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MSW PROGRAM
CLEVELAND STATE UNIVERSITY

The MSW Program consists of two components, classroom learning, and field practicum education. For social work, field practicum is the signature pedagogy, meaning that it is the primary means for organizing the fundamental ways in which future social workers are educated into the profession. This manual provides an overview of the purpose, policies and procedures of field practicum at CSU.

Field education is an integral part of the social work curriculum and is required of all master level social work students. As a necessary complement to classroom education, the field practicum provides students with opportunities to use advanced level knowledge, values and skills through observational, imitative, and experiential learning. It is the field practicum experiences that socialize the students into the social work profession.

OVERVIEW OF FIELD EDUCATION

The field education component of the MSW program is developed and designed to enable students to enhance their knowledge, skills, and values in advanced practice. They participate in experiential learning that facilitates their working with client systems at all levels. Field education, the signature pedagogy, is the curricular area that socializes the students into the social work profession. Field education connects and integrates theory and practice. The learning opportunities that students engage along with experienced social work professionals with clients at all systems levels enhance the socialization process. Field practicum is designed concurrently with classroom learning to provide experiential learning opportunities for application of social work theories and constructs, and development of the student’s professional sense of self. The students enhance their abilities in the core competencies, as well as demonstrate practice behaviors that operationalize the competencies. The field experience includes a reciprocal integration between classroom learning and practice that facilitates students acquiring social work knowledge, values, and skills.

The field education component functions within the context of the social service delivery systems in Northeast Ohio. Therefore, students are provided learning opportunities in a variety of social service settings ranging from urban, suburban, and rural environments. This phenomenon requires that the experiential learning component addresses the human needs of individuals within the context of their environment.

Field education is comprised of a generalist year and a specialization year, where students gain experience in providing advanced practice. In generalist year, field practicum assignments address problem solving with client systems, ranging from individuals to organizations and communities, program development and implementation, and professional conduct. In specialization year, field practicum assignments address problem solving with either clinical or advanced generalist systems with a strong emphasis on their professional development. The field education component ensures that students enhance their abilities in understanding the purpose and values of the social work profession.
Field education is viewed as the integrated process through which students will enact the core competencies based on the Education and Policy Standards of the Council on Social Work Education (CSWE):

**Competency 1:** Demonstrate Ethical and Professional Behavior  
**Competency 2:** Engage Diversity and Difference in Practice  
**Competency 3:** Advance Human Rights and Social, Economic, and Environmental Justice  
**Competency 4:** Engage in Practice-informed Research and Research-informed Practice  
**Competency 5:** Engage in Policy Practice  
**Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities  
**Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities  
**Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities  
**Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Students develop these competencies through a range of practice and professional development assignments, allowing them to integrate knowledge, values, and skills acquired in the generalist and specialization areas, as well as to develop a reflective, self-evaluating practice stance.

The purpose of field education is to:

- Make the necessary connections between class and field, theory and practice.
- Transfer and integrate academic content, including content in social work values, ethics, and human diversity.
- Develop the student’s capacity and ability for advanced practice and professional growth and development.

The general types of field sites include family service agencies, community mental health settings, hospitals, residential treatment centers for children, homes for the elderly, group homes, crisis hotlines, health clinics, substance abuse and rehabilitation centers and other settings appropriate for generalist and specialization levels of social work learning. The MSW program is accredited by the Council on Social Work Education (CSWE), and, as such, adheres to CSWE 2015 standards for the field learning experience. Field education ensures that all students who graduate have adequate supervised placements under the guidance of those who hold the responsibility for certifying master social work education.

Field education carries out the mission and goals of the MSW program. It is this component that actively engages the community in the educational process of the students. Health and human
service agencies have freely provided opportunities for students to further enhance their growth and development through experiential learning. The reciprocal involvement of both the field education component and the agencies strengthens the service delivery system. The field education component recognizes its responsibilities to maintain an awareness of the political, social, economic, and environmental trends that impact the service delivery systems and the quality of life of individuals in Northeast Ohio, nationally, and internationally. The field education program reflects this awareness and incorporates this concept into preparing effective social work practitioners to provide professional leadership in the development of social service delivery systems.

Field practicum sites are selected on this basis of fulfilling the mission and goals of the MSW program. Field instructors are orientated and trained in how the students implement the mission and goals, which are:

**MSW PROGRAM MISSION STATEMENT**

Our mission is to prepare graduate students for specializations in advanced generalist and clinical social work practice to promote human and community well-being in the region and globally.

**CSU GOALS AND PURPOSES OF THE MSW PROGRAM**

The goals of the MSW program’s curriculum design are to:

- Promote clinical and advance generalist practice, that is evidenced-informed, with and on behalf of individuals, families, groups, communities, organizations, and society;
- Prepare students for specialized, self-critical, accountable, and autonomous, culturally-responsive practice;
- Focus on traditional and emerging ways of knowing and multiple theoretical perspectives, integrating trauma theory, practice knowledge, and multi-dimensional approaches to practice-in-context;
- Promote a practice-in-context perspective that embodies ethical reflection and integrates policy practice, theories of person-in-environment, and evaluation of practice within specific settings;
- Address human needs, aspirations, issues of social and economic justice, discrimination, and oppression using policy practice, and advocacy in advanced generalist and clinical interventions.
- Promote research that informs and evaluates practice and prepares graduates to engage in scientific inquiry and life-long learning.
It is the belief of the MSW program faculty that the integration of theory and practice in field education should take place over an extended period of time rather than compacted into a brief intensive period. Field is concurrent with applicable course work and extends over four semesters. Students are required to complete a total of 900 clock hours, 400 clock hours for the generalist year (200 hours each semester) and 500 clock hours for the specialization year (250 hours each semester). The following table illustrates the field design.

<table>
<thead>
<tr>
<th>Field Year</th>
<th>Academic Year</th>
<th>Hours</th>
<th>Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generalist</td>
<td>Full-time 1st of 2 years</td>
<td>200 hours/semester 16 hours/week</td>
<td>Direct Practice Individuals, families, small groups; organizational development; neighborhood/community organization</td>
</tr>
<tr>
<td>Accelerated Part Time-1st of 2.5 years or Part-time 2nd of 4 years</td>
<td></td>
<td></td>
<td>Service Impact Professional Learning</td>
</tr>
<tr>
<td>Specialization</td>
<td>Full-time 2nd of 2 years (Includes Advanced Standing-1st year full time)</td>
<td>250 hours/semester 17 hours/week</td>
<td>Clinical Practice or Advanced Generalist Practice</td>
</tr>
<tr>
<td>Accelerated Part –time 2nd year of 2.5 years or Part-time 4th of 4 years</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
AREAS OF RESPONSIBILITIES

FIELD STAFF AND STUDENT ROLES AND RESPONSIBILITIES

The field education director functions under guidelines, policies, and procedures as determined by the MSW program and the Council on Social Work Education (CSWE) standards for field education. The basic responsibility of the field director is the organization, implementation and evaluation of field education. Field education is operationalized with three primary roles which are: the field director, faculty liaison, and field instructor. The university employs the field director and faculty liaison and the field instructor is employed by the agency. These three functions interrelate to guide and direct the student’s learning process that will enable him/her to develop competencies in advanced practice.

Field Director

The field director is expected to carry out the following responsibilities:

- Develop, evaluate, revise, and make available in collaboration with the Academic Performance Committee, Field Advisory Committee, and faculty the educational objectives, policies, procedures, and field education manual.

- Identify social service agencies that have the capacity to provide appropriate generalist and/or specialization year experiential learning that meet the requirements of field education in context with the MSW program and CSWE standards.

- Develop, implement, and update the affiliation agreements between Cleveland State University and those field agencies requesting such an agreement.

- Establish criteria for the selection and approval of agency staff as field instructors, as well as ensuring the provision of time for attending activities, such as training and orientation and one hour per week supervision which involves monitoring and evaluating students’ learning activities.

- Evaluate, in collaboration with faculty field liaisons, the field instructors’ and agencies’ ability to meet the program’s expectations for field; approve the continued use of agencies and field instructors.
• Develop and maintain placement processes for students involving practicum placements, orientation, and notifying academic advisors of academic performance and professional development related problems.

• Develop and implement student seminars that enhance learning and professional development and advance the students’ professional skills and values.

• Plan for liaison coverage of field agencies in conjunction with the director of the MSW program and notify students and faculty of their liaison assignments.

• Review student applications for field practicum and provide a field orientation for students entering or continuing the field practicum, which includes reviewing the application and placement process.

• Review and approve students’ proposals to do their field at their place of employment; ensure that the proposals meet the standards and requirements for all field placements in the Program.

• Develop and maintain a database of viable field agencies.

• Develop and implement a formal process of evaluating students’ field performance in accordance with the educational objectives of the program and CSWE standards.

• Maintain field education records, including student files such as application, student integrative learning contract, evaluation, and activity/time logs.

• Maintain statistics on the field education component and report on its status to appropriate audiences on a regular basis.

Faculty Liaison

The faculty liaison is a qualified faculty member who serves as the university’s representative to the student and the agency. The overall responsibility of the liaison is quality assurance of the field experience, assisting and ensuring that field education competencies and practice behaviors are being met by the field instructor and student. Liaison assignments are made by the program director in conjunction with the field director during the first two weeks of the semester.

The liaison assumes the following roles and functions:

1. **Linkage:** The liaison serves as a bridge between the MSW program, the agency, and the community. Responsibilities include:

   • Interpreting field education policies, procedures, and expectations of the MSW program to agencies.
• Assessing the fit between theoretical concepts acquired in the classroom and experiential learning provided by the agency.

• Developing appropriate contacts with relevant persons in the agency.

• Identifying potential field placement sites in the community.

• Staying abreast of pertinent changes, including policy, procedures, and organizational shifts of the professional community and keeping the field director informed of these changes.

• Ensuring that the student integrative learning contract, evaluation, and activity/time logs are completed on time and signed by the student, field instructor, and liaison.

2. Consultant: The liaison assists field instructors in connecting and integrating theoretical concepts and experiential learning; developing a process of facilitating students to achieve proficiency in program competencies and operationalizing practice behaviors. This involves:

• Facilitating the process of field instructor’s connecting and integrating theoretical and conceptual frameworks to experiential learning.

• Determining and assisting the field instructor and students with the learning expectations that are included in the student integrative learning contract, suggesting necessary changes to strengthen the contract.

• Developing and maintaining a process of problem identification of academic performance or professional development that assures an early resolution of the situation.

• Determining with the field director and other appropriate faculty whether a student should remain at an agency or should be placed in another agency (See Field Problem Resolution Procedures).

3. Evaluation: The liaison evaluates the performance of students and provides feedback on field instructors, agencies, and the field director. This involves:

• Assigning the student’s grade for the field experience based on the student integrative learning contract, the field instructor’s evaluation and recommended grade, activity/time logs, and other sources relating to the student’s performance.

• Submitting to the field director a semester review of agency and how the field instructor met the program expectations and requirements.

• Completing the field instructor, agency and field director feedback forms.
In carrying out the above roles and functions, the faculty liaison is responsible for initiating contact with the field instructor and student in order to participate in the preparation of the student integrative learning contract. The initial contact includes clearly communicating the liaison’s responsibilities and availability.

**First Semester Responsibilities**

- The first field visit includes a review of the student’s work, the progress made in preparing the student integrative learning contract, and the ability of the field instructor and student to work together.

- The second field visit with the student and field instructor includes a review of the student’s work and consultation regarding the formal evaluation process. Additional visits are necessary whenever field related problems develop. Other contacts, such as informing field instructors of the appropriateness of the student integrative learning contract or reminders to submit field related documents may be made by telephone and e-mail.

**Second Semester Responsibilities**

- Every effort is made to keep the same liaison assignment for both semesters of field in a given academic year. When a change is unavoidable, the field director will inform the newly assigned liaison, and the new liaison is then expected to contact the field instructor and the student to determine if a field visit is indicated, and proceed as usual.

- During the second semester a site visit is required within the first seven weeks so as to monitor student progress in learning. Liaisons are available for phone or in-person consultation as needed.

**Field Instructor**

The field instructor is the student’s primary field learning resource and the agency’s representative to the program. To be eligible, the field instructor must have his/her MSW/MSSA degree from an accredited school of social work; at least two years of post-MSW/MSSA experience in an agency/institutional setting; at least one year of experience with the field agency; and an expressed interest and willingness to accept the field instructor’s role and responsibilities within the program’s field education framework. Exceptions are made on a case-by-case basis dependent upon agency’s learning opportunities. In situations where exceptions are made a faculty liaison assigned by CSU will perform this role and facilitate the agency’s task supervisor’s ability and capacity to provide experiential learning.

The field instructor is expected to carry out the following responsibilities:

- Participate in orientation and training activities for new field instructors.

- Orient the student to the agency and staff.
• Develop and implement a student integrative learning contract during the first four weeks of field in collaboration with the student. The contract specifies learning experiences that will help the student achieve his/her learning objectives and field education requirements.

• Schedule weekly in-person supervisory sessions with student for a minimum of one hour.

• Provide appropriate activities for the student to complete incremental tasks that achieve the student’s objectives and offer a broad range of agency experience.

• Review regularly the student’s work and time accrual, maintain an ongoing evaluation of the student’s progress through Taskstream, and complete evaluations of the student at the end of each semester – including a recommended grade.

• Support the student’s initiative in gaining access to other learning experiences and resources in the agency and professional community when needed.

• Collaborate with the faculty liaison in the preparation, review, and evaluation of the field experience.

• Inform the faculty liaison promptly of any problems in the field placement and, when necessary, develop a plan of remedial action with the liaison and the student (See Field Problem Resolution Procedures).

• Provide information to the field director to assist in the future use of the agency as a placement site, including the field instructor’s interest in continuing service as a field instructor.

There are two important aspects of the field education component relevant to field instructors becoming competent in the process of developing experiential learning activities for the students. New field instructors are given an orientation to the expectations and guidelines for working with students. The agenda for learning and orientation sessions includes content such as orientating the student to the agency; involving agency protocol, policies, and procedures; facilitating the field instructor’s ability to provide experiential education; helping the field instructor to process the student’s apprehension and hesitancy in experiential learning; monitoring and evaluating the student’s progress in his/her learning. The field instructors gain information of how students work through the stages of the learning process. Those field instructors who have worked with the MSW program previously have opportunities to attend training sessions such as supervision and using library resources.

Field Agency

The agency is selected as a field site based on criteria including educational philosophy; use of qualified professionals for field instruction; student opportunity to work with diverse clients and situations, opportunity for student to employ a strengths-based perspective and empowerment approach with and on behalf of client systems; and promotion of sound professional practice.
The field agency can be expected to carry out the following responsibilities:

- Accept students without regard to age, gender, race, ethnicity, religion, sexual orientation, physical ability, or veteran status.

- Assign a field instructor qualified to provide experiential learning who is approved by the MSW program.

- Provide the field instructor with sufficient time and resources to carry out field instruction responsibilities with the student, program and use of the Taskstream system.

- Provide the student with resources necessary to carry out learning assignments such as a telephone, place to interview clients, adequate records and documents, and travel reimbursement for authorized activity.

- Provide students with opportunities to carry out the social work process with clients from engagement through termination, toward the enhancement of client well-being.

- Provide students with exposure to group process with clients and/or staff and with opportunities to relate to community groups on behalf of the agency.

- Provide students the opportunity to participate in staff meetings, agency studies or research, agency conferences, and policy group meetings as appropriate.

- Provide students with opportunities to employ practice knowledge, values/ethics, and skills toward the amelioration of adverse environmental conditions affecting those served by the agency.

- Provide students opportunities for interaction with members of diverse client populations, such as racial and ethnic minorities, gay men, lesbians and bisexuals, transgendered, the aged, the poor, the disabled, and other vulnerable or oppressed groups.

- Provide timely information to the field director such as written descriptions of the agency’s services and learning opportunities for students, acceptance of field students, and staff/policy/program changes affecting field education.

- Have sufficient staff to develop and maintain the service delivery of the agency without reliance on students.

**Field Student**

The basic responsibility of the field student is to acquire the knowledge, skills, and values of the social work profession that will enable him/her to fulfill program competencies through operationalizing practice behaviors. The student, in collaboration with his/her field instructor, is responsible for developing objectives in each learning area and incremental tasks to achieve these objectives. Specific expectations of the student are described in detail in the section on the
educational outcomes for the field. However, students are also expected to carry out the following responsibilities:

- Learn to use Taskstream, the system used to keep track of hours and to submit other required work.

- Submit in a timely manner all required field documentation, including: application; agency acceptance; field at place of employment proposal, if applicable; student integrative learning contract; activity/time logs; and evaluation.

- Attend all required field orientations and seminars to discuss field and other topics relevant to social work practice.

- Read and become familiar with all field documents, requirements, policies, and procedures.

- Assume the cost of a background check, physical examination, and mileage if required by the agency; (see mileage reimbursement under agency requirements)

- Assume responsibility for potential risk or injury during the classroom learning and experiential learning in field practicum. Neither university nor field agency sites are responsible for students’ injuries; (check agency responsibilities)

- Develop a student integrative learning contract in collaboration with the field instructor, integrating classroom assignments when appropriate.

- Maintain documentation of field activities and activity/time logs on a weekly basis.

- Report regularly to the faculty liaison both successful learning and problems related to the field experience (see Field Problem Resolution Procedures).

- Abide by the NASW Code of Ethics and the agency’s protocol.

- Prepare for weekly field instructor supervisory meetings and use field instruction time to increase professional development and for self-evaluation.

- Maintain a professional demeanor by completing field assignments, complying with the schedule of field activities over the entire semester, and seeking assistance when needed.

**POLICIES AND PROCEDURES**

According to the Council on Social Work Education (CSWE), academic credit for life experience and previous work experience cannot be given, in whole or in part, in lieu of completing field education hours; nor are field courses transferable from a program that is not accredited by the CSWE to this MSW program.
Notification regarding Felony Convictions and Unprofessional Conduct

Students admitted to the MSW program are hereby notified that having a felony conviction or sanctions for unprofessional conduct may impact potential for obtaining field placement (required for graduation), as well as obtaining social work licensure and future employment as a social worker.

MSW Field Practicum Student Expectations

- MSW students are responsible for understanding the role of agency Field Instructor and Faculty Liaison and working with them appropriately.
- MSW students are expected to complete their placement at the same agency placement for both semesters of their generalist and specialization field practicum placements, unless there are extenuating circumstances in which a student needs to be change agencies.
- MSW students in their generalist field practicum are required to complete 200 field hours each semester, for a total of 400 hours.
- MSW students in their specialization field practicum (advanced generalist or clinical) are required to complete field 250 hours each semester, for a total of 500 hours.
- MSW students are responsible for securing a field placement no later than three weeks prior to the start of the semester.
- Students are responsible for taking a lead in developing their individualized learning contract, describing how they will learn and demonstrate the 9 generalist social work competencies.
- As stated in the MSW Field Manual on page 15, the Field Education Director will suspend the interviewing process in the event that three different approved agencies or programs have not accepted the student for placement. In these circumstances, the Field Education Director will refer the student to the MSW Program Coordinator who may refer the student to the Academic Performance Committee.

MSW Field Practicum Criteria

1. MSW students must be in good academic standing with the MSW program
2. Enroll in field practicum co-requisite practice courses
3. Complete the MSW field application packet which includes:
   a. Field application form
   b. Disclosure Information (i.e. background information, including whether student has a history of being convicted of a felony(ies).
   c. Resume
   d. Complete the online HIPAA training quiz in Taskstream.
**Procedures for Placing Students**

**Step 1: Orientation to the Placement Process**

Upon admission to the MSW program, students receive instructions to set up an appointment with the Field Education Director to meet and discuss the field practicum process.

During the in-person meeting the Field Education Director and the student discuss areas of interest and goals so an appropriate field agency can be identified. The Field Education Director assesses each student to determine readiness for placement, as well as determine general eligibility. When possible, the Field Education Director will work with students whose circumstances may limit their field placement options – an example of this would be a student with a felony conviction. It is the Field Education Director’s responsibility to enforce the criteria for field placement eligibility, as well as ensure that the established criteria are consistent with CSWE standards. All students are provided with a copy of the MSW field education manual which provides the policies and procedures they will need to know about their upcoming MSW Field experience.

The Field Education Director also reviews and educates new MSW students on our program’s field process from start to finish at our student MSW orientations which take place in May and August every year.

Prior to applying for field practicum program, MSW students are required to attend a Field Practicum Orientation provided by the Field Education Director. This orientation includes an overview of the policies, criteria and procedures for placing students, review of the Field Practicum manual, and orientation to completing field practicum forms in Taskstream (field application, learning contract weekly logs, self-assessment and field evaluation that is completed by students’ field instructors.

**Step 2: Students complete the MSW Field Practicum Application Packet.**

While MSW students are required to attend orientation once, all MSW students complete their field application for both their generalist and their specialization placement.

**Step 3: Interview with MSW Field Director**

After completing the application packet, students make an appointment with the Field Director to review their application and discuss students’ interests and preferences for a field placement. The Field Director also discusses what students may expect when interviewing with a potential field placement site, including being prepared to provide their updated resume to the agency when interviewing. During this interview, the Field Director provides students with the MSW Agency Acceptance Form, which they are to sign and return indicating the student has been accepted by an agency and has agreed to accept the placement. This indicates when the student is officially placed.

**Step 4: Review of Students’ Field Practicum Application Materials**
The Field Director reviews the application materials, and assure students are in good academic standing, and have completed required courses prior to beginning their generalist and/or specialization field placement.

**Step 5: Identification of Possible MSW Field Placement Sites**

The Field Director determines that the MSW student meets criteria for MSW generalist or specialization placement, and reviews students’ completed application packet. Upon satisfactory review, the MSW Director identifies placements for each student to consider, working to match students’ interests with agencies best suited to provide them with an opportunity to develop their social work competencies. The Field Education Director will recommend placements in which learning opportunities are congruent with competencies and their associated practice behaviors that meet the requirements for either their Generalist or specialization practicum (advanced generalist or clinical).

It should be noted that overall, the School of Social Work has an established partnership with about 200 agencies in the Northeast Ohio area who have demonstrated capacity to provide MSW students with either a generalist and/or specialization (advanced generalist or clinical) field practicum learning experience.

The Field Education Director keeps in constant communication with all of the field agencies that accept CSU students for field practicum placement and knows which agencies are open to accepting students for field practicum. This includes whether the agency is able to provide suitable learning experiences for students to develop generalist and/or specialization (advanced generalist or clinical specialization).

**Step 6: Field Placement Interviews**

The Field Education Director provides the MSW student with the name of two or three agencies and the agency field instructors’ contact information. The Field Education Director also asks the students to diligently research the agencies and become familiar with the services they provide prior to contacting the agency and setting up an interview. The student then arranges to interview at the identified placement sites. In rare circumstances where the third possible placement doesn’t work out, it is the School’s policy that the Field Practicum Program is under no obligation to provide the student with further referrals. In these circumstances, the Field Director will refer the student to the MSW Program Coordinator who may refer the student to the Academic Performance Committee.

**Step 7: Acceptance of Placement**

The student notifies the Field Education Director by phone or email once the agency offers the student the placement, and the student agrees to accept the field placement. The student completes the MSW Agency Acceptance Form and returns to the Field Director, confirming the placement site and the student’s field instructor.
The Field Education Director corresponds with the agency and Field Instructor and finalizes the student’s field placement. All Field Instructor information is obtained by the Field Education Director and entered into the Taskstream Field Database, this includes their field instructor application, field acceptance form, resume, agency information, and copy of their professional license.

Step 8: Student Completes the Field Agency Onboarding Process

It is the student’s responsibility to complete any onboarding requirements of their field agency, including agency orientation. Field agencies may also require students to obtain a background check or Social Work Trainee License (SWT). The school will provide verification of the students schedule and enrollment in field practicum classes for the student to share with the State of Ohio Counselor, Social Worker, Marriage & Family Therapist Board to obtain and keep their SWT License. Some hospital field placements require the Field Education Department to oversee their agency onboarding requirements, which include background check, vaccinations, flu shot, and TB screen. The school houses this confidential student information and has it available for the hospital upon request.

Step 9: Review of Field Manual and Resources

Finally, prior to the start date of field practicum, the Field Director e-mails students entering their first semester of field practicum field related documents and resources. This file contains the following:

1. MSW Field Manual
2. Field Practicum Calendar
3. Taskstream User Guide and Video (used for students’ learning contract, weekly logs, and field practicum evaluation)
4. Field Practicum Syllabus
5. Ohio Counselor Social Work Marriage and Family Therapist Board of Ohio Laws and Regulations 7.14 and the;

Evaluating Student Learning

Student learning is evaluated at the end of each semester, and on an ongoing basis, through completion on weekly logs, and visits by faculty liaisons. At the end of each semester, students also complete a self-assessment. Students discuss their self-assessment with their field instructor prior to the field instructor completing students’ evaluation.

Assessment of student learning is based on The MSW student learning contract, which is due week 3 of the semester and is reviewed by both the Field Instructor and the assigned Faculty Liaison from the CSU School of Social Work. The Faculty Liaison assures the congruency between field setting effectiveness and the Social Work competency areas based on the students learning goals established in the learning contract.
Students also submit weekly logs which summarize their tasks and describe progress made that week in developing the social work competencies. The weekly log includes a checklist that enables them to identify the competencies they were addressing and their related tasks during the week. In addition to the checklist, the log contains open-ended sections allowing students to describe how they addressed the competencies. Students complete the weekly logs in Taskstream and submits the logs to their field instructor for review. The field instructor reviews the logs and provides feedback describing their assessment of students’ progress to date, as well as any strengths or areas of concern. After receiving their Field Instructor feedback, the student forwards the log to their Faculty Liaison, who reviews both the student’s input and Field Instructor comments. By reviewing the weekly logs, the Field Instructor and Faculty Liaison can determine the student’s proficiency regarding each competency throughout the semester.

Toward the end of each semester students complete a self-assessment allowing the student to reflect on what they have learned during the semester and how well they have met each competency area and associated practice behaviors. The student shares their self-assessment with their field instructor, and they discuss the self-assessment during supervisory time. The Field Instructor then completes a Field Instructor evaluation of the student based on their success of meeting their learning contract competency areas and feedback from their student self-assessment.

There is a rating scale on the Field Instructor evaluation that the instructor evaluates the student’s level of competency in each of the competency areas and associated practice behaviors. The student’s faculty liaison reviews the assessment and evaluation and determines whether or not the student is proficient in the social work competency areas and if they demonstrate and apply the practice behaviors to pass field practicum. (See Field Forms in appendix of MSW Field Manual for templates of the weekly logs, learning contract, student self-assessment, and field instructor evaluation).

**Change in Field Placement**

- Students should expect to complete their field placement at one agency for both semesters of a given academic year.

- The field director may make a placement change if, after careful review, a legitimate educational reason for change is determined. Such reasons may include: the field instructor leaving the agency without available replacement; the agency reducing staff; and personnel going on strike.

- The field director may make a placement change for reasons of student conduct or performance that the agency deems unacceptable and requires immediate student dismissal.

- The field director may make a placement change under circumstances requiring the Field Problem Resolution Procedures, such as the field instructor or agency not upholding the
terms of the student integrative learning contract; the presence of disagreements and/or personality conflicts between the field instructor and student.

- In addition to the Field Director, students have a responsibility for identifying whether a placement appropriate meets their educational needs and interests. While the field director places students, students are encouraged to provide feedback, and be proactive in identifying a field placement opportunity.

- No more than one field assignment change will be made within an academic year unless required by circumstances completely beyond the student’s or agency’s control. Circumstances warranting such a change would need to be critical. A second change would require review and approval by the Academic Performance Committee.

**Field at Place of Employment (FAPE)**

Under certain circumstances, students may do field at their place of employment. Assuming all requirements for a FAPE placement are met, the School allows students to complete their field placement at their place of employment for both their generalist and/or their specialization field practicum placements. The requirements for this type of field placement are the same as those for all other placements. Field placement at a student’s employment site or a field placement paying a stipend requires the following:

- The agency meets established program requirements.

- Submission to the field director of a FAPE proposal, which conforms to the outline provided in the field manual.

- The field instructor and employment supervisor must be different.

- The field assignments must be educationally focused, be considered new learning, and be different from employment activity.

- If, during field, a student is hired by the field agency, he/she will also need to complete a FAPE proposal to assure that the student’s learning objectives can be met, given the job responsibilities, and that the appropriate field instruction can be maintained according to the stipulations above.

- If the field experience itself becomes the employment responsibility, the proposal must state this and must clarify what work responsibilities and time frame will continue to be considered field.

- If, once having started field, a student takes a job at an agency different from the field agency, the student cannot transfer field to that work site. Students are expected to honor their field commitment and complete the hours at their field agencies as agreed upon by the student, agency, and the program.
Protocol for New Field Placements and Evaluating Field Placements

When a new agency expresses interest in becoming a field placement site for students, the Field Education Department screens the agency by phone and also does a visit to the new agency to determine if the agency can be a sufficient field instruction site and meet the requirement of supervision and providing learning opportunities for our students. After an agency is approved and accepts a student for field practicum, the Field Education Department completes an affiliation agreement with this agency which is in place for 5 years. A copy of CSU’s student liability insurance is also provided to the partner agency.

The Field Instructor is the student’s primary field learning resource and the agency’s representative to the program. To be eligible, the Field Instructor must have his/her MSW/MSSA degree from an accredited school of social work; at least two years of post-MSW/MSSA experience in an agency/institutional setting; at least one year of experience with the field agency; and an expressed interest and willingness to accept the Field Instructor’s role and responsibilities within the program’s field education framework. Exceptions are made on a case-by-case basis dependent upon agency’s learning opportunities. In situations where exceptions are made a faculty liaison assigned by CSU will perform this role and facilitate the agency’s task supervisor’s ability and capacity to provide experiential learning.

The Field Education Program verifies the Field Instructor’s credentials to determine that they meet our program requirements for serving as a Field Instructor. All Field Instructor information is obtained by the Field Education Director and entered into the Taskstream Field Database, this includes their field instructor application, field acceptance form, resume, agency information, and copy of their professional license.

Prior to placing students with a field instructor, the Field Director reviews the social worker’s credentials and the potential learning opportunities available in the potential placement setting to determine whether the field instructor in that field setting can provide student learning opportunities for generalist and/or specialization (advanced generalist or clinical) for students.

Effectiveness of the field setting is assessed and monitored in many different ways. This includes feedback from students and Field Instructors and observation and feedback from Faculty Liaisons. The Field Education Program assesses field effectiveness ongoing with the Faculty Liaisons evaluation of student’s weekly logs regarding their field placements. As mentioned above, in addition to reviewing/evaluating the students weekly logs, the Faculty Liaison is also assessing the students learning contract, student self-assessment, and field instructor evaluation to determine the student is actively demonstrating that they are learning the competencies and practice behaviors and that the field placement site is providing the ability to do so in an effective manner. Each student also completes a student acknowledgement of evaluation and faculty liaison review at the end of each semester in which the student includes any concerns or comments regarding their field evaluation and the effectiveness of their field placement. The student’s Faculty Liaison receives this work in the Taskstream system, thoroughly reviews the student’s feedback, and shares this feedback with the Field Education Director. (See Field Forms in appendix of MSW Field Manual for template of the student acknowledgement of evaluation and faculty liaison review). The School
of Social Work also assesses the effectiveness of field placement with the implicit curriculum survey which is distributed to all students each semester.

**Attendance**

**Patterns of weekly attendance:** Generalist year students in placement must attend field 16 hours per week over the course of 13 weeks of each of the two semesters. Specialization year students must attend field 17 hours per week over the course of 15 weeks of each of the two semesters. Students are instructed to complete this requirement in minimum of blocks of at least four hours. While students may put in more than the minimum clock hours required in each semester, overtime may not be accrued for the purpose of ending field early in the semester or of banking hours for the next semester.

**University calendar:** The field schedule follows the university academic calendar for the fall and spring semesters. Students are not in field during Thanksgiving, winter, spring, or summer breaks. All missed field hours due to holidays must be made up. These holidays include Labor Day, Columbus Day, Veteran’s Day, Martin Luther King Day, and President’s Day. Requests for religious holidays, not observed by the university or the agency, should be made to the agency field instructor. Missed field hours for religious holidays must be made up.

**Missed field time:** Students must make up any missed field time due to personal or family illness, death in the family, and other appropriate circumstances.

**Conferences and meetings:** Attendance at social work conferences and meetings falling on field days may be counted as field time at the discretion of the field instructor. The decision is based on the field instructor’s judgment of the relevance of the programs’ learning opportunities for the student. The field instructor may expect documentation and discussion of the learning experience.

**Grading**

Satisfactory/Not Satisfactory grades are recommended by the field instructor and assigned and recorded by the faculty liaison at the end of each semester of field. A grade of Incomplete (I) may be given when a student has made satisfactory progress but has insufficient clock hours of attendance due to extended illness or other factors beyond the student's control. The student, field instructor and liaison must submit to the field director, a written plan for completion of the remaining clock hours specifying the number of hours remaining and the date to be completed.

**Incomplete in Field**

A grade of “I” can only be assigned in a practicum course if the following conditions are met:

1) The student has completed at least 80% of required field hours.
2) The student has a written plan to complete the remaining field hours within two weeks of the end of the semester in which the student registered for that field practicum.
3) The faculty liaison has a signed “incomplete contract” from the student which indicates the total number of hours that still need to be completed and a schedule for completing those hours within two weeks of the end of the semester.
4) The signed contract has been submitted to the field director.
5) The field director grants permission for the incomplete.

**Reporting of Incompletes to Field Director:**

Notice of an unsatisfactory grade in field or an incomplete must be submitted to the field director by the date grades are to be submitted to Campusnet.

**Holiday Break between Semesters**

The break between the fall and spring semesters may pose a challenge to agencies in terms of making arrangements for coverage during student’s absence and for continuity of care. Therefore, the student should address the break early on, preferably during the interview process, certainly no later than the development of the student integrative learning contract. The following rules govern the holiday break between semesters:

- Each student is entitled to the full holiday break.
- If an agency requires a student to maintain any client service during the break, the student must be informed of and agree to this.
- Each student is required to take off the last week in December and the first week in January.
- Students may accrue no more than sixteen (16) field hours during the holiday break between semesters.
- The 16 hours will count toward the spring semester of field.
- A student must have an assigned faculty liaison and his/her field instructor must be established with the field director prior to writing the student integrative learning contract. Exceptions may be granted upon case situation basis.
- The field instructor must be available during the time the student continues in the agency over the holiday break.
- The arrangement of field hours in the agency and for field education departmental coverage over the holiday break must be specified in the student integrative learning contract and approved by the faculty liaison, field instructor, and student.

**Field Problem Resolution Procedures**

Field problems are manifested over a period of time, rarely as single events. This is sufficient to provide evidence that attention is warranted. Most problems, if identified and acted upon early,
can be resolved in a professional manner between the parties involved. Field problems include but are not limited to:

- Failure to meet generally accepted standards of professional conduct and personal integrity, such as behavior not consistent with the NASW Code of Ethics and the State of Ohio Counselor, Social Worker, Marriage and Family Therapist Board.

- Unsatisfactory practice performance, such as consistent failure to demonstrate effective interpersonal skills or lacking the emotional stability necessary for forming professional helping relationships.

- Disagreements and/or personality conflicts in the field setting; inappropriate or disruptive behavior toward colleagues, staff or field faculty.

- Agency problems having a negative impact on the field experience, such as agency personnel going on strike, agency staff reduction, and other circumstances.

Following are the sequential steps of the field problem resolution process:

- As soon as the problem is identified, the student will bring it to the attention of the field instructor, or the field instructor will bring it to the attention of the student. Together the field instructor and the student will attempt to solve the problem.

- If the student and the field instructor are not able to resolve the problem to their mutual satisfaction, both parties will contact the faculty liaison for consultation, an in-person meeting if needed, and for developing a plan for follow-up. Following notification of the problem, the liaison should be in direct communication with both the student and field instructor within 7 working days and should notify the field director of the problem.

- If the problem is still not resolved, the field instructor, student and faculty liaison will delineate, in writing:
  - A clear definition of the problem.
  - The tasks to be performed to resolve the problem.
  - The behavioral indicators of resolution.
  - A specified time line for task completion.
  - A plan for outcome evaluation.

- Each of the above parties will keep a copy of this plan for their reference. The faculty liaison will provide a copy of the written problem resolution plan to the field director and student’s academic advisor.

- The student, field instructor and faculty liaison will evaluate problem resolution outcomes and provide a written outcome evaluation to the student, field instructor, field liaison, field director, and academic advisor.
• If the problem cannot be resolved satisfactorily for all parties, the faculty liaison will immediately notify the field director and academic advisor in writing. The field director will respond to the faculty liaison within seven working days. The field instructor will notify the appropriate agency personnel of the problematic situation.

• The field director will determine, in consultation with the Academic Performance Committee as needed, whether or not other means, such as field reassignment, are available for problem resolution and put this in writing to the student, field instructor, liaison, and academic advisor.

• If the problem cannot be resolved by the above means, the field director will notify the program director in writing.

• When the problem involves dispute over the field grade assigned by the faculty liaison, the students are to follow their respective university’s guidelines as outlined in the university’s Graduate Bulletin.

• When the problem involves a question of the faculty liaison’s performance, the field director will immediately refer the matter to the program director.

• If a student is dismissed from an agency for academic or nonacademic performance, the field director may recommend that the student be terminated from field. If termination from field is recommended, the field director will refer the matter to the program director for possible referral to the Academic Performance Committee.

• When the field problem results in a question concerning the student’s continuation in the MSW program, the field director will refer the matter to the program director for referral to the Academic Performance Committee.

**Student Safety**

Students participating in field, must be aware of their environment at their placements to protect their own personal safety. Although it can be difficult to predict when dangerous situations will occur, it is important to be consciously aware of their surroundings at all times. Dealing with situations intuitively increases probability of a safe and calm response, and is therefore often the best approach.

Cleveland State University’s School of Social Work will provide:

• Orientation for all entering students about safety in field.
• Copies of the Safety Policy for students, agencies and field instructors.
• Copies of the field safety power point distributed to students and field instructors.
• Case material in courses that address issues of worker safety.

A. Risk Reduction

Before student begins field placement, the field instructor should familiarize the student with the site during the orientation phase. Discussion could be based on safety
procedures, expectations, and de-escalation. This conversation should include topics such as, Safety Issues Related to Working with Clients, Safety Tips for Office Meetings, Safety Tips for Travel by Car, Safety Tips for Home Visits Stud, and post-incident protocol. Students should request a safety conversation with the field instructor, if the field instructor does not initiate it.

B. Safety Workshop

MSW students participate in a safety discussion at their orientation, prior to the start of the academic school year. The workshop is intended to increase awareness of behaviors, which encourage safety as well as guidance to avoid unsafe situations. This discussion is presented at orientation by The School of Social Work’s field placement staff.

**Academic Performance Committee**

Within the MSW program, the Academic Performance Committee (APC) is responsible for reviewing academic, nonacademic, and field performance problems. When such problems arise, the MSW program director refers the matter to the APC. In reviewing students' performance problems, the APC is guided by the standards, policies and procedures set forth in the Graduate Bulletin of the university, the MSW Program By-laws, the MSW Program Field Manual, the MSW Student Handbook and the National Association of Social Workers Code of Ethics.

Review by the APC is required when a student receives:

- One grade of F or a U
- Two grades of less than B or
- Two grades of NS

Mandatory dismissal by the university occurs when a student receives a grade of F for six semester credits. Academically dismissed students who petition the university for early readmission may also be referred to the APC for review. The APC does not review grade disputes. Students wishing to dispute a grade should consult the CSU Graduate Policy for the appropriate university procedures.

**Dismissal for Non-Academic Reasons**

The students' classroom and/or field performance must be in compliance with the university of record policies and procedures, the mission and goals of the MSW program, the purpose and values of the social work profession, and practice behaviors. In the event that the student’s behavior becomes incompliant, he/she will be referred to the APC for review. Such students may be terminated from the MSW program for reasons that include:

- Violations of the NASW Code of Ethics, especially in regard to client confidentiality and respect for the dignity and worth of clients.
• Consistent acts of racism, sexism, heterosexism, and other forms of discrimination toward clients, agency personnel, faculty, staff, and other students.

• Behavior that violates the protocol of the field practicum sites, as well as activities that create dissention among colleagues and/or supervision.

• Students violating agency’s policies, procedures, and decorum.

The MSW program director makes the referral to the APC in writing. Within two weeks of receipt of the referral, the APC will conduct a review and make a recommendation in writing to the Director regarding continuance or dismissal from the MSW program. At its discretion, the APC may request an interview with the student, the academic advisor, classroom instructor, and/or the faculty field liaison. The student may also request an interview with the APC. This request should be made to the committee co-chair located on the same campus as the student.

The Director then makes the final decision and notifies the student in writing. The student may appeal the decision by following the guidelines and procedures specified in the Graduate Bulletin of the university.

Cleveland State University has specific policies regarding student conduct and students’ rights. Cleveland State University’s policy of academic misconduct deals with plagiarism, cheating, theft and other forms of misconduct. The policy also details procedures for resolution of conflicts, channels of appeal, and penalties imposed. The policy of academic misconduct is found in the university’s Student Handbook.
The student integrative learning contract is the primary instrument for accomplishing the field education objectives. The field instructor and the student, working in active collaboration and in consultation with the faculty liaison, create the student integrative learning contract. It is an individualized achievement, which reflects a creative mix of the field education objectives; field setting needs, resources and limitations; and student’s learning needs, interests, aptitudes, and career goals.

The student integrative learning contract delineates learning objectives and the assignments for the first and second semesters of the field experience. The student and field instructor should become familiar with the Performance Dimensions and Outcome Measures in the Evaluation prior to developing the student integrative learning contract. The student integrative learning contract must be submitted to the field director no later than the fourth week of the first semester of field. Modifications and revisions for the second semester are also due no later than the fourth week.

A student has primary responsibility for his/her own learning, including the preparing the student integrative learning contract. In this process, the student must identify his/her areas of interest in advanced practice and comply with the MSW program’s expectations. The learning contract is developed and evaluated in Taskstream, along with all of other field-related work (logs, assessments, etc.). The contract may be modified to add or delete a student’s objectives and incremental tasks.

Once the contract is completed, the faculty liaison visits the agency and in a conference with the student and the field instructor, determines whether the program’s expectations are being met and that student has the opportunity to operationalize the professional competencies through practice behaviors. The faculty liaison approves the student integrative learning contract.

The faculty liaison also visits the student’s field site at the end of the semester to participate in the evaluation process. The expectation is that the students will have accomplished the incremental tasks and objectives, as well as having demonstrated the practice behaviors. The student integrative learning contract and the evaluation demonstrate this process. The faculty liaison assigns the grade based upon the student’s accomplishments.

**GUIDELINES FOR DEVELOPING STUDENT INTEGRATIVE LEARNING CONTRACT AND EVALUATION**

- For Generalist field, the student integrative learning contract incorporates the learning areas of direct practice, service impact, and professional learning; for Specialization field, the contract includes the learning areas of clinical or advanced generalist practice and professional development.

- In the generalist year the student will develop practice behaviors that operationalize the CSWE competencies. Once the student has completed this process, he/she must confer with
the field instructor to determine the opportunities within the agency to provide these learning experiences.

- The field instructor is expected to discern the student’s abilities and the agency’s delivery of services that will optimize the experiential learning for the student. It is imperative that the student’s learning is individualized.

- During the second year, the students have the option of clinical specialization or advanced generalist specialization. The same process exists in that the student develops objectives within the learning areas and identifies incremental tasks in order to succeed in meeting these objectives.

- The learning contract describes the student’s learning objectives and specific learning experiences and the methods to be used in evaluating the student’s performance, such as process recording, observation, and discussion.

- Learning objectives build on the student’s past experiences and skills and must be sufficiently challenging to evoke reflection and curiosity.

- Learning assignments should strike an appropriate balance between participation and observation; between the student’s need to be actively involved in translating theory into practice; and the student’s need to be objective and learn from reflective observations.

- Observational activities should be active, not passive. They should require the student to process the observations by documenting, reporting, and discussing with the field instructor.

- Field instructors and student should continue to use the contract as the ongoing frame of reference for their work, and amend the contract as necessary to reflect changes in learning objectives and/or assignments.

- Field instructors and students should consult with the faculty liaison, as needed or requested, in regard to the development, use and/or major alteration of the contract.

CSWE GENERALIST COMPETENCIES (2015)

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its
mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior.

**Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights
violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- Engage in practices that advance social, economic, and environmental justice.

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research.
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
Generalist Year Learning Experiences and Program Expectations

There are two semesters of generalist practicum that students complete. Students complete 200 hours of field each semester in their assigned placement setting, under the supervision of their field instructors in this semester. The generalist practicum provides students with the opportunity to develop competencies in generalist social work practice. Students will integrate and apply the knowledge, values, and skills developed in their course work to develop generalist social work competencies for engaging, assessing, and intervening with individuals, families, and groups in generalist practice settings. The generalist field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate the generalist social work competencies.

Students in the generalist social work practicum develop skills to be competent in generalist practice with individuals, couples, families, groups, and organizations. Students are placed in a generalist social work placement. Students interested in completing a field practicum at their place of employment must have a Field at Place of Employment (FAPE) agreement that is signed by both their supervisor and their field instructor prior to beginning placement.

Students must maintain an active Taskstream account, and complete all assigned logs, self-assessment and their learning contract in Taskstream. These materials are reviewed by their field instructor prior to evaluation by their faculty liaison. Additional directions for completion of logs, learning contract, and evaluation are found in Taskstream. Students are not permitted to move on to Specialization year until they complete all generalist year requirements and demonstrate proficiency in generalist year competencies.

Advanced Generalist Specialization Year Field Learning Experiences and Program Expectations

Students will complete two semesters of advanced generalist practicum. Students complete 250 hours of field placement each semester in their assigned setting, under the supervision of their field instructors in this semester. The advanced generalist practicum provides students with the opportunity to develop competencies in advanced generalist social work practice, building upon generalist practice skills. Students will integrate and apply the knowledge, values, and skills developed in their course work to develop advanced generalist social work competencies for engaging assessing, and intervening with individuals, families, and groups in advanced generalist practice settings. The advanced generalist field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate the advanced generalist social work competencies.

Students will complete two semesters of advanced generalist practicum. Students complete 250 hours of field placement each semester in their assigned setting, under the supervision of their field instructors in this semester. The advanced generalist practicum provides students with the opportunity to develop competencies in advanced generalist social work practice, building upon generalist practice skills. Students will integrate and apply the knowledge, values, and skills
developed in their course work to develop advanced generalist social work competencies in a complex, multidimensional view with increased complexity of the social work helping process when engaging assessing, and intervening with individuals, families, and groups in advanced generalist practice settings that may be similar to those in clinical practice, administration or families guided by the CSWE EPAS. The advanced generalist field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate the advanced generalist social work competencies.

Students in the advanced generalist social work specialization develop competencies in direct practice at multiple levels, that is in non-clinical settings, with individuals, families, groups, communities and organizations, which includes macro-level competencies in the practice of administration, supervision, and program evaluation. Students are placed in an advanced generalist social work placement upon successful completion of all MSW generalist coursework, and the application of the field practicum application for advanced generalist social work. Students interested in completing a field practicum at their place of employment must have a Field at Place of Employment (FAPE) agreement that is signed by both their supervisor and their field instructor prior to beginning placement.

Students must maintain an active Taskstream account, and complete all assigned logs, self-assessment and their learning contract in Taskstream. These materials are reviewed by their field instructor prior to evaluation by their faculty liaison. Additional directions for completion of logs, learning contract, and evaluation are found in Taskstream.

**Advanced Generalist Social Work Practice Competencies**

Following is a description of CSU’s nine competencies for advanced generalist social work practice, and their respective knowledge, values, skills, and practice behaviors. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency for advanced generalist social work practice. Advanced generalist students should use descriptions of these competencies and the advanced generalist practice competencies as guides for developing their individualized learning contract.

**Competency 1: Demonstrate Ethical & Professional Behavior**

Advanced generalist practitioners demonstrate a professional demeanor that reflects awareness of and respect for clients and constituencies. Though they may practice in a range of settings, advanced generalist practitioners often work in agency and community-based settings. They understand the ethical dilemmas that may arise when engaged in agency-based practice and the impact of agency and community culture on practice. Advanced generalist social workers understand that diagnosis and treatment decisions can have significant impact on access to services. Advanced generalist social workers understand that ethical conflicts may arise when agency policies and procedures appear to be barriers to services and resources that the social worker perceives would benefit clients and constituencies. Advanced generalist practitioners use a strengths-based and bio-psycho-social-cultural-spiritual perspective across the life course in working with their clients and constituencies. They champion policies and procedures that promote fairness and equity in access and availability of services and community resources. They develop self-awareness of their own biases and values and practice self-reflection for ongoing professional development.
Competency 2: Engage Diversity and Difference in Practice
Advanced generalist social workers who work with individuals, families, groups, communities and organizations understand the complex relationships between the self, families, and a variety of cultural, community, and organizational systems that encompass diverse historical and current lived experiences of clients and constituencies. Advanced generalist social workers understand the intersectionality of multiple factors including but not limited to age, class, color, culture, religion, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers working with clients and constituencies understand that the needs of the organization may conflict with those of the individual, thereby privileging group norms over individual diversity. They challenge poverty, discrimination, and other types of social injustice that may impact the well-being of their clients and constituencies. They reflect on their own socio-economic status and privilege or lack thereof as it relates to their interactions with clients and constituencies.

Competency 3: Advance human rights and social, economic, and environmental justice
Advanced generalist practitioners are knowledgeable about potential conflicts between basic human rights, the organizational and political context of agency and community-based practice, and their role and responsibilities to their employer. Advanced generalist social workers understand theories and models of oppression, discrimination, and social justice; and aspects of combat, humanitarian, and peacekeeping missions exposing service members to human rights violations and environmental injustices. They are knowledgeable of systemic factors that shape economic, social, and emotional well-being. They advocate for services and programs that protect human rights and promote social, economic, and environmental justice, as well as addressing historical social injustices and human rights violations that occurred in communities that may have impacted vulnerable populations (i.e., women, racial/ethnic minorities, immigrants, etc.). Advanced generalist practitioners acknowledge how ageism, sexism, homophobia, and other forms of intolerance in that may be found in agencies and communities can impact human rights and social, economic, and environmental justice. They advocate for and engage in strategies to promote social justice, human rights, and human agency within communities and community organizations when policies and practices unduly impact the health, wellbeing, and social environment of clients and constituencies.

Competency 4: Engage in Practice-Informed Research and Research Informed Practice
Advanced generalist social workers have specialized practice knowledge about evidence-based practice (EBP), and value the integration of practice experience and research evidence to inform their inquiry, practices, programs, research, and policies specifically related to micro mezzo and macro practice. Advanced generalist social workers understand that evidence-based interventions may at times need to be adapted for unique client groups. They understand that the translation of research findings into effective practice will need to consider clients’ and constituents’ culture and community context. Advanced generalist social workers understand and use population health, implementation, and dissemination of research findings from government and other population and/or system-wide organizations to influence the adoption, integration, and sustainment of best practices, policies and programs for clients and constituents. They understand and recognize protected research populations to ensure protections against risk and
the avoidance against coercion. They support program evaluation and demonstrate the ability to participate in research that has the potential to enhance well-being.

**Competency 5: Engage in Policy Practice**
Advanced generalist social workers understand that there is a wide range of programs and services relevant for any client and/or constituent group that are governed by laws and policies at the local, state, and federal level. They understand that clients’ self-advocacy is often complicated by vast bureaucratic systems and that they may have a role in supporting clients’ and constituents in learning to advocate on their own behalf. Advanced generalist social workers analyze and address unjust policies that may impact their clients and constituents and work to formulate polices that promote well-being.

**Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities**
Advanced generalist social workers understand how to engage clients and constituents, by employing evidence-based or evidenced-informed practice principles. They respect the importance of community and social context to many individuals and families which includes shared challenges, risks, resilience, contributions to individual well-being, and strengths. Practitioners recognize how their own life experience, biases and preconceptions influence their engagement with diverse individuals and the wider communities in which they live and participate. Advanced generalist social workers effectively cultivate alliances through outreach to clients, constituents and communities to build coalitions that allow them to engage individuals, families, groups, and communities to provide effective, trusted professional services as well as foster mutual aid and peer-to-peer networks. They reflect on how their own personal biases, if left unexamined, may prevent them from effective engagement.

**Competency 7: Assessment with Individuals, Families, Groups, Organizations and Communities**
Advanced generalist practitioners understand the physical, psychological, social and spiritual influences dimensions of clients’ concerns and can conduct an intervention that addresses the multiple dimensions of the individual. They can intervene at multiple levels within any given client system. Because practice situations are often fluid, they can engage in dynamic, holistic and comprehensive assessments, focusing on multiple complex issues. They recognize that individuals and their families possess unique strengths as well as vulnerabilities. Advanced generalist social workers understand that health and well-being can be influenced by the climate of the organization in which services are provide in the community and thus incorporate measures of organizational effectiveness and leadership. They recognize how their cultural biases and personal experiences may either positively or negatively influence their judgments during assessments.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities**
Advanced generalist social workers recognize how social work interventions will be influenced by the practice and organizational context where services are provided and the sociocultural factors that the client brings to the practice settings. They recognize the efficacy of group and family interventions, in addition to interventions with individuals as well as the benefits or self-
help and mutual aid. Advanced generalist social workers value scientifically developed interventions through the implementation of best practices, evidence-based interventions, technologies, and programs focused on health promotion, prevention, treatment, and recovery and rehabilitation. They critically assess the strengths and limitations of interventions and implement practices supported by evidence or building evidence that demonstrate efficacy for individuals, families, groups, organizations, and communities.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Advanced generalist social workers understand the importance of utilizing evidence-based practices in programs designed to support individuals, families, groups, organizations and communities. Furthermore, they recognize that there is currently a multitude of policies and programs being used across a range of practice contexts without evidence of effectiveness, and that agencies and organizations continue to employ programs and services without evaluation processes for evaluating outcomes. The abundance of programs coupled with inconsistent evaluative measures often overwhelms those attempting to access services. With this in mind, advanced social workers endeavor to assist organizations and communities interested in providing services that adhere to best practices by staying current on relevant research and encouraging the effective implementation of evaluation processes.
Clinical Specialization Year Field Learning Experiences and Program Expectations

There are two semesters of clinical practicum that students in the clinical social work specialization complete. Students complete 250 hours each semester of field placement in their assigned setting, under the supervision of their field instructors in this semester. The clinical practicum provides students with the opportunity to develop competencies in clinical social work practice, building upon generalist practice skills. Students will integrate and apply the knowledge, values, and skills developed in their course work to develop clinical social work competencies for engaging assessing, and intervening with individuals, families, and groups in clinical practice settings. The clinical field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate the clinical social work competencies.

Students in the clinical social work specialization develop skills to be competent in the practice of psychotherapy, that is, to provide behavioral and mental health assessment and treatment for individuals, couples, families, and groups. Students are placed in a clinical social work placement upon successful completion of all MSW generalist coursework, and the application of the field practicum application for clinical social work. Students interested in completing a field practicum at their place of employment must have a Field at Place of Employment (FAPE) agreement that is signed by both their supervisor and their field instructor prior to beginning placement. Students must maintain an active Taskstream account, and complete all assigned logs, assessment and their learning contract in Taskstream. These materials are reviewed by their field instructor prior to evaluation by their faculty liaison. Additional directions for completion of logs, learning contract, and evaluation are found in Taskstream.

The overall objectives of the clinical specialization field experience are achieved through the systematic study and documentation of specific assignments, which build upon the generalist year and will vary according to field agency learning opportunities, and each student’s experience, interests and aptitudes. Learning assignments are to be incremental and sequential in nature, and with increased autonomy, within the areas clinical practice and professional development.

Clinical Specialization

Following is a description of CSU’s nine competencies for clinical social work practice. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency for clinical social work practice. Students should use the description of these competencies and the clinical practice behaviors as guides in developing their individualized learning contracts.

Competency 1: Demonstrate Ethical & Professional Behavior
Social workers understand the value base of clinical social work, including relevant laws and regulations that impact work with individuals, families, groups, organizations, and communities. Social workers learn their biases and values, and the difference between personal and professional values. Clinical social workers are taught how to acknowledge transference and countertransference in practice and discuss ways to use these concepts to help clients achieve their goals. Clinical social workers also learn limitations of confidentiality, select ethically
sound interventions, consider ethical dilemmas with managed care companies, and use technology that is ethical and HIPAA compliant. Clinical social workers can work in a variety of settings, many of which are in agencies, community-based settings, or private practice. Clinical social workers empower their clients to advocate for themselves, and often advocate for their clients when ethical dilemmas occur with agency policies and procedures preventing access to quality service delivery.

Competency 2: Engage Diversity and Difference in Practice
Clinical social workers learn how cultural sensitivity and humility are essential components to the working relationship between the social worker and clients. Social workers will learn about client diversity, including intersectionality of age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers will understand how to select appropriate assessment, intervention, and evaluation methods for use with each client population. Clinical social workers take inventory of their own socioeconomic background, culture, and privileges, and consider how this may influence their interactions with their clients.

Competency 3: Advance human rights and social, economic, and environmental justice
Clinical social workers use their knowledge of the effects of oppression, discrimination, and historical trauma on clients to guide clinical goals and interventions. As clinical social workers, this advocacy more often occurs at the micro and mezzo levels, where system change is occurring between clients and their small systems (e.g. families, friendships, etc.). Social workers will also engage themselves in clinical practice that advances human rights and social, economic, and environmental justice, and acknowledges systemic barriers of marginalized client populations. Clinical social workers engage in advocacy for the reduction of service disparities in the context of their clinical practice by advocating for equal care across socio-economic statuses, health insurance plans, and access to services.

Competency 4: Engage in Practice-Informed Research and Research Informed Practice
Social workers will use evidence-based processes to identify effective clinical interventions for particular populations, problems, and settings determined by the clients’ biopsychosocial background. Clinical social workers will engage in their own self-exploration of evidence-based practices through the reading of articles and texts, as well as engaging in continuing education on topics of unfamiliarity. When possible, clinical social workers will apply practice experiences to the development of new knowledge by participation in research as both student learners and clinicians. Further, clinical social workers will engage in evaluations of their clinical practice by using research-informed actions to evaluate the effectiveness of interventions and assess clinical outcomes.

Competency 5: Engage in Policy Practice
Social workers will analyze, formulate, and advocate for policies at the agency, program, legislative, and other levels that advance the social well-being for all individuals, families, and communities. To implement policy changes, social workers should work in collaborative efforts
with colleagues and clients. Policy efforts should be aimed at advancing human rights and social, economic, and environmental justice. Clinical social workers should engage in policy practices that benefit clients at micro, mezzo, and macro levels.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Clinical social workers develop relationships with clients that are professional, purposeful, and hold clear boundaries. Clinicians actively engage in building rapport and enhancing the working relationship from the onset of the social work relationship. Clinical social workers should engage in their working relationships by demonstrating cultural humility, with the expectation that the client is the expert of their experiences. Social workers should encourage clients to be equal partners in the establishment of treatment goals and methods by actively creating case/treatment plans for client treatment. Social workers should educate themselves on a variety of skills to facilitate engagement with diverse client populations. Clinical social workers reflect on biases, personal and professional values, and professional ethics, and use this knowledge to facilitate the therapeutic relationship.

**Competency 7: Assessment with Individuals, Families, Groups, Organizations, and Communities**

Clinical social workers will clarify client’s request for help, readiness for change, and presenting problem(s). To assess these areas, social workers gather and organize appropriate information from a variety of sources to create a multidimensional biopsychosocial assessment. Throughout their biopsychosocial assessment, social workers will formulate an understanding of the client, such as precipitants to their presenting problem, interpersonal dynamics, and historically relevant events. Clinical social workers constantly assess their clients throughout the working relationship, and utilize information gathered to inform interventions and progress. When appropriate in their position, clinical social workers will use critical information gathered to diagnose, and set specific, measurable, achievable, realistic, and timely goals for the client’s course of treatment. Clinical social workers will also assess their interactions with clients by recognizing how their personal bias and values may influence their interactions with clients.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Clinical social workers will initiate and implement treatment plans and contracts with the client to meet client determined goals, based on theory and research evidence, and document as required. Clinicians will utilize the appropriate theoretical frameworks for each unique client situation informed by research and follow the appropriate protocols for implementing these topics. Clinical social workers partake in utilizing clients’ strengths to inform interventions and empower the clients’ self-determination. Clinicians assert judgment in knowing when problems are outside their clinical scope and facilitate referral to others. Clinicians will facilitate termination when the therapeutic relationship is no longer needed or beneficial.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
Social workers evaluate client progress and intervention effectiveness through client self-assessments, collateral reports, and objective behavioral outcome measures. Social workers will document the client’s progress in agency records by demonstrating goal and objective achievement on their treatment goals. Clinical social workers use information gathered during individual and program evaluation to constructively change programming, services, and interventions offered to clients. Clinical social workers stay relevant on research-informed practice and research-informed practice to evaluate current and future programming.

THE EVALUATION PROCESS

Ongoing evaluation occurs in regular supervisory conferences as the field instructor provides feedback on the student’s performance and keeps the student informed of his/her progress. Evaluation begins with the development of the student integrative learning contract and is sustained throughout the field experience by ongoing feedback and periodic summarization at strategic points in time. Periodic evaluation is more systematic, formal, and comprehensive. It involves designating time for assessing progress to date and developing plans for the future. A formal evaluation is scheduled near the end of each semester of field.

**Formal Evaluation - Each Semester**

- Students must maintain all of their work in Taskstream through the semester, including weekly logs, learning contract, self-assessment, and student acknowledgement.

- The first formal evaluation occurs toward the close of the first semester of field. It is based on the student integrative learning contract and the ongoing use of the contract to monitor progress.

- The student will complete their self-assessment and sent to their field instructor through Taskstream. The field instructor will complete their evaluation and submit a recommended Satisfactory/Not Satisfactory grade as well as provide any comments and feedback regarding the students’ progress throughout field practicum.

- After completing the evaluation, the field instructor will send the evaluation back to the student via Taskstream. The student will then be able to review their evaluation and save the evaluation as a pdf file and upload the evaluation in to the student acknowledgement section in Taskstream and forward on to their assigned faculty liaison.

- The evaluation includes the student’s activity/time logs, which the student and field instructor also sign.

- The faculty liaison reviews all relevant information; assigns the grade; reviews the evaluation and the final activity/time logs. The grade will not be officially recorded until all parts of this Taskstream process are completed. The faculty liaisons will then submit the grade in CampusNet.
APPENDIX A – FIELD SYLLABI

GENERALIST PRACTICUM SYLLABUS AND COMPETENCIES

CLEVELAND STATE UNIVERSITY SCHOOL OF SOCIAL WORK
SWK 504 GENERALIST PRACTICUM I (3 CREDITS)

Prerequisites: degree seeking MSW admission
Co-requisites: SWK 503, SWK 505

I. Course Description

This is the first of two generalist practicums that students complete. Students complete 200 hours of field placement in their assigned setting, under the supervision of their field instructors in this semester. The generalist practicum provides students with the opportunity to develop competencies in generalist social work practice. Students will integrate and apply the knowledge, values, and skills developed in their course work to develop generalist social work competencies for engaging, assessing, and intervening with individuals, families, and groups in generalist practice settings. The generalist field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate the generalist social work competencies.

II. Course Overview

Students in the generalist social work practicum develop skills to be competent in generalist practice with individuals, couples, families, groups, and organizations. Students are placed in a generalist social work placement. Students interested in completing a field practicum at their place of employment must have a Field at Place of Employment (FAPE) agreement that is signed by both their supervisor and their field instructor prior to beginning placement.

Students must maintain an active Taskstream account, and complete all assigned logs, self-assessment and their learning contract in Taskstream. These materials are reviewed by their field instructor prior to evaluation by their faculty liaison. Additional directions for completion of logs, learning contract, and evaluation are found in Taskstream.

III. Social Work Competencies of the Council on Social Work Education (CSWE)

Competency 1 - Demonstrate Ethical and Professional Behavior
Competency 2 - Engage Diversity and Difference in Practice
Competency 3 - Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4 - Engage in Practice-informed Research and Research-informed Practice
Competency 5 - Engage in Policy Practice
Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8 - Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations & Communities

### IV. Social Work Competencies Addressed in this Course (Course Competencies)

<table>
<thead>
<tr>
<th>Course Competency Number</th>
<th>CSWE Code</th>
<th>Practice Behaviors and Knowledge Elements Addressed</th>
<th>Number of Assignment from VII</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C1 PBA</td>
<td>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to content;</td>
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<tr>
<td>2</td>
<td>C1 PBB</td>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>C1 PBC</td>
<td>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</td>
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<tr>
<td>4</td>
<td>C1 PBD</td>
<td>Use technology ethically and appropriately to facilitate practice outcomes</td>
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<tr>
<td>5</td>
<td>C1 PBE</td>
<td>Use supervision and consultation to guide professional judgment and behavior.</td>
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</tr>
<tr>
<td>6</td>
<td>C2 PBA</td>
<td>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels;</td>
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<tr>
<td>7</td>
<td>C2 PBB</td>
<td>Present themselves as learners and engage clients and constituencies as experts of their own experiences; and</td>
<td></td>
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<tr>
<td>8</td>
<td>C2 PBC</td>
<td>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>C3 PBA</td>
<td>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</td>
<td></td>
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<tr>
<td>10</td>
<td>C3 PBB</td>
<td>Engage in practices that advance social, economic, and environmental justice.</td>
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<tr>
<td>11</td>
<td>C4 PBA</td>
<td>Use practice experience and theory to inform scientific inquiry and research;</td>
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<tr>
<td>12</td>
<td>C4 PBB</td>
<td>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</td>
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<tr>
<td>Course Competency Number</td>
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<tr>
<td>13</td>
<td>C4 PBC</td>
<td>Use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
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<tr>
<td>14</td>
<td>C5 PBA</td>
<td>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</td>
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<tr>
<td>15</td>
<td>C5 PBB</td>
<td>Assess how social welfare and economic policies impact the delivery of and access to social services;</td>
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<tr>
<td>16</td>
<td>C5 PBC</td>
<td>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
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<tr>
<td>17</td>
<td>C7 PBA</td>
<td>Collect and organize data and apply critical thinking to interpret information from clients and constituencies.</td>
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</tr>
<tr>
<td>18</td>
<td>C7 PBB</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</td>
<td></td>
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<tr>
<td>19</td>
<td>C7 PBC</td>
<td>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</td>
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<tr>
<td>20</td>
<td>C7 PBD</td>
<td>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
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<tr>
<td>21</td>
<td>C8 PBA</td>
<td>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</td>
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<tr>
<td>22</td>
<td>C8 PBB</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</td>
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</tr>
<tr>
<td>23</td>
<td>C8 PBC</td>
<td>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</td>
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<tr>
<td>24</td>
<td>C8 PBD</td>
<td>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</td>
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<tr>
<td>25</td>
<td>C8 PBE</td>
<td>Facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
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<tr>
<td>26</td>
<td>C9 PBA</td>
<td>Select and use appropriate methods for evaluation of outcomes;</td>
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<tr>
<td>27</td>
<td>C9 PBB</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other</td>
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<tr>
<td>Course Competency Number</td>
<td>CSWE Code</td>
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<tr>
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<td>multidisciplinary theoretical frameworks in the evaluation of outcomes;</td>
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<tr>
<td>28</td>
<td>C9 PBC</td>
<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</td>
<td></td>
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<tr>
<td>29</td>
<td>C9 PBD</td>
<td>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</td>
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</tbody>
</table>

V. Required Textbooks and Materials

VI. Student Expectations:

**Framework:** Students are expected to become familiar with and follow the National Association of Social Workers Code of Ethics. Some subject matter may be controversial and while students vary in the strength of support for a certain position, it is expected that all students will respect other viewpoints and will develop an ability to listen and understand the perspectives of others. Students are expected to develop the ability to help clients develop their own views and perspectives rather than the students' imposing their values and opinions on them. This ability and capacity begins in the classroom.

Students are expected to adhere to the CSU student code of conduct and the BSW or MSW Handbook Please refer to the CSU University policy regarding student life and conduct that covers university expectations for students: [www.csuohio.edu/studentlife](http://www.csuohio.edu/studentlife)

**Cell phone use:** Students are asked to refrain from cell phone use (including text messaging) during class. If you are on call for work, or if there is a family emergency, please inform the instructor.

**Laptops:** Students are certainly welcome to bring laptops to class for taking notes, etc. However, students are asked not to utilize laptops during class for surfing the web, being in chat rooms, or instant messaging one another.

**Class attendance:** Students are expected to attend field regularly in accordance with hours stated in their learning contract. Students should keep their field instructor informed of changes in schedule, and advise their faculty liaison when there are any major changes in their schedule.

**Assignments:** Students are expected to turn in all assignments into Taskstream on time. All required MSW paperwork must be completed prior to the beginning of field.

**Students with Disabilities:** Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact
of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

**Academic Fraud & Plagiarism:** Plagiarism as described in the CSU Student handbook is “stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.” School of Social Work will follow the procedures of reporting plagiarism as described in the Student Handbook. The instructor reserves the right to require all students to submit papers to www.turnitin.com. The Code of Student Conduct with the academic honesty provisions is here: https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf

If there is any incident with a student signing his/her name to any assignment that he/she did not significantly participate in; or copying content of an assignment completed by another; or citing/writing work previously done by another, then such shall be considered to be academic fraud.

**VII. Assignments and Activities Overview**

In addition to meeting the stated objectives listed in the student’s learning contract and the required number of practicum hours, students must satisfactorily complete each of the items listed below in order to earn a satisfactory grade in this class.

<table>
<thead>
<tr>
<th>Assignment or Activity Brief Description</th>
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**VIII. Grading Scale**

For full information on Cleveland State University Grading Policies, including information on the grades of X and I, see: [https://www.csuohio.edu/registrar/grades](https://www.csuohio.edu/registrar/grades)

- **S – Satisfactory.** Equivalent to a B or better. The grade is not included in the calculation of the grade-point average.
- **NS - Not Satisfactory.** Equivalent to a grade below a B.
Field Practicum is graded as satisfactory/not satisfactory. In addition to the requirements listed above, students need to achieve the following to earn a grade of “satisfactory” 1) completion of their field practicum hours, 2) completion of tasks outlined in the students learning contract, and 3) Students must receive an overall assessment of “meets competencies” on their field evaluation. Field evaluations are completed by the student’s field instructor and evaluated by their faculty liaison.

**IX. Course Outline:**

The student’s field practicum schedule is individualized, and is recorded in their learning contract, in Taskstream.

**X: Assignment Details**

Students are required to read the CSU MSW Program Field Education Manual.

Students, in collaboration with their field instructor, are expected to develop, submit for review, and revise when necessary, a Student Learning Contract in Taskstream. This contract is to specify the learning activities for the generalist practicum. The contract is due in Taskstream during the third week of the semester. Students may have other assignments at the discretion of the field instructor in consultation, as needed, with the faculty liaison, to develop skill in the generalist social work competencies. Students are to maintain week activity/time log documenting their activities and field hours in Taskstream. Students should participate in weekly supervision with their field instructor. They are also expected to participate in the evaluation of their field work during field instruction meetings and the end-of-semester formal evaluation process in which student performance is assessed according to specific outcome measures.

At the end of each field semester, a grade of Satisfactory or Unsatisfactory is recommended by the field instructor and assigned by the faculty liaison.

Detailed description of assignments are included in Taskstream. Students should refer to their field practicum manual for additional guidelines and policies for field.

**XI. Additional Bibliography.**

CLEVELAND STATE UNIVERSITY SCHOOL OF SOCIAL WORK
SWK 506 GENERALIST PRACTICUM II (3 CREDITS)

Prerequisites: SWK 501, SWK 502, SWK 504
Co-requisites: SWK 507 & SWK 508

I. Course Description

This is the second of two generalist practicums that students complete. Students complete 200 hours of field placement in their assigned setting, under the supervision of their field instructors in this semester. The generalist practicum provides students with the opportunity to develop competencies in generalist social work practice. Students will integrate and apply the knowledge, values, and skills developed in their course work to develop generalist social work competencies for engaging assessing, and intervening with individuals, families, and groups in generalist practice settings. The generalist field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate the generalist social work competencies.

II. Course Overview

Students in the second generalist social work practicum develop skills to be competent in generalist practice with individuals, couples, families, groups, and organizations. Students are placed in a generalist social work placement. Students interested in completing a field practicum at their place of employment must have a Field at Place of Employment (FAPE) agreement that is signed by both their supervisor and their field instructor prior to beginning placement.

Students must maintain an active Taskstream account, and complete all assigned logs, self-assessment and their learning contract in Taskstream. These materials are reviewed by their field instructor prior to evaluation by their faculty liaison. Additional directions for completion of logs, learning contract, and evaluation are found in Taskstream.

III. Social Work Competencies of the Council on Social Work Education (CSWE)

Competency 1 - Demonstrate Ethical and Professional Behavior
Competency 2 - Engage Diversity and Difference in Practice
Competency 3 - Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4 - Engage In Practice-informed Research and Research-informed Practice
Competency 5 - Engage in Policy Practice
Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8 - Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations & Communities
### IV. Social Work Competencies Addressed in this Course

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<thead>
<tr>
<th>Course Competency Number</th>
<th>CSWE Code</th>
<th>Practice Behaviors and Knowledge Elements Addressed</th>
<th>Number of Assignment from VII</th>
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<tbody>
<tr>
<td>1</td>
<td>C1 PBA</td>
<td>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to content;</td>
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<td>2</td>
<td>C1 PBB</td>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</td>
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<td>3</td>
<td>C1 PBC</td>
<td>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</td>
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<tr>
<td>4</td>
<td>C1 PBD</td>
<td>Use technology ethically and appropriately to facilitate practice outcomes</td>
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<td>5</td>
<td>C1 PBE</td>
<td>Use supervision and consultation to guide professional judgment and behavior.</td>
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<td>6</td>
<td>C2 PBA</td>
<td>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels;</td>
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<td>7</td>
<td>C2 PBB</td>
<td>Present themselves as learners and engage clients and constituencies as experts of their own experiences; and</td>
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<td>8</td>
<td>C2 PBC</td>
<td>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
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<td>9</td>
<td>C3 PBA</td>
<td>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</td>
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<td>10</td>
<td>C3 PBB</td>
<td>Engage in practices that advance social, economic, and environmental justice.</td>
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<td>11</td>
<td>C4 PBA</td>
<td>Use practice experience and theory to inform scientific inquiry and research;</td>
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<td>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</td>
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<td>13</td>
<td>C4 PBC</td>
<td>Use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
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<td>14</td>
<td>C5 PBA</td>
<td>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</td>
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<td>15</td>
<td>C5 PBB</td>
<td>Assess how social welfare and economic policies impact the delivery of and access to social services;</td>
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<td>16</td>
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<td>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
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</tr>
<tr>
<td>17</td>
<td>C7 PBA</td>
<td>Collect and organize data and apply critical thinking to interpret information from clients and constituencies.</td>
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<td>C7 PBB</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</td>
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<td>19</td>
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<td>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</td>
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<td>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
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<td>21</td>
<td>C8 PBA</td>
<td>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</td>
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<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</td>
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<td>C8 PBC</td>
<td>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</td>
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<td>C8 PBD</td>
<td>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</td>
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<td>C9 PBA</td>
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<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</td>
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<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</td>
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<td>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</td>
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V. Required Textbooks and Materials

VI. Student Expectations:

Framework: Students are expected to become familiar with and follow the National Association of Social Workers Code of Ethics. Some subject matter may be controversial and while students vary in the strength of support for a certain position, it is expected that all students will respect other viewpoints and will develop an ability to listen and understand the perspectives of others. Students are expected to develop the ability to help clients develop their own views and perspectives rather than the students' imposing their values and opinions on them. This ability and capacity begins in the classroom. Students are expected to adhere to the CSU student code of conduct and the BSW or MSW Handbook. Please refer to the CSU University policy regarding student life and conduct that covers university expectations for students: www.csuohio.edu/studentlife

Cell phone use: Students are asked to refrain from cell phone use (including text messaging) during class. If you are on call for work, or if there is a family emergency, please inform the instructor.

Laptops: Students are certainly welcome to bring laptops to class for taking notes, etc. However, students are asked not to utilize laptops during class for surfing the web, being in chat rooms, or instant messaging one another.

Class attendance: Students are expected to attend field regularly in accordance with hours stated in their learning contract. Students should keep their field instructor informed of changes in schedule, and advise their faculty liaison when there are any major changes in their schedule.

Assignments: Students are expected to turn in all assignments into Taskstream on time. All required MSW paperwork must be completed prior to the beginning of field.

Students with Disabilities: Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

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VII. Assignments and Activities Overview

In addition to meeting the stated objectives listed in the student’s learning contract and the required number of practicum hours, students must satisfactorily complete each of the items listed below in order to earn a satisfactory grade in this class.

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VIII. Grading Scale

For full information on Cleveland State University Grading Policies, including information on the grades of X and I, see: https://www.csuohio.edu/registrar/grades

S – Satisfactory. Equivalent to a B or better. The grade is not included in the calculation of the grade-point average.

NS - Not Satisfactory. Equivalent to a grade below a B.

Field Practicum is graded as satisfactory/not satisfactory. In addition to the requirements listed above, students need to achieve the following to earn a grade of “satisfactory” 1) completion of their field practicum hours, 2) completion of tasks outlined in the students learning contract, and 3) Students must receive an overall assessment of “meets competencies” on their field evaluation. Field evaluations are completed by the student’s field instructor and evaluated by their faculty liaison.
**IX. Course Outline:**

The student’s field practicum schedule is individualized, and is recorded in their learning contract, in Taskstream.

**X: Assignment Details**

**Students are required to read the** *CSU MSW Program Field Education Manual.*

Students, in collaboration with their field instructor, are expected to develop, submit for review, and revise when necessary, a Student Learning Contract in Taskstream. This contract is to specify the learning activities for the generalist practicum. The contract is due in Taskstream during the third week of the semester. Students may have other assignments at the discretion of the field instructor in consultation, as needed, with the faculty liaison, to develop skill in the generalist social work competencies. Students are to maintain week activity/time log documenting their activities and field hours in Taskstream. Students should participate in weekly supervision with their field instructor. They are also expected to participate in the evaluation of their field work during field instruction meetings and the end-of-semester formal evaluation process in which student performance is assessed according to specific outcome measures.

At the end of each field semester, a grade of Satisfactory or Unsatisfactory is recommended by the field instructor and assigned by the faculty liaison.

Detailed description of assignments are included in Taskstream. Students should refer to their field practicum manual for additional guidelines and policies for field.

**XI. Additional Bibliography.**


CLINICAL PRACTICUM SYLLABUS AND COMPETENCIES

CLEVELAND STATE UNIVERSITY SCHOOL OF SOCIAL WORK
SWK 612 CLINICAL PRACTICUM I (3 CREDITS)

Prerequisites: SWK 501-SWK 510 or advanced standing admission
Co-requisites: SWK 613 and [SWK 614 or 619]

I. Course Description

This is the first of two clinical practicums that students in the clinical social work specialization complete. Students complete 250 hours of field placement in their assigned setting, under the supervision of their field instructors in this semester. The clinical practicum provides students with the opportunity to develop competencies in clinical social work practice, building upon generalist practice skills. Students will integrate and apply the knowledge, values, and skills developed in their course work to develop clinical social work competencies for engaging assessing, and intervening with individuals, families, and groups in clinical practice settings. The clinical field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate the clinical social work competencies.

II. Course Overview

Students in the clinical social work specialization develop skills to be competent in the practice of psychotherapy, that is, to provide behavioral and mental health assessment and treatment for individuals, couples, families, and groups. Students are placed in a clinical social work placement upon successful completion of all MSW generalist coursework, and the application of the field practicum application for clinical social work. Students interested in completing a field practicum at their place of employment must have a Field at Place of Employment (FAPE) agreement that is signed by both their supervisor and their field instructor prior to beginning placement. Students must maintain an active Taskstream account, and complete all assigned logs, assessment and their learning contract in Taskstream. These materials are reviewed by their field instructor prior to evaluation by their faculty liaison. Additional directions for completion of logs, learning contract, and evaluation are found in Taskstream.

III. Social Work Competencies of the Council on Social Work Education (CSWE)

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Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities
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<td>2</td>
<td>C1 PBB</td>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</td>
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<td>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</td>
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<td>C1 PBD</td>
<td>Use technology ethically and appropriately to facilitate practice outcomes</td>
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<td>Present themselves as learners and engage clients and constituencies as experts of their own experiences; and</td>
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<td>9</td>
<td>C3 PBA</td>
<td>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</td>
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<td>Use practice experience and theory to inform scientific inquiry and research;</td>
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<td>14</td>
<td>C5 PBA</td>
<td>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</td>
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<td>16</td>
<td>C5 PBC</td>
<td>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
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<td>17</td>
<td>C7 PBA</td>
<td>Collect and organize data and apply critical thinking to interpret information from clients and constituencies.</td>
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<td>C7 PBB</td>
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<td>C7 PBC</td>
<td>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</td>
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<td>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
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<td>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</td>
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<td>C8 PBD</td>
<td>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</td>
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<td>C8 PBE</td>
<td>Facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
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<td>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</td>
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V. Required Textbooks and Materials


VI. Student Expectations:

Framework: Students are expected to become familiar with and follow the National Association of Social Workers Code of Ethics. Some subject matter may be controversial and while students vary in the strength of support for a certain position, it is expected that all students will respect other viewpoints and will develop an ability to listen and understand the perspectives of others. Students are expected to develop the ability to help clients develop their own views and perspectives rather than the students' imposing their values and opinions on them. This ability and capacity begins in the classroom.

Students are expected to adhere to the CSU student code of conduct and the BSW or MSW Handbook. Please refer to the CSU University policy regarding student life and conduct that covers university expectations for students: www.csuohio.edu/studentlife

Cell phone use: Students are asked to refrain from cell phone use (including text messaging) during class. If you are on call for work, or if there is a family emergency, please inform the instructor.

Laptops: Students are certainly welcome to bring laptops to class for taking notes, etc. However, students are asked not to utilize laptops during class for surfing the web, being in chat rooms, or instant messaging one another.

Class attendance: Students are expected to attend field regularly in accordance with hours stated in their learning contract. Students should keep their field instructor informed of changes in schedule, and advise their faculty liaison when there are any major changes in their schedule.

Assignments: Students are expected to turn in all assignments into Taskstream on time. All required MSW paperwork must be completed prior to the beginning of field.

Students with Disabilities: Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

Academic Fraud & Plagiarism: Plagiarism as described in the CSU Student handbook is “stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment” (CSU web: https://www.csuohio.edu/writing-center/plagiarism.) The School of Social Work will follow the procedures of reporting plagiarism as described in the Student Handbook (p.18).
The instructor reserves the right to require all students to submit papers to www.turnitin.com. The Code of Student Conduct with the academic honesty provisions is here: https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf
If there is any incident with a student signing his / her name to any assignment that he/she did not significantly participate in; or copying content of an assignment completed by another; or citing / writing work previously done by another, then such shall be considered to be academic fraud.

VII. Assignments and Activities Overview
In addition to meeting the stated objectives listed in the student’s learning contract and the required number of practicum hours, students must satisfactorily complete each of the items listed below in order to earn a satisfactory grade in this class.

<table>
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<tr>
<th>Assignment or Activity Brief Description</th>
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VIII. Grading Scale
For full information on Cleveland State University Grading Policies, including information on the grades of X and I, see: https://www.csuohio.edu/registrar/grades

S – Satisfactory. Equivalent to a B or better. The grade is not included in the calculation of the grade-point average.
NS - Not Satisfactory. Equivalent to a grade below a B.

Field Practicum is graded as satisfactory/not satisfactory. In addition to the requirements listed above, students need to achieve the following to earn a grade of “satisfactory” 1) completion of their field practicum hours (450), 2) completion of tasks outlined in the students learning contract, 3) Students must receive an overall assessment of “meets competencies” on their field evaluation. Field evaluations are completed by the student’s field instructor and evaluated by their faculty liaison.
IX. Course Outline:

Student’s field practicum schedule is individualized, and is recorded in their learning contract, in Taskstream.

X: Assignment Details

Students are required to read the CSU MSW Program Field Education Manual.

Students, in collaboration with their field instructor, are expected to develop, submit for review, and revise when necessary, a Student Learning Contract in Taskstream. This contract is to specify the learning activities for the clinical practicum. The contract is due in Taskstream during the third week of the semester. Students may have other assignments at the discretion of the field instructor in consultation, as needed, with the faculty liaison, to develop skill in the clinical social work competencies. Students are to maintain week activity/time log documenting their activities and field hours in Taskstream. Students should participate in weekly supervision with their field instructor. They are also expected to participate in the evaluation of their field work during field instruction meetings and the end-of-semester formal evaluation process in which student performance is assessed according to specific outcome measures.

At the end of each field semester, a grade of Satisfactory or Unsatisfactory is recommended by the field instructor and assigned by the faculty liaison. Detailed description of assignments are included in Taskstream. Students should refer to their field practicum manual for additional guidelines and policies for field.

XI. Additional Bibliography.

Prerequisites: SWK 501-SWK 510 or advanced standing admission, SWK 612
Co-requisites: SWK 616 & SWK 617

I. Course Description

This is the second of two clinical practicum that students in the clinical social work specialization complete. Students complete 250 hours of field placement in their assigned setting, under the supervision of their field instructors in this semester. The clinical practicum provides students with the opportunity to develop competencies in clinical social work practice, building upon generalist practice skills. Students will integrate and apply the knowledge, values, and skills developed in their course work to develop clinical social work competencies for engaging assessing, and intervening with individuals, families, and groups in clinical practice settings. The clinical field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate the clinical social work competencies.

II. Course Overview

Students in the clinical social work specialization develop skills to be competent in the practice of psychotherapy, that is, to provide behavioral and mental health assessment and treatment for individuals, couples, families, and groups. Students are placed in a clinical social work placement upon successful completion of all MSW generalist coursework, and the application of the field practicum application for clinical social work. Students interested in completing a field practicum at their place of employment must have a Field at Place of Employment (FAPE) agreement that is signed by both their supervisor and their field instructor prior to beginning placement. Students must maintain an active Taskstream account, and complete all assigned logs, assessment and their learning contract in Taskstream. These materials are reviewed by their field instructor prior to evaluation by their faculty liaison. Additional directions for completion of logs, learning contract, and evaluation are found in Taskstream.

III. Social Work Competencies of the Council on Social Work Education (CSWE)

Competency 1 - Demonstrate Ethical and Professional Behavior
Competency 2 - Engage Diversity and Difference in Practice
Competency 3 - Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4 - Engage In Practice-informed Research and Research-informed Practice
Competency 5 - Engage in Policy Practice
Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8 - Intervene with Individuals, Families, Groups, Organizations, and Communities
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### IV. Social Work Competencies Addressed in this Course (Course Competencies)

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<thead>
<tr>
<th>Course Competency Number</th>
<th>CSWE Code</th>
<th>Practice Behaviors and Knowledge Elements Addressed</th>
<th>Number of Assignment from VII</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C1 PBA</td>
<td>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to content;</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>C1 PBB</td>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</td>
<td></td>
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<tr>
<td>3</td>
<td>C1 PBC</td>
<td>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</td>
<td></td>
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<tr>
<td>4</td>
<td>C1 PBD</td>
<td>Use technology ethically and appropriately to facilitate practice outcomes</td>
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<td>5</td>
<td>C1 PBE</td>
<td>Use supervision and consultation to guide professional judgment and behavior.</td>
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<td>6</td>
<td>C2 PBA</td>
<td>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels;</td>
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<tr>
<td>7</td>
<td>C2 PBB</td>
<td>Present themselves as learners and engage clients and constituencies as experts of their own experiences; and</td>
<td></td>
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<tr>
<td>8</td>
<td>C2 PBC</td>
<td>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
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</tr>
<tr>
<td>9</td>
<td>C3 PBA</td>
<td>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>C3 PBB</td>
<td>Engage in practices that advance social, economic, and environmental justice.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>C4 PBA</td>
<td>Use practice experience and theory to inform scientific inquiry and research;</td>
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<tr>
<td>12</td>
<td>C4 PBB</td>
<td>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</td>
<td></td>
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<tr>
<td>13</td>
<td>C4 PBC</td>
<td>Use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>C5 PBA</td>
<td>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>C5 PBB</td>
<td>Assess how social welfare and economic policies impact the delivery of and access to social services;</td>
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<tr>
<td>16</td>
<td>C5 PBC</td>
<td>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>C7 PBA</td>
<td>Collect and organize data and apply critical thinking to interpret information from clients and constituencies.</td>
<td></td>
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<tr>
<td>18</td>
<td>C7 PBB</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</td>
<td></td>
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<tr>
<td>19</td>
<td>C7 PBC</td>
<td>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</td>
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<td>20</td>
<td>C7 PBD</td>
<td>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>C8 PBA</td>
<td>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</td>
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<td>22</td>
<td>C8 PBB</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</td>
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<td>23</td>
<td>C8 PBC</td>
<td>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</td>
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<td>24</td>
<td>C8 PBD</td>
<td>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</td>
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<td>25</td>
<td>C8 PBE</td>
<td>Facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
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<td>26</td>
<td>C9 PBA</td>
<td>Select and use appropriate methods for evaluation of outcomes;</td>
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<td>27</td>
<td>C9 PBB</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</td>
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<td>28</td>
<td>C9 PBC</td>
<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</td>
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<td>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</td>
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V. Required Textbooks and Materials

VI. Student Expectations:

Framework: Students are expected to become familiar with and follow the National Association of Social Workers Code of Ethics. Some subject matter may be controversial and while students vary in the strength of support for a certain position, it is expected that all students will respect other viewpoints and will develop an ability to listen and understand the perspectives of others. Students are expected to develop the ability to help clients develop their own views and perspectives rather than the students' imposing their values and opinions on them. This ability and capacity begins in the classroom. Students are expected to adhere to the CSU student code of conduct and the BSW or MSW Handbook. Please refer to the CSU University policy regarding student life and conduct that covers university expectations for students: www.csuohio.edu/studentlife

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**VII. Assignments and Activities Overview**
In addition to meeting the stated objectives listed in the student’s learning contract and the required number of practicum hours, students must satisfactorily complete each of the items listed below in order to earn a satisfactory grade in this class.

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**VIII. Grading Scale**
For full information on Cleveland State University Grading Policies, including information on the grades of X and I, see: [https://www.csuohio.edu/registrar/grades](https://www.csuohio.edu/registrar/grades)

**S – Satisfactory.** Equivalent to a B or better. The grade is not included in the calculation of the grade-point average.

**NS - Not Satisfactory.** Equivalent to a grade below a B.

Field Practicum is graded as satisfactory/not satisfactory. In addition to the requirements listed above, students need to achieve the following to earn a grade of “satisfactory” 1) completion of their field practicum hours (450), 2) completion of tasks outlined in the students learning contract, 3) Students must receive an overall assessment of “meets competencies” on their field evaluation. Field evaluations are completed by the student’s field instructor and evaluated by their faculty liaison.
**IX. Course Outline:**

The student’s field practicum schedule is individualized, and is recorded in their learning contract, in Taskstream.

**X: Assignment Details**

Students are required to read the CSU MSW Program Field Education Manual.

Students, in collaboration with their field instructor, are expected to develop, submit for review, and revise when necessary, a Student Learning Contract in Taskstream. This contract is to specify the learning activities for the clinical practicum. The contract is due in Taskstream during the third week of the semester. Students may have other assignments at the discretion of the field instructor in consultation, as needed, with the faculty liaison, to develop skill in the clinical social work competencies. Students are to maintain week activity/time log documenting their activities and field hours in Taskstream. Students should participate in weekly supervision with their field instructor. They are also expected to participate in the evaluation of their field work during field instruction meetings and the end-of-semester formal evaluation process in which student performance is assessed according to specific outcome measures.

At the end of each field semester, a grade of Satisfactory or not satisfactory is recommended by the field instructor and assigned by the faculty liaison.

Detailed description of assignments are included in Taskstream. Students should refer to their field practicum manual for additional guidelines and policies for field.

**XI. Additional Bibliography.**


ADVANCED GENERALIST SYLLABI AND COMPETENCIES

CLEVELAND STATE UNIVERSITY SCHOOL OF SOCIAL WORK
SWK 621 ADVANCED GENERALIST PRACTICUM I (3 CREDITS)

Prerequisites: SWK 501-510
Co-requisites: SWK 624 & SWK 625

I. Course Description

This is the second of two advanced generalist practicum that students in the advanced generalist social work specialization complete. Students complete 250 hours of field placement in their assigned setting, under the supervision of their field instructors in this semester. The advanced generalist practicum provides students with the opportunity to develop competencies in advanced generalist social work practice, building upon generalist practice skills. Students will integrate and apply the knowledge, values, and skills developed in their course work to develop advanced generalist social work competencies in a complex, multidimensional view with increased complexity of the social work helping process when engaging assessing, and intervening with individuals, families, and groups in advanced generalist practice settings that may be similar to those in clinical practice, administration or families guided by the CSWE EPAS. The advanced generalist field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate the advanced generalist social work competencies.

II. Course Overview

Students in the advanced generalist social work specialization develop competencies in direct practice at multiple levels, that is in non-clinical settings, with individuals, families, groups, communities and organizations, which includes macro-level competencies in the practice of administration, supervision, and program evaluation. Students are placed in a advanced generalist social work placement upon successful completion of all MSW generalist coursework, and the application of the field practicum application for advanced generalist social work. Students interested in completing a field practicum at their place of employment must have a Field at Place of Employment (FAPE) agreement that is signed by both their supervisor and their field instructor prior to beginning placement.

Students must maintain an active Taskstream account, and complete all assigned logs, self-assessment and their learning contract in Taskstream. These materials are reviewed by their field instructor prior to evaluation by their faculty liaison. Additional directions for completion of logs, learning contract, and evaluation are found in Taskstream.

III. Social Work Competencies of the Council on Social Work Education (CSWE)

Competency 1 - Demonstrate Ethical and Professional Behavior
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Competency 3 - Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4 - Engage In Practice-informed Research and Research-informed Practice
Competency 5 - Engage in Policy Practice
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Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations & Communities

IV. Social Work Competencies Addressed in this Course (Course Competencies)

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<td>2</td>
<td>C1 PBB</td>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</td>
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<td>3</td>
<td>C1 PBC</td>
<td>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</td>
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<td>4</td>
<td>C1 PBD</td>
<td>Use technology ethically and appropriately to facilitate practice outcomes</td>
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<td>C1 PBE</td>
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<td>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels;</td>
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<td>7</td>
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<td>Present themselves as learners and engage clients and constituencies as experts of their own experiences; and</td>
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<td>8</td>
<td>C2 PBC</td>
<td>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
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<td>9</td>
<td>C3 PBA</td>
<td>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</td>
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<td>10</td>
<td>C3 PBB</td>
<td>Engage in practices that advance social, economic, and environmental justice.</td>
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<td>11</td>
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<td>Use practice experience and theory to inform scientific inquiry and research;</td>
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<td>C4 PBC</td>
<td>Use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
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<td>C5 PBA</td>
<td>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</td>
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<td>Assess how social welfare and economic policies impact the delivery of and access to social services;</td>
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<td>C5 PBC</td>
<td>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
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<td>C7 PBA</td>
<td>Collect and organize data and apply critical thinking to interpret information from clients and constituencies.</td>
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<td>C7 PBB</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</td>
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<td></td>
<td>C7 PBC</td>
<td>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</td>
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<td>C7 PBD</td>
<td>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
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<td>C8 PBA</td>
<td>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</td>
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<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</td>
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<td>C8 PBC</td>
<td>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</td>
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<td></td>
<td>C8 PBD</td>
<td>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</td>
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<td></td>
<td>C8 PBE</td>
<td>Facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
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<tr>
<td></td>
<td>C9 PBA</td>
<td>Select and use appropriate methods for evaluation of outcomes;</td>
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<td>C9 PBB</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</td>
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<td>C9 PBD</td>
<td>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</td>
</tr>
</tbody>
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**V. Required Textbooks and Materials**


**VI. Student Expectations:**

**Framework:** Students are expected to become familiar with and follow the National Association of Social Workers Code of Ethics. Some subject matter may be controversial and while students vary in the strength of support for a certain position, it is expected that all students will respect other viewpoints and will develop an ability to listen and understand the perspectives of others. Students are expected to develop the ability to help clients develop their own views and perspectives rather than the students’ imposing their values and opinions on them. This ability and capacity begins in the classroom.

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**Assignments:** Students are expected to turn in all assignments into Taskstream on time. All required MSW paperwork must be completed prior to the beginning of field.

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**Academic Fraud & Plagiarism:** Plagiarism as described in the CSU Student handbook is “stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment” (CSU web: https://www.csuohio.edu/writing-center/plagiarism). The School of Social Work will follow the procedures of reporting plagiarism as described in the Student Handbook (p.18).

The instructor reserves the right to require all students to submit papers to www.turnitin.com. The Code of Student Conduct with the academic honesty provisions is here: https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf

If there is any incident with a student signing his / her name to any assignment that he/she did not significantly participate in; or copying content of an assignment completed by another; or citing / writing work previously done by another, then such shall be considered to be academic fraud.

**VII. Assignments and Activities Overview**

In addition to meeting the stated objectives listed in the student’s learning contract and the required number of practicum hours students must satisfactorily complete each of the items listed below in order to earn a satisfactory grade in this class.

<table>
<thead>
<tr>
<th>Number of the Activity Mapped to IV.</th>
<th>Assignment or Activity Brief Description</th>
<th>Date Due or Date of Activity</th>
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<td>Week Fifteen</td>
</tr>
</tbody>
</table>

**VIII. Grading Scale**

For full information on Cleveland State University Grading Policies, including information on the grades of X and I, see: https://www.csuohio.edu/registrar/grades

- S – Satisfactory. Equivalent to a B or better. The grade is not included in the calculation of the grade-point average.
Field Practicum is graded as satisfactory/not satisfactory. In addition to the requirements listed above, students need to achieve the following to earn a grade of “satisfactory” 1) completion of their field practicum hours (250 hours) , 2) completion of tasks outlined in the students learning contract, 3) Students must receive an overall assessment of “meets competencies” on their field evaluation. Field evaluations are completed by the student’s field instructor and evaluated by their faculty liaison.

IX. Course Outline:

The Student’s field practicum schedule is individualized, and is recorded in their learning contract, in Taskstream.

X: Assignment Details

Students are required to read the CSU MSW Program Field Education Manual.

Students, in collaboration with their field instructor, are expected to develop, submit for review, and revise when necessary, a Student Learning Contract in Taskstream. This contract is to specify the learning activities for the advanced generalist practicum. The contract is due in Taskstream during the third week of the semester. Students may have other assignment at the discretion of the field instructor in consultation, as needed, with the faculty liaison, to develop skill in the advanced generalist social work competencies.

Students are to maintain week activity/time log documenting their activities and field hours in Taskstream. Students should participate in weekly supervision with their field instructor. They are also expected to participate in the evaluation of their field work during field instruction meetings and the end-of-semester formal evaluation process in which student performance is assessed according to specific outcome measures. At the end of each field semester, a grade of Satisfactory or Fail is recommended by the field instructor and assigned by the faculty liaison.

Detailed description of assignments are included in Taskstream. Students should refer to their field practicum manual for additional guidelines and policies for field.

XI. Additional Bibliography.


I. Course Description

This is the second of two advanced generalist practicums that students in the advanced generalist social work specialization complete. Students complete 250 hours of field placement in their assigned setting, under the supervision of their field instructors in this semester. The advanced generalist practicum provides students with the opportunity to develop competencies in advanced generalist social work practice, building upon generalist practice skills. Students will integrate and apply the knowledge, values, and skills developed in their course work to develop advanced generalist social work competencies for engaging assessing, and intervening with individuals, families, and groups in advanced generalist practice settings. The advanced generalist field practicum is systematically designed, supervised, and coordinated. Students are evaluated on criteria by which they demonstrate the advanced generalist social work competencies.

II. Course Overview

Students in the advanced generalist social work specialization develop skills to be competent in advanced generalist practice with individuals, couples, families, groups, communities, and organizations. Students are placed in an advanced generalist social work placement upon successful completion of all MSW generalist coursework, and the application of the field practicum application for advanced generalist social work. Students interested in completing a field practicum at their place of employment must have a Field at Place of Employment (FAPE) agreement that is signed by both their supervisor and their field instructor prior to beginning placement.

Students must maintain an active Taskstream account, and complete all assigned logs, self-assessments, and their learning contract in Taskstream. These materials are reviewed by the student’s field instructor prior to evaluation by the student’s faculty liaison. Additional directions for completion of logs, learning contract, and evaluation are found in Taskstream.

III. Social Work Competencies of the Council on Social Work Education (CSWE)

Competency 1 - Demonstrate Ethical and Professional Behavior
Competency 2 - Engage Diversity and Difference in Practice
Competency 3 - Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4 - Engage in Practice-informed Research and Research-informed Practice
Competency 5 - Engage in Policy Practice
Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8 - Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations & Communities
### IV. Social Work Competencies Addressed in this Course (Course Competencies)

<table>
<thead>
<tr>
<th>Course Competency Number</th>
<th>CSWE Code</th>
<th>Practice Behaviors and Knowledge Elements Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C1 PBA</td>
<td>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to content;</td>
</tr>
<tr>
<td>2</td>
<td>C1 PBB</td>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</td>
</tr>
<tr>
<td>3</td>
<td>C1 PBC</td>
<td>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</td>
</tr>
<tr>
<td>4</td>
<td>C1 PBD</td>
<td>Use technology ethically and appropriately to facilitate practice outcomes</td>
</tr>
<tr>
<td>5</td>
<td>C1 PBE</td>
<td>Use supervision and consultation to guide professional judgment and behavior.</td>
</tr>
<tr>
<td>6</td>
<td>C2 PBA</td>
<td>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels;</td>
</tr>
<tr>
<td>7</td>
<td>C2 PBB</td>
<td>Present themselves as learners and engage clients and constituencies as experts of their own experiences; and</td>
</tr>
<tr>
<td>8</td>
<td>C2 PBC</td>
<td>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
</tr>
<tr>
<td>9</td>
<td>C3 PBA</td>
<td>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</td>
</tr>
<tr>
<td>10</td>
<td>C3 PBB</td>
<td>Engage in practices that advance social, economic, and environmental justice.</td>
</tr>
<tr>
<td>11</td>
<td>C4 PBA</td>
<td>Use practice experience and theory to inform scientific inquiry and research;</td>
</tr>
<tr>
<td>12</td>
<td>C4 PBB</td>
<td>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</td>
</tr>
<tr>
<td>13</td>
<td>C4 PBC</td>
<td>Use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
</tr>
<tr>
<td>14</td>
<td>C5 PBA</td>
<td>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</td>
</tr>
<tr>
<td>15</td>
<td>C5 PBB</td>
<td>Assess how social welfare and economic policies impact the delivery of and access to social services;</td>
</tr>
<tr>
<td>16</td>
<td>C5 PBC</td>
<td>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
</tr>
<tr>
<td>Course Competency Number</td>
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<td>--------------------------</td>
<td>-----------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>17</td>
<td>C7 PBA</td>
<td>Collect and organize data and apply critical thinking to interpret information from clients and constituencies.</td>
</tr>
<tr>
<td>18</td>
<td>C7 PBB</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</td>
</tr>
<tr>
<td>19</td>
<td>C7 PBC</td>
<td>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</td>
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<tr>
<td>20</td>
<td>C7 PBD</td>
<td>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
</tr>
<tr>
<td>21</td>
<td>C8 PBA</td>
<td>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</td>
</tr>
<tr>
<td>22</td>
<td>C8 PBB</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</td>
</tr>
<tr>
<td>23</td>
<td>C8 PBC</td>
<td>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</td>
</tr>
<tr>
<td>24</td>
<td>C8 PBD</td>
<td>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</td>
</tr>
<tr>
<td>25</td>
<td>C8 PBE</td>
<td>Facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
</tr>
<tr>
<td>26</td>
<td>C9 PBA</td>
<td>Select and use appropriate methods for evaluation of outcomes;</td>
</tr>
<tr>
<td>27</td>
<td>C9 PBB</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</td>
</tr>
<tr>
<td>28</td>
<td>C9 PBC</td>
<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</td>
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<td>C9 PBD</td>
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VIII. Grading Scale

For full information on Cleveland State University Grading Policies, including information on the grades of X and I see: https://www.csuohio.edu/registrar/grades

- **S – Satisfactory.** Equivalent to a B or better. The grade is not included in the calculation of the grade-point average.
- **NS - Not Satisfactory.** Equivalent to a grade below a B.

Field Practicum is graded as satisfactory/not satisfactory. In addition to the requirements listed above, students need to achieve the following to earn a grade of “satisfactory” 1) completion of their field practicum hours (250 hours), 2) completion of tasks outlined in the students learning contract, 3) Students must receive an overall assessment of “meets competencies” on their field evaluation. Field evaluations are completed by the student’s field instructor and evaluated by their faculty liaison.

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Detailed description of assignments are included in Taskstream. Students should refer to their field practicum manual for additional guidelines and policies for field.

XI. Additional Bibliography.


APPENDIX B – TASKSTREAM FORMS

GENERAL FORMS – ALL MSW PROGRAMS- All forms are online in the Taskstream System. Paper forms are not accepted. The forms below are just for reference.

**Please note, for the student learning contracts, the electronic versions in Taskstream have boxed in areas for students to provide a narrative or bullet points regarding what is being learned in field practicum to meet each competency area.

MSW Field Education Program Application

* = Response is required

PART I: GENERAL INFORMATION AND PURPOSE OF APPLICATION
This application is used to assess your readiness for the MSW generalist field practicum experience and to match you with the most appropriate placement.

EVENING AND WEEKEND PLACEMENTS ARE LIMITED AND DIFFICULT TO LOCATE AND/OR APPROVE. EVENING AND WEEKEND PLACEMENTS CAN NOT BE GUARANTEED- START YOUR SEARCH EARLY.

* PREREQUISITES (see below):
MSW students must either be enrolled in or successfully completed the first 12 hours of MSW generalist social work courses.

Are all prerequisites complete?

- [ ] Yes
- [ ] No

* Expected Date of Graduation:

* Year Admitted to the MSW program:
Enter the year you were admitted to the MSW program. For example: 2016.

* Year admitted to the MSW program:

* Will Begin Field Practicum:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Year</th>
</tr>
</thead>
</table>

Permanent Address

* Mailing Address

* Email Address

* Contact Telephone Number

Additional Contact Number

Work Telephone Number
Include extension (if applicable)
PART II: EDUCATION AND SKILLS

Education
* Institution Name

* Dates Attended

* Degree/Major/Certificate

Institution Name

Dates Attended

Degree/Major/Certificate

Academic Distinction and Honors and College Extracurricular Activities (if applicable):

Special Skills, Additional Trainings, Hobbies, Studies, Research (if applicable):

* Foreign Languages

<table>
<thead>
<tr>
<th>What foreign language(s) do you speak?</th>
<th>What foreign language(s) do you understand?</th>
</tr>
</thead>
</table>

* Do you have a valid Ohio’s Driver’s license?
  ○ Yes ○ No

* Will you have the use of a car for your field placement?
  ○ Yes ○ No

Volunteer and/or Community Work During Past 2 Years
Organization

Activities

Dates

PART III: HEALTH

* Rate your general health:

  ○ Excellent ○ Good ○ Fair ○ Poor

* Do you have any emotional or physical difficulties, which require special arrangements in a field setting? (If yes, please explain)

  ○ No ○ Yes

Physical Limitations (if any):

* Letter from Disability Services Submitted:

  ○ Yes ○ No ○ Not Applicable
PART IV: CRIMINAL BACKGROUND

All applicants to social work licensure are required by the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board to report all misdemeanor and felony convictions with the exception of minor traffic violations (DUI/OVI charges are not considered traffic violations and must be reported as criminal convictions) for licensure. For the licensure application, all charges and or convictions require a “yes” answer, even if the original charge and conviction is an expunged status. (Falsification of this field application while searching for field placement could result in delayed placement and other action, including Student Conduct Code charges, up to and including dismissal from the program). PLEASE READ CAREFULLY.

Criminal Record:
Students who have been convicted of a felony or first-degree misdemeanor will encounter very limited field placement opportunities. Please be advised that a criminal record may also affect your eligibility for any licensure through the Ohio Counselor, Social Worker, and Marriage Family Therapist Board.

* Have You Ever Been Convicted of a Felony or Misdemeanor other than a Minor Traffic Violation?
   (If you answer yes, please provide the date(s) of the conviction and provide detail(s) as to the nature of the conviction so that there can be an informed effort to identify an appropriate field placement for you).

PART V: WORK HISTORY
List your paid employment during past 2 years (if applicable):

* Are you presently employed?
   □ Yes □ No

If you are presently employed, are you working full time or part time?
   □ Full Time □ Part Time

If you are presently employed, how many hours per week do you work?

Place of Employment (if applicable)
Address:
Phone:
Position:

Current Work Schedule
Indicate your current weekly work schedule.

<table>
<thead>
<tr>
<th></th>
<th>AM</th>
<th>PM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Wednesday
AM  PM

Thursday
AM  PM

Friday
AM  PM

Saturday
AM  PM

Planned Work Schedule
Do you plan to work while you are in your field placement?

* Place of Employment
Do you plan to work at the same job while you are in your field placement?

* Work Schedule
Do you plan to work the same schedule while you are in your field placement?

Planned Work Schedule
Briefly indicate plans you may have, if any, to adjust your work schedule to accommodate field practicum schedule.

PART VI: FIELD PLACEMENT PREFERENCE
EVENING AND WEEKEND PLACEMENTS ARE LIMITED AND DIFFICULT TO LOCATE
AND/OR APPROVE. EVENING AND WEEKEND PLACEMENTS CAN NOT BE
GUARANTEED- START YOUR SEARCH EARLY.

* Fields of Practice and Areas of Practice Interest
Please indicate the areas in which you are interested.

- Addictions
- Administration
- Advocacy
- Aging
- Child Welfare
- Community Development
- Corrections
- Developmental Disabilities
- Domestic Violence
- Family Services
- Homeless
Field at Placement of Employment: (If Applicable)
Under certain circumstances, a student may do field at her/his place of employment. The standards and requirements for this type of field placement are the same as those for all other placements in the Program. The proposed field instructor must be someone other than the student’s immediate employment supervisor; must have an MSW/MSSA degree with 2 years post-graduate experience; must have at least 1 year with the agency; and must be able to offer the student a minimum of 1-1½ hours per week of field instruction conference time. Also, the field experience assignments must be different from employment activity and be educationally focused. Students wishing to do a field experience at their place of employment, must, in addition to this application, submit a written Field at Place of Employment Proposal (FAPE) for approval to the Field Director.

Agency Name
Address
Contact Person
Phone and Extension

PART VII: SUPPLEMENTARY INFORMATION

In this part:
Upload the Supplementary Statement
Read and Sign the FERPA Disclosure
Read and Sign the Informed Consent

Supplementary Statement (Must be attached)
In order that we may understand more fully your interest in the undergraduate Social Work Program, please prepare a typewritten statement, which covers the following materials. Submit it as a part of your application. Please limit this statement to three (3) typewritten pages. Main considerations should include, if applicable: family background, educational experiences, extracurricular activities, employment/volunteer experiences in social agencies, personal counseling or therapy, friends and acquaintances, strengths and limitations, and your future educational and career aspirations.

* FERPA DISCLOSURE (Please read and sign below):
Field placement has as its purpose the opportunity for students to integrate classroom theory with client system practice and to develop professional identity and skills. Practice takes place in a broad range of social service settings. The market of available placement positions is limited, and agencies are highly selective of the students they accept. Some agencies require and execute background checks for misconduct, such as felony convictions or documented violations of the National Association of Social Workers Code of Ethics.

The Cleveland State School of Social Work requires each field applicant to sign this disclosure form. This form allows the School to inform a student’s prospective field agencies of current or past felonious convictions; or other disciplinary code violations of the Cleveland State
University student disciplinary procedures or other similar institutions where the individual may have attended; or other misconduct in violations of the NASW Code of Ethics. Agencies need this information in order to accept you as a student.

Please sign this form below. No application will be processed without this signed area of the application.

I hereby grant permission for the School of Social Work Field Office to notify any agency to which I apply as a field student of my current or past documented felony conviction or other misconduct in violation of the NASW Code of Ethics.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

* INFORMED CONSENT AND WAIVER (Please read and sign below):

While enrolled in the Cleveland State University School of Social Work MSW Program, students will have a variety of learning experiences such as classroom activities and agency responsibilities that might expose them to situations that have the potential to cause injury or disease.

These experiences are basic to the teaching-learning process of professional Social Work education. During the educational Program, students will be exposed to methods of protecting themselves from potential risk or injury and will be expected to adhere to these methods at all times. A student should not participate in situations without prior instruction/preparation from appropriate agency staff to protect himself/herself and the client from injury.

The above information is provided to inform students of the potential risk for discomfort and/or injury that might be encountered during learning experiences provided in the CSU MSW Program. Students have the responsibility to exercise judgement commensurate with their educational level in the curriculum to protect self and others from injury.

I have read the Potential Risk and Discomfort or Injury (waiver), discussed it with the field director, and I understand that as part of all learning experiences, I must take full responsibility for protecting myself and agree not to hold the University and its officers and employees responsible for injury.

I have been advised that all health care costs for treatment for illness or injury to me, which occur while I am performing any activity related to my placement at the agency, are my responsibility.

I have also been informed of the availability of the Health Care Insurance through Cleveland State University.

<table>
<thead>
<tr>
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PART VIII: VERIFICATION

* Signature

I certify that the information on this application form is complete and accurate and that I hereby authorize it to be shared with the field instructor. I understand that acceptance into the field education program is determined by the field director and that satisfactory completion of field is a degree requirement.

| Signature of Applicant | Date |
HIPAA Quiz

* = Response is required

1. In HIPAA, the term “PHI” stands for:
   - Personal Health Information
   - Protected Health Information
   - Provider Health Information

2. HIPAA allows the use or disclosure of PHI without an Authorization for:
   - A. Treatment purposes
   - B. Payment purposes
   - C. Healthcare Operations
   - D. All of the above

3. HIPAA penalties and sanctions apply only to:
   - A. Healthcare “covered entities”, as defined by HIPAA
   - B. Anyone who delivers healthcare services
   - C. Healthcare “covered entities” and their non-healthcare business partners
   - D. Doctors, nurses, and patients

4. Under HIPAA, business affiliates who are paid for work involving PHI are called:
   - A. “Business Associates”
   - B. “Business Partners”
   - C. “Vendor Partners”

5. HIPAA penalties and sanctions can include:
   - A. Monetary fines
   - B. Loss of licensure and accreditation
   - C. Jail time for willful, criminal offenses
   - D. All of the above

6. HIPAA allows sharing basic patient information with family & friends:
   - A. As long as other basic HIPAA compliance requirements are met
   - B. Even if the patient is comatose or unavailable because of emergency
   - C. As long as the patient, if available and competent, does not object
   - D. All of the above
7. Under HIPAA, patients can refuse to allow their PHI to be shared with family, friends, or others:
   - A. True
   - B. False

8. A patient is admitted to the ER with injuries. The duty nurse can notify the patient’s family, even if the patient is unconscious:
   - A. True
   - B. False

9. If a certain disclosure makes you uncomfortable, you should:
   - A. Document the incident and notify your Privacy Officer
   - B. Find the affected parties and try to resolve the situation favorably
   - C. Ignore the event and get back to work
   - D. File a Privacy Complaint

10. When “PHI” needs to be permanently disposed of, it should be:
    - A. Thrown in a trash bin or dumpster
    - B. Returned to the patient or patients that the records are about
    - C. Completely destroyed, preferably by cross-cut shredding or burning

11. A simple way to protect PHI during conversations is to:
    - A. Keep your voice low so your conversation can’t easily be heard
    - B. Move the conversation to a more private area, if one is available
    - C. Be aware of others around you who could overhear, and act accordingly
    - D. All of the above

12. HIPAA gives patients new Rights. These include:
    - A. The Right to an accounting of certain kinds of PHI disclosures
    - B. The Right to request that a note or amendment be added to their medical records
    - C. The Right to file a complaint with a provider, the government, or both
    - D. All of the above

13. In a medical emergency, HIPAA allows you to:
    - A. Disregard HIPAA temporarily and put patient safety above all else
    - B. Cancel a patient’s medical bills
    - C. Destroy a patient’s medical records

14. HIPAA requires a Notice of Privacy Practices to be:
A. Published and copyrighted every year
B. Given to all patients at least once, and again if major policies change
C. Provided in five different languages

* 15. Violations of HIPAA’s Privacy or Security Rules can lead to:
   A. Administrative Actions
   B. Civil Monetary Penalties – from $100 to $25,000 per incident
   C. Fines up to $250,000 and up to 10 years in prison
   D. All of the above

* 16. The Security Rule permits sending PHI with email, but only if:
   A. The PHI is not terribly important
   B. The patient has signed a special email authorization
   C. Provided in five different languages

* 17. Which of these are steps you can use to protect ePHI & computers?
   A. Don’t leave files or programs open when you leave a computer
   B. Don’t insert disks or CD’s into work computers without scanning them first
   C. Turn computer screens so others cannot see them, or use screen filters
   D. All of the above

* 18. For treatment purposes, HIPAA allows the unlimited use of all a patient’s PHI without an authorization:
   A. True
   B. False

* 19. To be compliant with HIPAA, Covered Entities are required to do the following:
   A. Adopt clear Privacy and Security Policies and Procedures
   B. Train employees on the basics of HIPAA and on HIPAA-related Policies and Procedures
   C. Secure patient records so they are protected from misuse or inappropriate disclosure
   D. All of the above

* 20. The highest priority in all of HIPAA law is:
   A. Patient care and safety
   B. Privacy of medical records
   C. Security of medical records
   D. The appearance of safety and security
**Weekly Time Log 2016/2017**

**Weekly Field Hours**
Indicate dates, times and number of field hours completed for this week.

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* **Number of Placement Hours**
Indicate the total number of hours at field placement site for this week. Use decimal to indicate partial hours completed during the week. For example, 8.5 hours for 8 and a half hours.
* Total Number of Hours to Date for this Semester
   Please provide the total number of hours completed so far this semester.

* Week's Activities
   Briefly describe the field practicum activities you completed this week.

* Competencies Relevant for Week's Activities
   Indicate the competencies that were relevant for this week's field practicum activities. Choose all that apply for this week.
   - ☐ 1. Ethical and Professional Behavior
   - ☐ 2: Engage Diversity and Difference in Practice
   - ☐ 3: Advance Human Rights and Social, Economic, and Environmental Justice
   - ☐ 4: Engage In Practice-informed Research and Research-informed Practice
   - ☐ 5: Engage in Policy Practice
   - ☐ 6: Engage with Individuals, Families, Groups, Organizations, and Communities
   - ☐ 7: Assess Individuals, Families, Groups, Organizations, and Communities
   - ☐ 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
   - ☐ 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

* Weekly Supervision
   Indicate whether you had a supervisory session with your field instructor this week.
   - ☐ Yes ☐ No

Supports for Maintaining Weekly Schedule
   Please indicate the sources of supports you have, if any, that make it easier to in maintaining your weekly schedule and completing your placement. Check all that apply.
   - ☐ Good Class Schedule
   - ☐ Family Supports
   - ☐ Good Health; no health issues
   - ☐ Flexible work schedule
   - ☐ Consistent placement; same placement and field instructor for semester
   - ☐ Does not apply; I had little or no support in completing my field
   - ☐ Other. Please describe:

Barriers to Maintaining Weekly Schedule
   Please indicate barriers if any, that you are encountering in maintaining your weekly schedule. Check all that apply.
   - ☐ School/Homework
   - ☐ Family Responsibilities
   - ☐ Personal Health or Medical Concerns
   - ☐ Work
   - ☐ Agency Issues, such as change in placement or supervisor
   - ☐ Does not apply; had no difficult maintaining my schedule
☐ Other. Please describe:

**Student Acknowledgement of Field Evaluation**

* = Response is required

**Student Acknowledgement of Evaluation**
Complete this brief form to acknowledge receipt of your evaluation. Be sure to include any comments or additional feedback you may on your evaluation, which will be reviewed by your field liaison. Once complete, upload a copy of your evaluation, to be reviewed by your field liaison.

* **Student Receipt of Field Evaluation**
Please indicate whether you received your completed field evaluation from your field instructor.

* **Meeting with Field Instructor**
Indicate the date you met with your field instructor to review your evaluation.

* **Student Agreement with Field Evaluation**
Indicate whether you agree or disagree with your field evaluation

* **Student Comments on Evaluation**
Provide comments to your evaluation. If you disagree with your evaluation, indicate, from your perspective, the reason(s) you disagree. Please contact your field liaison if you do not feel comfortable providing written comments.
Taskstream Forms: Generalist Program (MSW 1st year)

MSW Generalist Learning Contract

* = Response is required

PART I: GENERAL INSTRUCTIONS AND PURPOSE OF LEARNING CONTRACT

Instructions for Learning Contract
Student has the responsibility of developing the learning contract in collaboration with the agency field instructor, and in consultation with the student’s faculty liaison as needed. Learning contract should be completed and signed by student and field instructor by the end of the third week of the semester. Student’s faculty liaison will then review, and, indicate approval of the contract by signing. MSW students’ learning contract should address learning for both semesters of their generalist, field practicum experience.

Purpose of Learning Contract
The Learning Contract identifies the learning activities that will be used to assure students have practiced and acquired the requisite generalist social work practice skills. Students’ Faculty Liaison will use the Learning Contract to monitor learning and progress in skill development. The CSU Field Practicum Director may also review the Learning Contract to monitor students’ learning as needed, and as part of overall monitoring and assessment of the Field Practicum Program.

* Date
Enter the date the Learning Contract is completed

* Semester of Field Practicum
Indicate the semester of your field placement

○ Fall ○ Spring ○ Summer

PART II: FIELD SCHEDULE, ACTIVITIES, & CLIENTS

Indicate regular weekly schedule, scope of activities for field, and the client populations with whom you will be working in your field placement.

Field Practicum Regular Schedule
Please indicate your regular field practicum schedule.

* Monday
| AM | PM |
* Tuesday
| AM | PM |
* Wednesday
| AM | PM |
* Thursday
| AM | PM |
* Friday
| AM | PM |
* Saturday
| AM | PM |

* Brief Description of Field Practicum Activities and Responsibilities
Briefly describe an overview of activities that you will be engaged in at your field placement, and your areas of responsibility.
* Brief Description of Client Population(s)

Provide a brief description of the client population(s) with whom you will be engaged.

NOTE: Students’ field education experience must provide students with an opportunity to demonstrate social work competencies through in person contact with clients and constituencies. (CSWE 2015 EPAS, 2.2.4)

PART III: TRAINING AND ORIENTATION

Indicate the types and completed or projected completion dates of student’s orientation to the agency. All students must receive an orientation or training on agency Safety Policies and Protocols and Sexual Harassment Policies, as well as other relevant policies or training.

* Safety Policies and Agency Protocols Training

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<th>Safety Training(s)</th>
<th>Agency Protocol Training(s)</th>
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* Sexual Harassment Training

Indicate name and date(s) that student received training on the agency's policies on sexual harassment. Note that all training may be completed in one session.

PART IV: COMPETENCIES FOR GENERALIST SOCIAL WORK PRACTICE

The MSW generalist field practicum provides students with an opportunity to demonstrate social work practice skills with individuals, families, groups, organizations, and community in field settings (CSWE 2015 EPAS 2.0). Social work knowledge, values, and skills are inter-related and comprise each of the 9 competencies.

Use the sections below to describe learning activities for each practice behavior and the means for assessing competence.

MEANS FOR ASSESSING STUDENT'S COMPETENCE

As part of the learning contract, carefully consider what will be used to assess students’ competence. Possible sources include: 1) supervisory discussions, 2) observation of student with individuals, families, and groups; 3) observation of student interacting with community groups and organizations and other constituencies; 4) observation of student interacting with colleagues and in inter-professional interactions; 5) observation of student in team meetings; 6) review of student’s paperwork, reports, and case records; 7) reports from colleagues, assessment of project(s) completed by student; and 8) other (please specify) 9) Review of student’s process recordings may also be used.

Competency 1: Demonstrate Ethical and Professional Behavior

Indicate the learning activities and means of assessment of these learning activities for each of the five practice behaviors.

* C1 PB A Learning Activities for Ethical Decision-Making

Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context

* C1 PBA Means for Assessing Competence in Ethical Decision-Making

Choose all that may apply

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* C1 PB B Learning Activities for Reflection and Self-Regulation

Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

* C1. PB B Means for Assessing Reflection and Self Regulation

Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):
  * C1 PB C Learning Activities for Professional Demeanor
  Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

  * C1. PB C Means for Assessing Professional Demeanor
  Choose all that may apply
  ☐ Supervisory discussions
  ☐ Observation of student interacting with individuals, families, and groups
  ☐ Observation of student interacting with community groups and organizations and other constituencies
  ☐ Observation of student interacting with colleagues and in inter-professional interactions
  ☐ Observation of student in team meetings
  ☐ Review of student’s paperwork, reports, and case records
  ☐ Reports from colleagues, assessment of project(s) completed by student;
  ☐ Review of student’s process recordings
  ☐ Other (Please specify):
  * C1 PB D Learning Activities for Use of Technology
  Use technology ethically and appropriately to facilitate practice outcomes

  * C1 PB D Means for Assessing Use of Technology
  Choose all that may apply
  ☐ Supervisory discussions
  ☐ Observation of student interacting with individuals, families, and groups
  ☐ Observation of student interacting with community groups and organizations and other constituencies
  ☐ Observation of student interacting with colleagues and in inter-professional interactions
  ☐ Observation of student in team meetings
  ☐ Review of student’s paperwork, reports, and case records
  ☐ Reports from colleagues, assessment of project(s) completed by student;
  ☐ Review of student’s process recordings
* C1 PB E Learning Activities for Supervision and Consultation
Use supervision and consultation to guide professional judgment and behavior.

* C1. PB E) Means for Assessing Supervision and Consultation
Choose all that may apply

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

Comments on Competencies for Ethical and Professional Behavior
Use this space to describe any additional planned activities that will be used to develop students’ competency in ethical and professional behavior.

Competency 2: Engage Diversity and Difference in Practice
Indicate the learning activities and means of assessment of these learning activities for each of the three practice behaviors.

* C2 PB A Apply and communicate understanding of the importance of diversity in shaping life experiences and its influence in practice at the micro, mezzo, and macro levels.
Apply and communicate understanding of the importance of diversity in shaping life experiences and its influence in practice at the micro, mezzo, and macro levels.

* C2. PB A Apply and communicate understanding of the importance of diversity in shaping life experiences and its influence in practice at the micro, mezzo, and macro levels.
Choose all that may apply

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* C2.PB B Learning Activities for Presenting oneself as a learner and engaging clients and constituencies as experts of their own experiences
Present oneself as a learner and engage clients and constituencies as experts of their own experiences
* C2. PB B Means for Assessing Presenting oneself as a learner and engaging clients and constituencies as experts of their own experiences
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* C2. PB C Learning Activities for Applying self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

* C2. PB C Means for Assessing Applying self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice: Overall Rating
Indicate the learning activities and means of assessment of these learning activities for each of the two practice behaviors.
* C3. PB A Learning Activities for Applying understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

* C3. PB A Means for Assessing Applying understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* C3 PB B Learning Activities for Engaging in practices that advance social, economic, and environmental justice
Engage in practices that advance social, economic, and environmental justice

* C3 PB B Means for Assessing Engaging in practices that advance social, economic, and environmental justice
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**
Indicate the learning activities and means of assessment of these learning activities for each of the three practice behaviors.

* C4 PB A Learning Activities for Use of practice experience and theory to inform scientific inquiry and research
Use practice experience and theory to inform scientific inquiry and research

* C4 PBA Means for Assessing Use of practice experience and theory to inform scientific inquiry and research
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* C4 PB B Learning Activities for Applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

* C4 PB B Means for Assessing Applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* C4 PB C Learning Activities for Using and translating research evidence to inform and improve practice, policy, and service delivery
Use and translate research evidence to inform and improve practice, policy, and service delivery

* C4 PB C Means for Assessing Use and translation of research evidence to inform and improve practice, policy, and service delivery
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

Competency 5: Engage in Policy Practice
Indicate the learning activities and means of assessment of these learning activities for each of the three practice behaviors.

* C5 PB A Learning Activities for Identifying social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
* C5 PBA Means for Assessing Identifying social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* C5 PB B Learning Activities for Assessing how social welfare and economic policies impact the delivery of and access to social services
Assess how social welfare and economic policies impact the delivery of and access to social services

* C5 PB B Means for Assessing how social welfare and economic policies impact the delivery of and access to social services
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* C5 PB C Learning Activities for Application of critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

* C5 PB C Means for Assessing Application of critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Indicate the learning activities and means of assessment of these learning activities for each of the two practice behaviors.

* **C6 PB A Learning Activities for Application of knowledge of human behavior and the social environment, person in environment, and other interdisciplinary theoretical frameworks to engage with clients and constituencies**

Apply knowledge of human behavior and the social environment, person in environment, and other interdisciplinary theoretical frameworks to engage with clients and constituencies

* **C6 PB B Learning Activities for Use of empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies**

Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

* **C6 PB B Means for Assessing Use of empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
Reports from colleagues, assessment of project(s) completed by student;
Review of student’s process recordings
Other (Please specify):

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Indicate the learning activities and means of assessment of these learning activities for each of the four practice behaviors.

* C7 PB A Learning Activities for Collecting and organizing data and applying critical thinking to interpret information from clients and constituencies
Collect and organize data and apply critical thinking to interpret information from clients and constituencies

**C7 PB A Means for Assessing Competence in Collecting and organizing data and applying critical thinking to interpret information from clients and constituencies
Choose all that may apply

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* C7 PB B Learning Activities for Collecting and organizing data and applying critical thinking to interpret information from clients and constituencies
Collect and organize data and apply critical thinking to interpret information from clients and constituencies

**C7 PB B Means for Assessing Competency in Collecting and organizing data and applying critical thinking to interpret information from clients and constituencies
Choose all that may apply

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* C7 PB C Learning Activities for Developing mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
* C7 PB C Means for Assessing Developing mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
Choose all that may apply
- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

* C7 PB D Learning Activities for Selecting appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

* C7. PB D Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
Choose all that may apply
- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Indicate the learning activities and means of assessment of these learning activities for each of the five practice behaviors.

* C8 PB A Learning Activities for Critically choosing and implementing interventions to achieve practice goals and enhance capacities of clients and constituencies
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

* C8 PB A Means for Assessing Competence in Critically choosing and implementing interventions to achieve practice goals and enhance capacities of clients and constituencies
Choose all that may apply
- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):
* C8 PB B Learning Activities for Applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

* C8 PB B Means for Assessing Applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):
* C8 PB C Learning Activities for Use of inter-professional collaboration as appropriate to achieve beneficial practice outcomes
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

* C8 PB C Means for Assessing Use of inter-professional collaboration as appropriate to achieve beneficial practice outcomes
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
√ Reports from colleagues, assessment of project(s) completed by student;
√ Review of student’s process recordings
√ Other (Please specify):

* C8 PB D Learning Activities for Negotiating, mediating, and advocating with and on behalf of diverse clients and constituencies
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

* C8 PB D Means for Assessing Negotiating, mediating, and advocating with and on behalf of diverse clients and constituencies
Choose all that may apply
√ Supervisory discussions
√ Observation of student interacting with individuals, families, and groups
√ Observation of student interacting with community groups and organizations and other constituencies
√ Observation of student interacting with colleagues and in inter-professional interactions
√ Observation of student in team meetings
√ Review of student’s paperwork, reports, and case records
√ Reports from colleagues, assessment of project(s) completed by student;
√ Review of student’s process recordings
√ Other (Please specify):

* C8 PB E Learning Activities for Facilitation of effective transitions and endings that advance mutually agreed-on goals
Facilitate effective transitions and endings that advance mutually agreed-on goals

* C8 PB E Means for Assessing Facilitation of effective transitions and endings that advance mutually agreed-on goals
Choose all that may apply
√ Supervisory discussions
√ Observation of student interacting with individuals, families, and groups
√ Observation of student interacting with community groups and organizations and other constituencies
√ Observation of student interacting with colleagues and in inter-professional interactions
√ Observation of student in team meetings
√ Review of student’s paperwork, reports, and case records
√ Reports from colleagues, assessment of project(s) completed by student;
√ Review of student’s process recordings
√ Other (Please specify):

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Indicate the learning activities and means of assessment of these learning activities for each of the four practice behaviors.
* **C9 PB A Learning Activities for Selecting and use of appropriate methods for evaluation of outcomes**

Select and use appropriate methods for evaluation of outcomes

* **C9 PBA Means for Assessing Competence in Selecting and use of appropriate methods for evaluation of outcomes**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

* **C9 PB B Learning Activities for Applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes**

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

* **C9 PB B Means for Assessing Application of knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

* **C9 PB C Learning Activities for Critically analyzing, monitoring, and evaluating intervention and program processes and outcomes**

Critically analyze, monitor, and evaluate intervention and program processes and outcomes

* **C9 PB C Means for Assessing Critically analyzing, monitoring, and evaluating intervention and program processes and outcomes**

Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* C9 PB D Learning Activities for Applying evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

* C9 PB D Means for Assessing Negotiating, mediation, and advocating with and on behalf of diverse clients and constituencies
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

PART V: VERIFICATION

* Student Verification
I certify that the information in this learning contract is complete and accurate and that I worked with my field instructor in completing the contract. I understand that both my field instructor and faculty liaison will review and approve this learning contract.

<table>
<thead>
<tr>
<th>Signature of Student</th>
<th>Date</th>
</tr>
</thead>
</table>

Review and Approval
Your field instructor will review your learning contract once you have completed it. After this, your field liaison will review your learning contract. Both your field instructor and field liaison may provide you with comments and suggestions.
MSW Generalist Student Self Assessment

* = Response is required

PART I: INSTRUCTIONS AND PURPOSE OF SELF ASSESSMENT

Instructions for Self Assessment

Students have the responsibility for completing their self-assessment of their proficiency in the competencies and practice behaviors for generalist social work practice. Complete your self-assessment in the 12th week of your field practicum, to allow enough time for your field instructor to complete your semester's evaluation and for your field liaison to review.

Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. Your individual competence is developmental and dynamic, changing over time in relation to continuous learning (CSWE EPAS 2015). Thus, it is fully expected that you will continue to develop your competence in the second semester of your placement.

1. Refer to your completed learning contract in completing your self-assessment.
2. Review your completed self-assessment with your field instructor.
3. Your field instructor will then complete your first semester evaluation.
4. Your field liaison will review your self-assessment.

Contact your field liaison with questions about completing your self-assessment.

Purpose of the Self Assessment

The Self-Assessment provides you, your field instructor, and field liaison with an indication of your self-appraisal proficiency in the competencies for generalist social work practice. Because it is based on your own beliefs about your proficiency, the actual scores or ratings are relatively unimportant. Rather, use this self-assessment to ask yourself further questions about your competency with various practice behaviors that comprise the competencies. You can use your self-assessment as a starting point for considering learning activities for your second, or specialization placement. Your field liaison will review your assessment and may have additional comments on your self-assessment.

* Date

Enter the date you completed your self-assessment.

* Semester of Field Practicum

Indicate the semester of your field placement

☐ Fall ☐ Spring ☐ Summer

PART II: FIELD PLACEMENT

Field Placement Supports and Barriers

In this section, you will indicate the extent that you were able to maintain your weekly schedule and the supports and barriers that you experienced as you completed your placement.

* Ability to Maintain Planned Weekly Schedule

Please use this scale to respond to the following statement regarding your placement:

"I was able to maintain my planned weekly field practicum schedule."

Response Legend:

1 = Strongly Disagree 2 = Somewhat Disagree 3 = Somewhat Agree 4 = Agree 5 = Strongly Agree

Maintained Weekly Schedule

* Supports for Maintaining Weekly Schedule

Please indicate the sources of supports you had, if any, that made it easier to in maintaining your weekly schedule and completing your placement. Check all that apply.

☐ Good Class Schedule
☐ Family Supports
☐ Good Health; no health issues
☐ Flexible work schedule
☐ Consistent placement; same placement and field instructor for semester
☐ Does not apply; I had little or no support in completing my field
☐ Other. Please describe:
* Barriers to Maintaining Weekly Schedule
Please indicate barriers if any, that you encountered in maintaining your weekly schedule. Check all that apply.

☐ School/Homework
☐ Family Responsibilities
☐ Personal Health or Medical Concerns
☐ Work
☐ Agency Issues, such as change in placement or supervisor
☐ Does not apply; had no difficult maintaining my schedule
☐ Other. Please describe:

Activities, Responsibilities, and Client Population(s)
In this section you will indicate the planned and actual activities, responsibilities, and client population(s) for this semester.

* Brief Description of Field Practicum Activities and Responsibilities
Indicate the activities and responsibilities you had planned for this semester as described in your learning contract on the left. You may want to copy and paste activities from your learning contract.

Planned Activities & Responsibilities
Actual Activities & Responsibilities

* Brief Description of Client Population(s)
Indicate the client population(s) you had planned for this semester as described in your learning contract on the left. You may copy and paste your description of your planned client population from your learning contract.

Planned Client Population(s)
Actual Client Population(s)

Field Practicum Training
In your field practicum contract, you indicated the types of training you completed and planned as well as when you received training on agency Safety Policies and Sexual Harassment Policies. In this section, briefly indicate whether there were any changes or additions to your planned training.

* Planned and Actual Trainings
On the left, briefly describe the trainings that were planned, including trainings on safety, sexual harassment, and agency protocols and procedures.

Planned Training(s)
Actual Training(s)

PART III: COMPETENCIES FOR GENERALIST SOCIAL WORK PRACTICE
The BSW generalist field practicum provides students with an opportunity to demonstrate social work practice skills with individuals, families, groups, organizations, and community in field settings (CSWE 2015 EPAS 2.2). Social work knowledge, values, and skills are inter-related and comprise each of the 9 competencies.

In your learning contract, you indicated the learning activities that were planned to develop your competence. Use the sections below to describe your planned and actual learning activities for each practice behavior and the means that learning behaviors were assessed.

MEANS FOR ASSESSING COMPETENCE
As part of the learning contract, carefully consider what was used to assess your competence. Possible sources include:
1) supervisory discussions, 2) observation of student with individuals, families, and groups; 3) observation of student interacting with community groups and organizations and other constituencies; 4) observation of student interacting with colleagues and in inter-professional interactions; 5) observation of student in team meetings; 6) review of student’s paperwork, reports, and case records; 7) reports from colleagues, assessment of project(s) completed by student; and 8) other (please specify) 9) Review of student’s process recordings may also be used.

COMPETENCY 1: ETHICAL AND PROFESSIONAL BEHAVIOR
Indicate your planned and actual learning activities and means of assessment of these learning activities for this competency. You may want to refer to your learning contract in considering your planned and actual learning activities.
* Planned and Actual Learning Activities for ethical decision-making

C1 Planned and Actual Learning Activities for Ethical Decision-Making

On the left, indicate your planned activities for this practice behavior. On the right, indicate your actual activities.

<table>
<thead>
<tr>
<th>Planned Activities &amp; Responsibilities</th>
<th>Actual Activities &amp; Responsibilities</th>
</tr>
</thead>
</table>

* Competency 1 Means for Assessing Ethical and Professional Behavior

Choose the way you were assessed for proficiency in demonstrating Ethical and Professional Behavior.

- [ ] Supervisory discussions
- [ ] Observation of student interacting with individuals, families, and groups
- [ ] Observation of student interacting with community groups and organizations and other constituencies
- [ ] Observation of student interacting with colleagues and in inter-professional interactions
- [ ] Observation of student in team meetings
- [ ] Review of student’s paperwork, reports, and case records
- [ ] Reports from colleagues, assessment of project(s) completed by student;
- [ ] Review of student’s process recordings
- [ ] Other (Please specify):

C1 Demonstrate Ethical and Professional Behavior

Rate yourself on each of the five practice behaviors for Competency 1: Demonstrate Ethical and Professional Behavior.

* C1 Demonstrate Ethical and Professional Behavior: Practice Behaviors

Using the scale below, rate yourself on your overall proficiency for the practice behaviors in Competency 1: Demonstrate Ethical and Professional Behavior.

Response Legend:
1 = Substantially Below Expectations
2 = Below Expectations
3 = Meets Expectations
4 = Exceeds Expectations
5 = Substantially Exceeds Expectations

C1 PB A Make Ethical Decisions by applying standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

C1 PB B Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

C1 PB C Demonstrate professional demeanor in behavior, appearance and oral, written, and electronic communication.

C1 PB D Use technology ethically and appropriately to facilitate practice outcomes.

C1 PB E Use supervision and consultation to guide professional behavior.

Competency 1: Ethical and Professional Behavior Overall Assessment

Please comment on your overall self-assessment of your ethical and professional behavior.

Comments on Competency 1 for Ethical and Professional Behavior

Use this space to comment on your overall self-assessment for Competency 1: Ethical and professional behavior.
* Competency 1: Demonstrate Ethical and Professional Behavior Overall Rating
Using the scale below, please rate yourself on your overall proficiency for Competency 1, Demonstrate Ethical and Professional Behavior. Consider all five practice behaviors for this competency in your self-assessment, for an overall rating.

Response Legend:
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

Demonstrate Ethical and Professional Behavior

Competency 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE
Indicate the planned and actual learning activities and means for assessment for Competency 2: Engage Diversity and Difference in Practice.

* Planned and Actual Learning Activities for Engaging Diversity and Difference in Practice

C2. Engage Diversity and Difference in Practice
On the left, indicate your planned activities for this practice behavior. On the right, indicate your actual activities.

<table>
<thead>
<tr>
<th>Planned Activities &amp; Responsibilities</th>
<th>Actual Activities &amp; Responsibilities</th>
</tr>
</thead>
</table>

* Competency 2: Engage Diversity and Difference in Practice: Means of Assessment
Choose all that may apply

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

C2 Engage Diversity and Difference in Practice
Rate yourself on each of the practice behaviors for Competency 2: Engage Diversity and Difference in Practice.

* C2 Engage Diversity and Difference in Practice: Practice Behaviors
Using the scale below, rate yourself on your overall proficiency for each of the practice behaviors for Competency 2: Engage Diversity and Difference in Practice.

Response Legend:
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

C2 PBA Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels

C2 PB B Present oneself as a learner and engage clients and constituencies as experts of their own experiences.
C2 PBC Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 2: Engage Diversity and Difference in Practice Overall Assessment**

Please comment on your overall self-assessment of your proficiency to engage diversity and difference in practice.

**Comments on Competency 2: Engage Diversity and Difference in Practice**

Use this space to comment on your overall self-assessment for Competency 2: Engage Diversity and Difference in Practice

* **Competency 2: Engage Diversity & Difference in Practice: Overall Rating**

Using the scale below, please rate yourself on your overall proficiency for Competency 2: Engage Diversity and Difference in Practice

**Response Legend:**
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

**COMPETENCY 2: Engage Diversity & Difference in Practice**

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Indicate your planned and actual learning activities and means of assessment of these learning activities for each of the two practice behaviors.

* **Planned and Actual Learning Activities for Advancing Human Rights and Social, Economic, and Environmental Justice**

On the left, indicate your planned activities for this practice behavior. On the right, indicate your actual activities.

<table>
<thead>
<tr>
<th>Planned Activities &amp; Responsibilities</th>
<th>Actual Activities &amp; Responsibilities</th>
</tr>
</thead>
</table>

* **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice: Means for Assessment**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

**C3 Advance Human Rights and Social, Economic, and Environmental Justice**

Rate yourself for the two practice behaviors for Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

* **C3 Advance Human Rights and Social, Economic, and Environmental Justice: Practice Behaviors**

Using the scale below, please rate yourself on your proficiency for the two practice behaviors for Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.

**Response Legend:**
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations
C3 PB A Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

C3 PB B Engage in practices that advance social, economic, and environmental justice.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Overall Assessment**


**Comments on Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Use this space to comment on your overall self-assessment for Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.

* Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice:
  **Overall Rating**

Using the scale below, please rate yourself on your overall proficiency for Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.

Response Legend:
1 = Substantially Below Expectations
2 = Below Expectations
3 = Meets Expectations
4 = Exceeds Expectations
5 = Substantially Exceeds Expectations

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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Indicate the learning activities and means of assessment for Competency 4: Engage In Practice-informed Research and Research-informed Practice.

* **Planned and Actual Learning Activities for Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

On the left, indicate your planned activities for this practice behavior.
On the right, indicate your actual activities.

<table>
<thead>
<tr>
<th>Planned Activities &amp; Responsibilities</th>
<th>Actual Activities &amp; Responsibilities</th>
</tr>
</thead>
</table>

* **Competency 4: Engage in Practice-Informed Research and Research-Informed Practice: Means for Assessment**

Choose all that may apply:

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

**C4 Engage in Practice-Informed Research and Research-Informed Practice**

Rate yourself on the practice behaviors for Competency 4: Engage in Practice-Informed Research and Research-Informed Practice.
* C4 Engage in Practice-Informed Research and Research-Informed Practice I. Practice Behaviors

Using the scale below, please rate yourself on your proficiency for the practice behaviors for Competency 4: Engage in Practice-Informed Research and Research-Informed Practice.

**Response Legend:**
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

1 2 3 4 5

C4 PB A Use Practice experience and theory to inform scientific inquiry and research

C4 PB B Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

C4 PBC Use and translate research evidence to inform and improve practice, policy, and service.

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice Overall Assessment**

Please comment on your overall self-assessment for Competency 4:

Engage in Practice-Informed Research and Research-Informed Practice Overall Assessment

**Comments on Competency 4: Practice-Informed Research and Research-Informed Practice**

Use this space to comment on your overall self-assessment for Competency 4:

Practice-Informed Research and Research-Informed Practice

* Competency 4: Engage in Practice-Informed Research and Research-Informed Practice Overall Rating

Using the scale below, please rate yourself on your overall proficiency for Competency 4, Practice-Informed Research and Research-Informed Practice.

Consider all three practice behaviors for this competency in your self-assessment, for an overall rating.

**Response Legend:**
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

1 2 3 4 5

Engage in Practice-Informed Research and Research-Informed Practice

**Competency 5: Engage in Policy Practice**

Indicate the planned and actual learning activities and means of assessment of these learning activities for Competency 5: Engage in Policy Practice.

* Planned and Actual Learning Activities for ethical decision-making

C1.Planned and Actual Learning Activities for Ethical Decision-Making

On the left, indicate your planned activities for this practice behavior.

On the right, indicate your actual activities.

<table>
<thead>
<tr>
<th>Planned Activities &amp; Responsibilities</th>
<th>Actual Activities &amp; Responsibilities</th>
</tr>
</thead>
</table>

* Competency 5: Engage in Policy Practice Means of Assessment

Identify all Means of Assessment for Competency 5

Engage in Policy Practice.

☐ Supervisory discussions

☐ Observation of student interacting with individuals, families, and groups

☐ Observation of student interacting with community groups and organizations and other constituencies
Observation of student interacting with colleagues and in inter-professional interactions
Observation of student in team meetings
Review of student’s paperwork, reports, and case records
Reports from colleagues, assessment of project(s) completed by student;
Review of student’s process recordings
Other (Please specify):

**C5 Engage in Policy Practice**
Rate yourself on the practice behaviors for Competency 5: Engage in Policy Practice.

* **C5 Engage in Policy Practice: Practice Behaviors**
Using the scale below, rate yourself on your proficiency on the practice behaviors for Competency 5: Engage in Policy Practice.

**Response Legend:**
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

1 2 3 4 5

C5 PBA Identify Social Policy at the local, state, and federal level that impacts well-being, service delivery and access to social services.

C5 PB B Assess how social welfare and economic policies impact the delivery of and access to social services.

C5 PB C Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Competency 5: Engage in Policy Practice Overall Assessment**
Rate yourself on your overall proficiency of Competency 5: Engage in Policy Practice.

**Comments on Competency 5: Engage in Policy Practice**
Use this space to comment on your overall self-assessment for Competency 5: Engage in Policy Practice.

* **Competency 5: Engage in Policy Practice Overall Rating**
Using the scale below, please rate yourself on your overall proficiency for Competency 5: Engage in Policy Practice Consider all five practice behaviors for this competency in your self-assessment, for an overall rating.

**Response Legend:**
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

1 2 3 4 5

**Competency 5: Engage in Policy Practice**

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**
Indicate the learning activities and means of assessment for Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

* **Planned and Actual Learning Activities for Engaging in Policy Practice**

C5: Planned and Actual Learning Activities for Engaging in Policy Practice.

On the left, indicate your planned activities for this practice behavior.
On the right, indicate your actual activities.

<table>
<thead>
<tr>
<th>Planned Activities &amp; Responsibilities</th>
<th>Actual Activities &amp; Responsibilities</th>
</tr>
</thead>
</table>

* **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**
Means for Assessment
Identify all Means of Assessment for Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities:

Practice Behaviors
Using the scale below, please rate yourself on your proficiency for the two practice behaviors for Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.
Response Legend:
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

C6 PB A Understand the value and principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

C6 PB B Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Overall Assessment
Please comment on your overall self-assessment of your proficiency of the practice behaviors for Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Overall Assessment.

Comments on Competency 1 for Ethical and Professional Behavior
Use this space to comment on your overall self-assessment for Competency 1: Ethical and professional behavior

* Engage with Individuals, Families, Groups, Organizations, and Communities Overall Rating
Using the scale below, please rate yourself on your overall proficiency for Competency Engage with Individuals, Families, Groups, Organizations, and Communities Overall Assessment.
Consider all three practice behaviors for this competency in your self-assessment, for an overall rating.
Response Legend:
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

C6 Engage with Individuals, Families, Groups, Organizations, and Communities.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Indicate the learning activities and means of assessment for Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

* Planned and Actual Learning Activities for Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.
Planned and Actual Learning Activities for Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.
On the left, indicate your planned activities for this practice behavior.
On the right, indicate your actual activities.
Planned Activities & Responsibilities

Actual Activities & Responsibilities

* Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Means for Assessment
Choose the way you were assessed for proficiency in demonstrating Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.
Rate yourself on each of the practice behaviors for Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

* Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Overall Rating
Using the scale below, rate yourself on your overall proficiency for the practice behaviors in Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

Response Legend:
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

C7 C7 PB A Collect and organize data and apply critical thinking to interpret information from clients and constituencies.

C7 PB B Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

C7 PB C Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

C7 PB D Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Overall Assessment
Please comment on your overall self-assessment for Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.
Comments on Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

Use this space to comment on your overall self-assessment for Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

* Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities: Overall Rating
Using the scale below, please rate yourself on your overall proficiency for Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Consider all four practice behaviors for this competency in your self-assessment, for an overall rating.
Response Legend:
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

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<td>4</td>
<td>5</td>
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</table>

C7: Assess Individuals, Families, Groups, Organizations, and Communities.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Indicate the learning activities and means of assessment of these learning activities for Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

* C8: Planned and Actual Learning Activities for Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

On the left, indicate your planned activities for this practice behavior.
On the right, indicate your actual activities.

<table>
<thead>
<tr>
<th>Planned Activities &amp; Responsibilities</th>
<th>Actual Activities &amp; Responsibilities</th>
</tr>
</thead>
</table>

* Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Means for Assessment
Choose the way you were assessed for proficiency in demonstrating competency for Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Rate yourself on each of the five practice behaviors for Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

* Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors
Using the scale below, rate yourself on your overall proficiency for the practice behaviors in Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.
C8 PB A Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

C8 PB B Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

C8 PB C Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

C8 PB D Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

C8 PB E Facilitate effective transitions and endings that advocate mutually agreed-on goals.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Overall Assessment
Please comment on your overall self-assessment of your proficiency of Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

Comments on Competency 1 for Ethical and Professional Behavior
Use this space to comment on your overall self-assessment for Competency 1: Ethical and professional behavior.*

* Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Overall Rating
Using the scale below, please rate yourself on your overall proficiency for Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities. Consider all five practice behaviors for this competency in your self-assessment, for an overall rating.

Response Legend:
1 = Substantially Below Expectations
2 = Below Expectations
3 = Meets Expectations
4 = Exceeds Expectations
5 = Substantially Exceeds Expectations

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Means for Assessment
Using the scale below, please rate yourself on your overall proficiency in each of the practice behaviors for Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.
Response Legend:
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

C9 PBA: Select and use appropriate methods for evaluation of outcomes.

C9 PBB: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

C9 PBC: Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

C9 PBD Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Overall Assessment**

Please comment on your overall self-assessment of your proficiency of Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

**Comments on Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Use this space to comment on your overall self-assessment for Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

*Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Overall Rating*

Using the scale below, please rate yourself on your overall proficiency for Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Consider all four practice behaviors for this competency in your self-assessment, for an overall rating.

Response Legend:
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

**PART IV: SUMMARY OF SELF ASSESSMENT FOR GENERALIST SOCIAL WORK PRACTICE**

In this part, summarize your self-assessment and begin to develop a learning activities plan for your second semester.

*Summary Comments on Self Assessment*

Provide overall comments on your self-assessment in the competencies for generalist social work practice.

*Means for Assessing Competency for Generalist Social Work Practice*

In reviewing your identified means of assessment for the nine competencies, choose the top three means that your field instructor used to assess your competency.

- [ ] Supervisory discussions
- [ ] Observation of student interacting with individuals, families, and groups
- [ ] Observation of student interacting with community groups and organizations and other constituencies
- [ ] Observation of student interacting with colleagues and in inter-professional interactions
- [ ] Observation of student in team meetings
Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):
  * Proficiency in Entry-Level Generalist Social Work Practice Skills
Generalist Social Work practitioners integrate the nine competencies and apply them to practice at the micro, mezzo, and macro levels.

Using the scale below, please rate yourself on your overall proficiency for entry-level Generalist Social Work Practice at this point in time.

Response Legend:
1 = Not Very Proficient 2 = Somewhat Proficient 3 = Proficient 4 = Very Proficient 5 = Highly Proficient

Proficiency in Entry-Level Generalist Social Work Practice Skills

Preliminary Plan for Second Semester
In the spaces below, briefly describe your preliminary plans for learning activities and client populations for your second semester placement.

* Brief Description of Planned Field Practicum Activities and Responsibilities
Briefly describe an overview of activities that you plan to be engaged in during your second semester field placement, and your areas of responsibility.

* Brief Description of Client Population(s) for Second Semester
Provide a brief description of the client population(s) with whom you plan to work with in the second semester of your field placement.

NOTE: Students’ field education experience must provide students with an opportunity to demonstrate social work competencies through in person contact with clients and constituencies. (CSWE 2015 EPAS, 2.2.4)

Review and Approval
Your field instructor will review your self-assessment once you have completed it. At this point, your field liaison will approve the self-assessment. Both your field instructor and field liaison may provide you with comments and suggestions.

Student Generalist Field Instructor Evaluation - 2016

* = Response is required

PART I: INSTRUCTIONS AND PURPOSE OF FIELD INSTRUCTOR EVALUATION

Instructions for Evaluation
Field instructors will complete this evaluation upon review of student's self-assessment of their proficiency in the competencies and practice behaviors for generalist social work practice.

Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. Student's individual competence is developmental and dynamic, changing over time in relation to continuous learning (CSWE EPAS 2015). Thus, it is fully expected that students will continue to develop their competence in the second semester of their placement.

1. Review student's completed learning contract and self-assessment prior to completing this evaluation.
2. Meet with student to discuss student's contract and self-assessment.
3. Provide student with preliminary feedback on your assessment of their proficiency in the 9 competencies.
4. Review the completed evaluation with your student.
5. Student's field liaison will review and approve your evaluation.

Contact your faculty liaison with questions about completing your evaluation.
Purpose of the Evaluation
The Evaluation provides the student and the School of Social Work with an indication of your appraisal of student's proficiency in the competencies for generalist social work practice. Your evaluation, along with student's self-assessment can be used to develop plans by which students can improve their proficiency in those practice behaviors where you believe student could engage in additional learning activities in the upcoming semester to build on the proficiency you developed during this semester. You and your student can use your evaluation as a starting point for next semester. Student's assigned faculty liaison will review your evaluation and may also have additional suggestions on planning for student's second semester learning activities.

* Date
Enter the date you completed the assessment.

* Semester of Field Practicum
Indicate the semester of field placement
- [ ] Fall
- [ ] Spring
- [ ] Summer

PART II: FIELD PLACEMENT

Field Placement Supports and Barriers
In this section, please indicate the extent that your student was able to maintain the weekly schedule and the supports and barriers that you believe the student experienced in completing placement activities and hours.

* Ability to Maintain Planned Weekly Schedule
Please use this scale to respond to the following statement regarding your perception of student's ability to maintain their placement schedule:
"Student was able to maintain planned weekly field practicum schedule."

Response Legend:
1 = Strongly Disagree
2 = Somewhat Disagree
3 = Somewhat Agree
4 = Agree
5 = Strongly Agree

Maintained Weekly Schedule

* Supports for Maintaining Weekly Schedule
Please indicate the sources of supports you perceive, if any, that made it easier for your student to maintain the planned weekly schedule and complete placement hours. Check all that apply.
- [ ] Good Class Schedule
- [ ] Family Supports
- [ ] Good Health; no health issues
- [ ] Flexible work schedule
- [ ] Consistent placement; same placement and field instructor for semester
- [ ] Does not apply; Student had little or no support in completing field

* Barriers to Maintaining Weekly Schedule
Please indicate barriers if any, that you believe the student encountered in maintaining the planned field practicum weekly schedule. Check all that apply.
- [ ] School/Homework
- [ ] Family Responsibilities
- [ ] Personal Health or Medical Concerns
- [ ] Work
- [ ] Agency Issues, such as change in placement or supervisor
- [ ] Does not apply; had no difficult maintaining schedule

* Field Instructor Comments on Student's Planned and Actual Activities
Please provide comments and feedback on your student's planned and actual activities as described in the student self-assessment.
* Field Instructor Comments on Student's Planned and Actual Client Populations
Please provide comments and feedback on your student's planned and actual client populations as described in the student self-assessment.

Field Practicum Training
In student's field practicum contract, student indicated the types of training completed and planned as well as when student received training on agency Safety Policies and Sexual Harassment Policies. In this section, briefly indicate whether there were any changes or additions to planned training.

* Field Instructor Comments on Student's Actual or Planned Training Completed
Please provide comments and feedback on your student's planned and actual training completed or as described in the student self-assessment.

PART III: COMPETENCIES FOR GENERALIST SOCIAL WORK PRACTICE
The generalist field practicum (BSW & MSW) provides students with an opportunity to demonstrate social work practice skills with individuals, families, groups, organizations, and community in field settings (CSWE 2015 EPAS 2.2). Social work knowledge, values, and skills are interrelated and comprise each of the 9 competencies.

In student's learning contract, student indicated the learning activities that were planned to develop competence. Use the sections below to describe the planned and actual learning activities for each practice behavior and the means that learning behaviors were assessed.

MEANS FOR ASSESSING COMPETENCE
As part of the learning contract, carefully consider what was used to assess competence. Possible sources include:
1) supervisory discussions, 2) observation of student with individuals, families, and groups; 3) observation of student interacting with community groups and organizations and other constituencies; 4) observation of student interacting with colleagues and in inter-professional interactions; 5) observation of student in team meetings; 6) review of student’s paperwork, reports, and case records; 7) reports from colleagues, assessment of project(s) completed by student; and 8) other (please specify)
9) Review of student’s process recordings may also be used.

* Competency 1 Means for Assessing Ethical and Professional Behavior
Choose the ways you assessed student’s proficiency in demonstrating Ethical and Professional Behavior

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* Field Instructor Comments on Student's Actual or Planned Activities for Ethical Decision-Making
Please provide comments and feedback on your student's planned and actual activities for Ethical Decision making.

* Competency 2: Engage Diversity and Difference in Practice: Means of Assessment
Choose all that may apply

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

Field Instructor Comments on Planned and Actual Learning Activities in Regard To Engaging Diversity and Difference in Practice
Field Instructors should comment on your overall self-assessment of student's proficiency for Competency 2: Engage Diversity and Difference in Practice

* Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice: Means for Assessment
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

Field Instructor Comments on Planned and Actual Learning Activities for Advancing Human Rights and Social, Economic, and Environmental Justice
Field Instructors should comment on student's planned and actual learning activities for advancing human rights and social, economic, and environmental justice.

* Competency 4: Engage in Practice-Informed Research and Research-Informed Practice: Means for Assessment
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

Field Instructor Comments Regarding Student Engagement in Practice-Informed Research and Research-Informed Practice
Field Instructor will provide comments regarding student engagement in practice-informed research and research-informed practice
**Competency 5: Engage in Policy Practice Means of Assessment**
Identify all Means of Assessment for Competency 5

Engage in Policy Practice.

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

**Field Instructor Comments on Students Engagement in Policy Practice**
Field Instructor will provide comments on students engagement in policy practice as described in their learning contract

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**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Means for Assessment**
Identify all Means of Assessment for Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

**Field Instructor Comments on Student Engagement with Individuals, Families, Groups, Organizations, and Communities**
Use this space to comment on your overall evaluation of student's proficiency to engage with individuals, families, groups, organizations, and communities.

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**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Means for Assessment**
Choose the way you evaluated student's proficiency in demonstrating Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

Field Instructor Comments on Planned and Actual Learning Activities for Assessing Individuals, Families, Groups, Organizations, and Communities
Field Instructor will provide comments on student's learning and progress regarding planned and actual learning activities for assessing individuals, families, groups, organizations, and communities as reflected by their learning contract and student self-assessment.

* Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Means for Assessment
Choose the way you assessed student's proficiency in demonstrating competency for Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

Planned and Actual Learning Activities for Intervening with Individuals, Families, Groups, Organizations, and Communities
Field Instructor will comment on students planned and actual learning activities for Intervening with Individuals, Families, Groups, Organizations, and Communities.

* Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Overall Rating
Choose the way you assessed student's proficiency in demonstrating competency for Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Overall Rating.

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
Review of student’s process recordings

Field Instructor Comments on Student's Planned and Actual Learning Activities for Evaluating Practice with Individuals, Families, Groups, Organizations, and Communities

Field Instructor will provide comments on student's planned and actual learning activities for evaluating practice with individuals, families, groups, organizations, and communities.

PART IV: SUMMARY OF EVALUATION FOR GENERALIST SOCIAL WORK PRACTICE

In this part, summarize your evaluation. Work with student, in consultation with assigned field liaison, to begin to develop a learning activities plan for student's second semester (If this is a fall semester student).

* Summary Comments on Student Self Assessment

Provide overall comments on your evaluation of student's competencies for generalist social work practice.

* Means for Assessing Competency for Generalist Social Work Practice

In reviewing your identified means of assessment for the nine competencies, choose the top three means that you used to assess student's competency.

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

Preliminary Plan for Second Semester

In the spaces below, briefly describe your recommendations on preliminary plans for student's learning activities and client populations for second semester placement (If student is in Fall semester).

Brief Description of Planned Field Practicum Activities and Responsibilities

Briefly describe an overview of activities that you believe would be beneficial for student to further develop competency in generalist social work practice skills. You may also want to describe possible areas of responsibility for student's second semester field practicum. This can serve as an initial guide to develop student's second semester learning contract.

* Brief Description of Client Population(s) for Second Semester (If Student has completed first Semester)

Provide a brief description of the client population(s) for student's second semester field practicum placement.

NOTE: Students’ field education experience must provide students with an opportunity to demonstrate social work competencies through in person contact with clients and constituencies. (CSWE 2015 EPAS, 2.2.4)

Review and Approval

1. Complete evaluation.
2. Review and discuss with your student.
3. At this point, student's assigned faculty liaison will review and approve the evaluation. Faculty liaison may provide comments and suggestions for final completion of the evaluation.
Taskstream Forms: Clinical Program (Specialization)

MSW Clinical Learning Contract

* = Response is required

PART I: GENERAL INSTRUCTIONS AND PURPOSE OF LEARNING CONTRACT

Instructions for Learning Contract
Student has the responsibility of developing the learning contract in collaboration with the agency field instructor, and in consultation with the student’s faculty liaison as needed. Learning contract should be completed and signed by student and field instructor by the end of the third week of the semester. Student’s faculty liaison will then review, and, indicate approval of the contract by signing. MSW students’ learning contract should address learning for both semesters of their clinical, field practicum experience.

Purpose of Learning Contract
The Learning Contract identifies the learning activities that will be used to assure students have practiced and acquired the requisite clinical social work practice skills. Students’ Faculty Liaison will use the Learning Contract to monitor learning and progress in skill development. The CSU Field Practicum Director may also review the Learning Contract to monitor students’ learning as needed, and as part of overall monitoring and assessment of the Field Practicum Program.

* Date
Enter the date the Learning Contract is completed

* Semester of Field Practicum
Indicate the semester of your field placement
☐ Fall ☐ Spring ☐ Summer

PART II: FIELD SCHEDULE, ACTIVITIES, & CLIENTS
Indicate regular weekly schedule, scope of activities for field, and the client populations with whom you will be working in your field placement.

Field Practicum Regular Schedule
Please indicate your regular field practicum schedule.

* Monday
| AM | PM |

* Tuesday
| AM | PM |

* Wednesday
| AM | PM |

* Thursday
| AM | PM |

* Friday
| AM | PM |

* Saturday
| AM | PM |

* Brief Description of Field Practicum Activities and Responsibilities
Briefly describe an overview of activities that you will be engaged in at your field placement, and your areas of responsibility.
* Brief Description of Client Population(s)
Provide a brief description of the client population(s) with whom you will be engaged.

NOTE: Students’ field education experience must provide students with an opportunity to demonstrate social work competencies through in person contact with clients and constituencies. (CSWE 2015 EPAS, 2.2.4)

PART III: TRAINING AND ORIENTATION
Indicate the types and completed or projected completion dates of student’s orientation to the agency. All students must receive an orientation or training on agency Safety Policies and Protocols and Sexual Harassment Policies, as well as other relevant policies or training.

* Safety Policies and Agency Protocols Training
Date(s) and names of student’s orientation to the agency, including Safety Policies and Protocols as well as other relevant policies or training.

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<tr>
<th>Safety Training(s)</th>
<th>Agency Protocol Training(s)</th>
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</thead>
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* Sexual Harassment Training
Indicate name and date(s) that student received training on the agency's policies on sexual harassment. Note that all training may be completed in one session.

PART IV: COMPETENCIES FOR CLINICAL SOCIAL WORK PRACTICE
The MSW clinical field practicum provides students with an opportunity to demonstrate social work practice skills with individuals, families, groups, organizations, and community in field settings (CSWE 2015 EPAS 2.0). Social work knowledge, values, and skills are inter-related and comprise each of the 9 competencies.

Use the sections below to describe learning activities for each practice behavior and the means for assessing competence.

MEANS FOR ASSESSING STUDENT'S COMPETENCE
As part of the learning contract, carefully consider what will be used to assess students’ competence. Possible sources include:
1) supervisory discussions, 2) observation of student with individuals, families, and groups; 3) observation of student interacting with community groups and organizations and other constituencies; 4) observation of student interacting with colleagues and in inter-professional interactions; 5) observation of student in team meetings; 6) review of student’s paperwork, reports, and case records; 7) reports from colleagues, assessment of project(s) completed by student; and 8) other (please specify)
9) Review of student’s process recordings may also be used.

Competency 1: Demonstrate Ethical and Professional Behavior
Indicate the learning activities and means of assessment of these learning activities for each of the five practice behaviors.

* C1 PB A Learning Activities for Ethical Decision-Making
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context

* C1 PBA Means for Assessing Competence in Ethical Decision-Making
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* C1 PB B Learning Activities for Reflection and Self-Regulation
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

* C1 PB B Means for Assessing Reflection and Self Regulation
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* C1 PB C Learning Activities for Professional Demeanor
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

* C1. PB C Means for Assessing Professional Demeanor
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* C1 PB D Learning Activities for Use of Technology
Use technology ethically and appropriately to facilitate practice outcomes

* C1 PB D Means for Assessing Use of Technology
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
* C1 PB E Learning Activities for Supervision and Consultation
Use supervision and consultation to guide professional judgment and behavior.

* C1. PB E) Means for Assessing Supervision and Consultation
Choose all that may apply
- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

Comments on Competencies for Ethical and Professional Behavior
Use this space to describe any additional planned activities that will be used to develop students’ competency in ethical and professional behavior.

Competency 2: Engage Diversity and Difference in Practice
Indicate the learning activities and means of assessment of these learning activities for each of the three practice behaviors.

* C2 PB A Apply and communicate understanding of the importance of diversity in shaping life experiences and its influence in practice at the micro, mezzo, and macro levels.
Apply and communicate understanding of the importance of diversity in shaping life experiences and its influence in practice at the micro, mezzo, and macro levels.

* C2. PB A Apply and communicate understanding of the importance of diversity in shaping life experiences and its influence in practice at the micro, mezzo, and macro levels.
Choose all that may apply
- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

* C2.PB B Learning Activities for Presenting oneself as a learner and engaging clients and constituencies as experts of their own experiences
Present oneself as a learner and engage clients and constituencies as experts of their own experiences
* C2. PB B Means for Assessing Presenting oneself as a learner and engaging clients and constituencies as experts of their own experiences
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* C2.PB C Learning Activities for Applying self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice: Overall Rating
Indicate the learning activities and means of assessment of these learning activities for each of the two practice behaviors.

* C3 PB A Learning Activities for Applying understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
Observation of student interacting with community groups and organizations and other constituencies
Observation of student interacting with colleagues and in inter-professional interactions
Observation of student in team meetings
Review of student’s paperwork, reports, and case records
Reports from colleagues, assessment of project(s) completed by student;
Review of student’s process recordings
Other (Please specify):

* C3 PB B Learning Activities for Engaging in practices that advance social, economic, and environmental justice
Engage in practices that advance social, economic, and environmental justice

* C3 PB B Means for Assessing Engaging in practices that advance social, economic, and environmental justice
Choose all that may apply

Supervisory discussions
Observation of student interacting with individuals, families, and groups
Observation of student interacting with community groups and organizations and other constituencies
Observation of student interacting with colleagues and in inter-professional interactions
Observation of student in team meetings
Review of student’s paperwork, reports, and case records
Reports from colleagues, assessment of project(s) completed by student;
Review of student’s process recordings
Other (Please specify):

Competency 4: Engage In Practice-informed Research and Research-informed Practice
Indicate the learning activities and means of assessment of these learning activities for each of the three practice behaviors.

* C4 PB A Learning Activities for Use of practice experience and theory to inform scientific inquiry and research
Use practice experience and theory to inform scientific inquiry and research

* C4 PBA Means for Assessing Use of practice experience and theory to inform scientific inquiry and research
Choose all that may apply

Supervisory discussions
Observation of student interacting with individuals, families, and groups
Observation of student interacting with community groups and organizations and other constituencies
Observation of student interacting with colleagues and in inter-professional interactions
Observation of student in team meetings
Review of student’s paperwork, reports, and case records
Reports from colleagues, assessment of project(s) completed by student;  
Review of student’s process recordings  
Other (Please specify):  
* C4 PB B Learning Activities for Applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings  
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings  

* C4 PB B Means for Assessing Applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings  
Choose all that may apply  
- Supervisory discussions  
- Observation of student interacting with individuals, families, and groups  
- Observation of student interacting with community groups and organizations and other constituencies  
- Observation of student interacting with colleagues and in inter-professional interactions  
- Observation of student in team meetings  
- Review of student’s paperwork, reports, and case records  
- Reports from colleagues, assessment of project(s) completed by student;  
- Review of student’s process recordings  
- Other (Please specify):  
* C4 PB C Learning Activities for Using and translating research evidence to inform and improve practice, policy, and service delivery  
Use and translate research evidence to inform and improve practice, policy, and service delivery  

* C4 PB C Means for Assessing Use and translation of research evidence to inform and improve practice, policy, and service delivery  
Choose all that may apply  
- Supervisory discussions  
- Observation of student interacting with individuals, families, and groups  
- Observation of student interacting with community groups and organizations and other constituencies  
- Observation of student interacting with colleagues and in inter-professional interactions  
- Observation of student in team meetings  
- Review of student’s paperwork, reports, and case records  
- Reports from colleagues, assessment of project(s) completed by student;  
- Review of student’s process recordings  
- Other (Please specify):  

Competency 5: Engage in Policy Practice  
Indicate the learning activities and means of assessment of these learning activities for each of the three practice behaviors.  
* C5 PB A Learning Activities for Identifying social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services  
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
* C5 PBA Means for Assessing Identifying social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
Choose all that may apply
- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

* C5 PB B Learning Activities for Assessing how social welfare and economic policies impact the delivery of and access to social services
Assess how social welfare and economic policies impact the delivery of and access to social services

* C5 PB B Means for Assessing how social welfare and economic policies impact the delivery of and access to social services
Choose all that may apply
- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

* C5 PB C Learning Activities for Application of critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

* C5 PB C Means for Assessing Application of critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
Choose all that may apply
- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
Observation of student interacting with colleagues and in inter-professional interactions
Observation of student in team meetings
Review of student’s paperwork, reports, and case records
Reports from colleagues, assessment of project(s) completed by student;
Review of student’s process recordings
Other (Please specify):

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Indicate the learning activities and means of assessment of these learning activities for each of the two practice behaviors.

* C6 PB A Learning Activities for Application of knowledge of human behavior and the social environment, person in environment, and other interdisciplinary theoretical frameworks to engage with clients and constituencies
Apply knowledge of human behavior and the social environment, person in environment, and other interdisciplinary theoretical frameworks to engage with clients and constituencies

* C6 PBA Means for Assessing Application of knowledge of human behavior and the social environment, person in environment, and other interdisciplinary theoretical frameworks to engage with clients and constituencies
Choose all that may apply
- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

* C6 PB B Learning Activities for Use of empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

* C6 PB B Means for Assessing Use of empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
Choose all that may apply
- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
Reports from colleagues, assessment of project(s) completed by student;
Review of student’s process recordings
Other (Please specify):

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Indicate the learning activities and means of assessment of these learning activities for each of the four practice behaviors.

* C7 PB A Learning Activities for Collecting and organizing data and applying critical thinking to interpret information from clients and constituencies
Collect and organize data and apply critical thinking to interpret information from clients and constituencies

* C7 PBA Means for Assessing Competence in Collecting and organizing data and applying critical thinking to interpret information from clients and constituencies
Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

* C7 PB B Learning Activities for Collecting and organizing data and applying critical thinking to interpret information from clients and constituencies
Collect and organize data and apply critical thinking to interpret information from clients and constituencies

* C7 PB B Means for Assessing Competency in Collecting and organizing data and applying critical thinking to interpret information from clients and constituencies
Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

* C7 PB C Learning Activities for Developing mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
* C7 PB C Means for Assessing Developing mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
Choose all that may apply
- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

* C7 PB D Learning Activities for Selecting appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

* C8 PB A Learning Activities for Critically choosing and implementing interventions to achieve practice goals and enhance capacities of clients and constituencies
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

* C8 PB A Means for Assessing Competence in Critically choosing and implementing interventions to achieve practice goals and enhance capacities of clients and constituencies
Choose all that may apply
- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* C8 PB B Learning Activities for Applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

* C8 PB B Means for Assessing Applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify): 

* C8 PB C Learning Activities for Use of inter-professional collaboration as appropriate to achieve beneficial practice outcomes
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

* C8 PB C Means for Assessing Use of inter-professional collaboration as appropriate to achieve beneficial practice outcomes
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
Reports from colleagues, assessment of project(s) completed by student;
Review of student’s process recordings
Other (Please specify):

* C8 PB D Learning Activities for Negotiating, mediating, and advocating with and on behalf of diverse clients and constituencies
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

* C8 PB D Means for Assessing Negotiating, mediating, and advocating with and on behalf of diverse clients and constituencies
Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

* C8 PB E Learning Activities for Facilitation of effective transitions and endings that advance mutually agreed-on goals
Facilitate effective transitions and endings that advance mutually agreed-on goals

* C8 PB E Means for Assessing Facilitation of effective transitions and endings that advance mutually agreed-on goals
Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Indicate the learning activities and means of assessment of these learning activities for each of the four practice behaviors.
* C9 PB A Learning Activities for Selecting and use of appropriate methods for evaluation of outcomes
Select and use appropriate methods for evaluation of outcomes

* C9 PBA Means for Assessing Competence in Selecting and use of appropriate methods for evaluation of outcomes
Choose all that may apply
- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

* C9 PB B Learning Activities for Applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

* C9 PB B Means for Assessing Application of knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
Choose all that may apply
- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

* C9 PB C Learning Activities for Critically analyzing, monitoring, and evaluating intervention and program processes and outcomes
Critically analyze, monitor, and evaluate intervention and program processes and outcomes

* C9 PB C Means for Assessing Critically analyzing, monitoring, and evaluating intervention and program processes and outcomes
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* C9 PB D Learning Activities for Applying evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

* C9 PB D Means for Assessing Negotiating, mediation, and advocating with and on behalf of diverse clients and constituencies
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

PART V: VERIFICATION

* Student Verification
I certify that the information in this learning contract is complete and accurate and that I worked with my field instructor in completing the contract. I understand that both my field instructor and faculty liaison will review and approve this learning contract.

<table>
<thead>
<tr>
<th>Signature of Student</th>
<th>Date</th>
</tr>
</thead>
</table>

Review and Approval
Your field instructor will review your learning contract once you have completed it. After this, your field liaison will review your learning contract. Both your field instructor and field liaison may provide you with comments and suggestions.
MSW Clinical Student Self Assessment

* = Response is required

PART I: INSTRUCTIONS AND PURPOSE OF SELF ASSESSMENT

Instructions for Self Assessment
Students have the responsibility for completing their self-assessment of their proficiency in the competencies and practice behaviors for clinical social work practice. Complete your self-assessment in the 12th week of your field practicum, to allow enough time for your field instructor to complete your semester’s evaluation and for your field liaison to review.

Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. Your individual competence is developmental and dynamic, changing over time in relation to continuous learning (CSWE EPAS 2015). Thus, it is fully expected that you will continue to develop your competence in the second semester of your placement.

1. Refer to your completed learning contract in completing your self-assessment.
2. Review your completed self-assessment with your field instructor.
3. Your field instructor will then complete your first semester evaluation.
4. Your field liaison will review your self-assessment.

Contact your field liaison with questions about completing your self-assessment.

Purpose of the Self Assessment
The Self-Assessment provides you, your field instructor, and field liaison with an indication of your self-appraisal proficiency in the competencies for clinical social work practice. Because it is based on your own beliefs about your proficiency, the actual scores or ratings are relatively unimportant. Rather, use this self-assessment to ask yourself further questions about your competency with various practice behaviors that comprise the competencies. You can use your self-assessment as a starting point for considering learning activities for your second, or specialization placement. Your field liaison will review your assessment and may have additional comments on your self-assessment.

* Date
Enter the date you completed your self-assessment.

* Semester of Field Practicum
Indicate the semester of your field placement
- Fall
- Spring
- Summer

PART II: FIELD PLACEMENT
Field Placement Supports and Barriers
In this section, you will indicate the extent that you were able to maintain your weekly schedule and the supports and barriers that you experienced as you completed your placement.

* Ability to Maintain Planned Weekly Schedule
Please use this scale to respond to the following statement regarding your placement:

“I was able to maintain my planned weekly field practicum schedule.”

Response Legend:
1 = Strongly Disagree 2 = Somewhat Disagree 3 = Somewhat Agree 4 = Agree 5 = Strongly Agree

Maintained Weekly Schedule

* Supports for Maintaining Weekly Schedule
Please indicate the sources of supports you had, if any, that made it easier to in maintaining your weekly schedule and completing your placement. Check all that apply.
- Good Class Schedule
- Family Supports
- Good Health; no health issues
- Flexible work schedule
- Consistent placement; same placement and field instructor for semester
- Does not apply; I had little or no support in completing my field
- Other. Please describe:
* Barriers to Maintaining Weekly Schedule
Please indicate barriers if any, that you encountered in maintaining your weekly schedule. Check all that apply.

- School/Homework
- Family Responsibilities
- Personal Health or Medical Concerns
- Work
- Agency Issues, such as change in placement or supervisor
- Does not apply; had no difficult maintaining my schedule
- Other. Please describe:

**Activities, Responsibilities, and Client Population(s)**
In this section you will indicate the planned and actual activities, responsibilities, and client population(s) for this semester.

* Brief Description of Field Practicum Activities and Responsibilities
Indicate the activities and responsibilities you had planned for this semester as described in your learning contract on the left. You may want to copy and paste activities from your learning contract.

<table>
<thead>
<tr>
<th>Planned Activities &amp; Responsibilities</th>
<th>Actual Activities &amp; Responsibilities</th>
</tr>
</thead>
</table>

* Brief Description of Client Population(s)
Indicate the client population(s) you had planned for this semester as described in your learning contract on the left. You may copy and paste your description of your planned client population from your learning contract.

<table>
<thead>
<tr>
<th>Planned Client Population(s)</th>
<th>Actual Client Population(s)</th>
</tr>
</thead>
</table>

**Field Practicum Training**
In your field practicum contract, you indicated the types of training you completed and planned as well as when you received training on agency Safety Policies and Sexual Harassment Policies. In this section, briefly indicate whether there were any changes or additions to your planned training.

* Planned and Actual Trainings
On the left, briefly describe the trainings that were planned, including trainings on safety, sexual harassment, and agency protocols and procedures.

<table>
<thead>
<tr>
<th>Planned Training(s)</th>
<th>Actual Training(s)</th>
</tr>
</thead>
</table>

**PART III: COMPETENCIES FOR CLINICAL SOCIAL WORK PRACTICE**
The clinical field practicum provides students with an opportunity to demonstrate social work practice skills with individuals, families, groups, organizations, and community in field settings (CSWE 2015 EPAS 2.2). Social work knowledge, values, and skills are inter-related and comprise each of the 9 competencies.

In your learning contract, you indicated the learning activities that were planned to develop your competence. Use the sections below to describe your planned and actual learning activities for each practice behavior and the means that learning behaviors were assessed.

**MEANS FOR ASSESSING COMPETENCE**
As part of the learning contract, carefully consider what was used to assess your competence. Possible sources include:
1) supervisory discussions, 2) observation of student with individuals, families, and groups; 3) observation of student interacting with community groups and organizations and other constituencies; 4) observation of student interacting with colleagues and in inter-professional interactions; 5) observation of student in team meetings; 6) review of student’s paperwork, reports, and case records; 7) reports from colleagues, assessment of project(s) completed by student; and 8) other (please specify) 9) Review of student’s process recordings may also be used.

**COMPETENCY 1: ETHICAL AND PROFESSIONAL BEHAVIOR**
Indicate your planned and actual learning activities and means of assessment of these learning activities for this competency. You may want to refer to your learning contract in considering your planned and actual learning activities
### Planned and Actual Learning Activities for ethical decision-making

**C1. Planned and Actual Learning Activities for Ethical Decision-Making**

On the left, indicate your planned activities for this practice behavior. On the right, indicate your actual activities.

<table>
<thead>
<tr>
<th>Planned Activities &amp; Responsibilities</th>
<th>Actual Activities &amp; Responsibilities</th>
</tr>
</thead>
</table>

### *Competency 1 Means for Assessing Ethical and Professional Behavior*

Choose the way you were assessed for proficiency in demonstrating Ethical and Professional Behavior.

- [ ] Supervisory discussions
- [ ] Observation of student interacting with individuals, families, and groups
- [ ] Observation of student interacting with community groups and organizations and other constituencies
- [ ] Observation of student interacting with colleagues and in inter-professional interactions
- [ ] Observation of student in team meetings
- [ ] Review of student’s paperwork, reports, and case records
- [ ] Reports from colleagues, assessment of project(s) completed by student;
- [ ] Review of student’s process recordings
- [ ] Other (Please specify):

### C1 Demonstrate Ethical and Professional Behavior

Rate yourself on teach of the five practice behaviors for Competency 1 Demonstrate Ethical and Professional Behavior.

#### *C1 Demonstrate Ethical and Professional Behavior: Practice Behaviors*

Using the scale below, rate yourself on your overall proficiency for the practice behaviors in Competency 1: Demonstrate Ethical and Professional Behavior

<table>
<thead>
<tr>
<th>Response Legend:</th>
<th>1 = Substantially Below Expectations</th>
<th>2 = Below Expectations</th>
<th>3 = Meets Expectations</th>
<th>4 = Exceeds Expectations</th>
<th>5 = Substantially Exceeds Expectations</th>
</tr>
</thead>
</table>

- **C1 PB A** Make Ethical Decisions by applying standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

- **C1 PB B** Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

- **C1 PB C** Demonstrate professional demeanor in behavior, appearance and oral, written, and electronic communication.

- **C1 PB D** Use technology ethically and appropriately to facilitate practice outcomes.

- **C1 PB E** Use supervision and consultation to guide professional behavior.

### Competency 1: Ethical and Professional Behavior Overall Assessment

Please comment on your overall self-assessment of your ethical and professional behavior.

#### Comments on Competency 1 for Ethical and Professional Behavior

Use this space to comment on your overall self-assessment for Competency 1: Ethical and professional behavior
* Competency 1: Demonstrate Ethical and Professional Behavior Overall Rating
Using the scale below, please rate yourself on your overall proficiency for Competency 1, Demonstrate Ethical and Professional Behavior. Consider all five practice behaviors for this competency in your self-assessment, for an overall rating.
Response Legend:
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

Demonstrate Ethical and Professional Behavior

Competency 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE
Indicate the planned and actual learning activities and means for assessment for Competency 2: Engage Diversity and Difference in Practice

* Planned and Actual Learning Activities for Engaging Diversity and Difference in Practice
C2. Engage Diversity and Difference in Practice

On the left, indicate your planned activities for this practice behavior. On the right, indicate your actual activities.

<table>
<thead>
<tr>
<th>Planned Activities &amp; Responsibilities</th>
<th>Actual Activities &amp; Responsibilities</th>
</tr>
</thead>
</table>

* Competency 2: Engage Diversity and Difference in Practice: Means of Assessment
Choose all that apply
- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

C2 Engage Diversity and Difference in Practice
Rate yourself on each of the practice behaviors for Competency 2: Engage Diversity and Difference in Practice.

* C2 Engage Diversity and Difference in Practice: Practice Behaviors
Using the scale below, rate yourself on your overall proficiency for each of the practice behaviors for Competency 2: Engage Diversity and Difference in Practice.
Response Legend:
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

C2 PBA Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels

C2 PB B Present oneself as a learner and engage clients and constituencies as experts of their own experiences.
C2 PBC Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 2: Engage Diversity and Difference in Practice Overall Assessment
Please comment on your overall self-assessment of your proficiency to engage diversity and difference in practice.
Comments on Competency 2: Engage Diversity and Difference in Practice
Use this space to comment on your overall self-assessment for Competency 2: Engage Diversity and Difference in Practice

* Competency 2: Engage Diversity & Difference in Practice: Overall Rating
Using the scale below, please rate yourself on your overall proficiency for Competency 2: Engage Diversity and Difference in Practice
Response Legend:
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

COMPETENCY 2: Engage Diversity & Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Indicate your planned and actual learning activities and means of assessment of these learning activities for each of the two practice behaviors.

* Planned and Actual Learning Activities for Advancing Human Rights and Social, Economic, and Environmental Justice
C1. Planned and Actual Learning Activities for Advancing Human Rights and Social, Economic, and Environmental Justice
On the left, indicate your planned activities for this practice behavior.
On the right, indicate your actual activities.

<table>
<thead>
<tr>
<th>Planned Activities &amp; Responsibilities</th>
<th>Actual Activities &amp; Responsibilities</th>
</tr>
</thead>
</table>

* Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice: Means for Assessment
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

C3 Advance Human Rights and Social, Economic, and Environmental Justice
Rate yourself for the two practice behaviors for Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

* C3 Advance Human Rights and Social, Economic, and Environmental Justice: Practice Behaviors
Using the scale below, please rate yourself on your proficiency for the two practice behaviors for Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.
Response Legend:
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations
C3 PB A Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

C3 PB B Engage in practices that advance social, economic, and environmental justice.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Overall Assessment**


**Comments on Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Use this space to comment on your overall self-assessment for Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.

* **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice:**

**Overall Rating**

Using the scale below, please rate yourself on your overall proficiency for Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.

**Response Legend:**

1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Indicate the learning activities and means of assessment for Competency 4: Engage In Practice-informed Research and Research-informed Practice.

* **Planned and Actual Learning Activities for Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

**On the left, indicate your planned activities for this practice behavior.**

**On the right, indicate your actual activities.**

<table>
<thead>
<tr>
<th>Planned Activities &amp; Responsibilities</th>
<th>Actual Activities &amp; Responsibilities</th>
</tr>
</thead>
</table>

* **Competency 4: Engage in Practice-Informed Research and Research-Informed Practice: Means for Assessment**

Choose all that may apply:

- [ ] Supervisory discussions
- [ ] Observation of student interacting with individuals, families, and groups
- [ ] Observation of student interacting with community groups and organizations and other constituencies
- [ ] Observation of student interacting with colleagues and in inter-professional interactions
- [ ] Observation of student in team meetings
- [ ] Review of student’s paperwork, reports, and case records
- [ ] Reports from colleagues, assessment of project(s) completed by student;
- [ ] Review of student’s process recordings
- [ ] Other (Please specify): __________________________

**C4 Engage in Practice-Informed Research and Research-Informed Practice**

Rate your self on the practice behaviors for Competency 4: Engage in Practice-Informed Research and Research-Informed Practice.
* C4 Engage in Practice-Informed Research and Research-Informed PracticeL Practice Behaviors
Using the scale below, please rate yourself on your proficiency for the practice behaviors for Competency 4: Engage in Practice-Informed Research and Research-Informed Practice.
Response Legend:
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4 PB A Use Practice experience and theory to inform scientific inquiry and research</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>C4 PB B Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</td>
<td></td>
</tr>
<tr>
<td>C4 PBC Use and translate research evidence to inform and improve practice, policy, and service.</td>
<td></td>
</tr>
</tbody>
</table>

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice Overall Assessment**

Please comment on your overall self-assessment for Competency 4:

**Comment on Competency 4: Practice-Informed Research and Research-Informed Practice**

Use this space to comment on your overall self-assessment for Competency 4:

Practice-Informed Research and Research-Informed Practice

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* Competency 4: Engage in Practice-Informed Research and Research-Informed Practice Overall Rating

Using the scale below, please rate yourself on your overall proficiency for Competency 4, Practice-Informed Research and Research-Informed Practice. Consider all three practice behaviors for this competency in your self-assessment, for an overall rating.

Response Legend:
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

<table>
<thead>
<tr>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Engage in Practice-Informed Research and Research-Informed Practice

**Competency 5: Engage in Policy Practice**

Indicate the planned and actual learning activities and means of assessment of these learning activities for Competency 5: Engage in Policy Practice.

* Planned and Actual Learning Activities for ethical decision-making

C1. Planned and Actual Learning Activities for Ethical Decision-Making

On the left, indicate your planned activities for this practice behavior.
On the right, indicate your actual activities.

<table>
<thead>
<tr>
<th>Planned Activities &amp; Responsibilities</th>
<th>Actual Activities &amp; Responsibilities</th>
</tr>
</thead>
</table>

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* Competency 5: Engage in Policy Practice Means of Assessment

Identify all Means of Assessment for Competency 5

Engage in Policy Practice.

- [ ] Supervisory discussions
- [ ] Observation of student interacting with individuals, families, and groups
- [ ] Observation of student interacting with community groups and organizations and other constituencies
Observation of student interacting with colleagues and in inter-professional interactions
Observation of student in team meetings
Review of student’s paperwork, reports, and case records
Reports from colleagues, assessment of project(s) completed by student;
Review of student’s process recordings
Other (Please specify):

**C5 Engage in Policy Practice**
Rate yourself on the practice behaviors for Competency 5: Engage in Policy Practice.

* **C5 Engage in Policy Practice: Practice Behaviors**
Using the scale below, rate yourself on your proficiency on the practice behaviors for Competency 5: Engage in Policy Practice.

**Response Legend:**
1 = Substantially Below Expectations
2 = Below Expectations
3 = Meets Expectations
4 = Exceeds Expectations
5 = Substantially Exceeds Expectations

C5 PBA Identify Social Policy at the local, state, and federal level that impacts well-being, service delivery and access to social services.

C5 PB B Assess how social welfare and economic policies impact the delivery of and access to social services.

C5 PB C Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Competency 5: Engage in Policy Practice Overall Assessment**
Rate yourself on your overall proficiency of Competency 5: Engage in Policy Practice.

**Comments on Competency 5: Engage in Policy Practice**
Use this space to comment on your overall self-assessment for Competency 5: Engage in Policy Practice.

* **Competency 5: Engage in Policy Practice Overall Rating**
Using the scale below, please rate yourself on your overall proficiency for Competency 5: Engage in Policy Practice. Consider all five practice behaviors for this competency in your self-assessment, for an overall rating.

**Response Legend:**
1 = Substantially Below Expectations
2 = Below Expectations
3 = Meets Expectations
4 = Exceeds Expectations
5 = Substantially Exceeds Expectations

Competency 5: Engage in Policy Practice.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**
Indicate the learning activities and means of assessment for Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.

* **Planned and Actual Learning Activities for Engaging in Policy Practice**
C5.Planned and Actual Learning Activities for Engaging in Policy Practice.

On the left, indicate your planned activities for this practice behavior.
On the right, indicate your actual activities.

<table>
<thead>
<tr>
<th>Planned Activities &amp; Responsibilities</th>
<th>Actual Activities &amp; Responsibilities</th>
</tr>
</thead>
</table>

* **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Means for Assessment**
Identify all Means of Assessment for Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities:
  Practice Behaviors
Using the scale below, please rate yourself on your proficiency for the two practice behaviors for Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.
Response Legend:
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

C6 PB A Understand the value and principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

C6 PB B Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Overall Assessment
Please comment on your overall self-assessment of your proficiency of the practice behaviors for Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Overall Assessment.

Comments on Competency 1 for Ethical and Professional Behavior
Use this space to comment on your overall self-assessment for Competency 1: Ethical and professional behavior

* Engage with Individuals, Families, Groups, Organizations, and Communities Overall Rating
Using the scale below, please rate yourself on your overall proficiency for Competency Engage with Individuals, Families, Groups, Organizations, and Communities Overall Assessment
Consider all three practice behaviors for this competency in your self-assessment, for an overall rating.
Response Legend:
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

C6 Engage with Individuals, Families, Groups, Organizations, and Communities.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Indicate the learning activities and means of assessment for Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

* Planned and Actual Learning Activities for Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.
Planned and Actual Learning Activities for Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.
On the left, indicate your planned activities for this practice behavior.
On the right, indicate your actual activities.
<table>
<thead>
<tr>
<th>Planned Activities &amp; Responsibilities</th>
<th>Actual Activities &amp; Responsibilities</th>
</tr>
</thead>
</table>

* Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Means for Assessment
Choose the way you were assessed for proficiency in demonstrating Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.**
Rate yourself on each of the practice behaviors for Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

* Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Overall Rating
Using the scale below, rate yourself on your overall proficiency for the practice behaviors in Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

**Response Legend:**
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

<table>
<thead>
<tr>
<th>C7 C7 PB A Collect and organize data and apply critical thinking to interpret information from clients and constituencies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C7 PB B Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</td>
</tr>
<tr>
<td>C7 PB C Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</td>
</tr>
<tr>
<td>C7 PB D Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
</tr>
</tbody>
</table>

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Overall Assessment**
Please comment on your overall self-assessment for Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.
Comments on Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.
Use this space to comment on your overall self-assessment for Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

* Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities: Overall Rating
Using the scale below, please rate yourself on your overall proficiency for Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.
Consider all four practice behaviors for this competency in your self-assessment, for an overall rating.
Response Legend:
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

C7: Assess Individuals, Families, Groups, Organizations, and Communities.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Indicate the learning activities and means of assessment of these learning activities for Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

* C8: Planned and Actual Learning Activities for Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
On the left, indicate your planned activities for this practice behavior.
On the right, indicate your actual activities.

<table>
<thead>
<tr>
<th>Planned Activities &amp; Responsibilities</th>
<th>Actual Activities &amp; Responsibilities</th>
</tr>
</thead>
</table>

* Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Means for Assessment
Choose the way you were assessed for proficiency in demonstrating competency for Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Rate yourself on each of the five practice behaviors for Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

* Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Practice Behaviors
Using the scale below, rate yourself on your overall proficiency for the practice behaviors in Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
C8 PB A Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

C8 PB B Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

C8 PB C Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

C8 PB D Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

C8 PB E Facilitate effective transitions and endings that advocate mutually agreed-on goals.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

**Overall Assessment**

Please comment on your overall self-assessment of your proficiency of Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

**Comments on Competency 1 for Ethical and Professional Behavior**

Use this space to comment on your overall self-assessment for Competency 1: Ethical and professional behavior.

* Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

**Overall Rating**

Using the scale below, please rate yourself on your overall proficiency for Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

Consider all five practice behaviors for this competency in your self-assessment, for an overall rating.

Response Legend:

1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Indicate the learning activities and means of assessment of these learning activities for Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

**Planned and Actual Learning Activities for Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

On the left, indicate your planned activities for this practice behavior. On the right, indicate your actual activities.

<table>
<thead>
<tr>
<th>Planned Activities &amp; Responsibilities</th>
<th>Actual Activities &amp; Responsibilities</th>
</tr>
</thead>
</table>

* Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Means for Assessment

Using the scale below, please rate yourself on your overall proficiency in each of the practice behaviors for Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.
Response Legend:
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

C9 PBA: Select and use appropriate methods for evaluation of outcomes.

C9 PBB: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

C9 PBC: Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

C9 PBD: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Overall Assessment
Please comment on your overall self-assessment of your proficiency of Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Comments on Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Use this space to comment on your overall self-assessment for Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

* Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Overall Rating
Using the scale below, please rate yourself on your overall proficiency for Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Consider all four practice behaviors for this competency in your self-assessment, for an overall rating.

Response Legend:
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

PART IV: SUMMARY OF SELF ASSESSMENT FOR CLINICAL SOCIAL WORK PRACTICE
In this part, summarize your self-assessment and begin to develop a learning activities plan for your second semester.

* Summary Comments on Self Assessment
Provide overall comments on your self-assessment in the competencies for clinical social work practice.

* Means for Assessing Competency for Clinical Social Work Practice
In reviewing your identified means of assessment for the nine competencies, choose the top three means that your field instructor used to assess your competency.

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
Reports from colleagues, assessment of project(s) completed by student;  
Review of student’s process recordings  
Other (Please specify):

* Proficiency in Entry-Level Clinical Social Work Practice Skills

Clinical Social Work practitioners integrate the nine competencies and apply them to practice at the micro, mezzo, and macro levels.

Using the scale below, please rate yourself on your overall proficiency for entry-level Clinical Social Work Practice at this point in time.

Response Legend:
1 = Not Very Proficient 2 = Somewhat Proficient 3 = Proficient 4 = Very Proficient 5 = Highly Proficient

1 2 3 4 5

Proficiency in Entry-Level Clinical Social Work Practice Skills

Preliminary Plan for Second Semester

In the spaces below, briefly describe your preliminary plans for learning activities and client populations for your second semester placement.

* Brief Description of Planned Field Practicum Activities and Responsibilities

Briefly describe an overview of activities that you plan to be engaged in during your second semester field placement, and your areas of responsibility.

* Brief Description of Client Population(s) for Second Semester

Provide a brief description of the client population(s) with whom you plan to work with in the second semester of your field placement.

NOTE: Students’ field education experience must provide students with an opportunity to demonstrate social work competencies through in person contact with clients and constituencies. (CSWE 2015 EPAS, 2.2.4)

Review and Approval

Your field instructor will review your self-assessment once you have completed it. At this point, your field liaison will approve the self-assessment. Both your field instructor and field liaison may provide you with comments and suggestions.

Student Field Instructor Evaluation - Clinical

* = Response is required

PART I: INSTRUCTIONS AND PURPOSE OF FIELD INSTRUCTOR EVALUATION

Instructions for Evaluation

Field instructors will complete this evaluation upon review of student's self-assessment of their proficiency in the competencies and practice behaviors for clinical social work practice.

Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. Student's individual competence is developmental and dynamic, changing over time in relation to continuous learning (CSWE EPAS 2015). Thus, it is fully expected that students will continue to develop their competence for entry level clinical social work practice in the second semester of their placement.

1. Review student's completed learning contract and self-assessment prior to completing this evaluation.
2. Meet with student to discuss student's contract and self-assessment.
3. Provide student with preliminary feedback on your assessment of their proficiency in the 9 competencies.
2. Review the completed evaluation with your student.
3. Student's field liaison will review and approve your evaluation.

Contact your faculty liaison with questions about completing your evaluation.

Purpose of the Evaluation

The Evaluation provides the student and the School of Social Work with an indication of your appraisal of student's proficiency in the competencies for clinical social work practice. Your evaluation, along with student's self-assessment can be used to develop plans by which students can improve their proficiency in those practice behaviors where you believe student could engage in additional learning activities in the upcoming semester to build on the proficiency you developed during this semester. You and your student can use your evaluation as a starting
point for next semester. Student's assigned faculty liaison will review your evaluation and may also have additional suggestions on planning for student's second semester learning activities.

* Date
Enter the date you completed the assessment.

* Semester of Field Practicum
Indicate the semester of field placement

- Fall
- Spring
- Summer

PART II: FIELD PLACEMENT
Field Placement Supports and Barriers
In this section, please indicate the extent that your student was able to maintain the weekly schedule and the supports and barriers that you believe the student experienced in completing placement activities and hours.

* Ability to Maintain Planned Weekly Schedule
Please use this scale to respond to the following statement regarding your perception of student's ability to maintain their placement schedule:

"Student was able to maintain planned weekly field practicum schedule."

Response Legend:
1 = Strongly Disagree 2 = Somewhat Disagree 3 = Somewhat Agree 4 = Agree 5 = Strongly Agree

Maintained Weekly Schedule

* Supports for Maintaining Weekly Schedule
Please indicate the sources of supports you perceive, if any, that made it easier for your student to maintain the planned weekly schedule and complete placement hours. Check all that apply.

- Good Class Schedule
- Family Supports
- Good Health; no health issues
- Flexible work schedule
- Consistent placement; same placement and field instructor for semester
- Does not apply; Student had little or no support in completing field
- Other. Please describe:

* Barriers to Maintaining Weekly Schedule
Please indicate barriers if any, that you believe the student encountered in maintaining the planned field practicum weekly schedule. Check all that apply.

- School/Homework
- Family Responsibilities
- Personal Health or Medical Concerns
- Work
- Agency Issues, such as change in placement or supervisor
- Does not apply; had no difficult maintaining schedule
- Other. Please describe:

* Field Instructor Comments on Student's Planned and Actual Activities
Please provide comments and feedback on your student's planned and actual activities as described in the student self-assessment.

* Field Instructor Comments on Student's Planned and Actual Client Populations
Please provide comments and feedback on your student's planned and actual client populations as described in the student self-assessment.
Field Practicum Training
In student’s field practicum contract, student indicated the types of training completed and planned as well as when student received training on agency Safety Policies and Sexual Harassment Policies. In this section, briefly indicate whether there were any changes or additions to planned training.

* Field Instructor Comments on Student's Actual or Planned Training Completed
Please provide comments and feedback on your student's planned and actual training completed or as described in the student self-assessment.

PART III: COMPETENCIES FOR CLINICAL SOCIAL WORK PRACTICE
The MSW clinical field practicum provides students with an opportunity to demonstrate clinical social work practice skills with individuals, families and groups in field settings (CSWE 2015 EPAS 2.2). Social work knowledge, values, and skills are inter-related and comprise each of the 9 competencies for clinical social work practice.

In student's learning contract, student indicated the learning activities that were planned to develop competence. Use the sections below to describe the planned and actual learning activities for each practice behavior and the means that learning behaviors were assessed.

MEANS FOR ASSESSING COMPETENCE
As part of the learning contract, carefully consider what was used to assess competence. Possible sources include:
1) supervisory discussions, 2) observation of student with individuals, families, and groups; 3) observation of student interacting with community groups and organizations and other constituencies; 4) observation of student interacting with colleagues and in inter-professional interactions; 5) observation of student in team meetings; 6) review of student’s paperwork, reports, and case records; 7) reports from colleagues, assessment of project(s) completed by student; and 8) other (please specify) 9) Review of student’s process recordings may also be used.

* Competency 1 Means for Assessing Ethical and Professional Behavior
Choose the ways you assessed student’s proficiency in demonstrating Ethical and Professional Behavior

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* Field Instructor Comments on Student's Actual or Planned Activities for Ethical Decision-Making
Please provide comments and feedback on your student's planned and actual activities for Ethical Decision making.

* Competency 2: Engage Diversity and Difference in Practice: Means of Assessment
Choose all that may apply

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
Other (Please specify):

Field Instructor Comments on Planned and Actual Learning Activities in Regard To Engaging Diversity and Difference in Practice

Field Instructors should comment on your overall self-assessment of student's proficiency for Competency 2: Engage Diversity and Difference in Practice

* Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice: Means for Assessment

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

Field Instructor Comments on Planned and Actual Learning Activities for Advancing Human Rights and Social, Economic, and Environmental Justice

Field Instructors should comment on student's planned and actual learning activities for advancing human rights and social, economic, and environmental justice.

* Competency 4: Engage in Practice-Informed Research and Research-Informed Practice: Means for Assessment

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

Field Instructor Comments Regarding Student Engagement in Practice-Informed Research and Research-Informed Practice

Field Instructor will provide comments regarding student engagement in practice-informed research and research-informed practice.

* Competency 5: Engage in Policy Practice Means of Assessment

Identify all Means of Assessment for Competency 5

Engage in Policy Practice.
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

Field Instructor Comments on Students Engagement in Policy Practice
Field Instructor will provide comments on student’s engagement in policy practice as described in their learning contract

* Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Means for Assessment
Identify all Means of Assessment for Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

Field Instructor Comments on Student Engagement with Individuals, Families, Groups, Organizations, and Communities
Use this space to comment on your overall evaluation of student's proficiency to engage with individuals, families, groups, organizations, and communities.

* Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Means for Assessment
Choose the way you evaluated student's proficiency in demonstrating Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
Review of student’s paperwork, reports, and case records
Reports from colleagues, assessment of project(s) completed by student;
Review of student’s process recordings
Other (Please specify):

Field Instructor Comments on Planned and Actual Learning Activities for Assessing Individuals, Families, Groups, Organizations, and Communities
Field Instructor will provide comments on student's learning and progress regarding planned and actual learning activities for assessing Individuals, families, groups, organizations, and communities as reflected by their learning contract and student self-assessment.

* Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Means for Assessment
Choose the way you assessed student's proficiency in demonstrating competency for Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

Planned and Actual Learning Activities for Intervening with Individuals, Families, Groups, Organizations, and Communities
Field Instructors will comment on students planned and actual learning activities for Intervening with Individuals, Families, Groups, Organizations, and Communities

* Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Overall Rating
Choose the way you assessed student's proficiency in demonstrating competency for Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Overall Rating

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):
Field Instructor Comments on Student's Planned and Actual Learning Activities for Evaluating Practice with Individuals, Families, Groups, Organizations, and Communities
Field Instructor will provide comments on student's planned and actual learning activities for evaluating practice with individuals, families, groups, organizations, and communities

PART IV: SUMMARY OF EVALUATION FOR CLINICAL SOCIAL WORK PRACTICE
In this part, summarize your evaluation. Work with student, in consultation with assigned field liaison, to begin to develop a learning activities plan for student's second semester (If this is a fall semester student).

* Summary Comments on Student Self Assessment
Provide overall comments on your evaluation of student's competencies for clinical social work practice.

* Means for Assessing Competency for Clinical Social Work Practice
In reviewing your identified means of assessment for the nine competencies, choose the top three means that you used to assess student's competency.

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

Preliminary Plan for Second Semester
In the spaces below, briefly describe your recommendations on preliminary plans for student's learning activities and client populations for second semester placement (If student is in Fall semester).

Brief Description of Planned Field Practicum Activities and Responsibilities
Briefly describe an overview of activities that you believe would be beneficial for student to further develop competency in social work skills for clinical practice. You may also want to describe possible areas of responsibility for student's second semester field practicum. This can serve as an initial guide to develop student's second semester learning contract.

* Brief Description of Client Population(s) for Second Semester (If Student has completed first Semester)
Provide a brief description of the client population(s) for student's second semester field practicum placement.

NOTE: Students’ field education experience must provide students with an opportunity to demonstrate social work competencies through in person contact with clients and constituencies. (CSWE 2015 EPAS, 2.2.4)

Review and Approval
1. Complete evaluation.
2. Review and discuss with your student.
3. At this point, student's assigned faculty liaison will review and approve the evaluation. Faculty liaison may provide comments and suggestions for final completion of the evaluation.

Taskstream Forms: Advanced Generalist Program (Specialization)
MSW Advanced Generalist Learning Contract

* = Response is required

PART I: GENERAL INSTRUCTIONS AND PURPOSE OF LEARNING CONTRACT

Instructions for Learning Contract
Student has the responsibility of developing the learning contract in collaboration with the agency field instructor, and in consultation with the student’s faculty liaison as needed. Learning contract should be completed and signed by student and field instructor by the end of the third week of the semester. Student’s faculty liaison will then review, and, indicate approval of the contract by signing. MSW students’ learning contract should address learning for both semesters of their advanced generalist, field practicum experience.

Purpose of Learning Contract
The Learning Contract identifies the learning activities that will be used to assure students have practiced and acquired the requisite advanced generalist social work practice skills. Students’ Faculty Liaison will use the Learning Contract to monitor learning and progress in skill development. The CSU Field Practicum Director may also review the Learning Contract to monitor students’ learning as needed, and as part of overall monitoring and assessment of the Field Practicum Program.

* Date
Enter the date the Learning Contract is completed

* Semester of Field Practicum
Indicate the semester of your field placement

☐ Fall ☐ Spring ☐ Summer

PART II: FIELD SCHEDULE, ACTIVITIES, & CLIENTS
Indicate regular weekly schedule, scope of activities for field, and the client populations with whom you will be working in your field placement.

Field Practicum Regular Schedule
Please indicate your regular field practicum schedule.

* Monday

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* Tuesday

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* Brief Description of Field Practicum Activities and Responsibilities
Briefly describe an overview of activities that you will be engaged in at your field placement, and your areas of responsibility.

* Brief Description of Client Population(s)
Provide a brief description of the client population(s) with whom you will be engaged.

NOTE: Students’ field education experience must provide students with an opportunity to demonstrate social work competencies through in person contact with clients and constituencies. (CSWE 2015 EPAS, 2.2.4)
PART III: TRAINING AND ORIENTATION
Indicate the types and completed or projected completion dates of student’s orientation to the agency. All students must receive an orientation or training on agency Safety Policies and Protocols and Sexual Harassment Policies, as well as other relevant policies or training.

* Safety Policies and Agency Protocols Training
Date(s) and names of student’s orientation to the agency, including Safety Policies and Protocols as well as other relevant policies or training.

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<th>Safety Training(s)</th>
<th>Agency Protocol Training(s)</th>
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* Sexual Harassment Training
Indicate name and date(s) that student received training on the agency's policies on sexual harassment. Note that all training may be completed in one session.

PART IV: COMPETENCIES FOR ADVANCED GENERALIST SOCIAL WORK PRACTICE
The MSW advanced generalist field practicum provides students with an opportunity to demonstrate social work practice skills with individuals, families, groups, organizations, and community in field settings (CSWE 2015 EPAS 2.0). Social work knowledge, values, and skills are interrelated and comprise each of the 9 competencies.

USE THE SECTIONS BELOW TO DESCRIBE LEARNING ACTIVITIES FOR EACH PRACTICE BEHAVIOR AND THE MEANS FOR ASSESSING COMPETENCE.

MEANS FOR ASSESSING STUDENT'S COMPETENCE
As part of the learning contract, carefully consider what will be used to assess students’ competence. Possible sources include:
1) supervisory discussions; 2) observation of student with individuals, families, and groups; 3) observation of student interacting with community groups and organizations and other constituencies; 4) observation of student interacting with colleagues and in inter-professional interactions; 5) observation of student in team meetings; 6) review of student’s paperwork, reports, and case records; 7) reports from colleagues, assessment of project(s) completed by student; and 8) other (please specify) 9) Review of student’s process recordings may also be used.

Competency 1: Demonstrate Ethical and Professional Behavior
Indicate the learning activities and means of assessment of these learning activities for each of the five practice behaviors.

* C1 PB A Learning Activities for Ethical Decision-Making
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context

* C1 PB A Means for Assessing Competence in Ethical Decision-Making
Choose all that may apply
- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

* C1 PB B Learning Activities for Reflection and Self-Regulation
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

* C1 PB B Means for Assessing Reflection and Self Regulation
Choose all that may apply
- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
Observation of student interacting with community groups and organizations and other constituencies
Observation of student interacting with colleagues and in inter-professional interactions
Observation of student in team meetings
Review of student’s paperwork, reports, and case records
Reports from colleagues, assessment of project(s) completed by student;
Review of student’s process recordings
Other (Please specify):

* C1 PB C Learning Activities for Professional Demeanor
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

* C1. PB C Means for Assessing Professional Demeanor
Choose all that may apply
  Supervisory discussions
  Observation of student interacting with individuals, families, and groups
  Observation of student interacting with community groups and organizations and other constituencies
  Observation of student interacting with colleagues and in inter-professional interactions
  Observation of student in team meetings
  Review of student’s paperwork, reports, and case records
  Reports from colleagues, assessment of project(s) completed by student;
  Review of student’s process recordings
  Other (Please specify):

* C1 PB D Learning Activities for Use of Technology
Use technology ethically and appropriately to facilitate practice outcomes

* C1 PB D Means for Assessing Use of Technology
Choose all that may apply
  Supervisory discussions
  Observation of student interacting with individuals, families, and groups
  Observation of student interacting with community groups and organizations and other constituencies
  Observation of student interacting with colleagues and in inter-professional interactions
  Observation of student in team meetings
  Review of student’s paperwork, reports, and case records
  Reports from colleagues, assessment of project(s) completed by student;
  Review of student’s process recordings
  Other (Please specify):

* C1 PB E Learning Activities for Supervision and Consultation
Use supervision and consultation to guide professional judgment and behavior.
**C1. PB E) Means for Assessing Supervision and Consultation**
Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

**Comments on Competencies for Ethical and Professional Behavior**
Use this space to describe any additional planned activities that will be used to develop students' competency in ethical and professional behavior.

**Competency 2: Engage Diversity and Difference in Practice**
Indicate the learning activities and means of assessment of these learning activities for each of the three practice behaviors.

* **C2 PB A Apply and communicate understanding of the importance of diversity in shaping life experiences and its influence in practice at the micro, mezzo, and macro levels.**

Apply and communicate understanding of the importance of diversity in shaping life experiences and its influence in practice at the micro, mezzo, and macro levels.

* **C2 PB B Learning Activities for Presenting oneself as a learner and engaging clients and constituencies as experts of their own experiences**

Present oneself as a learner and engage clients and constituencies as experts of their own experiences

* **C2 PB B Means for Assessing Presenting oneself as a learner and engaging clients and constituencies as experts of their own experiences**
Choose all that may apply

- Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* C2.PB C Learning Activities for Applying self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

* C2 PB C Means for Assessing Applying self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice: Overall Rating
Indicate the learning activities and means of assessment of these learning activities for each of the two practice behaviors.

* C3 PB A Learning Activities for Applying understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

* C3 PB A Means for Assessing Applying understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):
* C3 PB B Learning Activities for Engaging in practices that advance social, economic, and environmental justice
Engage in practices that advance social, economic, and environmental justice

* C3 PB B Means for Assessing Engaging in practices that advance social, economic, and environmental justice
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

Competency 4: Engage In Practice-informed Research and Research-informed Practice
Indicate the learning activities and means of assessment of these learning activities for each of the three practice behaviors.
* C4 PB A Learning Activities for Use of practice experience and theory to inform scientific inquiry and research
Use practice experience and theory to inform scientific inquiry and research

* C4 PBA Means for Assessing Use of practice experience and theory to inform scientific inquiry and research
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):
* C4 PB B Learning Activities for Applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

* C4 PB B Means for Assessing Applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

Choose all that may apply

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* C4 PB C Learning Activities for Using and translating research evidence to inform and improve practice, policy, and service delivery

Use and translate research evidence to inform and improve practice, policy, and service delivery

* C4 PB C Means for Assessing Use and translation of research evidence to inform and improve practice, policy, and service delivery

Choose all that may apply

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

Competency 5: Engage in Policy Practice

Indicate the learning activities and means of assessment of these learning activities for each of the three practice behaviors.

* C5 PB A Learning Activities for Identifying social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

* C5 PBA Means for Assessing Identifying social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

Choose all that may apply

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):
* C5 PB B Learning Activities for Assessing how social welfare and economic policies impact the delivery of and access to social services
Assess how social welfare and economic policies impact the delivery of and access to social services

* C5 PB B Means for Assessing how social welfare and economic policies impact the delivery of and access to social services
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):
* C5 PB C Learning Activities for Application of critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

* C5 PB C Means for Assessing Application of critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Indicate the learning activities and means of assessment of these learning activities for each of the two practice behaviors.

* **C6 PB A Learning Activities for Application of knowledge of human behavior and the social environment, person in environment, and other interdisciplinary theoretical frameworks to engage with clients and constituencies**

Apply knowledge of human behavior and the social environment, person in environment, and other interdisciplinary theoretical frameworks to engage with clients and constituencies

* **C6 PBA Means for Assessing Application of knowledge of human behavior and the social environment, person in environment, and other interdisciplinary theoretical frameworks to engage with clients and constituencies**

Choose all that may apply

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* **C6 PB B Learning Activities for Use of empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies**

Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

* **C6 PB B Means for Assessing Use of empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies**

Choose all that may apply

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Indicate the learning activities and means of assessment of these learning activities for each of the four practice behaviors.

* C7 PB A Learning Activities for Collecting and organizing data and applying critical thinking to interpret information from clients and constituencies
Collect and organize data and apply critical thinking to interpret information from clients and constituencies

* C7 PBA Means for Assessing Competence in Collecting and organizing data and applying critical thinking to interpret information from clients and constituencies
Choose all that may apply
- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

* C7 PB B Learning Activities for Collecting and organizing data and applying critical thinking to interpret information from clients and constituencies
Collect and organize data and apply critical thinking to interpret information from clients and constituencies

* C7 PB B Means for Assessing Competency in Collecting and organizing data and applying critical thinking to interpret information from clients and constituencies
Choose all that may apply
- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

* C7 PB C Learning Activities for Developing mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

* C7 PB C Means for Assessing Developing mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* C7 PB D Learning Activities for Selecting appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

* C7. PB D Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Indicate the learning activities and means of assessment of these learning activities for each of the five practice behaviors.

* C8 PB A Learning Activities for Critically choosing and implementing interventions to achieve practice goals and enhance capacities of clients and constituencies
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

* C8 PB A Means for Assessing Competence in Critically choosing and implementing interventions to achieve practice goals and enhance capacities of clients and constituencies
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* C8 PB B Learning Activities for Applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

* C8 PB B Means for Assessing Applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* C8 PB C Learning Activities for Use of inter-professional collaboration as appropriate to achieve beneficial practice outcomes
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

* C8 PB C Means for Assessing Use of inter-professional collaboration as appropriate to achieve beneficial practice outcomes
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* C8 PB D Learning Activities for Negotiating, mediating, and advocating with and on behalf of diverse clients and constituencies
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

* C8 PB D Means for Assessing Negotiating, mediating, and advocating with and on behalf of diverse clients and constituencies
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* C8 PB E Learning Activities for Facilitation of effective transitions and endings that advance mutually agreed-on goals
Facilitate effective transitions and endings that advance mutually agreed-on goals

* C8 PB E Means for Assessing Facilitation of effective transitions and endings that advance mutually agreed-on goals
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Indicate the learning activities and means of assessment of these learning activities for each of the four practice behaviors.

* C9 PB A Learning Activities for Selecting and use of appropriate methods for evaluation of outcomes
Select and use appropriate methods for evaluation of outcomes
* C9 PBA Means for Assessing Competence in Selecting and use of appropriate methods for evaluation of outcomes
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* C9 PB B Learning Activities for Applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

* C9 PB B Means for Assessing Application of knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* C9 PB C Learning Activities for Critically analyzing, monitoring, and evaluating intervention and program processes and outcomes
Critically analyze, monitor, and evaluate intervention and program processes and outcomes

* C9 PB C Means for Assessing Critically analyzing, monitoring, and evaluating intervention and program processes and outcomes
Choose all that may apply
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
Observation of student interacting with community groups and organizations and other constituencies
Observation of student interacting with colleagues and in inter-professional interactions
Observation of student in team meetings
Review of student’s paperwork, reports, and case records
Reports from colleagues, assessment of project(s) completed by student;
Review of student’s process recordings
Other (Please specify):

* C9 PB D Learning Activities for Applying evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

* C9 PB D Means for Assessing Negotiating, mediation, and advocating with and on behalf of diverse clients and constituencies
Choose all that may apply

Supervisory discussions
Observation of student interacting with individuals, families, and groups
Observation of student interacting with community groups and organizations and other constituencies
Observation of student interacting with colleagues and in inter-professional interactions
Observation of student in team meetings
Review of student’s paperwork, reports, and case records
Reports from colleagues, assessment of project(s) completed by student;
Review of student’s process recordings
Other (Please specify):

PART V: VERIFICATION

* Student Verification
I certify that the information in this learning contract is complete and accurate and that I worked with my field instructor in completing the contract. I understand that both my field instructor and faculty liaison will review and approve this learning contract.

<table>
<thead>
<tr>
<th>Signature of Student</th>
<th>Date</th>
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</table>

Review and Approval
Your field instructor will review your learning contract once you have completed it. After this, your field liaison will review your learning contract. Both your field instructor and field liaison may provide you with comments and suggestions.
MSW Advanced Generalist Student Self Assessment

* = Response is required

PART I: INSTRUCTIONS AND PURPOSE OF SELF ASSESSMENT

Instructions for Self Assessment

Students have the responsibility for completing their self-assessment of their proficiency in the competencies and practice behaviors for advanced generalist social work practice. Complete your self-assessment in the 12th week of your field practicum, to allow enough time for your field instructor to complete your semester's evaluation and for your field liaison to review.

Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. Your individual competence is developmental and dynamic, changing over time in relation to continuous learning (CSWE EPAS 2015). Thus, it is fully expected that you will continue to develop your competence in the second semester of your placement.

1. Refer to your completed learning contract in completing your self-assessment.
2. Review your completed self-assessment with your field instructor.
3. Your field instructor will then complete your first semester evaluation.
4. Your field liaison will review your self-assessment.

Contact your field liaison with questions about completing your self-assessment.

Purpose of the Self Assessment

The Self-Assessment provides you, your field instructor, and field liaison with an indication of your self-appraisal proficiency in the competencies for advanced generalist social work practice. Because it is based on your own beliefs about your proficiency, the actual scores or ratings are relatively unimportant. Rather, use this self-assessment to ask yourself further questions about your competency with various practice behaviors that comprise the competencies. You can use your self-assessment as a starting point for considering learning activities for your second, or specialization placement. Your field liaison will review your assessment and may have additional comments on your self-assessment.

* Date

Enter the date you completed your self-assessment.

* Semester of Field Practicum

Indicate the semester of your field placement

☐ Fall ☐ Spring ☐ Summer

PART II: FIELD PLACEMENT

Field Placement Supports and Barriers

In this section, you will indicate the extent that you were able to maintain your weekly schedule and the supports and barriers that you experienced as you completed your placement.

* Ability to Maintain Planned Weekly Schedule

Please use this scale to respond to the following statement regarding your placement:

"I was able to maintain my planned weekly field practicum schedule."

Response Legend:
1 = Strongly Disagree 2 = Somewhat Disagree 3 = Somewhat Agree 4 = Agree 5 = Strongly Agree

Maintained Weekly Schedule

* Supports for Maintaining Weekly Schedule

Please indicate the sources of supports you had, if any, that made it easier to in maintaining your weekly schedule and completing your placement. Check all that apply.

☐ Good Class Schedule
☐ Family Supports
☐ Good Health; no health issues
☐ Flexible work schedule
☐ Consistent placement; same placement and field instructor for semester
☐ Does not apply; I had little or no support in completing my field
☐ Other. Please describe:
* Barriers to Maintaining Weekly Schedule
Please indicate barriers if any, that you encountered in maintaining your weekly schedule. Check all that apply.
☐ School/Homework
☐ Family Responsibilities
☐ Personal Health or Medical Concerns
☐ Work
☐ Agency Issues, such as change in placement or supervisor
☐ Does not apply; had no difficulty maintaining my schedule
☐ Other. Please describe:

Activities, Responsibilities, and Client Population(s)
In this section you will indicate the planned and actual activities, responsibilities, and client population(s) for this semester.

* Brief Description of Field Practicum Activities and Responsibilities
Indicate the activities and responsibilities you had planned for this semester as described in your learning contract on the left. You may want to copy and paste activities from your learning contract.

On the right, briefly describe your actual activities and responsibilities for this semester, describing any changes in planned activities. If they were the same, you may indicate "same as planned activities".

<table>
<thead>
<tr>
<th>Planned Activities &amp; Responsibilities</th>
<th>Actual Activities &amp; Responsibilities</th>
</tr>
</thead>
</table>

* Brief Description of Client Population(s)
Indicate the client population(s) you had planned for this semester as described in your learning contract on the left. You may copy and paste your description of your planned client population from your learning contract.

On the right, briefly describe the actual client population(s) for this semester, describing any changes in populations with whom you worked. If they were the same, you may indicate "same as planned populations".

<table>
<thead>
<tr>
<th>Planned Client Population(s)</th>
<th>Actual Client Population(s)</th>
</tr>
</thead>
</table>

Field Practicum Training
In your field practicum contract, you indicated the types of training you completed and planned as well as when you received training on agency Safety Policies and Sexual Harassment Policies. In this section, briefly indicate whether their were any changes or additions to your planned training.

* Planned and Actual Trainings
On the left, briefly describe the trainings that were planned, including trainings on safety, sexual harassment, and agency protocols and procedures.

On the right, describe any changes or additions to planned trainings.

<table>
<thead>
<tr>
<th>Planned Training(s)</th>
<th>Actual Training(s)</th>
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</table>

PART III: COMPETENCIES FOR ADVANCED GENERALIST SOCIAL WORK PRACTICE
The advanced generalist field practicum provides students with an opportunity to demonstrate social work practice skills with individuals, families, groups, organizations, and community in field settings (CSWE 2015 EPAS 2.2). Social work knowledge, values, and skills are inter-related and comprise each of the 9 competencies.

In your learning contract, you indicated the learning activities that were planned to develop your competence. Use the sections below to describe your planned and actual learning activities for each practice behavior and the means that learning behaviors were assessed.

MEANS FOR ASSESSING COMPETENCE
As part of the learning contract, carefully consider what was used to assess your competence. Possible sources include:
1) supervisory discussions, 2) observation of student with individuals, families, and groups; 3) observation of student interacting with community groups and organizations and other constituencies; 4) observation of student interacting with colleagues and in inter-professional interactions; 5)
observation of student in team meetings; 6) review of student’s paperwork, reports, and case records; 7) reports from colleagues, assessment of project(s) completed by student; and 8) other (please specify) 9) Review of student’s process recordings may also be used.

**COMPETENCY 1: ETHICAL AND PROFESSIONAL BEHAVIOR**

Indicate your planned and actual learning activities and means of assessment of these learning activities for this competency. You may want to refer to your learning contract in considering your planned and actual learning activities.

* **Planned and Actual Learning Activities for ethical decision-making**

C1.Planned and Actual Learning Activities for Ethical Decision-Making

On the left, indicate your planned activities for this practice behavior.

On the right, indicate your actual activities.

<table>
<thead>
<tr>
<th><strong>Planned Activities &amp; Responsibilities</strong></th>
<th><strong>Actual Activities &amp; Responsibilities</strong></th>
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</table>

* **Competency 1 Means for Assessing Ethical and Professional Behavior**

Choose the way you were assessed for proficiency in demonstrating Ethical and Professional Behavior.

- [ ] Supervisory discussions
- [ ] Observation of student interacting with individuals, families, and groups
- [ ] Observation of student interacting with community groups and organizations and other constituencies
- [ ] Observation of student interacting with colleagues and in inter-professional interactions
- [ ] Observation of student in team meetings
- [ ] Review of student’s paperwork, reports, and case records
- [ ] Reports from colleagues, assessment of project(s) completed by student;
- [ ] Review of student’s process recordings
- [ ] Other (Please specify):

**C1 Demonstrate Ethical and Professional Behavior**

Rate yourself on teach of the five practice behaviors for Competency 1 Demonstrate Ethical and Professional Behavior.

* **C1 Demonstrate Ethical and Professional Behavior: Practice Behaviors**

Using the scale below, rate yourself on your overall proficiency for the practice behaviors in Competency 1: Demonstrate Ethical and Professional Behavior.

**Response Legend:**

1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

C1 PB A Make Ethical Decisions by applying standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

C1 PB B Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

C1 PB C Demonstrate professional demeanor in behavior, appearance and oral, written, and electronic communication.

C1 PB D Use technology ethically and appropriately to facilitate practice outcomes.

C1 PB E Use supervision and consultation to guide professional behavior.
Competency 1: Ethical and Professional Behavior Overall Assessment

Please comment on your overall self-assessment of your ethical and professional behavior.

Comments on Competency 1 for Ethical and Professional Behavior

Use this space to comment on your overall self-assessment for Competency 1: Ethical and professional behavior.

* Competency 1: Demonstrate Ethical and Professional Behavior Overall Rating

Using the scale below, please rate yourself on your overall proficiency for Competency 1, Demonstrate Ethical and Professional Behavior. Consider all five practice behaviors for this competency in your self-assessment, for an overall rating.

Response Legend:
1 = Substantially Below Expectations
2 = Below Expectations
3 = Meets Expectations
4 = Exceeds Expectations
5 = Substantially Exceeds Expectations

Demonstrate Ethical and Professional Behavior

Competency 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

Indicate the planned and actual learning activities and means for assessment for Competency 2: Engage Diversity and Difference in Practice.

* Planned and Actual Learning Activities for Engaging Diversity and Difference in Practice

C2. Engage Diversity and Difference in Practice

On the left, indicate your planned activities for this practice behavior.

On the right, indicate your actual activities.

<table>
<thead>
<tr>
<th>Planned Activities &amp; Responsibilities</th>
<th>Actual Activities &amp; Responsibilities</th>
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* Competency 2: Engage Diversity and Difference in Practice: Means of Assessment

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify): ☐

C2 Engage Diversity and Difference in Practice

Rate yourself on each of the practice behaviors for Competency 2: Engage Diversity and Difference in Practice.

* C2 Engage Diversity and Difference in Practice: Practice Behaviors

Using the scale below, rate yourself on your overall proficiency for each of the practice behaviors for Competency 2: Engage Diversity and Difference in Practice.

Response Legend:
1 = Substantially Below Expectations
2 = Below Expectations
3 = Meets Expectations
4 = Exceeds Expectations
5 = Substantially Exceeds Expectations

C2 PBA Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels.
C2 PB B Present oneself as a learner and engage clients and constituencies as experts of their own experiences.

C2 PBC Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 2: Engage Diversity and Difference in Practice Overall Assessment**

Please comment on your overall self-assessment of your proficiency to engage diversity and difference in practice.

**Comments on Competency 2: Engage Diversity and Difference in Practice**

Use this space to comment on your overall self-assessment for Competency 2: Engage Diversity and Difference in Practice.

* **Competency 2: Engage Diversity & Difference in Practice: Overall Rating**

Using the scale below, please rate yourself on your overall proficiency for Competency 2: Engage Diversity and Difference in Practice.

**Response Legend:**

1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

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**COMPETENCY 2: Engage Diversity & Difference in Practice**

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Indicate your planned and actual learning activities and means of assessment of these learning activities for each of the two practice behaviors.

* **Planned and Actual Learning Activities for Advancing Human Rights and Social, Economic, and Environmental Justice**

C1.Planned and Actual Learning Activities for Advancing Human Rights and Social, Economic, and Environmental Justice

On the left, indicate your planned activities for this practice behavior.

On the right, indicate your actual activities.

<table>
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<tr>
<th>Planned Activities &amp; Responsibilities</th>
<th>Actual Activities &amp; Responsibilities</th>
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* **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice: Means for Assessment**

Choose all that may apply

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

**C3 Advance Human Rights and Social, Economic, and Environmental Justice**

Rate yourself for the two practice behaviors for Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.

* **C3 Advance Human Rights and Social, Economic, and Environmental Justice: Practice Behaviors**

Using the scale below, please rate yourself on your proficiency for the two practice behaviors for Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.

**Response Legend:**

1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

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C3 PB A Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

C3 PB B Engage in practices that advance social, economic, and environmental justice.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Overall Assessment**


**Comments on Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Use this space to comment on your overall self-assessment for Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.

* **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice:**

  **Overall Rating**

  Using the scale below, please rate yourself on your overall proficiency for Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.

  **Response Legend:**
  
  1 = Substantially Below Expectations
  2 = Below Expectations
  3 = Meets Expectations
  4 = Exceeds Expectations
  5 = Substantially Exceeds Expectations

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  **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

  **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

  Indicate the learning activities and means of assessment for Competency 4: Engage In Practice-informed Research and Research-informed Practice.

  * **Planned and Actual Learning Activities for Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

  Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

  On the left, indicate your planned activities for this practice behavior.

  On the right, indicate your actual activities.

<table>
<thead>
<tr>
<th>Planned Activities &amp; Responsibilities</th>
<th>Actual Activities &amp; Responsibilities</th>
</tr>
</thead>
</table>

  * **Competency 4: Engage in Practice-Informed Research and Research-Informed Practice: Means for Assessment**

  Choose all that may apply.

  - Supervisory discussions
  - Observation of student interacting with individuals, families, and groups
  - Observation of student interacting with community groups and organizations and other constituencies
  - Observation of student interacting with colleagues and in inter-professional interactions
  - Observation of student in team meetings
  - Review of student’s paperwork, reports, and case records
  - Reports from colleagues, assessment of project(s) completed by student;
  - Review of student’s process recordings
  - Other (Please specify):
C4 Engage in Practice-Informed Research and Research-Informed Practice
Rate your self on the practice behaviors for Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

* C4 Engage in Practice-Informed Research and Research-Informed Practice L Practice Behaviors
Using the scale below, please rate yourself on your proficiency for the practice behaviors for Competency 4: Engage in Practice-Informed Research and Research-Informed Practice.

Response Legend:
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

1 2 3 4 5

C4 PB A Use Practice experience and theory to inform scientific inquiry and research
C4 PB B Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
C4 PBC Use and translate research evidence to inform and improve practice, policy, and service.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice Overall Assessment
Please comment on your overall self-assessment for Competency 4:

Engage in Practice-Informed Research and Research-Informed Practice Overall Assessment

Comments on Competency 4: Practice-Informed Research and Research-Informed Practice
Use this space to comment on your overall self-assessment for Competency 4:

Practice-Informed Research and Research-Informed Practice

* Competency 4: Engage in Practice-Informed Research and Research-Informed Practice Overall Rating
Using the scale below, please rate yourself on your overall proficiency for Competency 4, Practice-Informed Research and Research-Informed Practice.

Consider all three practice behaviors for this competency in your self-assessment, for an overall rating.

Response Legend:
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

1 2 3 4 5

Competency 5: Engage in Policy Practice
Indicate the planned and actual learning activities and means of assessment of these learning activities for Competency 5: Engage in Policy Practice.

* Planned and Actual Learning Activities for ethical decision-making
C1.Planned and Actual Learning Activities for Ethical Decision-Making

On the left, indicate your planned activities for this practice behavior.
On the right, indicate your actual activities.

<table>
<thead>
<tr>
<th>Planned Activities &amp; Responsibilities</th>
<th>Actual Activities &amp; Responsibilities</th>
</tr>
</thead>
</table>

* Competency 5: Engage in Policy Practice Means of Assessment
Identify all Means of Assessment for Competency 5

Engage in Policy Practice.

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups

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☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

C5 Engage in Policy Practice
Rate yourself on the practice behaviors for Competency 5: Engage in Policy Practice.

* C5 Engage in Policy Practice: Practice Behaviors
Using the scale below, rate yourself on your proficiency on the practice behaviors for Competency 5: Engage in Policy Practice.

Response Legend:
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

C5 PBA Identify Social Policy at the local, state, and federal level that impacts well-being, service delivery and access to social services.

C5 PB B Assess how social welfare and economic policies impact the delivery of and access to social services.

C5 PB C Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 5: Engage in Policy Practice Overall Assessment
Rate yourself on your overall proficiency of Competency 5: Engage in Policy Practice.

Comments on Competency 5: Engage in Policy Practice.
Use this space to comment on your overall self-assessment for Competency 5: Engage in Policy Practice.

* Competency 5: Engage in Policy Practice Overall Rating
Using the scale below, please rate yourself on your overall proficiency for Competency 5: Engage in Policy Practice. Consider all five practice behaviors for this competency in your self-assessment, for an overall rating.

Response Legend:
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

Competency 5: Engage in Policy Practice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Indicate the learning activities and means of assessment for Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

* Planned and Actual Learning Activities for Engaging in Policy Practice
C5: Planned and Actual Learning Activities for Engaging in Policy Practice.

On the left, indicate your planned activities for this practice behavior.
On the right, indicate your actual activities.
* **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

**Means for Assessment**

Identify all Means of Assessment for Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

* **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities: Practice Behaviors**

Using the scale below, please rate yourself on your proficiency for the two practice behaviors for Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.

**Response Legend:**

1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

1 2 3 4 5

C6 PB A Understand the value and principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

C6 PB B Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Overall Assessment**

Please comment on your overall self-assessment of your proficiency of the practice behaviors for Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Overall Assessment.

**Comments on Competency 1 for Ethical and Professional Behavior**

Use this space to comment on your overall self-assessment for Competency 1: Ethical and professional behavior

* **Engage with Individuals, Families, Groups, Organizations, and Communities Overall Rating**

Using the scale below, please rate yourself on your overall proficiency for Competency Engage with Individuals, Families, Groups, Organizations, and Communities Overall Assessment

Consider all three practice behaviors for this competency in your self-assessment, for an overall rating.

**Response Legend:**

1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

1 2 3 4 5

C6 Engage with Individuals, Families, Groups, Organizations, and Communities.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Indicate the learning activities and means of assessment for Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.
* Planned and Actual Learning Activities for Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

Planned and Actual Learning Activities for Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

On the left, indicate your planned activities for this practice behavior.

On the right, indicate your actual activities.

<table>
<thead>
<tr>
<th>Planned Activities &amp; Responsibilities</th>
<th>Actual Activities &amp; Responsibilities</th>
</tr>
</thead>
</table>

* Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Means for Assessment

Choose the way you were assessed for proficiency in demonstrating Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

- Supervisory discussions
- Observation of student interacting with individuals, families, and groups
- Observation of student interacting with community groups and organizations and other constituencies
- Observation of student interacting with colleagues and in inter-professional interactions
- Observation of student in team meetings
- Review of student’s paperwork, reports, and case records
- Reports from colleagues, assessment of project(s) completed by student;
- Review of student’s process recordings
- Other (Please specify):

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

Rate yourself on each of the practice behaviors for Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

* Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Overall Rating

Using the scale below, rate yourself on your overall proficiency for the practice behaviors in Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

Response Legend:
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

C7 C7 PB A Collect and organize data and apply critical thinking to interpret information from clients and constituencies.

C7 PB B Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

C7 PB C Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

C7 PB D Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Overall Assessment

Please comment on your overall self-assessment for Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Use this space to comment on your overall self-assessment for Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

* Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities: Overall Rating

Using the scale below, please rate yourself on your overall proficiency for Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Consider all four practice behaviors for this competency in your self-assessment, for an overall rating.

Response Legend:

1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

C7: Assess Individuals, Families, Groups, Organizations, and Communities.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Indicate the learning activities and means of assessment of these learning activities for Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

* C8: Planned and Actual Learning Activities for Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

On the left, indicate your planned activities for this practice behavior. On the right, indicate your actual activities.

<table>
<thead>
<tr>
<th>Planned Activities &amp; Responsibilities</th>
<th>Actual Activities &amp; Responsibilities</th>
</tr>
</thead>
</table>

* Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Means for Assessment

Choose the way you were assessed for proficiency in demonstrating competency for Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

☐ Supervisory discussions

☐ Observation of student interacting with individuals, families, and groups

☐ Observation of student interacting with community groups and organizations and other constituencies

☐ Observation of student interacting with colleagues and in inter-professional interactions

☐ Observation of student in team meetings

☐ Review of student’s paperwork, reports, and case records

☐ Reports from colleagues, assessment of project(s) completed by student;

☐ Review of student’s process recordings

☐ Other (Please specify):

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Rate yourself on each of the five practice behaviors for Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.
* Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

**Practice Behaviors**
Using the scale below, rate yourself on your overall proficiency for the practice behaviors in Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

**Response Legend:**
1 = Substantially Below Expectations  
2 = Below Expectations  
3 = Meets Expectations  
4 = Exceeds Expectations  
5 = Substantially Exceeds Expectations

| 1 | 2 | 3 | 4 | 5 |

C8 PB A Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

C8 PB B Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

C8 PB C Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

C8 PB D Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

C8 PB E Facilitate effective transitions and endings that advocate mutually agreed-on goals.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

**Overall Assessment**
Please comment on your overall self-assessment of your proficiency of Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

**Comments on Competency 1 for Ethical and Professional Behavior**
Use this space to comment on your overall self-assessment for Competency 1: Ethical and professional behavior.

* Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

**Overall Rating**
Using the scale below, please rate yourself on your overall proficiency for Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Consider all five practice behaviors for this competency in your self-assessment, for an overall rating.

**Response Legend:**
1 = Substantially Below Expectations  
2 = Below Expectations  
3 = Meets Expectations  
4 = Exceeds Expectations  
5 = Substantially Exceeds Expectations

| 1 | 2 | 3 | 4 | 5 |

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
Indicate the learning activities and means of assessment of these learning activities for Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

**Planned and Actual Learning Activities for Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
On the left, indicate your planned activities for this practice behavior.
On the right, indicate your actual activities.

| Planned Activities & Responsibilities | Actual Activities & Responsibilities | 1 | 2 | 3 | 4 | 5 |
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Means for Assessment
Using the scale below, please rate yourself on your overall proficiency in each of the practice behaviors for Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Response Legend:
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

C9 PBA: Select and use appropriate methods for evaluation of outcomes.

C9 PBB: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

C9 PBC: Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

C9 PBD: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Overall Assessment
Please comment on your overall self-assessment of your proficiency of Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Comments on Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Use this space to comment on your overall self-assessment for Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Overall Rating
Using the scale below, please rate yourself on your overall proficiency for Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Consider all four practice behaviors for this competency in your self-assessment, for an overall rating.

Response Legend:
1 = Substantially Below Expectations 2 = Below Expectations 3 = Meets Expectations 4 = Exceeds Expectations 5 = Substantially Exceeds Expectations

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

PART IV: SUMMARY OF SELF ASSESSMENT FOR ADVANCED GENERALIST SOCIAL WORK PRACTICE
In this part, summarize your self-assessment and begin to develop a learning activities plan for your second semester.

Summary Comments on Self Assessment
Provide overall comments on your self-assessment in the competencies for advanced generalist social work practice.

Means for Assessing Competency for Advanced generalist Social Work Practice
In reviewing your identified means of assessment for the nine competencies, choose the top three means that your field instructor used to assess your competency.

☐ Supervisory discussions

☐ Observation of student interacting with individuals, families, and groups

☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

* Proficiency in Entry-Level Advanced generalist Social Work Practice Skills

Advanced generalist Social Work practitioners integrate the nine competencies and apply them to practice at the micro, mezzo, and macro levels.

Using the scale below, please rate yourself on your overall proficiency for entry-level Advanced generalist Social Work Practice at this point in time.

**Response Legend:**
1 = Not Very Proficient 2 = Somewhat Proficient 3 = Proficient 4 = Very Proficient 5 = Highly Proficient

| 1 | 2 | 3 | 4 | 5 |

Proficiency in Entry-Level Advanced generalist Social Work Practice Skills

**Preliminary Plan for Second Semester**

In the spaces below, briefly describe your preliminary plans for learning activities and client populations for your second semester placement.

* Brief Description of Planned Field Practicum Activities and Responsibilities

Briefly describe an overview of activities that you plan to be engaged in during your second semester field placement, and your areas of responsibility.

* Brief Description of Client Population(s) for Second Semester

Provide a brief description of the client population(s) with whom you plan to work with in the second semester of your field placement.

NOTE: Students’ field education experience must provide students with an opportunity to demonstrate social work competencies through in person contact with clients and constituencies. (CSWE 2015 EPAS, 2.2.4)

**Review and Approval**

Your field instructor will review your self-assessment once you have completed it. At this point, your field liaison will approve the self-assessment. Both your field instructor and field liaison may provide you with comments and suggestions.
Advanced Generalist Student Field Instructor Evaluation 2016/2017

* = Response is required

PART I: INSTRUCTIONS AND PURPOSE OF FIELD INSTRUCTOR EVALUATION

Instructions for Evaluation
Field instructors will complete this evaluation upon review of student's self-assessment of their proficiency in the competencies and practice behaviors for advanced generalist social work practice.

Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. Student's individual competence is developmental and dynamic, changing over time in relation to continuous learning (CSWE EPAS 2015). Thus, it is fully expected that students will continue to develop their competence in the second semester of their placement.

1. Review student's completed learning contract and self-assessment prior to completing this evaluation.
2. Meet with student to discuss student's contract and self-assessment.
3. Provide student with preliminary feedback on your assessment of their proficiency in the 9 competencies.
4. Review the completed evaluation with your student.
5. Student's field liaison will review and approve your evaluation.

Contact your faculty liaison with questions about completing your evaluation.

Purpose of the Evaluation
The Evaluation provides the student and the School of Social Work with an indication of your appraisal of student's proficiency in the competencies for generalist social work practice. Your evaluation, along with student's self-assessment can be used to develop plans by which students can improve their proficiency in those practice behaviors where you believe student could engage in additional learning activities in the upcoming semester to build on the proficiency you developed during this semester. You and your student can use your evaluation as a starting point for next semester. Student's assigned faculty liaison will review your evaluation and may also have additional suggestions on planning for student's second semester learning activities.

* Date
Enter the date you completed the assessment.

* Semester of Field Practicum
Indicate the semester of field placement
- Fall
- Spring
- Summer

PART II: FIELD PLACEMENT

Field Placement Supports and Barriers
In this section, please indicate the extent that your student was able to maintain the weekly schedule and the supports and barriers that you believe the student experienced in completing placement activities and hours.

* Ability to Maintain Planned Weekly Schedule
Please use this scale to respond to the following statement regarding your perception of student's ability to maintain their placement schedule:

"Student was able to maintain planned weekly field practicum schedule."

Response Legend:
1 = Strongly Disagree
2 = Somewhat Disagree
3 = Somewhat Agree
4 = Agree
5 = Strongly Agree

Maintained Weekly Schedule

* Supports for Maintaining Weekly Schedule
Please indicate the sources of supports you perceive, if any, that made it easier for your student to maintain the planned weekly schedule and complete placement hours. Check all that apply.
- Good Class Schedule
- Family Supports
- Good Health; no health issues
- Flexible work schedule
- Consistent placement; same placement and field instructor for semester
- Does not apply; Student had little or no support in completing field
* **Barriers to Maintaining Weekly Schedule**

Please indicate barriers if any, that you believe the student encountered in maintaining the planned field practicum weekly schedule. Check all that apply.

- **School/Homework**
- **Family Responsibilities**
- **Personal Health or Medical Concerns**
- **Work**
- **Agency Issues, such as change in placement or supervisor**
- **Does not apply; had no difficult maintaining schedule**
- **Other. Please describe:**

* **Field Instructor Comments on Student's Planned and Actual Activities**

Please provide comments and feedback on your student's planned and actual activities as described in the student self-assessment.

* **Field Instructor Comments on Student's Planned and Actual Client Populations**

Please provide comments and feedback on your student's planned and actual client populations as described in the student self-assessment.

**Field Practicum Training**

In student's field practicum contract, student indicated the types of training completed and planned as well as when student received training on agency Safety Policies and Sexual Harassment Policies. In this section, briefly indicate whether there were any changes or additions to planned training.

* **Field Instructor Comments on Student's Actual or Planned Training Completed**

Please provide comments and feedback on your student's planned and actual training completed or as described in the student self-assessment.

**PART III: COMPETENCIES FOR ADVANCED GENERALIST SOCIAL WORK PRACTICE**

The advanced generalist field practicum provides students with an opportunity to demonstrate advanced social work practice skills with individuals, families, groups, organizations, and community in field settings (CSWE 2015 EPAS 2.2). Social work knowledge, values, and skills are inter-related and comprise each of the 9 competencies.

In student's learning contract, student indicated the learning activities that were planned to develop competence. Use the sections below to describe the planned and actual learning activities for each practice behavior and the means that learning behaviors were assessed.

**MEANS FOR ASSESSING COMPETENCE**

As part of the learning contract, carefully consider what was used to assess competence. Possible sources include:

1) supervisory discussions,
2) observation of student with individuals, families, and groups,
3) observation of student interacting with community groups and organizations and other constituencies;
4) observation of student interacting with colleagues and in inter-professional interactions;
5) observation of student in team meetings;
6) review of student’s paperwork, reports, and case records;
7) reports from colleagues, assessment of project(s) completed by student; and
8) other (please specify) 9) Review of student’s process recordings may also be used.

* **Competency 1 Means for Assessing Ethical and Professional Behavior**

Choose the ways you assessed student's proficiency in demonstrating Ethical and Professional Behavior

- **Supervisory discussions**
- **Observation of student interacting with individuals, families, and groups**
- **Observation of student interacting with community groups and organizations and other constituencies**
- **Observation of student interacting with colleagues and in inter-professional interactions**
- **Observation of student in team meetings**
- **Review of student’s paperwork, reports, and case records**
- **Reports from colleagues, assessment of project(s) completed by student;**
- **Review of student’s process recordings**
Other (Please specify):

* Field Instructor Comments on Student's Actual or Planned Activities for Ethical Decision-Making
Please provide comments and feedback on your student's planned and actual activities for Ethical Decision making.

* Competency 2: Engage Diversity and Difference in Practice: Means of Assessment
Choose all that may apply

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

Field Instructor Comments on Planned and Actual Learning Activities in Regard To Engaging Diversity and Difference in Practice
Field Instructors should comment on your overall self-assessment of student's proficiency for Competency 2: Engage Diversity and Difference in Practice

* Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice: Means for Assessment
Choose all that may apply

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

Field Instructor Comments on Planned and Actual Learning Activities for Advancing Human Rights and Social, Economic, and Environmental Justice
Field Instructors should comment on student's planned and actual learning activities for advancing human rights and social, economic, and environmental justice.

* Competency 4: Engage in Practice-Informed Research and Research-Informed Practice: Means for Assessment
Choose all that may apply

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):
Field Instructor Comments Regarding Student Engagement in Practice-Informed Research and Research-Informed Practice
Field Instructor will provide comments regarding student engagement in practice-informed research and research-informed practice

* Competency 5: Engage in Policy Practice Means of Assessment
Identify all Means of Assessment for Competency 5
Engage in Policy Practice.
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):
Field Instructor Comments on Students Engagement in Policy Practice
Field Instructor will provide comments on students engagement in policy practice as described in their learning contract

* Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Means for Assessment
Identify all Means of Assessment for Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

Field Instructor Comments on Student Engagement with Individuals, Families, Groups, Organizations, and Communities
Use this space to comment on your overall evaluation of student's proficiency to engage with individuals, families, groups, organizations, and communities.

* Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Means for Assessment
Choose the way you evaluated student's proficiency in demonstrating Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

Field Instructor Comments on Planned and Actual Learning Activities for Assessing Individuals, Families, Groups, Organizations, and Communities
Field Instructor will provide comments on student's learning and progress regarding planned and actual learning activities for assessing Individuals, families, groups, organizations, and communities as reflected by their learning contract and student self-assessment.

* Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Means for Assessment
Choose the way you assessed student's proficiency in demonstrating competency for Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

Planned and Actual Learning Activities for Intervening with Individuals, Families, Groups, Organizations, and Communities
Field Instructors will comment on students planned and actual learning activities for Intervening with Individuals, Families, Groups, Organizations, and Communities
* Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Overall Rating
Choose the way you assessed student's proficiency in demonstrating competency for Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Overall Rating

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

Field Instructor Comments on Student's Planned and Actual Learning Activities for Evaluating Practice with Individuals, Families, Groups, Organizations, and Communities
Field Instructor will provide comments on student's planned and actual learning activities for evaluating practice with individuals, families, groups, organizations, and communities

PART IV: SUMMARY OF EVALUATION FOR ADVANCED GENERALIST SOCIAL WORK PRACTICE
In this part, summarize your evaluation. Work with student, in consultation with assigned field liaison, to begin to develop a learning activities plan for student's second semester (If this is a fall semester student).

* Summary Comments on Student Self Assessment
Provide overall comments on your evaluation of student's competencies for generalist social work practice.

* Means for Assessing Competency for Advanced Generalist Social Work Practice
In reviewing your identified means of assessment for the nine competencies, choose the top three means that you used to assess student's competency.

☐ Supervisory discussions
☐ Observation of student interacting with individuals, families, and groups
☐ Observation of student interacting with community groups and organizations and other constituencies
☐ Observation of student interacting with colleagues and in inter-professional interactions
☐ Observation of student in team meetings
☐ Review of student’s paperwork, reports, and case records
☐ Reports from colleagues, assessment of project(s) completed by student;
☐ Review of student’s process recordings
☐ Other (Please specify):

Preliminary Plan for Second Semester
In the spaces below, briefly describe your recommendations on preliminary plans for student's learning activities and client populations for second semester placement (If student is in Fall semester).
Brief Description of Planned Field Practicum Activities and Responsibilities
Briefly describe an overview of activities that you believe would be beneficial for student to further develop competency in generalist social work practice skills. You may also want to describe possible areas of responsibility for student's second semester field practicum. This can serve as an initial guide to develop student's second semester learning contract.

* Brief Description of Client Population(s) for Second Semester (If Student has completed first Semester)
Provide a brief description of the client population(s) for student's second semester field practicum placement.

NOTE: Students’ field education experience must provide students with an opportunity to demonstrate social work competencies through in person contact with clients and constituencies. (CSWE 2015 EPAS, 2.2.4)

Review and Approval
1. Complete evaluation.
2. Review and discuss with your student.
3. At this point, student's assigned faculty liaison will review and approve the evaluation. Faculty liaison may provide comments and suggestions for final completion of the evaluation.
APPENDIX C – FIELD AT PLACE OF EMPLOYMENT PROPOSAL

School of Social Work
Field at Place of Employment Proposal

Students wishing to do their field placement at their place of employment must submit, to the Field Director, a written proposal for their field experience. The proposal must conform to the guidelines listed below and demonstrate how the proposed experience meets the mandatory requirements of the Field Education Program. Please complete the proposal using the following outline in a typed and double-spaced attachment.

I. Student Information and Date of Submission
   a. Student’s Name
   b. Student’s Telephone Number(s) and Email Address

II. Agency Description
   a. Name and address of agency
   b. Overall mission of the agency
   c. Types of programs/services provided
   d. Target population(s) served

III. Student Employee Status
   a. Job title and description, length of employment
   b. Name, phone number and email address of immediate employment supervisor

IV. Proposed Field Experience
   a. Specify the social work activities, assignments and other involvements to be engaged in as part of the field experience. The proposed activities, assignments, and other involvements must be different from those that are a part of the student’s employee job description.
   b. Describe what you hope to learn from the above experiences.
   c. Describe how the time spent in field will be distinct from normal working terms of both proposed assignments and in terms of specified time frame in which these activities will occur. Field time must be in blocks of not less than 4 hours.
d. Describe how the agency will cover the student’s employment activities while the student is in field; for example, provisions for covering emergencies that would normally be a part of the student’s employment activities.

V. Proposed Field Instruction
   a. Name, phone number and email address of proposed field instructor.
   b. The proposed field instructor must be someone other than the student’s immediate employment supervisor; must have MSW or MSSA degree (no non-social work degree is accepted); must have two years post-master’s experience; and must have a minimum of one year with the agency.

VI. The Proposal
   a. Must include at the bottom, the signature of the student; his/her immediate employment supervisor; and the proposed field instructor, including academic degree.
   b. Will be accepted contingent upon its conformity with the program requirement for filed at place of employment.