEMINAR SYLLABUS FOR
OTHER PRACTICUM REQUIREMENTS)
FIELD PRACTICUM SEMINARS
Fall Semester: MSSW 674
Spring Semester: MSSW 675**

1. Syllabus, Resources, Readings –Virtual classrooms are used to post a universal syllabus for each section of the seminars with required reading (*Field Manual*, First and Second Year Workbooks, etc.) and recommended resources will be posted in the “Assignments” module of each seminar classroom. Additional modules may be activated by individual Faculty Advisors.
2. Group Seminar #1 and Advising – Students will meet with Faculty Advisors during these sessions. Meetings may be in small groups and/or individual sessions.
3. Field Practicum Information Session – One mandatory Field Practicum Information Session each semester will be conducted by the Director and/or Assistant Director of Field Education.
4. Field Site visit – The Faculty Advisor is required to make one fall semester visit and one spring semester visit at a minimum. On occasion, the requirement to make a Spring site visit may be waived if: (1) this is not the first year the agency has been a field site; (2) the Field Supervisor has engaged in field supervision for the Springfield College School of Social Work in previous years; (3) the Field Supervisor and Faculty Advisor agree that the student is completing internship hours on schedule, that information gathered from the site supervisor and the student indicates that the student is accomplishing the Competencies of the Learning Contract, and learning and skill development are proceeding as expected, and no other issues regarding the internship have appeared or remain unresolved; and (4) the student, and all relevant parties, agree a site visit is not needed. Any party, student, Field Supervisor or Faculty Advisor, may definitively request a spring site visit.
5. Group Seminar #2 – Faculty Advisor contact with the student will take place through a group meeting to be implemented by the faculty advisor, in addition to the other components of the seminar. Contact may take the form of a structured group meeting or meetings with some or all of the advisor’s advisees, or may occur on-line.

With authorization from the Director of Field Education, the Faculty Advisor may make a second visit to the practicum site within the same semester, if necessary. The Faculty Advisor is required to maintain appropriate telephone or email consultation with the Field Supervisor and student throughout the student’s field experience.

At each site visit, the Faculty Advisor will:

- a. Assure that an orientation to the agency has taken place, including safety policies and protocols, sexual harassment policies, and other relevant policies (first site visit)
- b. Review and/or collect selected samples of the student's process recordings;
- c. Review at least one example of a written psychosocial assessment completed by the student (in first placement);
- d. Discuss and evaluate the learning activities specified in the Learning Contract;
- e. Discuss size and qualities of a direct service caseload;
- f. Discuss and evaluate the agency's provision of appropriate learning opportunities;
- g. Discuss and evaluate student progress toward achievement of expected competencies; and
- h. Discuss and evaluate other issues and concerns which the Faculty Advisor, student, or Field Supervisor feel are appropriate.

- Fall Semester Site Visit – Faculty Advisors arrange with students and site supervisors the best time to meet with them at the internship site to discuss field expectations, student progress, and learning accomplishments and needs. A checklist for this site visit is provided in the Student Workbook. Site visits typically occur mid –semester, but may occur later in the semester as well. The Learning Contract should have been completed by the student and site supervisor **well before** the time of the site visit. However, the Faculty Advisor reviews and signs the Learning Contract, found in the *Practicum Workbook*, at the time of his or her site visit.
 - Spring Semester Site visit – In the spring semester, Faculty Advisors must, at a minimum, communicate with both students and site supervisors about progress in the internship. Using the criteria found in Section B, number 4 above, a determination can be made of the need for a site visit or not. While a spring semester site visit is the standard expectation, students and/or site supervisors may also explicitly request a site visit if they feel it would be useful.
6. Group Seminar #2 – Faculty Advisor contact with the student will take place through a group meeting to be implemented and scheduled by the Faculty Advisor, in addition to the other components of the seminar. Contact may take the form of a structured group meeting or meetings with some or all of the advisor’s advisees, or may occur on-line.

a. Learning Topics for the Group Seminars:

The second and fifth components of the seminars provide a context in which students and advisors fulfill Competencies directly related to the field Competencies and experiences for the appropriate year of the practicum:

Field Practicum Seminar 674 and 675

1. Students will explore and problem-solve field situations, including but not limited to ethical dilemmas, supervision, client interventions, and project development, with assistance from peers and Faculty Advisor facilitators.
 - a. Discussions should enhance students’ achievement of Competencies for the field experience, as stated in the Learning Contract and this syllabus for first year field placements.
 - b. Discussions should enhance students’ understanding of the integration of practice skills, theoretical knowledge, public policy, and research.
2. Students will demonstrate an understanding of the agency and client services, including the environmental, political, and cultural context, funding sources and their expectations, the range of programs provided, reporting lines within the organization, and the organizational structure. A framework for discussions may be provided by questions such as:
 - a. What are the major challenges you have encountered (or believe you will encounter) in this internship in this agency, with this population, or in this area of service provision?
 - b. What ethical challenges have you encountered (or believe you will encounter) in this internship in this agency, with this population, or in this area of service provision? In an ethical challenge, how do you prioritize possibly competing interests and subsequent actions on your part?

On average, a minimum of 70% of field hours should be devoted to the direct service and group work experiences and 20% to the community component of the first placement. It is expected that the actual amount of time per week used for each area (direct service with individuals, direct service with groups, and community project) will vary over the course of the placement based on agency focus and services provided.

References:

Reamer, R.G. (2006). *Social Work Values and Ethics* (Foundations of Social Work Knowledge Series). New York: Columbia University Press.

Royse, D., Dhooper S. S., & Rompf, E. L. (2003). (4th Ed). *Field Instruction: A Guide For Social Work Students*. White Plains, NY: Longman Publishers.

Loewenberg, F. M., Dolgoff, R., & Harrington, D. (2005). (7th Ed). *Ethical Decisions for Social Work Practice*. Itasca, IL: F.E. Peacock Publishers, Inc.

Waley, A. L., & Davis, K. E. (2007).

Cultural Competence and evidence-based practice in mental health services: A complementary perspective. *American Psychologist*, 62, 563-574.

PROPOSAL FOR COMMUNITY PROJECT

For use in discussions by student with Field Supervisor and/or Faculty Advisor.

1. Summary of Project
2. With whom in the agency will the student work in developing and carrying out this project.
3. What will be the "product" of the project?
4. How will the community or clients benefit from the project?
5. How will the organization benefit from the project?

Faculty Advisor Agenda for Site Visit

1. An orientation to the agency has been provided, including safety policies and protocols, sexual harassment policies, and other relevant policies and training.
2. Learning Contract (contained in workbook) is provided to Faculty Advisor at first site visit and signed by him or her.
3. Learning Contract is guiding assignments.
4. Required learning opportunities are available.
5. One and a half hours of weekly supervision is taking place (or 1 hour of direct supervision if group supervision is also available).
6. Student is using his or her written agenda and presenting process recording weekly in supervision.
7. Two of the minimum of 12 process recordings completed per semester have been or will be provided to the Faculty Advisor for review.
8. Community or administrative work and project are discussed.
9. Opportunities for discussion of student and Field Supervisor issues are provided.
10. If relevant, opportunities for discussion of ideas, plans, or possibilities for next practicum are provided.
11. Other issues of concern are raised.

[Materials from the Schools of Social Work at Boston University, Smith College, and the University of Michigan were used in preparing this section, with appreciation. An additional resource for students, Field Supervisors and Faculty Advisors is the National Association of Social Workers Massachusetts Chapter's website, which included extensive materials related to safety for social workers and guidelines for agency safety policies (www.naswma.org)]

TIME SHEETS PAGE 2

MONTH _____

YEAR _____

DATE	TIMES	HOURS	DATE	TIMES	HOURS
	Column Total:			Column Total:	
				Total Hours:	

Signatures: _____
 Student Field Supervisor Date

MONTH _____

YEAR _____

DATE	TIMES	HOURS	DATE	TIMES	HOURS
	Column Total:			Column Total:	
				Total Hours:	

Signatures: _____
 Student Field Supervisor Date

TIME SHEETS PAGE 3

MONTH			YEAR		
DATE	TIMES	HOURS	DATE	TIMES	HOURS
	Column Total:			Column Total:	
				Total Hours:	

Signatures: _____
 Student Field Supervisor Date

MONTH			YEAR		
DATE	TIMES	HOURS	DATE	TIMES	HOURS
	Column Total:			Column Total:	
				Total Hours:	

Signatures: _____
 Student Field Supervisor Date

TIME SHEETS PAGE 4

MONTH _____ YEAR _____

DATE	TIMES	HOURS	DATE	TIMES	HOURS
	Column Total:			Column Total:	
				Total Hours:	

Signatures: _____
 Student Field Supervisor Date

MONTH _____ YEAR _____

DATE	TIMES	HOURS	DATE	TIMES	HOURS
	Column Total:			Column Total:	
				Total Hours:	

Signatures: _____
 Student Field Supervisor Date

Foundation Year Mid-Point Evaluation

- **Completed and signed by Field Supervisor; signed by Student, and Faculty Advisor; Student Section signed by Student and Faculty Advisor.**

Student Name: _____ Date: _____

Field Supervisor Name: _____

Agency Name: _____

Supervisory Sessions Held with Field Supervisor this Semester

PRIMARY SUPERVISOR	<u>TOTAL</u>	<u>INDIVIDUAL</u>	<u>GROUP</u>
Number of Supervision Sessions			
Average Length (In Hours)			
Average Number of Cases Carried this Semester			
Number of Process Recordings Submitted to Supervisor this Semester			

SECONDARY SUPERVISOR	<u>TOTAL</u>	<u>INDIVIDUAL</u>	<u>GROUP</u>
Number of Supervision Sessions			
Average Length (In Hours)			
Average Number of Cases Carried this Semester			
Number of Process Recordings Submitted to Supervisor this Semester			

I. FIELD SUPERVISOR'S EVALUATION OF STUDENT

Field Supervisor's Opening Comments:

- **Please note that additional narrative may be provided by the Field Supervisor and stapled into this evaluation.**
- **Many of the learning activities below include a rating scale to indicate your opinion of the student's performance. Please circle your response. Please use the narrative space following each section to identify particular areas of strength or concern for this student or other issues. For a review of practicum requirements and expectations, please refer to the Learning Contract.**

FOUNDATION YEAR

Field Experience Component 1A

Foundation Year Field Education Expectations: Direct Service with Individuals and Families – Client Engagement

1. The student has 4 - 5 individual or family cases in which the student demonstrates practice of engagement, assessment and beginning counseling skills.
Yes _____ No _____ In Process _____
If “In Process,” please explain.

2. The student has completed a minimum of 12 process recordings for the semester.
Yes _____ No _____ In Process _____
If “In Process,” how many remain to be completed?

3. The student has provided to faculty advisor a minimum of two process recording for the semester.
Yes _____ No _____ In Process _____
If “In Process,” please explain.

4. Process recordings illustrate/demonstrate development of interviewing and interactive communication skills with clients.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
--------------------------	-----------------	--------------------	-----------------------------

This element needs additional work by student to be present in his/her practice.
Supervisor Recommendations:

5. Process recordings illustrate/demonstrate empathy with clients.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
--------------------------	-----------------	--------------------	-----------------------------

This element needs additional work by student to be present in his/her practice.
Supervisor Recommendations:

6. Process recordings illustrate/demonstrate beginning social work analysis including awareness of systems, their interactions, and life stage challenges.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
--------------------------	-----------------	--------------------	-----------------------------

This element needs additional work by student to be present in his/her practice.
Supervisor Recommendations:

7. Process recordings illustrate/demonstrate professional social work self-awareness, including feelings.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

Narrative for Field Experience Component 1A:

Field Experience Component 1B

Foundation Year Field Education Expectations: Direct Service with Individuals and Families – Multiple Systems

1. The student produces psycho-social assessments using ecological “person-in-environment” perspective.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

2. The student practices counseling activities.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

3. The student practices client advocacy.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
-------------------	----------	-------------	----------------------

This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

4. The student practices interagency collaboration and referral.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
-------------------	----------	-------------	----------------------

This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

5. The student produces treatment plans.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
-------------------	----------	-------------	----------------------

This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

6. The student practices case management.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

Narrative for Field Experience Component 1B:

Field Experience Component 2

Foundation Year Field Education Expectations: Group Work

1. Client Focused Helping Group

The Student plans group(s), selects/screens/contacts members, contracts with prospective members for group participation, facilitates, co-facilitates, or participates as agency/intern representative in group(s), articulates group dynamics in at least one process recording in either semester, and participates in setting and achieving appropriate goals for group(s).

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
-------------------	----------	-------------	----------------------

This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

2. Administrative Group Comprised of Colleagues

The Student plans group(s), selects/screens/contacts members, contracts with prospective members for group participation, facilitates, co-facilitates, or participates as agency/intern representative in group(s), articulates group dynamics in at least one process recording in either semester, participates in setting and achieving appropriate goals for group(s).

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

Narrative for Field Experience Component 2:

Field Experience Component 3

Foundation Year Field Education Expectations: Community Work/Project

1. The student recognizes and identifies position and role of agency in the service system.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

2. The student assesses and identifies community needs (clients, providers, geographic community, etc.)

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
--------------------------	-----------------	--------------------	-----------------------------

This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

3. The student develops a project to address identified community needs, using multi-level information.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
--------------------------	-----------------	--------------------	-----------------------------

This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

4. The student acts with members of identified community for purposes of addressing needs.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
--------------------------	-----------------	--------------------	-----------------------------

This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

5. The student utilizes group work skills to facilitate, co-facilitate, or serve as agency/intern representative on collegial/administrative group linked to community project.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

Narrative for Field Experience Component 3:

Field Experience Component 4

Foundation Year Field Education Expectations: Professional Practice and Effective Use of Self

1. The student carries out and completes internship assignments.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

2. The student completes requisite agency paperwork in a timely manner.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

3. The student participates in weekly supervision using an agenda.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

4. The student participates and contributes in collegial team meetings.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

5. The student demonstrates responsible time management: On time for internship obligations, reports whereabouts to supervisor when plans change, and produces weekly process recordings.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

6. The student brings ethical issues and questions to supervisor.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

Narrative for Field Experience Component 4:

NARRATIVE SUMMARY

Student's major areas of strength:

Priority areas for student's growth:

Additional Comments:

➤ **Please attach additional evaluative narrative to this page, if so desired.**

Student Name, Last: _____ First: _____
 Advisor Name, Last: _____ First: _____

**Assessment of Student's Acquisition of School of Social Work
 Foundation Year Competencies
 (Completed by Field Supervisors at Mid-Point of First Year Internship)**

Please consider the following statements, which reflect the targeted competencies expected for students completing the Foundation Year curriculum by the Springfield College School of Social Work and the Council on Social Work Education. Opportunities to practice and acquire these competencies and practice behaviors are expected in the field practicum of the Foundation Year. Use your knowledge of the student's experiences related to both course work and field work to comment on the student's progress toward achieving these competencies and practice behaviors.

- Mark the response that best reflects the degree to which you believe the student has made progress toward competency in each practice behavior as well as the overall competency.
- Please also indicate the activities in which the student engaged that allow you to make these assessments.

Use a rating scheme and choose the appropriate number where:

- 5 = The student has demonstrated competence with mastery at a level appropriate for the mid-point of the foundation year (CM)**
- 4 = The student has demonstrated a beginning level competence appropriate for the mid-point of the foundation year (BC)**
- 3 = The student is still in the learning process related to this competency/practice behavior, but will likely demonstrate a beginning competence soon after practicing as a professional social worker (LP)**
- 2 = The student requires more learning in order to demonstrate a beginning competence (ML)**
- 1 = The student is not currently demonstrating readiness to achieve a beginning competence (NR)**
- 0 = The student has not yet had the opportunity to demonstrate competence but will have the opportunity in the second half of the internship (NO)**

Foundation Year Curriculum Competencies

CM	BC	LP	ML	NR	NO	2.1.1 The student identifies as a professional social worker and conducts him or herself accordingly. Practice behaviors associated with this competency:
5	4	3	2	1	0	• Advocating for client access to the services of social work
5	4	3	2	1	0	• Practicing personal reflection and self-correction to assure continual professional development
5	4	3	2	1	0	• Attending to professional roles and boundaries
5	4	3	2	1	0	• Demonstrating professional demeanor in behavior, appearance, and communication
						• Engaging in career-long learning; and
						• Using supervision and consultation
5	4	3	2	1	0	➔ Overall Perception of Competence including course and field work

Evidence that supports these assessments include:

Please check all that apply.	<input type="checkbox"/> Supervision discussions <input type="checkbox"/> Course work experiences <input type="checkbox"/> Review of process recordings <input type="checkbox"/> Observation of student in practice with clients <input type="checkbox"/> Observation of student interacting with colleagues <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings <input type="checkbox"/> Observation of student presentations in agency or community contexts <input type="checkbox"/> Review of paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student
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2.1.1 The student identifies as a professional social worker and conducts him or herself accordingly. (cont.)

What specific activities in which the student was engaged allow you to make these assessments?

CM	BC	LP	ML	NR	NO	2.1.2 The student applies social work ethical principles to guide professional practice. Practice behaviors associated with this competency:
5	4	3	2	1	0	<ul style="list-style-type: none"> Adhering to the standards of one's license or credentials
5	4	3	2	1	0	<ul style="list-style-type: none"> Recognizing and managing personal values in a way that allows professional values to guide practice
						<ul style="list-style-type: none"> Making ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (1999) and, as applicable, of the International Federation of Social Work Ethics in Social Work, Statement of Principles (2004)
						<ul style="list-style-type: none"> Tolerating ambiguity in resolving ethical conflicts
5	4	3	2	1	0	<ul style="list-style-type: none"> Applying strategies of ethical reasoning to arrive at principled decisions
5	4	3	2	1	0	☞ Overall Perception of Competence including course and field work

Evidence that supports these assessments include:

Please check all that apply.	<input type="checkbox"/> Supervision discussions <input type="checkbox"/> Course work experiences <input type="checkbox"/> Review of process recordings <input type="checkbox"/> Observation of student in practice with clients <input type="checkbox"/> Observation of student interacting with colleagues <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings <input type="checkbox"/> Observation of student presentations in agency or community contexts <input type="checkbox"/> Review of paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student
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What specific activities in which the student was engaged allow you to make these assessments?

CM	BC	LP	ML	NR	NO	2.1.3 The student applies critical thinking to inform and communicate professional judgments. Practice behaviors associated with this competency:
5	4	3	2	1	0	<ul style="list-style-type: none"> Distinguishing, appraising and integrating multiple sources of knowledge, including research-based knowledge and practice wisdom
5	4	3	2	1	0	<ul style="list-style-type: none"> Analyzing models of assessment, prevention, intervention, and evaluation
5	4	3	2	1	0	<ul style="list-style-type: none"> Demonstrating effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues
5	4	3	2	1	0	☞ Overall Perception of Competence including course and field work

2.1.3 The student applies critical thinking to inform and communicate professional judgments. (cont.)						
Evidence that supports these assessments include:						
Please check all that apply.	<input type="checkbox"/> Supervision discussions					
	<input type="checkbox"/> Course work experiences					
	<input type="checkbox"/> Review of process recordings					
	<input type="checkbox"/> Observation of student in practice with clients					
	<input type="checkbox"/> Observation of student interacting with colleagues					
	<input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings					
	<input type="checkbox"/> Observation of student presentations in agency or community contexts					
	<input type="checkbox"/> Review of paperwork and/or reports completed by the student					
<input type="checkbox"/> Reports from colleagues						
<input type="checkbox"/> Results from a project taken on by the student						
What <u>specific activities</u> in which the student was engaged allow you to make these assessments?						

CM	BC	LP	ML	NR	NO	2.1.4 The student engages diversity and difference in practice. Practice behaviors associated with this competency:
5	4	3	2	1	0	<ul style="list-style-type: none"> Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
5	4	3	2	1	0	<ul style="list-style-type: none"> Gaining sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
5	4	3	2	1	0	<ul style="list-style-type: none"> Recognizing and communicating their understanding of the importance of differences in shaping life experiences
5	4	3	2	1	0	<ul style="list-style-type: none"> Viewing themselves as a learner and recognizing clients as the experts
5	4	3	2	1	0	<ul style="list-style-type: none"> 👉 Overall Perception of Competence including course and field work
Evidence that supports these assessments include:						
Please check all that apply.	<input type="checkbox"/> Supervision discussions					
	<input type="checkbox"/> Course work experiences					
	<input type="checkbox"/> Review of process recordings					
	<input type="checkbox"/> Observation of student in practice with clients					
	<input type="checkbox"/> Observation of student interacting with colleagues					
	<input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings					
	<input type="checkbox"/> Observation of student presentations in agency or community contexts					
	<input type="checkbox"/> Review of paperwork and/or reports completed by the student					
<input type="checkbox"/> Reports from colleagues						
<input type="checkbox"/> Results from a project taken on by the student						
What <u>specific activities</u> in which the student was engaged allow you to make these assessments?						

CM	BC	LP	ML	NR	NO	2.1.5 The student promotes human rights and social justice. Practice behaviors associated with this competency:
5	4	3	2	1	0	<ul style="list-style-type: none"> Understanding the forms and mechanisms of oppression and discrimination
5	4	3	2	1	0	<ul style="list-style-type: none"> Advocating for human rights and social and economic justice
5	4	3	2	1	0	<ul style="list-style-type: none"> Engaging in practices that advance social and economic justice
5	4	3	2	1	0	Overall Perception of Competence including course and field work
Evidence that supports these assessments include:						
Please check all that apply.		<input type="checkbox"/> Supervision discussions <input type="checkbox"/> Course work experiences <input type="checkbox"/> Review of process recordings <input type="checkbox"/> Observation of student in practice with clients <input type="checkbox"/> Observation of student interacting with colleagues <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings <input type="checkbox"/> Observation of student presentations in agency or community contexts <input type="checkbox"/> Review of paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student				
What <u>specific activities</u> in which the student was engaged allow you to make these assessments?						

CM	BC	LP	ML	NR	NO	2.1.6 The student engages in research-informed practice and practice-informed research. Practice behaviors associated with this competency:
5	4	3	2	1	0	<ul style="list-style-type: none"> Using practice experience to inform scientific inquiry
5	4	3	2	1	0	<ul style="list-style-type: none"> Using research evidence to inform practice
5	4	3	2	1	0	Overall Perception of Competence including course and field work
Evidence that supports these assessments include:						
Please check all that apply.		<input type="checkbox"/> Supervision discussions <input type="checkbox"/> Course work experiences <input type="checkbox"/> Review of process recordings <input type="checkbox"/> Observation of student in practice with clients <input type="checkbox"/> Observation of student interacting with colleagues <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings <input type="checkbox"/> Observation of student presentations in agency or community contexts <input type="checkbox"/> Review of paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student				
What <u>specific activities</u> in which the student was engaged allow you to make these assessments?						

CM	BC	LP	ML	NR	NO	2.1.7 The student applies knowledge of human behavior and the social environment. Practice behaviors associated with this competency:
5	4	3	2	1	0	<ul style="list-style-type: none"> Using conceptual frameworks to guide the processes of assessment, intervention and evaluation
5	4	3	2	1	0	<ul style="list-style-type: none"> Critiquing and applying knowledge to understand person and environment
5	4	3	2	1	0	<ul style="list-style-type: none"> Overall Perception of Competence including course and field work
Evidence that supports these assessments include:						
Please check all that apply.		<input type="checkbox"/> Supervision discussions <input type="checkbox"/> Course work experiences <input type="checkbox"/> Review of process recordings <input type="checkbox"/> Observation of student in practice with clients <input type="checkbox"/> Observation of student interacting with colleagues <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings <input type="checkbox"/> Observation of student presentations in agency or community contexts <input type="checkbox"/> Review of paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student				
What <u>specific activities</u> in which the student was engaged allow you to make these assessments?						

CM	BC	LP	ML	NR	NO	2.1.8 The student engages in policy practice to advance social and economic well-being and to deliver effective social work services. Practice behaviors associated with this competency:
5	4	3	2	1	0	<ul style="list-style-type: none"> Analyzing, formulating, and advocating for policies that advance social well-being
5	4	3	2	1	0	<ul style="list-style-type: none"> Collaborating with colleagues and clients for effective policy action
5	4	3	2	1	0	<ul style="list-style-type: none"> Overall Perception of Competence including course and field work
Evidence that supports these assessments include:						
Please check all that apply.		<input type="checkbox"/> Supervision discussions <input type="checkbox"/> Course work experiences <input type="checkbox"/> Review of process recordings <input type="checkbox"/> Observation of student in practice with clients <input type="checkbox"/> Observation of student interacting with colleagues <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings <input type="checkbox"/> Observation of student presentations in agency or community contexts <input type="checkbox"/> Review of paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student				
What <u>specific activities</u> in which the student was engaged allow you to make these assessments?						

CM	BC	LP	ML	NR	NO	2.1.9 The student responds to contexts that shape practice. Practice behaviors associated with this competency:
5	4	3	2	1	0	<ul style="list-style-type: none"> Continually discovering , appraising, and attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
5	4	3	2	1	0	<ul style="list-style-type: none"> Providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
5	4	3	2	1	0	☞ Overall Perception of Competence including course and field work

Evidence that supports these assessments include:

Please check all that apply.	<input type="checkbox"/> Supervision discussions
	<input type="checkbox"/> Course work experiences
	<input type="checkbox"/> Review of process recordings
	<input type="checkbox"/> Observation of student in practice with clients
	<input type="checkbox"/> Observation of student interacting with colleagues
	<input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings
	<input type="checkbox"/> Observation of student presentations in agency or community contexts
	<input type="checkbox"/> Review of paperwork and/or reports completed by the student
	<input type="checkbox"/> Reports from colleagues
	<input type="checkbox"/> Results from a project taken on by the student

What specific activities in which the student was engaged allow you to make these assessments?

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CM	BC	LP	ML	NR	NO	2.1.10 The student engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency:
5	4	3	2	1	0	<ul style="list-style-type: none"> 2.1.10 A Engagement
5	4	3	2	1	0	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Substantively and affectively preparing for engagement with individuals, families, groups, organizations and communities
5	4	3	2	1	0	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Using empathy and other interpersonal skills
5	4	3	2	1	0	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Involving the client in goal-setting, focus of work, and desired outcomes
5	4	3	2	1	0	<ul style="list-style-type: none"> 2.1.10 B Assessment
5	4	3	2	1	0	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Collecting, organizing, and interpreting client data
5	4	3	2	1	0	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Assessing client strengths and limitations
5	4	3	2	1	0	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Developing interventions goals and objectives
5	4	3	2	1	0	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Selecting appropriate intervention strategies
5	4	3	2	1	0	<ul style="list-style-type: none"> 2.1.10 C Intervention
5	4	3	2	1	0	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Initiating actions to achieve client and/or organizational goals and resolve problems
5	4	3	2	1	0	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Implementing prevention interventions that enhance client capacities
5	4	3	2	1	0	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Negotiating, mediating, and advocating for clients
5	4	3	2	1	0	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Facilitating transitions and endings
5	4	3	2	1	0	<ul style="list-style-type: none"> 2.1.10 D Evaluation
5	4	3	2	1	0	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Critically analyzing, monitoring, and evaluating interventions
						☞ Overall Perception of Competence including course and field work

2.1.10 The student engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities.

(cont.)

Evidence that supports these assessments include:

<p>Please check all that apply.</p>	<ul style="list-style-type: none"><input type="checkbox"/> Supervision discussions<input type="checkbox"/> Course work experiences<input type="checkbox"/> Review of process recordings<input type="checkbox"/> Observation of student in practice with clients<input type="checkbox"/> Observation of student interacting with colleagues<input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings<input type="checkbox"/> Observation of student presentations in agency or community contexts<input type="checkbox"/> Review of paperwork and/or reports completed by the student<input type="checkbox"/> Reports from colleagues<input type="checkbox"/> Results from a project taken on by the student
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What specific activities in which the student was engaged allow you to make these assessments?

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II. STUDENT SELF-EVALUATION QUESTIONS:

Field Experience Component 1A: Direct Service with Individuals and Families - Client Engagement
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1. In the first half of the internship, I had the opportunity to learn and demonstrate effective social work engagement with clients and client systems, including assessment, beginning counseling and referral skills, and social work analysis.
Yes _____ No _____ Still in Learning Process _____
2. I have attained foundation competence, appropriate for the first half of the internship, in social work engagement with clients and clients systems, including assessment, beginning counseling and referral skills, and social work analysis.
Yes _____ No _____ Still in Learning Process _____
3. I believe my demonstrated level of competence meets the expectation at a level appropriate for the first half of the foundation year internship:

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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4. Student Comments:

Field Experience Component 1B: Direct Service with Individual and Families - Multiple Systems
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1. In the first half of the internship, I had the opportunity to recognize, articulate, and address the multi-systemic elements of clients' conditions and circumstances, including pressures and influences that create unequal access to services and fulfillment of basic and culturally-relevant human needs.
Yes _____ No _____ Still in Learning Process _____
2. I have attained foundation competence, appropriate for the first half of the internship, in social work engagement with the multi-systemic elements of clients' conditions and circumstances, including pressures and influences that create unequal access to services and fulfillment of basic and culturally-relevant human needs.
Yes _____ No _____ Still in Learning Process _____
3. I believe my demonstrated level of competence meets the expectation at a level appropriate for the first half of the foundation year internship:

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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Student Comments:

Field Experience Component 2: Group Work

1. In the first half of the internship, I had the opportunity to practice and demonstrate the skills necessary to conduct and, if possible, directly facilitate effective client helping social work groups, using skills related to conflict management, development of cohesion and consensus, and movement toward group goals, as appropriate for the group.

Yes _____ No _____ Still in Learning Process _____

2. I have attained foundation competence, appropriate for the first half of the internship, in social work engagement with practicing and demonstrating the skills necessary to conducting and, if possible, directly facilitating effective administrative groups comprised of colleagues, using skills related to conflict management, development of cohesion and consensus, and movement toward group goals, as appropriate for the group.

Yes _____ No _____ Still in Learning Process _____

3. I believe my demonstrated level of competence meets the expectation at a level appropriate for the first half of the foundation year internship:

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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4. Student Comments:

Field Experience Component 3: Community Work/Project

1. In the first half of the internship, I had the opportunity to articulate and address the contextual and interactive role of community for clients, colleagues, and the placement agency.

Yes _____ No _____ Still in Learning Process _____

2. I have attained foundation competence, appropriate for the first half of the internship, in social work engagement by articulating and addressing the contextual and interactive role of community for clients, colleagues, and the placement agency.

Yes _____ No _____ Still in Learning Process _____

3. I believe my demonstrated level of competence meets the expectation at a level appropriate for the first half of the foundation year internship:

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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4. Student Comments:

Field Experience Component 4: Professional Practice and Effective Use of Self

1. In the first half of the internship, I had the opportunity to demonstrate an understanding of professional social work practice, including effective use of supervision, development of effective relationships with colleagues, adherence to agency policies and procedures, and use of the NASW code of ethics, as evidenced by effective, day-to-day, ongoing practice as a professional member of the placement agency. As well as the opportunity to demonstrate an understanding of how his or her values and ethics influence work with diverse populations of clients, including ethnic and cultural, gay, lesbian, bisexual, transgendered, and ability-challenged populations.

Yes _____ No _____ Still in Learning Process _____

2. I have attained foundation competence, appropriate for the first half of the internship, in social work engagement by demonstrating an understanding of professional social work practice, including effective use of supervision, development of effective relationships with colleagues, adherence to agency policies and procedures, and use of the NASW code of ethics, as evidenced by effective, day-to-day, ongoing practice as a professional member of the placement agency. As well as the opportunity to demonstrate an understanding of how his or her values and ethics influence work with diverse populations of clients, including ethnic and cultural, gay, lesbian, bisexual, transgendered, and ability-challenged populations.

Yes _____ No _____ Still in Learning Process _____

3. I believe my demonstrated level of competence meets the expectation at a level appropriate for the first half of the foundation year internship:

4. Strongly Agree	Agree	Disagree	Strongly Disagree
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4. Student Comments:

Students may provide an addendum to this evaluation, if so desired.

Student Name, Last: _____ First: _____

Advisor Name, Last: _____ First: _____

**Student's Self-Assessment of Acquisition of School of Social Work
Foundation Year Competencies
(Completed by Students at Mid-Point of First Year Internship)**

Please consider the following statements, which reflect the targeted competencies expected for students completing the Foundation Year curriculum by the Springfield College School of Social Work and the Council on Social Work Education. Opportunities to practice and acquire these competencies and practice behaviors are expected in the field practicum of the Foundation Year. Use your experiences in both course work and field work to assess your progress toward achieving these competencies and practice behaviors.

- Mark the response that best reflects the degree to which you believe you have made progress toward competency for each practice behavior as well as the overall competency.
- Please also indicate the activities that allow you to make these assessments.

Use a rating scheme and choose the appropriate number where:

- 5 = I have demonstrated competence at a level beyond that expected at the mid-point of the first year internship (CB)**
- 4 = I have demonstrated a beginning competence at a level appropriate for the mid-point of the first year internship (BC)**
- 3 = I am still in the learning process related to this competency/practice behavior, but will very likely demonstrate a beginning competence or mastery by the conclusion of the field experience (LP)**
- 2 = I require more learning in order to demonstrate beginning competence (ML)**
- 1 = I am not currently demonstrating readiness to achieve beginning competence (NR)**
- 0 = I have not yet had the opportunity to demonstrate competence but will have the opportunity in the second half of the internship (NO)**

Foundation Year Curriculum Competencies

CB	BC	LP	ML	NR	NO	2.1.1 I identify as a professional social worker and conduct myself accordingly. Practice behaviors associated with this competency:
5	4	3	2	1	0	<ul style="list-style-type: none"> • Advocating for client access to the services of social work
5	4	3	2	1	0	<ul style="list-style-type: none"> • Practicing personal reflection and self-correction to assure continual professional development
5	4	3	2	1	0	<ul style="list-style-type: none"> • Attending to professional roles and boundaries
5	4	3	2	1	0	<ul style="list-style-type: none"> • Demonstrating professional demeanor in behavior, appearance, and communication
5	4	3	2	1	0	<ul style="list-style-type: none"> • Engaging in career-long learning; and
5	4	3	2	1	0	<ul style="list-style-type: none"> • Using supervision and consultation
5	4	3	2	1	0	<ul style="list-style-type: none"> ☞ Overall Perception of Competence including course and field work

Evidence that supports these assessments include:

<p>Please check all that apply.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Supervision discussions <input type="checkbox"/> Course work experiences <input type="checkbox"/> Comments on process recordings <input type="checkbox"/> Observation of student in practice with clients by supervisor <input type="checkbox"/> Observation of student interacting with colleagues by supervisor <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings, by supervisor <input type="checkbox"/> Observation of student presentations in agency or community contexts by supervisor <input type="checkbox"/> Paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student
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2.1.1 I identify as a professional social worker and conduct myself accordingly. (cont.)
What <u>specific activities</u> in which you were engaged allow you to make these assessments?

CB	BC	LP	ML	NR	NO	2.1.2 I apply social work ethical principles to guide professional practice. Practice behaviors associated with this competency:
5	4	3	2	1	0	<ul style="list-style-type: none"> Adhering to the standards of one’s license or credentials
5	4	3	2	1	0	<ul style="list-style-type: none"> Recognizing and managing personal values in a way that allows professional values to guide practice
5	4	3	2	1	0	<ul style="list-style-type: none"> Making ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (1999) and, as applicable, of the International Federation of Social Work Ethics in Social Work, Statement of Principles (2004)
5	4	3	2	1	0	<ul style="list-style-type: none"> Tolerating ambiguity in resolving ethical conflicts
5	4	3	2	1	0	<ul style="list-style-type: none"> Applying strategies of ethical reasoning to arrive at principled decisions
5	4	3	2	1	0	☞ Overall Perception of Competence including course and field work

Evidence that supports these assessments include:						
Please check all that apply.	<input type="checkbox"/> Supervision discussions <input type="checkbox"/> Course work experiences <input type="checkbox"/> Comments on process recordings <input type="checkbox"/> Observation of student in practice with clients by supervisor <input type="checkbox"/> Observation of student interacting with colleagues by supervisor <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings, by supervisor <input type="checkbox"/> Observation of student presentations in agency or community contexts by supervisor <input type="checkbox"/> Paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student					
	What <u>specific activities</u> in which you were engaged allow you to make these assessments?					

CB	BC	LP	ML	NR	NO	2.1.3 I apply critical thinking to inform and communicate professional judgments. Practice behaviors associated with this competency:
5	4	3	2	1	0	<ul style="list-style-type: none"> Distinguishing, appraising and integrating multiple sources of knowledge, including research-based knowledge and practice wisdom
5	4	3	2	1	0	<ul style="list-style-type: none"> Analyzing models of assessment, prevention, intervention, and evaluation
5	4	3	2	1	0	<ul style="list-style-type: none"> Demonstrating effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues
5	4	3	2	1	0	☞ Overall Perception of Competence including course and field work

2.1.3 I apply critical thinking to inform and communicate professional judgments. (cont.)					
Evidence that supports these assessments include:					
Please check all that apply.	<input type="checkbox"/> Supervision discussions				
	<input type="checkbox"/> Course work experiences				
	<input type="checkbox"/> Comments on process recordings				
	<input type="checkbox"/> Observation of student in practice with clients by supervisor				
	<input type="checkbox"/> Observation of student interacting with colleagues by supervisor				
Please check all that apply.	<input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings, by supervisor				
	<input type="checkbox"/> Observation of student presentations in agency or community contexts by supervisor				
	<input type="checkbox"/> Paperwork and/or reports completed by the student				
What <u>specific activities</u> in which you were engaged allow you to make these assessments?					

CB	BC	LP	ML	NR	NO	2.1.4 I engage diversity and difference in practice. Practice behaviors associated with this competency:
5	4	3	2	1	0	<ul style="list-style-type: none"> Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
5	4	3	2	1	0	<ul style="list-style-type: none"> Gaining sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
5	4	3	2	1	0	<ul style="list-style-type: none"> Recognizing and communicating their understanding of the importance of differences in shaping life experiences
5	4	3	2	1	0	<ul style="list-style-type: none"> Viewing themselves as a learner and recognizing clients as the experts
5	4	3	2	1	0	👉 Overall Perception of Competence including course and field work

Evidence that supports these assessments include:					
Please check all that apply.	<input type="checkbox"/> Supervision discussions				
	<input type="checkbox"/> Course work experiences				
	<input type="checkbox"/> Comments on process recordings				
	<input type="checkbox"/> Observation of student in practice with clients by supervisor				
	<input type="checkbox"/> Observation of student interacting with colleagues by supervisor				
	<input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings, by supervisor				
	<input type="checkbox"/> Observation of student presentations in agency or community contexts by supervisor				
	<input type="checkbox"/> Paperwork and/or reports completed by the student				
	<input type="checkbox"/> Reports from colleagues				
<input type="checkbox"/> Results from a project taken on by the student					
What <u>specific activities</u> in which you were engaged allow you to make these assessments?					

CB	BC	LP	ML	NR	NO	2.1.5 I promote human rights and social and economic justice. Practice behaviors associated with this competency:
5	4	3	2	1	0	<ul style="list-style-type: none"> Understanding the forms and mechanisms of oppression and discrimination
5	4	3	2	1	0	<ul style="list-style-type: none"> Advocating for human rights and social and economic justice
5	4	3	2	1	0	<ul style="list-style-type: none"> Engaging in practices that advance social and economic justice
5	4	3	2	1	0	☞ Overall Perception of Competence including course and field work

Evidence that supports these assessments include:

Please check all that apply.	<input type="checkbox"/> Supervision discussions <input type="checkbox"/> Course work experiences <input type="checkbox"/> Comments on process recordings <input type="checkbox"/> Observation of student in practice with clients by supervisor <input type="checkbox"/> Observation of student interacting with colleagues by supervisor <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings, by supervisor <input type="checkbox"/> Observation of student presentations in agency or community contexts by supervisor <input type="checkbox"/> Paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student
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What specific activities in which you were engaged allow you to make these assessments?

CB	BC	LP	ML	NR	NO	2.1.6 I engage in research-informed practice and practice-informed research. Practice behaviors associated with this competency:
5	4	3	2	1	0	<ul style="list-style-type: none"> Using practice experience to inform scientific inquiry
5	4	3	2	1	0	<ul style="list-style-type: none"> Using research evidence to inform practice
5	4	3	2	1	0	☞ Overall Perception of Competence including course and field work

Evidence that supports these assessments include:

Please check all that apply.	<input type="checkbox"/> Supervision discussions <input type="checkbox"/> Course work experiences <input type="checkbox"/> Comments on process recordings <input type="checkbox"/> Observation of student in practice with clients by supervisor <input type="checkbox"/> Observation of student interacting with colleagues by supervisor <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings, by supervisor <input type="checkbox"/> Observation of student presentations in agency or community contexts by supervisor <input type="checkbox"/> Paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student
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What specific activities in which you were engaged allow you to make these assessments?

CB	BC	LP	ML	NR	NO	2.1.7 I apply knowledge of human behavior and the social environment. Practice behaviors associated with this competency:
5	4	3	2	1	0	<ul style="list-style-type: none"> Using conceptual frameworks to guide the processes of assessment, intervention and evaluation
5	4	3	2	1	0	<ul style="list-style-type: none"> Critiquing and applying knowledge to understand person and environment
5	4	3	2	1	0	<p>☞ Overall Perception of Competence including course and field work</p>

2.1.7 I apply knowledge of human behavior and the social environment. (cont.)						
Evidence that supports these assessments include:						
Please check all that apply.	<input type="checkbox"/>	Supervision discussions				
	<input type="checkbox"/>	Course work experiences				
	<input type="checkbox"/>	Comments on process recordings				
	<input type="checkbox"/>	Observation of student in practice with clients by supervisor				
	<input type="checkbox"/>	Observation of student interacting with colleagues by supervisor				
	<input type="checkbox"/>	Observation of student in groups of colleagues, such as team meetings, by supervisor				
	<input type="checkbox"/>	Observation of student presentations in agency or community contexts by supervisor				
	<input type="checkbox"/>	Paperwork and/or reports completed by the student				
	<input type="checkbox"/>	Results from a project taken on by the student				
What <u>specific activities</u> in which you were engaged allow you to make these assessments?						

CB	BC	LP	ML	NO	2.1.8 I engage in policy practice to advance social and economic well-being and to deliver effective social work services. Practice behaviors associated with this competency:
5	4	3	2	0	<ul style="list-style-type: none"> Analyzing, formulating, and advocating for policies that advance social well-being
5	4	3	2	0	<ul style="list-style-type: none"> Collaborating with colleagues and clients for effective policy action
5	4	3	2	0	<p>☞ Overall Perception of Competence including course and field work</p>
Evidence that supports these assessments include:					
Please check all that apply.	<input type="checkbox"/>	Supervision discussions			
	<input type="checkbox"/>	Course work experiences			
	<input type="checkbox"/>	Comments on process recordings			
	<input type="checkbox"/>	Observation of student in practice with clients by supervisor			
	<input type="checkbox"/>	Observation of student interacting with colleagues by supervisor			
	<input type="checkbox"/>	Observation of student in groups of colleagues, such as team meetings, by supervisor			
	<input type="checkbox"/>	Observation of student presentations in agency or community contexts by supervisor			
	<input type="checkbox"/>	Paperwork and/or reports completed by the student			
	<input type="checkbox"/>	Results from a project taken on by the student			
What <u>specific activities</u> in which you were engaged allow you to make these assessments?					

CB	BC	LP	ML	NR	NO	2.1.9 I respond to contexts that shape practice. Practice behaviors associated with this competency:
5	4	3	2	1	0	<ul style="list-style-type: none"> Continually discovering , appraising, and attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
5	4	3	2	1	0	<ul style="list-style-type: none"> Providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
5	4	3	2	1	0	👉 Overall Perception of Competence including course and field work

Evidence that supports these assessments include:

Please check all that apply.	<input type="checkbox"/> Supervision discussions <input type="checkbox"/> Course work experiences <input type="checkbox"/> Comments on process recordings <input type="checkbox"/> Observation of student in practice with clients by supervisor <input type="checkbox"/> Observation of student interacting with colleagues by supervisor <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings, by supervisor <input type="checkbox"/> Observation of student presentations in agency or community contexts by supervisor <input type="checkbox"/> Paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student

What specific activities in which you were engaged allow you to make these assessments?

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CB	BC	LP	ML	NR	NO	2.1.10 I engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency:
						<ul style="list-style-type: none"> 2.1.10 A Engagement <ul style="list-style-type: none"> Substantively and affectively preparing for engagement with individuals, families, groups, organizations and communities Using empathy and other interpersonal skills Involving the client in goal-setting, focus of work, and desired outcomes
5	4	3	2	1	0	
5	4	3	2	1	0	
5	4	3	2	1	0	
						<ul style="list-style-type: none"> 2.1.10 B Assessment <ul style="list-style-type: none"> Collecting, organizing, and interpreting client data Assessing client strengths and limitations Developing interventions goals and objectives Selecting appropriate intervention strategies
5	4	3	2	1	0	
5	4	3	2	1	0	
5	4	3	2	1	1	
5	4	3	2	1	1	
						<ul style="list-style-type: none"> 2.1.10 C Intervention <ul style="list-style-type: none"> Initiating actions to achieve client and/or organizational goals and resolve problems Implementing prevention interventions that enhance client capacities Negotiating, mediating, and advocating for clients Facilitating transitions and endings
5	4	3	2	1	1	
5	4	3	2	1	1	
5	4	3	2	1	1	
5	4	3	2	1	1	

2.1.10 I engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.

(cont.)

						<ul style="list-style-type: none"> • 2.1.10 D Evaluation
5	4	3	2	1	1	<ul style="list-style-type: none"> ○ Critically analyzing, monitoring, and evaluating interventions
5	4	3	2	1	1	<ul style="list-style-type: none"> ☞ Overall Perception of Competence including course and field work

Evidence that supports these assessments include:

<p>Please check all that apply.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Supervision discussions <input type="checkbox"/> Course work experiences <input type="checkbox"/> Comments on process recordings <input type="checkbox"/> Observation of student in practice with clients by supervisor <input type="checkbox"/> Observation of student interacting with colleagues by supervisor <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings, by supervisor <input type="checkbox"/> Observation of student presentations in agency or community contexts by supervisor <input type="checkbox"/> Paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student
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What specific activities in which you were engaged allow you to make these assessments?

MID-POINT EVALUATION SIGNATURES

Field Supervisor's Signature:

_____ **Date:** _____

I have read this mid-year evaluation and have reviewed it with my Field Supervisor.

Student's Signature:

_____ **Date:** _____

Faculty Advisor's Signature:

_____ **Date:** _____

END OF FOUNDATION PRACTICUM MID-POINT EVALUATION

Foundation Year Final Evaluation

➤ **Completed and signed by Field Supervisor; student section signed by Student and Faculty Advisor.**

Student Name: _____ Date: _____

Field Supervisor Name: _____

Agency Name: _____

Supervisory Sessions Held with Field Supervisor this Semester

PRIMARY SUPERVISOR	<u>TOTAL</u>	<u>INDIVIDUAL</u>	<u>GROUP</u>
Number of Supervision Sessions			
Average Length (In Hours)			
Average Number of Cases Carried this Semester			
Number of Process Recordings Submitted to Supervisor this Semester			

SECONDARY SUPERVISOR	<u>TOTAL</u>	<u>INDIVIDUAL</u>	<u>GROUP</u>
Number of Supervision Sessions			
Average Length (In Hours)			
Average Number of Cases Carried this Semester			
Number of Process Recordings Submitted to Supervisor this Semester			

I. FIELD SUPERVISOR’S EVALUATION OF STUDENT

Field Supervisor’s Opening Comments:

- **Please note that additional narrative may be provided by the Field Supervisor and stapled into this evaluation.**
- **Many of the learning activities below include a rating scale to indicate your opinion of the student’s performance. Please use the narrative space following each section to identify particular areas of strength or concern for this student or other issues. For a review of practicum requirements and expectations, please also refer to the Learning Contract.**

Field Experience Component 1A

Foundation Year Field Education Expectations: Direct Service with Individuals and Families – Client Engagement

1. The student has ____ individual or family cases in which the student demonstrates practice of engagement, assessment and beginning counseling skills.
Yes _____ **No** _____ **In Process** _____
If “In Process,” please explain.

2. The student has completed a minimum of 12 process recordings for the semester.
Yes _____ **No** _____ **In Process** _____
If “In Process,” how many remain to be completed?

3. The student has provided to faculty advisor a minimum of two process recording for the semester.
Yes _____ **No** _____ **In Process** _____
If “In Process,” please explain.

4. Process recordings illustrate/demonstrate development of interviewing and interactive communication skills with clients.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.
Supervisor Recommendations:

5. Process recordings illustrate/demonstrate empathy with clients.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.
Supervisor Recommendations:

6. Process recordings illustrate/demonstrate beginning social work analysis including awareness of systems, their interactions, and life stage challenges.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
--------------------------	-----------------	--------------------	-----------------------------

This element needs additional work by student to be present in his/her practice.
Supervisor Recommendations:

7. Process recordings illustrate/demonstrate professional social work self-awareness, including feelings.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

Narrative for Field Experience Component 1A:

Field Experience Component 1B

Foundation Year Field Education Expectations:

Direct Service with Individuals and Families – Multiple Systems

1. The student produces psycho-social assessments using ecological “person-in-environment” perspective.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

2. The student practices counseling activities.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

3. The student practices client advocacy.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

4. The student practices interagency collaboration and referral.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

5. The student produces treatment plans.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

6. The student practices case management.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

Narrative for Field Experience Component 1B:

<p><u>Field Experience Component 2</u> Foundation Year Field Education Expectations: Group Work</p>
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1. Client Focused Helping Group

The Student plans group(s), selects/screens/contacts members, contracts with prospective members for group participation, facilitates, co-facilitates, or participates as agency/intern representative in group(s), articulates group dynamics in at least one process recording in either semester, and participates in setting and achieving appropriate goals for group(s).

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

2. Administrative Group Comprised of Colleagues

The Student plans group(s), selects/screens/contacts members, contracts with prospective members for group participation, facilitates, co-facilitates, or participates as agency/intern representative in group(s), articulates group dynamics in at least one process recording in either semester, participates in setting and achieving appropriate goals for group(s).

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice. Supervisor Recommendations:

Narrative for Field Experience Component 2:

Field Experience Component 3

Foundation Year Field Education Expectations: Community Work/Project

1. The student recognizes and identifies position and role of agency in the service system.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

2. The student assesses and identifies community needs (clients, providers, geographic community, etc.)

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

3. The student develops a project to address identified community needs, using multi-level information.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

4. The student acts with members of identified community for purposes of addressing needs.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

5. The student utilizes group work skills to facilitate, co-facilitate, or serve as agency/intern representative on collegial/administrative group linked to community project.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

Narrative for Field Experience Component 3:

Field Experience Component 4
Foundation Year Field Education Expectations: Professional Practice and Effective Use of Self

1. The student carries out and completes internship assignments.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

2. The student completes requisite agency paperwork in a timely manner.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
--------------------------	-----------------	--------------------	-----------------------------

This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

3. The student participates in weekly supervision using an agenda.

4. Strongly Agree	3. Agree	Disagree	Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

4. The student participates and contributes in collegial team meetings.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
--------------------------	-----------------	--------------------	-----------------------------

This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

5. The student demonstrates responsible time management: On time for internship obligations, reports whereabouts to supervisor when plans change, and produces weekly process recordings.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
--------------------------	-----------------	--------------------	-----------------------------

This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

6. The student brings ethical issues and questions to supervisor.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

Narrative for Field Experience Component 4:

NARRATIVE SUMMARY

Student's major areas of strength:

Priority areas for student's growth:

Additional Comments (please attach additional pages, if so desired):

Student Name, Last: _____ First: _____

Advisor Name, Last: _____ First: _____

**Assessment of Student’s Acquisition of School of Social Work
Foundation Year Competencies
(Completed by Field Supervisors at Conclusion of First Year Internship)**

Please consider the following statements, which reflect the targeted competencies expected for students completing the Foundation Year curriculum by the Springfield College School of Social Work and the Council on Social Work Education. Opportunities to practice and acquire these competencies and practice behaviors are expected in the field practicum of the Foundation Year. Use your knowledge of the student’s experiences related to both course work and field work to comment on the student’s progress toward achieving these competencies and practice behaviors.

- Mark the response that best reflects the degree to which you believe the student has made progress toward competency in each practice behavior as well as the overall competency.
- Please also indicate the activities in which the student engaged that allow you to make these assessments.

Use a rating scheme and choose the appropriate number where:

- 5 = The student has demonstrated competence at a level beyond that expected at the conclusion of the first year internship (CB)**
- 4 = The student has demonstrated a beginning competence at a level appropriate for the conclusion of the first year internship (BC)**
- 3 = The student is still in the learning process related to this competency/practice behavior, but will likely demonstrate a beginning competence after starting the second internship (LP)**
- 2 = The student requires more learning in order to demonstrate a beginning competence (ML)**
- 1 = The student is not currently demonstrating readiness to achieve a beginning competence (NR)**

Foundation Year Curriculum Competencies

CB	BC	LP	ML	NR	2.1.1 The student identifies as a professional social worker and conducts him or herself accordingly. Practice behaviors associated with this competency:
5	4	3	2	1	<ul style="list-style-type: none"> • Advocating for client access to the services of social work
5	4	3	2	1	<ul style="list-style-type: none"> • Practicing personal reflection and self-correction to assure continual professional development
5	4	3	2	1	<ul style="list-style-type: none"> • Attending to professional roles and boundaries
5	4	3	2	1	<ul style="list-style-type: none"> • Demonstrating professional demeanor in behavior, appearance, and communication
5	4	3	2	1	<ul style="list-style-type: none"> • Engaging in career-long learning; and
5	4	3	2	1	<ul style="list-style-type: none"> • Using supervision and consultation
5	4	3	2	1	☞ Overall Perception of Competence including course and field work

Evidence that supports these assessments include:

<p>Please check all that apply.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Supervision discussions <input type="checkbox"/> Course work experiences <input type="checkbox"/> Review of process recordings <input type="checkbox"/> Observation of student in practice with clients <input type="checkbox"/> Observation of student interacting with colleagues <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings <input type="checkbox"/> Observation of student presentations in agency or community contexts <input type="checkbox"/> Review of paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student
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2.1.1 The student identifies as a professional social worker and conducts him or herself accordingly. (cont.)
What <u>specific activities</u> in which the student was engaged allow you to make these assessments?

CB	BC	LP	ML	NR	2.1.2 The student applies social work ethical principles to guide professional practice. Practice behaviors associated with this competency:
5	4	3	2	1	<ul style="list-style-type: none"> Adhering to the standards of one’s license or credentials
5	4	3	2	1	<ul style="list-style-type: none"> Recognizing and managing personal values in a way that allows professional values to guide practice
5	4	3	2	1	<ul style="list-style-type: none"> Making ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (1999) and, as applicable, of the International Federation of Social Work Ethics in Social Work, Statement of Principles (2004)
5	4	3	2	1	<ul style="list-style-type: none"> Tolerating ambiguity in resolving ethical conflicts
5	4	3	2	1	<ul style="list-style-type: none"> Applying strategies of ethical reasoning to arrive at principled decisions
5	4	3	2	1	<ul style="list-style-type: none"> Overall Perception of Competence including course and field work

Evidence that supports these assessments include:						
Please check all that apply.	<input type="checkbox"/>	Supervision discussions				
	<input type="checkbox"/>	Course work experiences				
	<input type="checkbox"/>	Review of process recordings				
	<input type="checkbox"/>	Observation of student in practice with clients				
	<input type="checkbox"/>	Observation of student interacting with colleagues				
	<input type="checkbox"/>	Observation of student in groups of colleagues, such as team meetings				
	<input type="checkbox"/>	Observation of student presentations in agency or community contexts				
	<input type="checkbox"/>	Review of paperwork and/or reports completed by the student				
	<input type="checkbox"/>	Reports from colleagues				
	<input type="checkbox"/>	Results from a project taken on by the student				

What <u>specific activities</u> in which the student was engaged allow you to make these assessments?

CB	BC	LP	ML	NR	2.1.3 The student applies critical thinking to inform and communicate professional judgments. Practice behaviors associated with this competency:
5	4	3	2	1	<ul style="list-style-type: none"> Distinguishing, appraising and integrating multiple sources of knowledge, including research-based knowledge and practice wisdom
5	4	3	2	1	<ul style="list-style-type: none"> Analyzing models of assessment, prevention, intervention, and evaluation
5	4	3	2	1	<ul style="list-style-type: none"> Demonstrating effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues
5	4	3	2	1	<ul style="list-style-type: none"> Overall Perception of Competence including course and field work

Evidence that supports these assessments include:						
Please check all that apply.	<input type="checkbox"/>	Supervision discussions				
	<input type="checkbox"/>	Course work experiences				
	<input type="checkbox"/>	Review of process recordings				
	<input type="checkbox"/>	Observation of student in practice with clients				
	<input type="checkbox"/>	Observation of student interacting with colleagues				
	<input type="checkbox"/>	Observation of student in groups of colleagues, such as team meetings				

	<input type="checkbox"/> Observation of student presentations in agency or community contexts <input type="checkbox"/> Review of paperwork and/or reports completed by the student
2.1.3 The student applies critical thinking to inform and communicate professional judgments. (cont.)	
Please check all that apply.	<input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student
What <u>specific activities</u> in which the student was engaged allow you to make these assessments?	

CB	BC	LP	ML	NR	2.1.4 The student engages diversity and difference in practice. Practice behaviors associated with this competency:
5	4	3	2	1	<ul style="list-style-type: none"> Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
5	4	3	2	1	<ul style="list-style-type: none"> Gaining sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
5	4	3	2	1	<ul style="list-style-type: none"> Recognizing and communicating their understanding of the importance of differences in shaping life experiences
5	4	3	2	1	<ul style="list-style-type: none"> Viewing themselves as a learner and recognizing clients as the experts
5	4	3	2	1	<p>☞ Overall Perception of Competence including course and field work</p>

Evidence that supports these assessments include:					
Please check all that apply.		<input type="checkbox"/> Supervision discussions <input type="checkbox"/> Course work experiences <input type="checkbox"/> Review of process recordings <input type="checkbox"/> Observation of student in practice with clients <input type="checkbox"/> Observation of student interacting with colleagues <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings <input type="checkbox"/> Observation of student presentations in agency or community contexts <input type="checkbox"/> Review of paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student			
What <u>specific activities</u> in which the student was engaged allow you to make these assessments?					

CB	BC	LP	ML	NR	2.1.5 The student promotes human rights and social justice. Practice behaviors associated with this competency:
5	4	3	2	1	<ul style="list-style-type: none"> Understanding the forms and mechanisms of oppression and discrimination
5	4	3	2	1	<ul style="list-style-type: none"> Advocating for human rights and social and economic justice
5	4	3	2	1	<ul style="list-style-type: none"> Engaging in practices that advance social and economic justice
5	4	3	2	1	<p>☞ Overall Perception of Competence including course and field work</p>

Evidence that supports these assessments include:					
Please check all that apply.		<input type="checkbox"/> Supervision discussions <input type="checkbox"/> Course work experiences <input type="checkbox"/> Review of process recordings <input type="checkbox"/> Observation of student in practice with clients <input type="checkbox"/> Observation of student interacting with colleagues <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings <input type="checkbox"/> Observation of student presentations in agency or community contexts			

	<input type="checkbox"/> Review of paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student
2.1.5 The student promotes human rights and social justice.	
(cont.)	
What <u>specific activities</u> in which the student was engaged allow you to make these assessments?	

CB	BC	LP	ML	NR	2.1.6 The student engages in research-informed practice and practice-informed research. Practice behaviors associated with this competency:
5	4	3	2	1	<ul style="list-style-type: none"> Using practice experience to inform scientific inquiry
5	4	3	2	1	<ul style="list-style-type: none"> Using research evidence to inform practice
5	4	3	2	1	<ul style="list-style-type: none"> ☞ Overall Perception of Competence including course and field work

Evidence that supports these assessments include:					
Please check all that apply.	<input type="checkbox"/> Supervision discussions <input type="checkbox"/> Course work experiences <input type="checkbox"/> Review of process recordings <input type="checkbox"/> Observation of student in practice with clients <input type="checkbox"/> Observation of student interacting with colleagues <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings <input type="checkbox"/> Observation of student presentations in agency or community contexts <input type="checkbox"/> Review of paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student				
What <u>specific activities</u> in which the student was engaged allow you to make these assessments?					

CB	BC	LP	ML	NR	2.1.7 The student applies knowledge of human behavior and the social environment. Practice behaviors associated with this competency:
5	4	3	2	1	<ul style="list-style-type: none"> Using conceptual frameworks to guide the processes of assessment, intervention and evaluation
5	4	3	2	1	<ul style="list-style-type: none"> Critiquing and applying knowledge to understand person and environment
5	4	3	2	1	<ul style="list-style-type: none"> ☞ Overall Perception of Competence including course and field work

Evidence that supports these assessments include:					
Please check all that apply.	<input type="checkbox"/> Supervision discussions <input type="checkbox"/> Course work experiences <input type="checkbox"/> Review of process recordings <input type="checkbox"/> Observation of student in practice with clients <input type="checkbox"/> Observation of student interacting with colleagues <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings <input type="checkbox"/> Observation of student presentations in agency or community contexts <input type="checkbox"/> Review of paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student				
What <u>specific activities</u> in which the student was engaged allow you to make these assessments?					

CB	BC	LP	ML	NR	2.1.8 The student engages in policy practice to advance social and economic well-being and to deliver effective social work services. Practice behaviors associated with this competency:
5	4	3	2	1	<ul style="list-style-type: none"> Analyzing, formulating, and advocating for policies that advance social well-being
5	4	3	2	1	<ul style="list-style-type: none"> Collaborating with colleagues and clients for effective policy action
5	4	3	2	1	<ul style="list-style-type: none"> ☞ Overall Perception of Competence including course and field work
Evidence that supports these assessments include:					
Please check all that apply.		<input type="checkbox"/> Supervision discussions <input type="checkbox"/> Course work experiences <input type="checkbox"/> Review of process recordings <input type="checkbox"/> Observation of student in practice with clients <input type="checkbox"/> Observation of student interacting with colleagues <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings <input type="checkbox"/> Observation of student presentations in agency or community contexts <input type="checkbox"/> Review of paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student			
		What <u>specific activities</u> in which the student was engaged allow you to make these assessments?			

CB	BC	LP	ML	NR	2.1.9 The student responds to contexts that shape practice. Practice behaviors associated with this competency:
5	4	3	2	1	<ul style="list-style-type: none"> Continually discovering , appraising, and attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
5	4	3	2	1	<ul style="list-style-type: none"> Providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
5	4	3	2	1	<ul style="list-style-type: none"> ☞ Overall Perception of Competence including course and field work
Evidence that supports these assessments include:					
Please check all that apply.		<input type="checkbox"/> Supervision discussions <input type="checkbox"/> Course work experiences <input type="checkbox"/> Review of process recordings <input type="checkbox"/> Observation of student in practice with clients <input type="checkbox"/> Observation of student interacting with colleagues <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings <input type="checkbox"/> Observation of student presentations in agency or community contexts <input type="checkbox"/> Review of paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student			
		What <u>specific activities</u> in which the student was engaged allow you to make these assessments?			

CB	BC	LP	ML	NR	2.1.10 The student engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency:
					<ul style="list-style-type: none"> • 2.1.10 A Engagement <ul style="list-style-type: none"> ○ Substantively and affectively preparing for engagement with individuals, families, groups, organizations and communities
5	4	3	2	1	<ul style="list-style-type: none"> ○ Using empathy and other interpersonal skills
5	4	3	2	1	<ul style="list-style-type: none"> ○ Involving the client in goal-setting, focus of work, and desired outcomes
					<ul style="list-style-type: none"> • 2.1.10 B Assessment <ul style="list-style-type: none"> ○ Collecting, organizing, and interpreting client data
5	4	3	2	1	<ul style="list-style-type: none"> ○ Assessing client strengths and limitations
5	4	3	2	1	<ul style="list-style-type: none"> ○ Developing interventions goals and objectives
5	4	3	2	1	<ul style="list-style-type: none"> ○ Selecting appropriate intervention strategies
					<ul style="list-style-type: none"> • 2.1.10 C Intervention <ul style="list-style-type: none"> ○ Initiating actions to achieve client and/or organizational goals and resolve problems
5	4	3	2	1	<ul style="list-style-type: none"> ○ Implementing prevention interventions that enhance client capacities
5	4	3	2	1	<ul style="list-style-type: none"> ○ Negotiating, mediating, and advocating for clients
5	4	3	2	1	<ul style="list-style-type: none"> ○ Facilitating transitions and endings
					<ul style="list-style-type: none"> • 2.1.10 D Evaluation <ul style="list-style-type: none"> ○ Critically analyzing, monitoring, and evaluating interventions
5	4	3	2	1	<ul style="list-style-type: none"> ○ Critically analyzing, monitoring, and evaluating interventions
5	4	3	2	1	<ul style="list-style-type: none"> ☞ Overall Perception of Competence including course and field work
Evidence that supports these assessments include:					
Please check all that apply.		<input type="checkbox"/> Supervision discussions <input type="checkbox"/> Course work experiences <input type="checkbox"/> Review of process recordings <input type="checkbox"/> Observation of student in practice with clients <input type="checkbox"/> Observation of student interacting with colleagues <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings <input type="checkbox"/> Observation of student presentations in agency or community contexts <input type="checkbox"/> Review of paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student			
		What <u>specific activities</u> in which the student was engaged allow you to make these assessments?			

I. STUDENT SELF-EVALUATION QUESTIONS:

Field Experience 1A: Direct Service with Individuals and Families – Client Engagement

- 1. I had the opportunity to learn and demonstrate effective social work engagement with clients and client systems, including assessment, beginning counseling and referral skills, and social work analysis.
Yes _____ No _____ Still in Learning Process _____
- 2. I have attained foundation competence in social work engagement with clients and clients systems, including assessment, beginning counseling and referral skills, and social work analysis.
Yes _____ No _____ Still in Learning Process _____
- 3. I believe my demonstrated level of competence meets the expectation at a level appropriate for the conclusion of the foundation year internship:

Strongly Agree	Agree	Disagree	Strongly Disagree
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4. Student Comments:

**Field Experience Component 1B:
Direct Service with Individuals and Families - Multiple Systems**

- 1. I had the opportunity to recognize, articulate, and address the multi-systemic elements of clients’ conditions and circumstances, including pressures and influences that create unequal access to services and fulfillment of basic and culturally-relevant human needs.
Yes _____ No _____ Still in Learning Process _____
- 2. I have attained foundation competence in social work engagement with the multi-systemic elements of clients’ conditions and circumstances, including pressures and influences that create unequal access to services and fulfillment of basic and culturally-relevant human needs.
Yes _____ No _____ Still in Learning Process _____
- 3. I believe my demonstrated level of competence meets the expectation at a level appropriate for the conclusion of the foundation year internship:

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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4. Student Comments:

Field Experience Component 2: Group Work

1. I had the opportunity to practice and demonstrate the skills necessary to conduct and, if possible, directly facilitate effective client helping social work groups, using skills related to conflict management, development of cohesion and consensus, and movement toward group goals, as appropriate for the group.

Yes _____ No _____ Still in Learning Process _____

2. I have attained foundation competence in social work engagement with practicing and demonstrating the skills necessary to conducting and, if possible, directly facilitating effective administrative groups comprised of colleagues, using skills related to conflict management, development of cohesion and consensus, and movement toward group goals, as appropriate for the group.

Yes _____ No _____ Still in Learning Process _____

3. I believe my demonstrated level of competence meets the expectation at a level appropriate for the conclusion of the foundation year internship:

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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4. Student Comments:

Field Experience Component 3: Community Work/Project

1. I had the opportunity to articulate and address the contextual and interactive role of community for clients, colleagues, and the placement agency.

Yes _____ No _____ Still in Learning Process _____

2. I have attained foundation competence in social work engagement by articulating and addressing the contextual and interactive role of community for clients, colleagues, and the placement agency.

Yes _____ No _____ Still in Learning Process _____

3. I believe my demonstrated level of competence meets the expectation at a level appropriate for the conclusion of the foundation year internship:

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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4. Student Comments:

Field Experience Component 4: Professional Practice and Effective Use of Self

1. I had the opportunity to demonstrate an understanding of professional social work practice, including effective use of supervision, development of effective relationships with colleagues, adherence to agency policies and procedures, and use of the NASW code of ethics, as evidenced by effective, day-to-day, ongoing practice as a professional member of the placement agency. As well as the opportunity to demonstrate an understanding of how his or her values and ethics influence work with diverse populations of clients, including ethnic and cultural, gay, lesbian, bisexual, transgendered, and ability-challenged populations.

Yes _____ No _____ Still in Learning Process _____

2. I have attained foundation competence in social work engagement by demonstrating an understanding of professional social work practice, including effective use of supervision, development of effective relationships with colleagues, adherence to agency policies and procedures, and use of the NASW code of ethics, as evidenced by effective, day-to-day, ongoing practice as a professional member of the placement agency. As well as the opportunity to demonstrate an understanding of how his or her values and ethics influence work with diverse populations of clients, including ethnic and cultural, gay, lesbian, bisexual, transgendered, and ability-challenged populations.

Yes _____ No _____ Still in Learning Process _____

3. I believe my demonstrated level of competence meets the expectation at a level appropriate for the conclusion of the foundation year internship:

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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4. Student Comments:

Students may provide an addendum to this evaluation, if so desired.

Student Name, Last: _____ First: _____

Advisor Name, Last: _____ First: _____

**Student's Self-Assessment of Acquisition of School of Social Work
Foundation Year Competencies
(Completed by Students at Conclusion of First Year Internship)**

Please consider the following statements, which reflect the targeted competencies expected for students completing the Foundation Year curriculum by the Springfield College School of Social Work and the Council on Social Work Education. Opportunities to practice and acquire these competencies and practice behaviors are expected in the field practicum of the Foundation Year. Use your experiences in both course work and field work to assess your progress toward achieving these competencies and practice behaviors.

- Mark the response that best reflects the degree to which you believe you have made progress toward competency in each practice behavior as well as the overall competency.
- Please also indicate the activities that allow you to make these assessments.

Use a rating scheme and choose the appropriate number where:

- 5 = I have demonstrated competence at a level beyond that expected at the conclusion of the first year internship (CB)**
- 4 = I have demonstrated a beginning competence at a level appropriate for the conclusion of the first year internship (BC)**
- 3 = I am still in the learning process related to this competency/practice behavior, but will likely demonstrate a beginning competence after starting the second internship (LP)**
- 2 = I require more learning in order to demonstrate beginning competence (ML)**
- 1 = I am not currently demonstrating readiness to achieve beginning competence (NR)**

Foundation Year Curriculum Competencies

CB	BC	LP	ML	NR	2.1.1 I identify as a professional social worker and conduct myself accordingly. Practice behaviors associated with this competency:
5	4	3	2	1	• Advocating for client access to the services of social work
5	4	3	2	1	• Practicing personal reflection and self-correction to assure continual professional development
5	4	3	2	1	• Attending to professional roles and boundaries
5	4	3	2	1	• Demonstrating professional demeanor in behavior, appearance, and communication
5	4	3	2	1	• Engaging in career-long learning; and
5	4	3	2	1	• Using supervision and consultation
5	4	3	2	1	☞ Overall Perception of Competence including course and field work

Evidence that supports these assessments include:

Please check all that apply.	<input type="checkbox"/> Supervision discussions <input type="checkbox"/> Course work experiences <input type="checkbox"/> Comments on process recordings <input type="checkbox"/> Observation of student in practice with clients by supervisor <input type="checkbox"/> Observation of student interacting with colleagues by supervisor <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings, by supervisor <input type="checkbox"/> Observation of student presentations in agency or community contexts by supervisor <input type="checkbox"/> Paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student
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2.1.1 I identify as a professional social worker and conduct myself accordingly. (cont.)
What <u>specific activities</u> in which you were engaged allow you to make these assessments?

CB	BC	LP	ML	NR	2.1.2 I apply social work ethical principles to guide professional practice. Practice behaviors associated with this competency:
5	4	3	2	1	<ul style="list-style-type: none"> Adhering to the standards of one's license or credentials
5	4	3	2	1	<ul style="list-style-type: none"> Recognizing and managing personal values in a way that allows professional values to guide practice
5	4	3	2	1	<ul style="list-style-type: none"> Making ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (1999) and, as applicable, of the International Federation of Social Work Ethics in Social Work, Statement of Principles (2004)
5	4	3	2	1	<ul style="list-style-type: none"> Tolerating ambiguity in resolving ethical conflicts
5	4	3	2	1	<ul style="list-style-type: none"> Applying strategies of ethical reasoning to arrive at principled decisions
5	4	3	2	1	<ul style="list-style-type: none"> Overall Perception of Competence including course and field work

Evidence that supports these assessments include:						
Please check all that apply.	<input type="checkbox"/>	Supervision discussions				
	<input type="checkbox"/>	Course work experiences				
	<input type="checkbox"/>	Comments on process recordings				
	<input type="checkbox"/>	Observation of student in practice with clients by supervisor				
	<input type="checkbox"/>	Observation of student interacting with colleagues by supervisor				
	<input type="checkbox"/>	Observation of student in groups of colleagues, such as team meetings, by supervisor				
	<input type="checkbox"/>	Observation of student presentations in agency or community contexts by supervisor				
	<input type="checkbox"/>	Paperwork and/or reports completed by the student				
	<input type="checkbox"/>	Reports from colleagues				
	<input type="checkbox"/>	Results from a project taken on by the student				
What <u>specific activities</u> in which you were engaged allow you to make these assessments?						

CB	BC	LP	ML	NR	2.1.3 I apply critical thinking to inform and communicate professional judgments. Practice behaviors associated with this competency:
5	4	3	2	1	<ul style="list-style-type: none"> Distinguishing, appraising and integrating multiple sources of knowledge, including research-based knowledge and practice wisdom
5	4	3	2	1	<ul style="list-style-type: none"> Analyzing models of assessment, prevention, intervention, and evaluation
5	4	3	2	1	<ul style="list-style-type: none"> Demonstrating effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues
5	4	3	2	1	<ul style="list-style-type: none"> Overall Perception of Competence including course and field work

Evidence that supports these assessments include:						
Please check all that apply.	<input type="checkbox"/>	Supervision discussions				
	<input type="checkbox"/>	Course work experiences				
	<input type="checkbox"/>	Comments on process recordings				
	<input type="checkbox"/>	Observation of student in practice with clients by supervisor				
	<input type="checkbox"/>	Observation of student interacting with colleagues by supervisor				
	<input type="checkbox"/>	Observation of student in groups of colleagues, such as team meetings, by supervisor				
	<input type="checkbox"/>	Observation of student presentations in agency or community contexts by supervisor				
	<input type="checkbox"/>	Paperwork and/or reports completed by the student				

2.1.3 I apply critical thinking to inform and communicate professional judgments. (cont.)	
Please check all that apply.	<input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student
What <u>specific activities</u> in which you were engaged allow you to make these assessments?	

CB	BC	LP	ML	NR	2.1.4 I engage diversity and difference in practice. Practice behaviors associated with this competency:
5	4	3	2	1	<ul style="list-style-type: none"> Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
5	4	3	2	1	<ul style="list-style-type: none"> Gaining sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
5	4	3	2	1	<ul style="list-style-type: none"> Recognizing and communicating their understanding of the importance of differences in shaping life experiences
5	4	3	2	1	<ul style="list-style-type: none"> Viewing themselves as a learner and recognizing clients as the experts
5	4	3	2	1	👉 Overall Perception of Competence including course and field work

Evidence that supports these assessments include:					
Please check all that apply.	<input type="checkbox"/> Supervision discussions <input type="checkbox"/> Course work experiences <input type="checkbox"/> Comments on process recordings <input type="checkbox"/> Observation of student in practice with clients by supervisor <input type="checkbox"/> Observation of student interacting with colleagues by supervisor <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings, by supervisor <input type="checkbox"/> Observation of student presentations in agency or community contexts by supervisor <input type="checkbox"/> Paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student				
	What <u>specific activities</u> in which you were engaged allow you to make these assessments?				

CB	BC	LP	ML	NR	2.1.5 I promote human rights and social and economic justice. Practice behaviors associated with this competency:
5	4	3	2	1	<ul style="list-style-type: none"> Understanding the forms and mechanisms of oppression and discrimination
5	4	3	2	1	<ul style="list-style-type: none"> Advocating for human rights and social and economic justice
5	4	3	2	1	<ul style="list-style-type: none"> Engaging in practices that advance social and economic justice
5	4	3	2	1	👉 Overall Perception of Competence including course and field work

Evidence that supports these assessments include:					
Please check all that apply.	<input type="checkbox"/> Supervision discussions <input type="checkbox"/> Course work experiences <input type="checkbox"/> Comments on process recordings <input type="checkbox"/> Observation of student in practice with clients by supervisor <input type="checkbox"/> Observation of student interacting with colleagues by supervisor <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings, by supervisor <input type="checkbox"/> Observation of student presentations in agency or community contexts by supervisor <input type="checkbox"/> Paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student				
	What <u>specific activities</u> in which you were engaged allow you to make these assessments?				

2.1.5 I promote human rights and social and economic justice.					(cont.)
What <u>specific activities</u> in which you were engaged allow you to make these assessments?					

CB	BC	LP	ML	NR	2.1.6 I engage in research-informed practice and practice-informed research. Practice behaviors associated with this competency:
5	4	3	2	1	<ul style="list-style-type: none"> Using practice experience to inform scientific inquiry
5	4	3	2	1	<ul style="list-style-type: none"> Using research evidence to inform practice
5	4	3	2	1	<ul style="list-style-type: none"> Overall Perception of Competence including course and field work

Evidence that supports these assessments include:					
Please check all that apply.		<input type="checkbox"/> Supervision discussions <input type="checkbox"/> Course work experiences <input type="checkbox"/> Comments on process recordings <input type="checkbox"/> Observation of student in practice with clients by supervisor <input type="checkbox"/> Observation of student interacting with colleagues by supervisor <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings, by supervisor <input type="checkbox"/> Observation of student presentations in agency or community contexts by supervisor <input type="checkbox"/> Paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student			

What <u>specific activities</u> in which you were engaged allow you to make these assessments?					

CB	BC	LP	ML	NR	2.1.7 I apply knowledge of human behavior and the social environment. Practice behaviors associated with this competency:
5	4	3	2	1	<ul style="list-style-type: none"> Using conceptual frameworks to guide the processes of assessment, intervention and evaluation
5	4	3	2	1	<ul style="list-style-type: none"> Critiquing and applying knowledge to understand person and environment
5	4	3	2	1	<ul style="list-style-type: none"> Overall Perception of Competence including course and field work

Evidence that supports these assessments include:					
Please check all that apply.		<input type="checkbox"/> Supervision discussions <input type="checkbox"/> Course work experiences <input type="checkbox"/> Comments on process recordings <input type="checkbox"/> Observation of student in practice with clients by supervisor <input type="checkbox"/> Observation of student interacting with colleagues by supervisor <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings, by supervisor <input type="checkbox"/> Observation of student presentations in agency or community contexts by supervisor <input type="checkbox"/> Paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student			

What <u>specific activities</u> in which you were engaged allow you to make these assessments?					

CB	BC	LP	ML	NR	2.1.8 I engage in policy practice to advance social and economic well-being and to deliver effective social work services. Practice behaviors associated with this competency:
5	4	3	2	1	<ul style="list-style-type: none"> Analyzing, formulating, and advocating for policies that advance social well-being
5	4	3	2	1	<ul style="list-style-type: none"> Collaborating with colleagues and clients for effective policy action
5	4	3	2	1	<p>☞ Overall Perception of Competence including course and field work</p>

Evidence that supports these assessments include:

- Please check all that apply.
- Supervision discussions
 - Course work experiences
 - Comments on process recordings
 - Observation of student in practice with clients by supervisor
 - Observation of student interacting with colleagues by supervisor
 - Observation of student in groups of colleagues, such as team meetings, by supervisor
 - Observation of student presentations in agency or community contexts by supervisor
 - Paperwork and/or reports completed by the student
 - Reports from colleagues
 - Results from a project taken on by the student

What specific activities in which you were engaged allow you to make these assessments?

CB	BC	LP	ML	NR	2.1.9 I respond to contexts that shape practice. Practice behaviors associated with this competency:
5	4	3	2	1	<ul style="list-style-type: none"> Continually discovering , appraising, and attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
5	4	3	2	1	<ul style="list-style-type: none"> Providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
5	4	3	2	1	<p>☞ Overall Perception of Competence including course and field work</p>

Evidence that supports these assessments include:

- Please check all that apply.
- Supervision discussions
 - Course work experiences
 - Comments on process recordings
 - Observation of student in practice with clients by supervisor
 - Observation of student interacting with colleagues by supervisor
 - Observation of student in groups of colleagues, such as team meetings, by supervisor
 - Observation of student presentations in agency or community contexts by supervisor
 - Paperwork and/or reports completed by the student
 - Reports from colleagues
 - Results from a project taken on by the student

What specific activities in which you were engaged allow you to make these assessments?

CB	BC	LP	ML	NR	2.1.10 I engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency:
					<ul style="list-style-type: none"> 2.1.10 A Engagement <ul style="list-style-type: none"> Substantively and affectively preparing for engagement with individuals, families, groups, organizations and communities
5	4	3	2	1	

5	4	3	2	1	○ Using empathy and other interpersonal skills
2.1.10 I engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency. (cont.)					
5	4	3	2	1	○ Involving the client in goal-setting, focus of work, and desired outcomes
● 2.1.10 B Assessment					
5	4	3	2	1	○ Collecting, organizing, and interpreting client data
5	4	3	2	1	○ Assessing client strengths and limitations
5	4	3	2	1	○ Developing interventions goals and objectives
5	4	3	2	1	○ Selecting appropriate intervention strategies
● 2.1.10 C Intervention					
5	4	3	2	1	○ Initiating actions to achieve client and/or organizational goals and resolve problems
5	4	3	2	1	○ Implementing prevention interventions that enhance client capacities
5	4	3	2	1	○ Negotiating, mediating, and advocating for clients
5	4	3	2	1	○ Facilitating transitions and endings
● 2.1.10 D Evaluation					
5	4	3	2	1	○ Critically analyzing, monitoring, and evaluating interventions
5	4	3	2	1	☞ Overall Perception of Competence including course and field work
Evidence that supports these assessments include:					
Please check all that apply.		<input type="checkbox"/> Supervision discussions <input type="checkbox"/> Course work experiences <input type="checkbox"/> Comments on process recordings <input type="checkbox"/> Observation of student in practice with clients by supervisor <input type="checkbox"/> Observation of student interacting with colleagues by supervisor <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings, by supervisor <input type="checkbox"/> Observation of student presentations in agency or community contexts by supervisor <input type="checkbox"/> Paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student			
What <u>specific activities</u> in which you were engaged allow you to make these assessments?					

FINAL EVALUATION SIGNATURES

MUST BE COMPLETED BEFORE SUBMITTED TO THE FIELD OFFICE

Field Supervisor's Signature:

_____ Date: _____

I have read this final evaluation and have reviewed it with my Field Supervisor.

Student's Signature:

_____ Date: _____

Faculty Advisor's Signature:

_____ Date: _____

END OF FOUNDATION PRACTICUM FINAL EVALUATION