

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

Second 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. Students will submit entire Workbook to Faculty Advisors by December 16, 2011 (with Mid-Year Evaluation completed and signed by Field Supervisor and student).
 - Faculty Advisor will review and sign Workbook and submit grade for Fall semester if all materials and signatures are complete
3. Students will submit entire Workbook to Faculty Advisors by May 4, 2012 (with Final Evaluation completed and signed by Field Supervisor and student).
 - Faculty Advisor will review and sign Workbook and submit grade for Spring semester if all materials and signatures are complete.

September 2011

FIELD PRACTICUM WORKBOOK

Contents

Student Field Practicum Start-up Review Checklist	Pages 2 – 3
Second Practicum Learning Contract	Pages 4 – 20
Field Seminar Syllabi Excerpt	Pages 21 – 23
Proposal for Administrative Project	Page 24
Sample Faculty Agenda for Site Visit	Page 25
Field Practicum Time Sheets	Pages 26 – 29
Mid-Year Evaluation	Pages 30 – 53
<i>Field Supervisor's Evaluation</i>	<i>Pages 37 – 43</i>
<i>Student Evaluation</i>	<i>Pages 46 – 52</i>
<i>Mid-Year Signatures</i>	<i>Page 53</i>
Final Evaluation	Pages 54 – 77
<i>Field Supervisor's Evaluation</i>	<i>Pages 61 – 67</i>
<i>Student Evaluation</i>	<i>Pages 70 – 76</i>
<i>Final Signatures</i>	<i>Page 77</i>

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 not later than October 3. 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, who are also expected to sign the Learning Contract, will likely not have visited by October 1, but the Learning Contract should be completed not later than September 20).

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 additional plans to fulfill the expectations noted, if necessary?

SPRINGFIELD COLLEGE SCHOOL OF SOCIAL WORK
CONCENTRATION 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 not later than Friday, 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**

It is strongly recommended that students and Field Supervisors make copies for their own use and records

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 from the Faculty Advisor 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: _____

CONCENTRATION YEAR

Concentration Year Field Experience Component #1:

Direct Service with Individuals, Families, and Groups – Increased Complexity:

The student demonstrates effective advanced generalist social work practice skills with clients with complex needs utilizing, resources and interventions relevant to a range of client systems.

Springfield 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 component reflects the concentration year curriculum content described in the CSWE's 2008 Educational Policy and Accreditation Standards (EPAS). The Springfield College School of Social Work developed concentration year practice behaviors associated with each competency that reflect the Advanced Generalist orientation of the school's curriculum. 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 #1: Direct Service with Individuals, Families, and Groups — Increased Complexity.

Students will ...

- 1. Identify with the social work profession and behave professionally. Practice behaviors associated with this competency:**
 - Adhering to professional roles and boundaries
 - Articulating the mission of social work to multiple constituencies
 - Modeling professional demeanor in behavior and communications
 - Employing (modeling) conscious use of self, self-reflection, self-monitoring, and self-correction in practice (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:**
 - Conducting oneself ethically and engage in ethical decision-making using different approaches and strategies, e.g. moral reasoning, cultural perspective, professionalism in research and practice.
 - Articulating and advocating social work values and ethics among interdisciplinary situations and settings.
 - Applying appropriate social work values to resolve ethical issues. (EPAS 2.1.2)

- 3. Apply critical thinking to inform and communicate professional judgments. Practice behaviors associated with this competency:**
 - Critically evaluating various strategies for assessment and intervention.
 - Differentially selects and implements strategies for assessment and intervention.
 - Analyzing and communicating professional judgments, reasoning, and process in practice.
 - Producing practice-ready presentations and documents that could include case presentations, journal articles, grant applications, legislative brief/summary(ies).
 - Effectively communicates challenges to existing paradigms. (EPAS 2.1.3)

- 4. Engage diversity and difference in practice. Practice behaviors associated with this competency:**
- Transforming one’s behavior in response to a recognition of one’s biases based in difference and culture.
 - Recognizing and describing the impact of culture and diversity on one’s personal and professional behavior.
 - Modifying and adapting mainstream interventions to meet needs of diverse populations and that challenge oppression.
 - Applying an understanding of privilege and power within an anti-oppressive practice.
 - Actively promotes opportunities for diverse perspectives and participation of diverse constituents.
(EPAS 2.1.4)
- 5. Promote human rights and social justice. Practice behaviors associated with this competency:**
- Embracing the obligation to advance human rights and fostering social and economic justice.
 - Incorporating and understanding of regional and global interconnections of oppression and applies this understanding to social work practice.
 - Engaging in practices that advance social and economic justice.
 - Engaging in community collaborations that foster social and economic justice and social change.
 - Taking action to redress mechanisms of oppression and discrimination.
(EPAS 2.1.5)
- 7. Apply knowledge of human behavior and the social environment. Practice behaviors associated with this competency:**
- Demonstrating knowledge of a wide range of human behavior theories and conceptual frameworks into practice at all levels.
 - Translating empirically-supported human behavior theories and conceptual frameworks into practice at all levels.
 - Critically evaluating human behavior theories and conceptual frameworks when applied to cultural groups and varied population subgroups.
 - Examining the impact of environments on social work practice.
(EPAS 2.1.7)
- 9. Respond to and shape an ever-changing professional context. Practice behaviors associated with this competency:**
- Building necessary coalitions in response to contextual changes.
 - Taking leadership in social, organizational, and community change activities that create humane and just societies.
 - Building sustainable strategies for communities and social programs.
(EPAS 2.1.9)
- 10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency:**
- Demonstrating practice autonomy in activities that may include the following behaviors:
 - Using empathy and other interpersonal skills
 - Implementing a mutually agreed upon focus of work and desired outcome
 - Collecting, organizing, and interpreting client data
 - Developing mutually agreed on intervention goals and Competencies
 - Selecting appropriate intervention strategies
 - Implementing prevention interventions that enhance client capacities
 - Assisting clients to resolve problems
 - Negotiating, mediating, and advocating for client systems
 - Facilitating transitions and endings
 - Critically analyzing, monitoring, and evaluating interventions
 - Assessing, intervening, and evaluating complex problems with systems of all sizes and types.
 - Demonstrating one’s ability to move a client system through the practice intervention process.
 - Identifying the range of legalities and/or legal risks that may exist for a client or client system that may be considering accessing social services.

- Synthesizing and applying a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice.
(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

Two parts are required:

A. Direct Service With Individuals and/or Families

B. Direct Service With Client Helping Groups

A. Direct Service with Individuals and/or Families

Student will have the opportunity to engage in advanced 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 four to five. More advanced/psycho-social assessments and development of appropriate interventions strategies are also expected in the Concentration Year.

In recognition of 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 four to five cases for the remainder of the internship.

Complex client needs may necessitate a lower number of cases being addressed by the student. (See End of Semester Evaluations for detailed outcome expectations.)

Please describe the client population with whom the student will be engaged:

Please describe the practice behaviors, activities, and assignments that will provide evidence of movement toward mastery of expected competencies:

Estimated number of hours per week the student will be engaged in this field component: _____ . Minimum expected by school is: **160 hours** for total internship (for Component #1 both parts A and B) of the required 600 hours.

B. Direct Service with Client Helping Groups

Student will have the opportunity to engage in direct social work services with client helping groups. The student must facilitate or co-facilitate a minimum of one group.

In recognition of the nature of agency services and the individual learning needs of the student, this minimum of one client helping group may be reached over the course of the first semester, then maintained at a minimum of one group for the remainder of the internship. (See End of Semester Evaluations found in the Student’s Field Practicum Workbook for detailed outcome expectations.)

Please describe the Client Helping Groups with whom the student will be engaged:

Please describe the practice behaviors, activities, and assignments that will provide evidence of movement toward mastery of expected competencies:

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

Concentration Year Field Education Expectations for Successful Completion of Field Experience Component #1. The student demonstrates effective advanced social work practice skills with clients with complex needs utilizing resources and interventions relevant to a range of client systems as evidenced by:

1. Practice with four to five individuals and/or families, who are different from the student in race, background, personality, sexual orientation, socio economic status, or other ways. (EPAS 2.1.1, 2.1.2, 2.1.4 and 2.1.10)
2. Addressing a range of client circumstances and systems through engagement in challenging relationship-building and specialized counseling skills. (EPAS 2.1.3, 2.1.7, 2.1.10)
3. Engagement in autonomous professional judgment and decision making in:
 - a. Assessment
 - b. Treatment planning
 - c. Crisis intervention
 - d. Referrals
 - e. Client advocacy
 - f. Addressing complex situations and the needs of diverse clients. (EPAS 2.1.3, 2.1.7, 2.1.10)
4. Carrying out multi-level interventions using a strengths perspective. (EPAS 2.1.3, 2.1.5, 2.1.7, 2.1.10)
5. Accessing and negotiating large systems. (EPAS 2.1.2, 2.1.9, 2.1.10)
6. Planning and facilitation or co-facilitation of a minimum of one client-helping group comprised of clients with complex needs. (EPAS 2.1.4, 2.1.7, 2.1.10)
7. 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, 2.1.7)

8. Production of and presentation to faculty advisor a minimum of two process recordings per semester that illustrate development of advanced generalist practice skills. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.7)

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:

**Concentration Year Field Experience Component #2:
Administrative Skills and Project:**

The student demonstrates an understanding of and ability to function at an advanced generalist level in agency, organizational, and larger service systems by addressing an organizational administrative need that will enhance the functioning of the host agency and services to clients.

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The Council on Social Work Education (CSWE) has established standards for social work education. This component reflects the concentration year curriculum content described in the CSWE's 2008 Educational Policy and Accreditation Standards (EPAS). The Springfield College School of Social Work developed concentration year practice behaviors associated with each competency that reflect the Advanced Generalist orientation of the school's curriculum. 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: Administrative Skills and Project.

Students will ...

1. Identify with the social work profession and behave professionally. Practice behaviors associated with this competency:

- Adhering to professional roles and boundaries
- Articulating the mission of social work to multiple constituencies
- Modeling professional demeanor in behavior and communications
- Employing (modeling) conscious use of self, self-reflection, self-monitoring, and self-correction in practice (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:

- Conducting oneself ethically and engage in ethical decision-making using different approaches and strategies, e.g. moral reasoning, cultural perspective, professionalism in research and practice.
- Articulating and advocating social work values and ethics among interdisciplinary situations and settings.
- Applying appropriate social work values to resolve ethical issues. (EPAS 2.1.2)

Learning Contract

- 3. Apply critical thinking to inform and communicate professional judgments. Practice behaviors associated with this competency:**
 - Critically evaluating various strategies for assessment and intervention.
 - Differentially selects and implements strategies for assessment and intervention.
 - Analyzing and communicating professional judgments, reasoning, and process in practice.
 - Producing practice-ready presentations and documents that could include case presentations, journal articles, grant applications, legislative brief/summary(ies).
 - Effectively communicates challenges to existing paradigms.
(EPAS 2.1.3)

- 4. Engage diversity and difference in practice. Practice behaviors associated with this competency:**
 - Transforming one's behavior in response to a recognition of one's biases based in difference and culture.
 - Recognizing and describing the impact of culture and diversity on one's personal and professional behavior.
 - Modifying and adapting mainstream interventions to meet needs of diverse populations and that challenge oppression.
 - Applying an understanding of privilege and power within an anti-oppressive practice.
 - Actively promotes opportunities for diverse perspectives and participation of diverse constituents.
(EPAS 2.1.4)

- 5. Promote human rights and social justice. Practice behaviors associated with this competency:**
 - Embracing the obligation to advance human rights and fostering social and economic justice.
 - Incorporating and understanding of regional and global interconnections of oppression and applies this understanding to social work practice.
 - Engaging in practices that advance social and economic justice.
 - Engaging in community collaborations that foster social and economic justice and social change.
 - Taking action to redress mechanisms of oppression and discrimination.
(EPAS 2.1.5)

- 6. Engage in research-informed practice and practice-informed research. Practice behaviors associated with this competency:**
 - Using evidence-based research findings to improve practice.
 - Evaluating social policies and programs.
 - Integrating qualitative and quantitative research in all aspects of advanced generalist practice.
 - Working collaboratively across disciplines to assess intervention effectiveness, ways to engage in practice evaluation, and opportunities to build cross-discipline research approaches. (EPAS 2.1.6)

- 7. Apply knowledge of human behavior and the social environment Practice behaviors associated with this competency:**
 - Demonstrating knowledge of a wide range of human behavior theories and conceptual frameworks into practice at all levels.
 - Translating empirically-supported human behavior theories and conceptual frameworks into practice at all levels.
 - Critically evaluating human behavior theories and conceptual frameworks when applied to cultural groups and varied population subgroups.
 - Examining the impact of environments on social work practice.
(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:**
 - Articulating the impact of policies on service delivery.
 - Developing and promoting agency policies and professional behavior that affect change.
 - Identifying gaps in policies at varied levels, e.g., agency policies, public policies, regulations.
(EPAS 2.1.8)

9. Respond to and shape an ever-changing professional context. Practice behaviors associated with this competency:

- Building necessary coalitions in response to contextual changes.
- Taking leadership in social, organizational, and community change activities that create humane and just societies.
- Building sustainable strategies for communities and social programs.
(EPAS 2.1.9)

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

- Demonstrating practice autonomy in activities that may include the following behaviors
 - Using empathy and other interpersonal skills
 - Implementing a mutually agreed upon focus of work and desired outcome
 - Collecting, organizing, and interpreting client data
 - Developing mutually agreed on intervention goals and Competencies
 - Selecting appropriate intervention strategies
 - Implementing prevention interventions that enhance client capacities
 - Assisting clients to resolve problems
 - Negotiating, mediating, and advocating for client systems
 - Facilitating transitions and endings
 - Critically analyzing, monitoring, and evaluating interventions
- Assessing, intervening, and evaluating complex problems with systems of all sizes and types.
- Demonstrating one's ability to move a client system through the practice intervention process.
- Identifying the range of legalities and/or legal risks that may exist for a client or client system that may be considering accessing social services.
- Synthesizing and applying a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice.
(EPAS 2.1.10)

Specific Conditions for Learning/Mean 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 address an organizational administrative need that enhances the functioning of the host agency and services to clients.

In recognition of the nature of agency services and the individual learning needs of the student, this project can be conducted and accomplished over the course of two semesters. (See End of Semester Evaluations for detailed outcome expectations.)

Please briefly describe the Administrative Project and/or activities in which the student will be engaged: _____

Please describe the practice behaviors, activities, and assignments that will provide evidence of movement toward mastery of expected competencies:

Estimated number of hours per week the student will be engaged in this field Component: _____.
Minimum expected by school is: **160 hours** for total internship of the required 600 hours.

Expectations for Successful Completion of Field Experience Component #2.

The student demonstrates effective understanding of and ability to function at an advanced generalist level in agency, organizational, and larger service systems through addressing an organizational administrative need that will enhance the functioning of the host agency and services to clients, as evidenced by:

1. An understanding of the organization of the host agency. (EPAS 2.1.7, 2.1.8)
2. An understanding of the position of the host agency in the larger social service system. (EPAS 2.1.7, 2.1.8)
3. Negotiating the subsystems of the host agency and the larger social service system to bring about effective programs and services. (EPAS 2.1.1, 2.1.2, 2.1.9, 2.1.10)
4. Participating in administrative and team groups as an effective contributor and group member, also using the contributions of others. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4)

5. Recording administrative meetings and developing reports that reflect accurate group process and progress toward goals. (EPAS 2.1.1, 2.1.3, 2.1.8)
6. Applying theories of administration and supervision to selected agency functions (possibilities include program planning and education, staff development, client outcomes, and public outreach, among others relevant to the agency. (EPAS 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.8, 2.1.9, 2.1.10)
7. Promoting effective and humane operations in social work organizations and larger delivery systems for both clients and colleagues through effective use of self. (EPAS 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8)
8. 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, 2.1.7)
9. Production of and presentation to faculty advisor a minimum of two process recordings per semester that illustrate development of advanced generalist practice skills. (EPAS 2.1.1, , 2.1.2, 2.1.3, 2.1.7)

If relevant, list other specific, direct practice behaviors and activities related to administrative skills for the student during this practicum that will provide evidence of mastery of expected competencies:

Concentration Year Field Experience Component #3:

Development Toward Advanced Generalist Social Work Practice Competence

The student integrates knowledge of micro, mezzo, and macro systems, social work ethics, and effective use of self to engage in autonomous professional advanced generalist social work practice with client and social systems of all sizes, using the ecological model, person-in-environment, and the strengths perspective.

Springfield College Mission: Spirit, Mind, Body

College Mission Emphasis: Helping Professions and Service to Humanity

School of Social Work Mission Emphases: Prepare individuals to meet universal human needs in order to engender mutually beneficial interaction between individuals and societal systems at all levels, based on principles of economic and social justice, dignity and human rights.

The Council on Social Work Education (CSWE) has established standards for social work education. This component reflects the concentration year curriculum content described in the CSWE's 2008 Educational Policy and Accreditation Standards (EPAS). The Springfield College School of Social Work developed concentration year practice behaviors associated with each competency that reflect the Advanced Generalist orientation of the school's curriculum. 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 #3: Development toward autonomous advanced generalist social work practice competence.

Students will ...

- 1. Identify with the social work profession and behave professionally. Practice behaviors associated with this competency:**
 - Adhering to professional roles and boundaries
 - Articulating the mission of social work to multiple constituencies
 - Modeling professional demeanor in behavior and communications
 - Employing (modeling) conscious use of self, self-reflection, self-monitoring, and self-correction in practice (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:**
 - Conducting oneself ethically and engage in ethical decision-making using different approaches and strategies, e.g. moral reasoning, cultural perspective, professionalism in research and practice.
 - Articulating and advocating social work values and ethics among interdisciplinary situations and settings.
 - Applying appropriate social work values to resolve ethical issues. (EPAS 2.1.2)

- 3. Apply critical thinking to inform and communicate professional judgments. Practice behaviors associated with this competency:**
 - Critically evaluating various strategies for assessment and intervention.
 - Differentially selects and implements strategies for assessment and intervention.
 - Analyzing and communicating professional judgments, reasoning, and process in practice.
 - Producing practice-ready presentations and documents that could include case presentations, journal articles, grant applications, legislative brief/summary(ies).
 - Effectively communicates challenges to existing paradigms. (EPAS 2.1.3)

- 4. Engage diversity and difference in practice. Practice behaviors associated with this competency:**
 - Transforming one's behavior in response to a recognition of one's biases based in difference and culture.
 - Recognizing and describing the impact of culture and diversity on one's personal and professional behavior.
 - Modifying and adapting mainstream interventions to meet needs of diverse populations and that challenge oppression.
 - Applying an understanding of privilege and power within an anti-oppressive practice.
 - Actively promotes opportunities for diverse perspectives and participation of diverse constituents. (EPAS 2.1.4)

- 5. Promote human rights and social justice. Practice behaviors associated with this competency:**
 - Embracing the obligation to advance human rights and fostering social and economic justice.
 - Incorporating and understanding of regional and global interconnections of oppression and applies this understanding to social work practice.
 - Engaging in practices that advance social and economic justice.
 - Engaging in community collaborations that foster social and economic justice and social change.
 - Taking action to redress mechanisms of oppression and discrimination. (EPAS 2.1.5)

- 6. Engage in research-informed practice and practice-informed research. Practice behaviors associated with this competency:**
 - Using evidence-based research findings to improve practice.
 - Evaluating social policies and programs.
 - Integrating qualitative and quantitative research in all aspects of advanced generalist practice.

- Working collaboratively across disciplines to assess intervention effectiveness, ways to engage in practice evaluation, and opportunities to build cross-discipline research approaches.
(EPAS 2.1.6)

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

- Demonstrating knowledge of a wide range of human behavior theories and conceptual frameworks into practice at all levels.
- Translating empirically-supported human behavior theories and conceptual frameworks into practice at all levels.
- Critically evaluating human behavior theories and conceptual frameworks when applied to cultural groups and varied population subgroups.
- Examining the impact of environments on social work practice.
(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:

- Articulating the impact of policies on service delivery.
- Developing and promoting agency policies and professional behavior that affect change.
- Identifying gaps in policies at varied levels, e.g., agency policies, public policies, regulations.
(EPAS 2.1.8)

9. Respond to and shape an ever-changing professional context. Practice behaviors associated with this competency:

- Building necessary coalitions in response to contextual changes.
- Taking leadership in social, organizational, and community change activities that create humane and just societies.
- Building sustainable strategies for communities and social programs.
(EPAS 2.19)

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

- Demonstrating practice autonomy in activities that may include the following behaviors
 - Using empathy and other interpersonal skills
 - Implementing a mutually agreed upon focus of work and desired outcome
 - Collecting, organizing, and interpreting client data
 - Developing mutually agreed on intervention goals and Competencies
 - Selecting appropriate intervention strategies
 - Implementing prevention interventions that enhance client capacities
 - Assisting clients to resolve problems
 - Negotiating, mediating, and advocating for client systems
 - Facilitating transitions and endings
 - Critically analyzing, monitoring, and evaluating interventions
- Assessing, intervening, and evaluating complex problems with systems of all sizes and types.
- Demonstrating one's ability to move a client system through the practice intervention process.
- Identifying the range of legalities and/or legal risks that may exist for a client or client system that may be considering accessing social services.
- Synthesizing and applying a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice.
(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 social work practice experiences that will encourage development of advanced generalist social work skills and autonomous practices.

In recognition of the nature of agency services and the individual learning needs of the student, this field experience component should be interwoven throughout student assignments (See End of Semester Evaluations for detailed outcome expectations.)

Please describe the autonomous practice behaviors, activities, and assignments in which the student will be engaged (some may be repeated from Field Concentration Year Field Experience Components #1 and #2) that will provide evidence of movement toward mastery of expected competencies:

Note: Concentration Year Field Education Experience Component #3 should be interwoven throughout the internship hours.

Expectations for Successful Completion of Field Experience Component #3.

The student demonstrates movement toward autonomous professional practice as evidenced by:

1. Using supervision effectively and appropriately to enhance practice, develop greater self-awareness of practice, and move toward autonomous practices. (EPAS 2.1.1., 2.1.2., 2.1.3)
2. Basing social work practice interventions on social work values and the NASW Code of Ethics and an understanding of diverse client circumstances and situations and the multiple systems that comprise human experience, including social service systems and historical context. (EPAS 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.9)
3. Intervening and practicing using the ecological model, person-in-environment, and the strengths perspective in interactions with clients, colleagues, organizations, and larger systems. (EPAS 2.1.1, 2.1.7, 2.1.9, 2.1.10)

4. Intervening and practicing at a variety of systems' levels, including individual, family, helping groups, administrative groups, organizational, inter organizational, community, social, and larger systems levels. (EPAS 2.1.1, 2.1.3, 2.1.4, 2.1.5., 2.1.7, 2.1.8, 2.1.9, 2.1.10)
5. Seeking out opportunities for professional practice enhancement and advancement of advanced generalist skills. (EPAS 2.1.1, 2.1.3, 2.1.7, 2.1.9, 2.1.10)
6. 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, 2.1.7)
7. Production of, and presentation to the faculty advisor, a minimum of two process recordings per semester that illustrate development of advanced generalist practice skills, as defined above. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.7)

If relevant, list other specific, practice behaviors, activities, and assignments related to autonomous advanced generalist practice for the student during this practicum that will provide evidence of movement toward mastery of expected competencies:

**CONCENTRATION YEAR LEARNING CONTRACT
SUPPLEMENT/AMENDMENT TO LEARNING CONTRACT
(Optional or as needed)**

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

Additional Expectations:

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 AND LATEST FIELD MANUAL FOR
OTHER PRACTICUM REQUIREMENTS)
FIELD PRACTICUM SEMINARS (676 AND 677)**

The Field Seminars are comprised of five components each semester:

1. Syllabus, Resources, Readings –Virtual classrooms are used to post a universal syllabus for each section of the seminars with required readings (*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 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 also make a second visit to the practicum site within the same semester, if necessary. Conditions that may require a second site visit within one semester include challenges in the placement that require further resolution, student difficulties with performance of assignments, changes in supervisor, and other situations where a face-to-face meeting among student, supervisor, and faculty advisor is advisable. All Faculty Advisors are expected to maintain appropriate telephone and/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 recording;
- c. Review at least one example of a written psychosocial assessment completed by the student;
- 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; and
- g. 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.
5. 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. Suggested Learning Topics for the Group Seminars:
The second and fifth components of the seminars provide a context in which students and advisors address competencies directly related to the field experience components and expectations for the appropriate year of the practicum.

Field Practicum Seminar 676 and 677

1. Students will utilize seminar for placement agency exploration and problem-solving, 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 second year field placements.
 - b. Discussions should also enhance students’ understanding of the integration of practice skills, theoretical knowledge, public policy, and research, with special attention to the challenges of advanced generalist practice.
2. Students will identify successes in functioning at an advanced generalist level with clients with complex needs and in agency, organizational and larger service systems. 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?

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.

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)]

FIELD PRACTICUM TIME SHEETS

NOTE NUMBER OF HOURS WORKED IN PLACEMENT ONLY.
 TO BE COMPLETED MONTHLY BY STUDENT AND SIGNED BY STUDENT AND
 FIELD SUPERVISOR. FINAL MONTH OF SEMESTER MAY BE ESTIMATED AND ENTERED
 WHEN COMPLETED.

*TOTAL HOURS FOR THE SEMESTER WILL BE SUBMITTED WITH THE FORM BOOKLET ON
 DECEMBER 7 AND APRIL 23.*

MONTH _____ YEAR _____

DATE	TIMES	HOURS	DATE	TIMES	HOURS
<i>e.g., Sept. 4</i>	<i>1:00 - 5:00</i>	4			
	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 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 _____

Concentration 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 of Supervision Sessions (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 of Supervision Sessions (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.**

Field Experience Component #1

Direct Service with Individuals, Families, and Groups – Increased Complexity:

The student demonstrates effective advanced generalist social work practice skills with clients with complex needs utilizing resources and interventions relevant to a range of client systems.

1. The student has four to five individual or family cases in which the student demonstrates advanced direct practice with diverse clients with complex needs and a range of client systems.

Yes _____ **No** _____ **In Process** _____

If “In Process,” please explain.

2. The student has been assigned the responsibility for planning and facilitating or co-facilitating a client helping group comprised of clients with complex needs.

Yes _____ **No** _____ **In Process** _____

If “In Process,” please explain.

3. The student has completed a minimum of 12 process recordings for the semester using individual, family, group or administrative meeting formats as found in Field Manual Appendices..

Yes _____ **No** _____ **In Process** _____

If “In Process,” how many remain to be completed?

4. The student has provided to faculty advisor a minimum of two process recording for the semester that illustrate development of advanced generalist social work skills.

Yes _____ **No** _____ **In Process** _____

If “In Process,” please explain.

- 5a. The student engages in advanced generalist practice skills used with diverse clients with complex 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:

- 5b. Process recordings illustrate/demonstrate development of advanced generalist skills used with diverse clients with complex 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:

6a. The student engages in challenging relationship building and specialized counseling 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:

6b. Process recordings illustrate/demonstrate development of challenging relationship building and specialized counseling 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:

7a. The student engages in autonomous professional judgment and decision making including the following: assessment, treatment planning, crisis intervention, referrals, advocacy, and addressing complex situations and the needs of diverse 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:

7b. Process recordings illustrate/demonstrate development of engagement in autonomous professional judgment and decision making, including the following: assessment, treatment planning, crisis intervention, referrals, advocacy, and addressing complex situations and the needs of diverse 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:

8a. The student carries out multi-level interventions using a strengths perspective.

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:

8b. Process recordings illustrate/demonstrate professional social work self-awareness, including feelings.

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:

9a. The student accesses and negotiates large systems.

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:

9b. Process recordings illustrate/demonstrate the ability to access and negotiate large systems.

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:

10a. The student plans for and facilitates or co-facilitates one or more client helping groups, comprised of clients with complex 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:

10b. Process recordings illustrate/demonstrate the ability to plan for and facilitate or co-facilitate one or more client helping groups, comprised of clients with complex 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:

Narrative for Field Experience Component #1:

Field Experience Component #2:

Administrative Skills and Project

The student demonstrates an understanding of and ability to function at an advanced generalist level in agency, organizational, and larger service systems by addressing an organizational administrative need that will enhance the functioning of the host agency and services to clients.

1. The student demonstrates an understanding of the organization of the host agency.

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 demonstrates an understanding of the position of the host agency in the larger social service system.

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 negotiates the subsystems of the host agency and the larger social service system to bring about effective programs and services.

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 participates in administrative and team groups as an effective contributor and group member, also using the contributions of others.

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 records administrative meetings and develops reports that reflect accurate group process and progress toward goals.

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 applies theories of administration and supervision to selected agency functions (possibilities include program planning and education, staff development, client outcomes, and public outreach, among others relevant to the agency).

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:

7. The student promotes effective and humane operations in social work organizations and larger delivery systems for both clients and colleagues through effective use of self.

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:

Narrative for Field Experience Component #2:

Field Experience Component #3:

Development Toward Advanced Generalist Social Work Practice Competence

The student integrates knowledge of micro, mezzo, and macro systems, social work ethics, and effective use of self to engage in autonomous professional advanced generalist social work practice with client and social systems of all sizes, using the ecological model, person-in-environment, and the strengths perspective.

1. The student uses supervision effectively and appropriately to enhance practice, develop greater self-awareness of practice, and move toward autonomous practices.

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. The student bases social work practice interventions on social work values and the NASW Code of Ethics and an understanding of diverse client circumstances and situations and the multiple systems that comprise human experience, including social service systems and historical context.

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 consistently intervenes and practices using the ecological model, person-in-environment, and the strengths perspective in interactions with clients, colleagues, organizations, and larger systems.

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 intervenes and practices at a variety of systems' levels, including individual, family, helping groups, administrative groups, organizational, inter organizational, community, social, and larger systems levels.

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 seeks out opportunities for professional practice enhancement and advancement of advanced generalist skills.

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:

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
Concentration Year Advanced Generalist Competencies
(Completed by Field Supervisors at Mid-Point of Second Year Internship)**

Please consider the following statements, which reflect the targeted competencies expected for students completing the Advanced Generalist Concentration 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 Concentration 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 concentration year (CM)**
- 4 = The student has demonstrated a beginning level competence appropriate for the mid-point of the concentration 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)**

Concentration 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	• Adhering to professional roles and boundaries
5	4	3	2	1	0	• Articulating the mission of social work to multiple constituencies
5	4	3	2	1	0	• Modeling professional demeanor in behavior and communications
5	4	3	2	1	0	• Employing (modeling) conscious use of self, self-reflection, self-monitoring, and self-correction in 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
------------------------------	--

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?

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"> • Conducting oneself ethically and engage in ethical decision-making using different approaches and strategies, e.g. moral reasoning, cultural perspective, professionalism in research and practice.
5	4	3	2	1	0	<ul style="list-style-type: none"> • Articulating and advocating social work values and ethics among interdisciplinary situations and settings.
5	4	3	2	1	0	<ul style="list-style-type: none"> • Applying appropriate social work values to resolve ethical issues.
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
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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	2.1.3 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"> • Critically evaluating various strategies for assessment and intervention.
5	4	3	2	1	0	<ul style="list-style-type: none"> • Differentially selects and implements strategies for assessment and intervention.
5	4	3	2	1	0	<ul style="list-style-type: none"> • Analyzing and communicating professional judgments, reasoning, and process in practice.
5	4	3	2	1	0	<ul style="list-style-type: none"> • Producing practice-ready presentations and documents that could include case presentations, journal articles, grant applications, legislative brief/summary(ies).
5	4	3	2	1	0	<ul style="list-style-type: none"> • Effectively communicating challenges to existing paradigms.
5	4	3	2	1	0	<ul style="list-style-type: none"> ☞ 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	• Transforming one's behavior in response to a recognition of one's biases based in difference and culture
5	4	3	2	1	0	• Applying an understanding of privilege and power within an anti-oppressive practice
5	4	3	2	1	0	• Recognizing and describing the impact of culture and diversity on one's personal and professional behavior
5	4	3	2	1	0	• Modifying and adapting mainstream interventions to meet needs of diverse populations and that challenge oppression
5	4	3	2	1	0	• Actively promoting opportunities for diverse perspectives and participation of diverse constituents
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	2.1.5 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"> Embracing the obligation to advance human rights and fosters social and economic justice.
5	4	3	2	1	0	<ul style="list-style-type: none"> Incorporating and understanding of regional and global interconnections of oppression and applies this understanding to social work practice.
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	<ul style="list-style-type: none"> Engaging in community collaborations that foster social and economic justice and social change.
5	4	3	2	1	0	<ul style="list-style-type: none"> Taking action to redress mechanisms of oppression and discrimination.
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.

- Supervision discussions
- Course work experiences
- 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

What specific activities 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 evidence-based research findings to improve practice
5	4	3	2	1	0	<ul style="list-style-type: none"> Evaluating social policies and programs
5	4	3	2	1	0	<ul style="list-style-type: none"> Integrating qualitative and quantitative research in all aspects of advanced generalist practice
5	4	3	2	1	0	<ul style="list-style-type: none"> Working collaboratively across disciplines to assess intervention effectiveness, ways to engage in practice evaluation, and opportunities to build cross-discipline research approaches
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.

- Supervision discussions
- Course work experiences
- 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

2.1.6 The student engages in research-informed practice and practice-informed research. (cont.)						
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"> • Demonstrating knowledge of a wide range of human behavior theories and conceptual frameworks into practice at all levels
5	4	3	2	1	0	<ul style="list-style-type: none"> • Translating empirically-supported human behavior theories and conceptual frameworks into practice at all levels
5	4	3	2	1	0	<ul style="list-style-type: none"> • Critically evaluating human behavior theories and conceptual frameworks when applied to cultural groups and varied population subgroups
5	4	3	2	1	0	<ul style="list-style-type: none"> • Examining the impact of environments on social work 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
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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	2.1.8 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"> • Articulating the impact of policies on service delivery
5	4	3	2	1	0	<ul style="list-style-type: none"> • Developing and promoting agency policies and professional behavior that affect change
5	4	3	2	1	0	<ul style="list-style-type: none"> • Identifying gaps in policies at varied levels., e.g., agency policies, public policies, regulations
5	4	3	2	1	0	☞ Overall Perception of Competence including course and field work

2.1.8 The student engages in policy practice to advance social and economic well-being and to deliver effective social work services. (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	2.1.9 The student responds to contexts that shape practice. Practice behaviors associated with this competency:
5	4	3	2	1	0	• Building necessary coalitions in response to contextual changes
5	4	3	2	1	0	• Taking leadership in social, organizational, and community change activities that create humane and just societies
5	4	3	2	1	0	• Building sustainable strategies for communities and social programs
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	2.1.10 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	• Demonstrating practice autonomy in activities that may include the following behaviors
5	4	3	2	1	0	○ Using empathy and other interpersonal skills
5	4	3	2	1	0	○ Implementing a mutually agreed upon focus of work and desired outcome
5	4	3	2	1	0	○ Collecting, organizing, and interpreting client data
5	4	3	2	1	0	○ Developing mutually agreed upon intervention goals and objectives
5	4	3	2	1	0	○ Selecting appropriate intervention strategies
5	4	3	2	1	0	○ Implementing prevention interventions that enhance client capacities
5	4	3	2	1	0	○ Assisting clients to resolve problems
5	4	3	2	1	0	○ Negotiating, mediating, and advocating for client systems
5	4	3	2	1	0	○ Facilitating transitions and endings
5	4	3	2	1	0	○ Critically analyzing, monitoring, and evaluating interventions
5	4	3	2	1	0	• Assessing, intervening, and evaluating complex problems with systems of all sizes and types
5	4	3	2	1	0	• Demonstrating one's ability to move a client system through the practice intervention process
5	4	3	2	1	0	• Identifying the range of legalities and/or legal risks that may exist for a client or client system that may be considering accessing social services
5	4	3	2	1	0	• Synthesizing and applying a broad range of interdisciplinary knowledge and skills consistent with current evidence informed 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?						

II. STUDENT SELF-EVALUATION QUESTIONS:

Field Experience Component #1: Direct Service with Individuals, Families, and Groups — Increased Complexity

1. In the first half of the internship, I had the opportunity to learn and demonstrate effective advanced generalist social work practice skills with clients with complex needs utilizing resources and interventions relevant to a range of client systems through direct work with individuals and/or families and planning and facilitation or co-facilitation of one or more client helping groups.

Yes _____ No _____ Still in Learning Process _____

2. I have attained concentration competence, appropriate for the first half of the internship, in effective advanced generalist social work practice skills with clients with complex needs utilizing resources and interventions relevant to a range of client systems through direct work with individuals and/or families and planning and facilitation or co-facilitation of one or more client helping groups.

Yes _____ No _____ Still in Learning Process _____

3. I believe my demonstrated level of competence meets the expected level of competence that is appropriate for the first half of the concentration year internship:

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

Field Experience Component #2: Administrative Skills and Project

1. In the first half of the internship, I had the opportunity to learn and demonstrate the skills necessary to function at an advanced generalist level in agency, organizational, and larger service systems by addressing an organizational administrative need that will enhance the functioning of the host agency and services to clients through the assignment and execution of administrative activities and an administrative project.

Yes _____ No _____ Still in Learning Process _____

2. I have attained concentration competence, appropriate for the first half of the internship, in functioning at an advanced generalist level in agency, organizational, and larger service systems by addressing an organizational administrative need that will enhance the functioning of the host agency and services to clients through the assignment and execution of administrative activities and an administrative project

Yes _____ No _____ Still in Learning Process _____

3. I believe my demonstrated level of competence meets the expected level of competence that is appropriate for the first half of the concentration year internship:

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

Field Component #3: Development Toward Autonomous Advanced Generalist Social Work Practice Competence

1. In the first half of the internship, I had the opportunity to integrate knowledge of micro, mezzo, and macro systems, social work ethics, and effective use of self to engage in autonomous professional advanced generalist social work practice with client and social systems of all sizes, using the ecological model, person-in-environment, and the strengths perspective.

Yes _____ No _____ Still in Learning Process _____

2. I have attained concentration competence, appropriate for the first half of the internship, in integrating knowledge of micro, mezzo, and macro systems, social work ethics, and effective use of self to engage in autonomous professional advanced generalist social work practice with client and social systems of all sizes, using the ecological model, person-in-environment, and the strengths.

Yes _____ No _____ Still in Learning Process _____

3. I believe my demonstrated level of competence meets the expected level of competence that is appropriate for the first half of the concentration 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
Concentration Year Advanced Generalist Competencies
(Completed by Students at Mid-Point of Second Year Internship)**

Please consider the following statements, which reflect the targeted competencies expected for students completing the Advanced Generalist Concentration 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 Concentration 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 with mastery at a level appropriate for the mid-point of the concentration year (CM)**
- 4 = I have demonstrated a beginning competence at a level appropriate for the mid-point of the concentration year (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 a beginning competence (ML)**
- 1 = I am not currently demonstrating readiness to achieve a beginning competence (NR)**
- 0 = I have not yet had the opportunity to demonstrate competence but expect to have the opportunity in the second half of the internship (NO)**

Concentration Year Curriculum Competencies

CM	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	• Adhering to professional roles and boundaries
5	4	3	2	1	0	• Articulating the mission of social work to multiple constituencies
5	4	3	2	1	0	• Modeling professional demeanor in behavior and communications
5	4	3	2	1	0	• Employing (modeling) conscious use of self, self-reflection, self-monitoring, and self-correction in 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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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?						

CM	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"> • Conducting oneself ethically and engage in ethical decision-making using different approaches and strategies, e.g. moral reasoning, cultural perspective, professionalism in research and practice.
5	4	3	2	1	0	<ul style="list-style-type: none"> • Articulating and advocating social work values and ethics among interdisciplinary situations and settings.
5	4	3	2	1	0	<ul style="list-style-type: none"> • Applying appropriate social work values to resolve ethical issues.
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?				

CM	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"> • Critically evaluating various strategies for assessment and intervention.
5	4	3	2	1	0	<ul style="list-style-type: none"> • Differentially selects and implements strategies for assessment and intervention.
5	4	3	2	1	0	<ul style="list-style-type: none"> • Analyzing and communicating professional judgments, reasoning, and process in practice.
5	4	3	2	1	0	<ul style="list-style-type: none"> • Producing practice-ready presentations and documents that could include case presentations, journal articles, grant applications, legislative brief/summary(ies).
5	4	3	2	1	0	<ul style="list-style-type: none"> • Effectively communicating challenges to existing paradigms.
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 <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?				

CM	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"> Transforming one's behavior in response to a recognition of one's biases based in difference and culture
5	4	3	2	1	0	<ul style="list-style-type: none"> Applying an understanding of privilege and power within an anti-oppressive practice
5	4	3	2	1	0	<ul style="list-style-type: none"> Recognizing and describing the impact of culture and diversity on one's personal and professional behavior
5	4	3	2	1	0	<ul style="list-style-type: none"> Modifying and adapting mainstream interventions to meet needs of diverse populations and that challenge oppression
5	4	3	2	1	0	<ul style="list-style-type: none"> Actively promoting opportunities for diverse perspectives and participation of diverse constituents
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?					

CM	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"> Embracing the obligation to advance human rights and fosters social and economic justice.
5	4	3	2	1	0	<ul style="list-style-type: none"> Incorporating and understanding of regional and global interconnections of oppression and applies this understanding to social work practice.
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	<ul style="list-style-type: none"> Engaging in community collaborations that foster social and economic justice and social change.
5	4	3	2	1	0	<ul style="list-style-type: none"> Taking action to redress mechanisms of oppression and discrimination.
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?						

CM	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 evidence-based research findings to improve practice
5	4	3	2	1	0	<ul style="list-style-type: none"> Evaluating social policies and programs
5	4	3	2	1	0	<ul style="list-style-type: none"> Integrating qualitative and quantitative research in all aspects of advanced generalist practice
5	4	3	2	1	0	<ul style="list-style-type: none"> Working collaboratively across disciplines to assess intervention effectiveness, ways to engage in practice evaluation, and opportunities to build cross-discipline research approaches
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				

2.1.6 I engage in research-informed practice and practice-informed research. (cont.)
What <u>specific activities</u> in which you were engaged allow you to make these assessments?

CM	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"> Demonstrating knowledge of a wide range of human behavior theories and conceptual frameworks into practice at all levels
5	4	3	2	1	0	<ul style="list-style-type: none"> Translating empirically-supported human behavior theories and conceptual frameworks into practice at all levels
5	4	3	2	1	0	<ul style="list-style-type: none"> Critically evaluating human behavior theories and conceptual frameworks when applied to cultural groups and varied population subgroups
5	4	3	2	1	0	<ul style="list-style-type: none"> Examining the impact of environments on social work 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

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

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CM	BC	LP	ML	NR	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	1	0	<ul style="list-style-type: none"> Articulating the impact of policies on service delivery
5	4	3	2	1	0	<ul style="list-style-type: none"> Developing and promoting agency policies and professional behavior that affect change
5	4	3	2	1	0	<ul style="list-style-type: none"> Identifying gaps in policies at varied levels., e.g., agency policies, public policies, regulations
5	4	3	2	1	0	☞ Overall Perception of Competence including course and field work

2.1.8 I engage in policy practice to advance social and economic well-being and to deliver effective social work services. (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"/> 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?	

CM	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"> Building necessary coalitions in response to contextual changes
5	4	3	2	1	0	<ul style="list-style-type: none"> Taking leadership in social, organizational, and community change activities that create humane and just societies
5	4	3	2	1	0	<ul style="list-style-type: none"> Building sustainable strategies for communities and social programs
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?						

CM	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:
5	4	3	2	1	0	<ul style="list-style-type: none"> • Demonstrating practice autonomy in activities that may include the following behaviors
5	4	3	2	1	0	<ul style="list-style-type: none"> ○ Using empathy and other interpersonal skills
5	4	3	2	1	0	<ul style="list-style-type: none"> ○ Implementing a mutually agreed upon focus of work and desired outcome
5	4	3	2	1	0	<ul style="list-style-type: none"> ○ Collecting, organizing, and interpreting client data
5	4	3	2	1	0	<ul style="list-style-type: none"> ○ Developing mutually agreed upon intervention goals and objectives
5	4	3	2	1	0	<ul style="list-style-type: none"> ○ Selecting appropriate intervention strategies
5	4	3	2	1	0	<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"> ○ Assisting clients to resolve problems
5	4	3	2	1	0	<ul style="list-style-type: none"> ○ Negotiating, mediating, and advocating for client systems
5	4	3	2	1	0	<ul style="list-style-type: none"> ○ Facilitating transitions and endings
5	4	3	2	1	0	<ul style="list-style-type: none"> ○ Critically analyzing, monitoring, and evaluating interventions
5	4	3	2	1	0	<ul style="list-style-type: none"> • Assessing, intervening, and evaluating complex problems with systems of all sizes and types
5	4	3	2	1	0	<ul style="list-style-type: none"> • Demonstrating one’s ability to move a client system through the practice intervention process
5	4	3	2	1	0	<ul style="list-style-type: none"> • Identifying the range of legalities and/or legal risks that may exist for a client or client system that may be considering accessing social services
5	4	3	2	1	0	<ul style="list-style-type: none"> • Synthesizing and applying a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice
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"/> 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?				

MID-POINT EVALUATION SIGNATURES

MUST BE COMPLETED BEFORE SUBMITTED TO THE FIELD OFFICE

Field Supervisor's Signature:

_____ Date: _____

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

Student's Signature:

_____ Date: _____

Faculty Advisor's Signature:

_____ Date: _____

END OF CONCENTRATION PRACTICUM MID-POINT EVALUATION

Concentration 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 of Supervision Sessions (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 of Supervision Sessions (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 #1

Direct Service with Individuals, Families, and Groups – Increased Complexity:

The student demonstrates effective advanced generalist social work practice skills with clients with complex needs utilizing resources and interventions relevant to a range of client systems

1. The student has four to five individual or family cases in which the student demonstrates advanced direct practice with diverse clients with complex needs and a range of client systems.

Yes _____ **No** _____ **In Process** _____

If “In Process,” please explain.

2. The student has been assigned the responsibility for planning and facilitating or co-facilitating a client helping group comprised of clients with complex needs.

Yes _____ **No** _____ **In Process** _____

If “In Process,” please explain.

3. The student has completed a minimum of 12 process recordings for the semester using individual, family, group or administrative meeting formats as found in Field Manual Appendices..

Yes _____ **No** _____ **In Process** _____

If “In Process,” how many remain to be completed?

4. The student has provided to faculty advisor a minimum of two process recording for the semester that illustrate development of advanced generalist social work skills.

Yes _____ **No** _____ **In Process** _____

If “In Process,” please explain.

- 5a. The student engages in advanced generalist practice skills used with diverse clients with complex 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:

- 5b. Process recordings illustrate/demonstrate development of advanced generalist skills used with diverse clients with complex 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:

6a. The student engages in challenging relationship building and specialized counseling 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:

6b. Process recordings illustrate/demonstrate development of challenging relationship building and specialized counseling 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:

7a. The student engages in autonomous professional judgment and decision making including the following: assessment, treatment planning, crisis intervention, referrals, advocacy, and addressing complex situations and the needs of diverse 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:

7b. Process recordings illustrate/demonstrate development of engagement in autonomous professional judgment and decision making, including the following: assessment, treatment planning, crisis intervention, referrals, advocacy, and addressing complex situations and the needs of diverse 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:

8a. The student carries out multi-level interventions using a strengths 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:

8b. 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:

9a. The student accesses and negotiates large systems.

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:

9b. Process recordings illustrate/demonstrate the ability to access and negotiate large systems.

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:

10a. The student plans for and facilitates or co-facilitates one or more client helping groups, comprised of clients with complex 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:

10b. Process recordings illustrate/demonstrate the ability to plan for and facilitate or co-facilitate one or more client helping groups, comprised of clients with complex 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:

Narrative for Field Experience Component # 1:

Field Experience Component #2:

Administrative Skills and Project:

The student demonstrates an understanding of and ability to function at an advanced generalist level in agency, organizational, and larger service systems by addressing an organizational administrative need that will enhance the functioning of the host agency and services to client.

1. The student demonstrates an understanding of the organization of the host agency.

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 demonstrates an understanding of the position of the host agency in the larger social 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:

3. The student negotiates the subsystems of the host agency and the larger social service system to bring about effective programs and services.

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 in administrative and team groups as an effective contributor and group member, also using the contributions of others.

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 records administrative meetings and develops reports that reflect accurate group process and progress toward goals.

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 applies theories of administration and supervision to selected agency functions (possibilities include program planning and education, staff development, client outcomes, and public outreach, among others relevant to the agency).

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:

7. The student promotes effective and humane operations in social work organizations and larger delivery systems for both clients and colleagues through effective use of self.

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:

Development Toward Advanced Generalist Social Work Practice Competence

The student integrates knowledge of micro, mezzo, and macro systems, social work ethics, and effective use of self to engage in autonomous professional advanced generalist social work practice with client and social systems of all sizes, using the ecological model, person-in-environment, and the strengths perspective.

1. The student uses supervision effectively and appropriately to enhance practice, develop greater self-awareness of practice, and move toward autonomous practices.

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 bases social work practice interventions on social work values and the NASW Code of Ethics and an understanding of diverse client circumstances and situations and the multiple systems that comprise human experience, including social service systems and historical context.

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 consistently intervenes and practices using the ecological model, person-in-environment, and the strengths perspective in interactions with clients, colleagues, organizations, and larger systems.

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 intervenes and practices at a variety of systems' levels, including individual, family, helping groups, administrative groups, organizational, inter organizational, community, social, and larger systems levels.

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 seeks out opportunities for professional practice enhancement and advancement of advanced generalist skills.

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:

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
Concentration Year Advanced Generalist Competencies
(Completed by Field Supervisors at Conclusion of Second Year Internship)**

Please consider the following statements, which reflect the targeted competencies expected for students completing the Advanced Generalist Concentration 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 Concentration 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 conclusion of the concentration year (CM)**
- 4 = The student has demonstrated a beginning level competence appropriate for the conclusion of the concentration 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)**

Concentration Year Curriculum Competencies

CM	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	• Adhering to professional roles and boundaries
5	4	3	2	1	• Articulating the mission of social work to multiple constituencies
5	4	3	2	1	• Modeling professional demeanor in behavior and communications
5	4	3	2	1	• Employing (modeling) conscious use of self, self-reflection, self-monitoring, and self-correction in practice
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"/> 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?

CM	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"> • Conducting oneself ethically and engage in ethical decision-making using different approaches and strategies, e.g. moral reasoning, cultural perspective, professionalism in research and practice.
5	4	3	2	1	<ul style="list-style-type: none"> • Articulating and advocating social work values and ethics among interdisciplinary situations and settings.
5	4	3	2	1	<ul style="list-style-type: none"> • Applying appropriate social work values to resolve ethical issues.
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"/> 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	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"> • Critically evaluating various strategies for assessment and intervention.
5	4	3	2	1	<ul style="list-style-type: none"> • Differentially selects and implements strategies for assessment and intervention.
5	4	3	2	1	<ul style="list-style-type: none"> • Analyzing and communicating professional judgments, reasoning, and process in practice.
5	4	3	2	1	<ul style="list-style-type: none"> • Producing practice-ready presentations and documents that could include case presentations, journal articles, grant applications, legislative brief/summary(ies).
5	4	3	2	1	<ul style="list-style-type: none"> • Effectively communicates challenges to existing paradigms.
5	4	3	2	1	☞ 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	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"> Transforming one's behavior in response to a recognition of one's biases based in difference and culture
5	4	3	2	1	<ul style="list-style-type: none"> Applying an understanding of privilege and power within an anti-oppressive practice
5	4	3	2	1	<ul style="list-style-type: none"> Recognizing and describing the impact of culture and diversity on one's personal and professional behavior
5	4	3	2	1	<ul style="list-style-type: none"> Modifying and adapting mainstream interventions to meet needs of diverse populations and that challenge oppression
5	4	3	2	1	<ul style="list-style-type: none"> Actively promoting opportunities for diverse perspectives and participation of diverse constituents
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"/> 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	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"> Embracing the obligation to advance human rights and fosters social and economic justice.
5	4	3	2	1	<ul style="list-style-type: none"> Incorporating and understanding of regional and global interconnections of oppression and applies this understanding to social work practice.
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	<ul style="list-style-type: none"> Engaging in community collaborations that foster social and economic justice and social change.
5	4	3	2	1	<ul style="list-style-type: none"> Taking action to redress mechanisms of oppression and discrimination.
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"/> 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	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 evidence-based research findings to improve practice
5	4	3	2	1	<ul style="list-style-type: none"> Evaluating social policies and programs
5	4	3	2	1	<ul style="list-style-type: none"> Integrating qualitative and quantitative research in all aspects of advanced generalist practice
5	4	3	2	1	<ul style="list-style-type: none"> Working collaboratively across disciplines to assess intervention effectiveness, ways to engage in practice evaluation, and opportunities to build cross-discipline research approaches
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"/> 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	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	• Demonstrating knowledge of a wide range of human behavior theories and conceptual frameworks into practice at all levels
5	4	3	2	1	• Translating empirically-supported human behavior theories and conceptual frameworks into practice at all levels
5	4	3	2	1	• Critically evaluating human behavior theories and conceptual frameworks when applied to cultural groups and varied population subgroups
5	4	3	2	1	• Examining the impact of environments on social work practice
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"/> 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	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	• Articulating the impact of policies on service delivery
5	4	3	2	1	• Developing and promoting agency policies and professional behavior that affect change
5	4	3	2	1	• Identifying gaps in policies at varied levels., e.g., agency policies, public policies, regulations
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"/> 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	2.1.9 The student responds to contexts that shape practice. Practice behaviors associated with this competency:
5	4	3	2	1	• Building necessary coalitions in response to contextual changes
5	4	3	2	1	• Taking leadership in social, organizational, and community change activities that create humane and just societies
5	4	3	2	1	• Building sustainable strategies for communities and social programs
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"/> 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	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	• Demonstrating practice autonomy in activities that may include the following behaviors
5	4	3	2	1	○ Using empathy and other interpersonal skills
5	4	3	2	1	○ Implementing a mutually agreed upon focus of work and desired outcome
5	4	3	2	1	○ Collecting, organizing, and interpreting client data
5	4	3	2	1	○ Developing mutually agreed upon intervention goals and objectives
5	4	3	2	1	○ Selecting appropriate intervention strategies
5	4	3	2	1	○ Implementing prevention interventions that enhance client capacities
5	4	3	2	1	○ Assisting clients to resolve problems
5	4	3	2	1	○ Negotiating, mediating, and advocating for client systems
5	4	3	2	1	○ Facilitating transitions and endings
5	4	3	2	1	○ Critically analyzing, monitoring, and evaluating interventions
5	4	3	2	1	• Assessing, intervening, and evaluating complex problems with systems of all sizes and types
5	4	3	2	1	• Demonstrating one's ability to move a client system through the practice intervention process
5	4	3	2	1	• Identifying the range of legalities and/or legal risks that may exist for a client or client system that may be considering accessing social services
5	4	3	2	1	• Synthesizing and applying a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice
5	4	3	2	1	☞ 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:

Please check all that apply.	<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 #1: Direct Service with Individuals, Families, and Groups – Increased Complexity

1. I had the opportunity to learn and demonstrate effective advanced generalist social work practice skills with clients with complex needs utilizing resources and interventions relevant to a range of client systems through direct work with individuals and/or families and planning and facilitation or co-facilitation of one or more client helping groups.

Yes _____ No _____ Still in Learning Process _____

2. I have attained concentration competence in effective advanced generalist social work practice skills with clients with complex needs utilizing resources and interventions relevant to a range of client systems through direct work with individuals and/or families and planning and facilitation or co-facilitation of one or more client helping groups.

Yes _____ No _____ Still in Learning Process _____

3. I believe my demonstrated level of competence meets the expected level of competence appropriate for the conclusion of the concentration year internship:

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

Field Experience Component #2: Administrative Skills and Project

1. I had the opportunity to learn and demonstrate the skills necessary to function at an advanced generalist level in agency, organizational, and larger service systems by addressing an organizational administrative need that will enhance the functioning of the host agency and services to clients through the assignment and execution of administrative activities and an administrative project.

Yes _____ No _____ Still in Learning Process _____

2. I have attained concentration competence in functioning at an advanced generalist level in agency, organizational, and larger service systems by addressing an organizational administrative need that will enhance the functioning of the host agency and services to clients through the assignment and execution of administrative activities and an administrative project

Yes _____ No _____ Still in Learning Process _____

3. I believe my demonstrated level of competence meets the expected level of competence appropriate for the concentration year internship:

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

Field Experience Component #3: Development Toward Autonomous Advanced Generalist Social Work Practice Competence

1. I had the opportunity to integrate knowledge of micro, mezzo, and macro systems, social work ethics, and effective use of self to engage in autonomous professional advanced generalist social work practice with client and social systems of all sizes, using the ecological model, person-in-environment, and the strengths perspective.

Yes _____ No _____ Still in Learning Process _____

2. I have attained concentration competence, in integrating knowledge of micro, mezzo, and macro systems, social work ethics, and effective use of self to engage in autonomous professional advanced generalist social work practice with client and social systems of all sizes, using the ecological model, person-in-environment, and the strengths.

Yes _____ No _____ Still in Learning Process _____

3. I believe my demonstrated level of competence meets the expected level of competence appropriate for the concentration year internship:

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

Students may provide a written addendum to this self-evaluation, if so desired.

Student Name, Last: _____ First: _____

Advisor Name, Last: _____ First: _____

**Student's Self-Assessment of Acquisition of School of Social Work
Concentration Year Advanced Generalist Competencies
(Completed by Students at Conclusion of Second Year Internship)**

Please consider the following statements, which reflect the targeted competencies expected for students completing the Advanced Generalist Concentration 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 Concentration 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 with mastery at a level appropriate for the conclusion of the concentration year (CM)

4 = I have demonstrated a beginning competence at a level appropriate for the conclusion of the concentration year (BC)

3 = I am still in the learning process related to this competency/practice behavior, but will very likely demonstrate a beginning competence soon after practicing as a professional social worker (LP)

2 = I require more learning in order to demonstrate a beginning competence (ML)

1 = I am not currently demonstrating readiness to achieve a beginning competence (NR)

Concentration Year Curriculum Competencies

CM	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	• Adhering to professional roles and boundaries
5	4	3	2	1	• Articulating the mission of social work to multiple constituencies
5	4	3	2	1	• Modeling professional demeanor in behavior and communications
5	4	3	2	1	• Employing (modeling) conscious use of self, self-reflection, self-monitoring, and self-correction in practice
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?				

CM	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"> • Conducting oneself ethically and engage in ethical decision-making using different approaches and strategies, e.g. moral reasoning, cultural perspective, professionalism in research and practice.
5	4	3	2	1	<ul style="list-style-type: none"> • Articulating and advocating social work values and ethics among interdisciplinary situations and settings.
5	4	3	2	1	<ul style="list-style-type: none"> • Applying appropriate social work values to resolve ethical issues.
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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What <u>specific activities</u> in which you were engaged allow you to make these assessments?				

CM	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"> • Critically evaluating various strategies for assessment and intervention.
5	4	3	2	1	<ul style="list-style-type: none"> • Differentially selects and implements strategies for assessment and intervention.
5	4	3	2	1	<ul style="list-style-type: none"> • Analyzing and communicating professional judgments, reasoning, and process in practice.
5	4	3	2	1	<ul style="list-style-type: none"> • Producing practice-ready presentations and documents that could include case presentations, journal articles, grant applications, legislative brief/summary(ies).
5	4	3	2	1	<ul style="list-style-type: none"> • Effectively communicating challenges to existing paradigms.
5	4	3	2	1	☞ 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 <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?			

CM	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"> Transforming one's behavior in response to a recognition of one's biases based in difference and culture
5	4	3	2	1	<ul style="list-style-type: none"> Applying an understanding of privilege and power within an anti-oppressive practice
5	4	3	2	1	<ul style="list-style-type: none"> Recognizing and describing the impact of culture and diversity on one's personal and professional behavior
5	4	3	2	1	<ul style="list-style-type: none"> Modifying and adapting mainstream interventions to meet needs of diverse populations and that challenge oppression
5	4	3	2	1	<ul style="list-style-type: none"> Actively promoting opportunities for diverse perspectives and participation of diverse constituents
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?				

CM	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"> Embracing the obligation to advance human rights and fosters social and economic justice.
5	4	3	2	1	<ul style="list-style-type: none"> Incorporating and understanding of regional and global interconnections of oppression and applies this understanding to social work practice.

2.1.5 I promote human rights and social and economic justice. (cont.)					
5	4	3	2	1	• Engaging in practices that advance social and economic justice.
5	4	3	2	1	• Engaging in community collaborations that foster social and economic justice and social change.
5	4	3	2	1	• Taking action to redress mechanisms of oppression and discrimination.
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?			

CM	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	• Using evidence-based research findings to improve practice
5	4	3	2	1	• Evaluating social policies and programs
5	4	3	2	1	• Integrating qualitative and quantitative research in all aspects of advanced generalist practice
5	4	3	2	1	• Working collaboratively across disciplines to assess intervention effectiveness, ways to engage in practice evaluation, and opportunities to build cross-discipline research approaches
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?			

CM	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"> • Demonstrating knowledge of a wide range of human behavior theories and conceptual frameworks into practice at all levels
5	4	3	2	1	<ul style="list-style-type: none"> • Translating empirically-supported human behavior theories and conceptual frameworks into practice at all levels
5	4	3	2	1	<ul style="list-style-type: none"> • Critically evaluating human behavior theories and conceptual frameworks when applied to cultural groups and varied population subgroups
5	4	3	2	1	<ul style="list-style-type: none"> • Examining the impact of environments on social work practice
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?			

CM	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"> • Articulating the impact of policies on service delivery
5	4	3	2	1	<ul style="list-style-type: none"> • Developing and promoting agency policies and professional behavior that affect change
5	4	3	2	1	<ul style="list-style-type: none"> • Identifying gaps in policies at varied levels., e.g., agency policies, public policies, regulations
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			

2.1.8 I engage in policy practice to advance social and economic well-being and to deliver effective social work services. (cont.)
What <u>specific activities</u> in which you were engaged allow you to make these assessments?

CM	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"> • Building necessary coalitions in response to contextual changes
5	4	3	2	1	<ul style="list-style-type: none"> • Taking leadership in social, organizational, and community change activities that create humane and just societies
5	4	3	2	1	<ul style="list-style-type: none"> • Building sustainable strategies for communities and social programs
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?						

CM	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:
5	4	3	2	1	<ul style="list-style-type: none"> • Demonstrating practice autonomy in activities that may include the following behaviors
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"> ○ Implementing a mutually agreed upon focus of work and desired outcome
5	4	3	2	1	<ul style="list-style-type: none"> ○ Collecting, organizing, and interpreting client data
5	4	3	2	1	<ul style="list-style-type: none"> ○ Developing mutually agreed upon intervention goals and objectives
5	4	3	2	1	<ul style="list-style-type: none"> ○ Selecting appropriate intervention strategies
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"> ○ Assisting clients to resolve problems
5	4	3	2	1	<ul style="list-style-type: none"> ○ Negotiating, mediating, and advocating for client systems
5	4	3	2	1	<ul style="list-style-type: none"> ○ Facilitating transitions and endings

2.1.10 I engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities. (cont.)					
5	4	3	2	1	○ Critically analyzing, monitoring, and evaluating interventions
5	4	3	2	1	• Assessing, intervening, and evaluating complex problems with systems of all sizes and types
5	4	3	2	1	• Demonstrating one’s ability to move a client system through the practice intervention process
5	4	3	2	1	• Identifying the range of legalities and/or legal risks that may exist for a client or client system that may be considering accessing social services
5	4	3	2	1	• Synthesizing and applying a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice
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 CONCENTRATION PRACTICUM FINAL EVALUATION