

**ADVANCED YEAR FIELD EVALUATION:**

**FALL PROGRESS REPORT**

**Community Mental Health (CMH) Specialization**

*COMPLETED BY STUDENT AND FIELD INSTRUCTORS*

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| **Name of Student** | | | | | | | |
| **Date:** |  | | **Evaluation Period:** | | **Fall** | |  |
| **Spring** | |  |
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| **CalSWEC II MH** | | **Yes**  **No** | | | | | |
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| **Placement Start Date:** | |  | **Placement End Date:** | |  | | |
|  | | | | | | | |
| **Days in Placement:** | |  | **Hours per Week:** | |  | | |
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| **Agency:** | |  | | | | | |
| **Address:** | |  | | | | | |
| **Phone:** | |  | | **Email:** | |  | |
| **Field Instructor:** | |  | | | | | |
| **FI Email:** | |  | | | | | |
| **Field Liaison:** | |  | | | | | |

**PLEASE FAX COMPLETED FORM TO:**

**FULL-TIME (HAYWARD) MSW PROGRAM: 510-885-7580 FAX**

# Background

The Council on Social Work Education (CSWE), the accrediting body on social work education, requires that master’s level social work (MSW) students demonstrate competency in 9 areas. Associated with these competencies is a set of 31 behaviors. The student is expected to demonstrate competency in each behavior in the social work field placement. To ensure the student develops the requisite behaviors, field instructors are asked to evaluate the student by end of the Fall and Spring Semesters.

# Directions

Please reflect back over the semester being evaluated and assess the extent to which the competencies and associated behaviors have been demonstrated by the student using the 4-point rating scale listed below (1=*Area of Future Growth* to 4=*Demonstrates Advanced Accomplishment*). Indicate your response by placing an “x” in the box  for each observed behavior.

For each competency area, after you complete this assessment, the field instructor will compute the student’s *Mean Score* for each competency (by summing all items for each behavior that received a numeric score (1 – 4) and dividing by the number of items scored).

Please include comments for items that you mark N.O. (‘not observed’) and also feel free to include additional comments that support your ratings in each competency area.

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| **Rating** | **Definition of Categories** |
| 1 | Area of Future Growth |
| 2 | Demonstrates Emerging Skill |
| 3 | Demonstrates Skill Consistently |
| 4 | Demonstrates Advanced Accomplishment |
| N.O. | Did not observe the practice behavior. Student did not have the opportunity to demonstrate competence in this area. (Do not include in mean score) |

*Note.* CSWE also requires that each behavior to be assessed be associated with one or more of four dimensions of competence. The dimensions are *Knowledge* from multiple and diverse social and cultural sources, application of social work *Values*, demonstration of professional *Skills*, and use of *Cognitive and Affective Processes* (*C/A Processes*) and abilities. The dimensions relevant to each behavior are noted in parentheses in each item.

## **Competency 1: Demonstrate Ethical and Professional Behavior**

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| **CMH SPECIALIZATION PRACTICE BEHAVIORS** | **1** | **2** | **3** | **4** | **N.O.**  **Not Observed** |
| 1. Guided by ethical reasoning and self-reflection, demonstrate adherence to the key principles of the Mental Health Services Act and other behavioral health-related laws, policies and procedures. (*Knowledge, C/A Processes*) |  |  |  |  |  |
| 1. Engage in active dialogue with field faculty/instructors regarding behavioral health field placement agency policies and culture around behavior, appearance, communication, and the use of supervision. (*Knowledge, Values, Skills*) |  |  |  |  |  |
| 1. Develop and sustain effective collaborative relationships with consumers of behavioral health services, their family members, and colleagues, community stakeholders, and others with lived experience, that respect consumer perspectives and self-determination. (*Values, Skills*) |  |  |  |  |  |
| 1. Effectively manage professional boundary issues and other challenges arising in the course of behavioral health work, particularly ambiguities presented by the multiple roles sometimes characteristic of recovery-oriented practice, trauma, and other highly involved and potentially emotionally triggering aspects of the work. (*Skills, Values, C/A Processes*) |  |  |  |  |  |
| 1. Develop and sustain relationships with members of interdisciplinary and integrated health care teams, including social workers, primary care providers, psychiatrists, psychologists, behavioral health specialists, substance use disorders treatment staff and others, that reflect clear understanding of their roles inbehavioral health settings. (*Skills, C/A Processes*) |  |  |  |  |  |
| 1. Employ the ethical use of technology to maintain the confidentiality of clients’ personal, mental and behavioral health, and health-related information. (*Skills, C/A Processes*) |  |  |  |  |  |
| **Mean Score in Competency**  Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item) |  | | | | |

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| **Field Instructor’s Assessment of Student’s Progress for Competency 1:** Demonstrate Ethical and Professional Behavior |
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| **Student’s Self-Assessment of Student’s Progress for Competency 1:**  Demonstrate Ethical and Professional Behavior |
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## Competency 2: Engage Diversity and Difference in Practice

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| **CMH SPECIALIZATION PRACTICE BEHAVIORS** | **1** | | **2** | **3** | **4** | **N.O.**  **Not Observed** |
| 1. Engage in critical analysis of the interpersonal, community, and social structural causes and effects of disproportionality, disparities, and inequities in the incidence and trajectory of behavioral health issues, including mental health issues, substance use disorders, and chronic health conditions. (*Knowledge, Values, C/A Processes*) |  | |  |  |  |  |
| 1. Evidence respectful awareness and understanding of the impact of being a member of a marginalized group on health and behavioral health, and accurately identify differences in access to and quality of available services for members of different communities and populations. (*Knowledge,* *C/A Processes*) |  | |  |  |  |  |
| 1. Demonstrate knowledge of diverse cultural norms and traditional methods of recognizing and treating behavioral health issues, and an applied understanding of how these realities affect work with consumers from diverse backgrounds. (*Knowledge, C/A Processes*) |  | |  |  |  |  |
| 1. Develop and use practice methods that acknowledge, respect, and address how individual and cultural values, norms, and differences impact the various systems with which behavioral health consumers interact, including but not limited to families, communities primary care systems; mental and behavioral health care systems and integrated care systems. (*Knowledge, Skills, C/A Processes*) |  | |  |  |  |  |
| **Mean Score in Competency**  Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item) | |  | | | | |

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| **Field Instructor’s Assessment of Student’s Progress for Competency 2:** Engage Diversity and Difference in Practice |
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| **Field Instructor’s Assessment of Student’s Progress for Competency 2:** Engage Diversity and Difference in Practice |
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## Competency 3: Advance Human Rights and Social, Economic & Environmental Justice

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| **CMH SPECIALIZATION PRACTICE BEHAVIORS** | **1** | **2** | **3** | **4** | **N.O.**  **Not Observed** |
| 1. Clearly articulate the systematic effects of discrimination, oppression and stigma on the behavioral health needs and experiences of service consumers and on the quality and delivery of services offered to them, and identify and advocate for policy changes needed to address these issues. (*Knowledge, Values, Skills, C/A Processes*) |  |  |  |  |  |
| 1. Advocate for changes in policies and programs that reflect a social justice practice framework for facilitating access to providing behavioral health services, based on the principles articulated in the Mental Health Services Act and including support for consumers serving as peer providers and facilitators. (*Knowledge, Values, Skills, C/A Processes*) |  |  |  |  |  |
| 1. Demonstrate the ability to work effectively in interdisciplinary collaborations to develop and provide interventions that confront stigma and discrimination and provide integrated care to meet the specific needs of diverse behavioral health care consumers. (*Skills, Values, C/A Processes*) |  |  |  |  |  |
| 1. Integrate practices that advance social, economic, and environmental justice.   (*Dimension*: skills) |  |  |  |  |  |
| **Mean Score in Competency**  Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items.  (Reminder: N.O. is not a scored item) |  | | | | |

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| **Field Instructor’s Assessment of Student’s Progress for Competency 3:** Advance Human Rights and Social Justice |
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| **Student’s Self-Assessment of Progress for Competency 3:** Advance Human Rights and Social Justice |
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## Competency 4: Engage in Practice-informed Research and Research-informed Practice

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| **CMH SPECIALIZATION PRACTICE BEHAVIORS** | **1** | **2** | **3** | **4** | **N.O.**  **Not Observed** |
| 1. Demonstrate the ability to understand, interpret and evaluate the benefits and limitations various evidence-based and evidence-informed treatment models as they influence behavioral health practice. (*Knowledge, C/A Processes*) |  |  |  |  |  |
| 1. Apply evidence-based interventions to behavioral health practice with individuals, families, and communities. *(Values, Skills, C/A Processes)* |  |  |  |  |  |
| 1. Gather and apply community- and culture-based practice knowledge to inform and advocate for evaluation and other forms of research that support equitable, innovative, and culturally sensitive behavioral care practices and services. (*Knowledge, Values, Skills, C/A Processes)* |  |  |  |  |  |
| **Mean Score in Competency**  Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items.  (Reminder: N.O. is not a scored item) |  | | | | |

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| **Field Instructor’s Assessment of Student’s Progress for Competency 4:** Engage in Research-Informed Practice |
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| **Student’s Self-Assessment of Progress for Competency 4:** Engage in Research-Informed Practice |
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## Competency 5: Engage in Policy Practice

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| **CMH SPECIALIZATION PRACTICE BEHAVIORS** | **1** | **2** | **3** | **4** | **N.O.**  **Not Observed** |
| 1. Demonstrate familiarity with relevant statutes, civil codes and the roles of relevant policy entities, including but not limited to: (*Knowledge*)  * The California Mental Health Services Act * The Patient Protection and Affordable Care Act * Other Federal, State and local legislation and policies related to mental health, behavioral health and treatment parity issues * SAMHSA, HRSA, DHHS, and other Federal entities * CDHCS, CDMHC and other State entities * NAMI and other consumer and family-driven advocacy organizations |  |  |  |  |  |
| 1. Understand and adhere to local policies and procedures that influence behavioral health practice. (*Knowledge, C/A Processes*) |  |  |  |  |  |
| **Mean Score in Competency**  Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item) |  | | | | |

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| **Field Instructor’s Assessment of Student’s Progress for Competency 5:** Engage in Policy Practice |
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| **Student’s Self-Assessment of Progress for Competency 5:** Engage in Policy Practice |
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## Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

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| **CMH SPECIALIZATION PRACTICE BEHAVIORS** | **1** | **2** | **3** | **4** | **N.O.**  **Not Observed** |
| 1. Appropriately engage behavioral health consumers, their families, and other care providers in the development and coordination of wellness, resilience and recovery oriented behavioral health care plans in a variety of service delivery settings. (*Values, Skills, C/A Processes*) |  |  |  |  |  |
| 1. Effectively utilize interpersonal skills to engage consumers and families in culturally responsive, consumer driven, and trauma-informed integrated behavioral health interventions that address mutually agreed upon goals within a recovery framework. (*Values, Skills, C/A Processes*) |  |  |  |  |  |
| 1. Establish effective and appropriate communication, coordination and advocacy planning with other care providers and interdisciplinary care teams as needed to address mutually agreed upon behavioral health service goals within a recovery framework. (*Values, Skills, C/A Processes*) |  |  |  |  |  |
| 1. Manage affective responses and exercise good judgment around engaging with resistance, trauma responses, and other potentially triggering situations with consumers, their families, and other care providers. (*Values, Skills, C/A Processes*) |  |  |  |  |  |
| **Mean Score in Competency**  Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items.  (Reminder: N.O. is not a scored item) |  | | | | |

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| **Field Instructor’s Assessment of Student’s Progress for Competency 6:** Engage with IFGOC |
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| **Student’s Self-Assessment of Progress for Competency 6:** Engage with IFGOC |
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## Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

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| **CMH SPECIALIZATION PRACTICE BEHAVIORS** | **1** | **2** | **3** | **4** | **N.O.**  **Not Observed** |
| 1. Identify, understand, and implement appropriate health and behavioral health screening and assessment tools. (*Skills, C/A Processes*) |  |  |  |  |  |
| 1. Include assessment data from all relevant parties and systems to inform appropriate and comprehensive assessment and intervention needs. (*Values, Skills, C/A Processes*) |  |  |  |  |  |
| 1. Engage in effective and ongoing critical analysis of behavioral health assessment data that: (*Values, Skills, C/A Processes*)  * Reflects respect for consumer and family strengths and desires, and facilitates consumer development * Acknowledges the effects of intervention on family and community members * Addresses the interactive and cumulative effects of trauma, adverse health conditions and co-occurring disorders on behavioral health issues * Culminates in assessments that address needs for care within the framework of recovery, wellness and resilience |  |  |  |  |  |
| 1. Document and maintain all behavioral health assessment data responsibly and balance the need for accurate assessment data with consumer and family privacy concerns and the sensitivity of behavioral health information. (*Values, Skills, C/A Processes*) |  |  |  |  |  |
| **Mean Score in Competency**  Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items.  (Reminder: N.O. is not a scored item) |  | | | | |

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| **Field Instructor’s Assessment of Student’s Progress for Competency 7:** Assess with IFGOC |
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| **Student’s Self-Assessment of Progress for Competency 7:** Assess with IFGOC |
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## Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

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| **CMH SPECIALIZATION PRACTICE BEHAVIORS** | **1** | **2** | **3** | **4** | **N.O.**  **Not Observed** |
| 1. In partnership with consumers and families, develop appropriate intervention plans that reflect the principles of recovery, wellness, and resilience as well as contemporary theories and models for behavioral health treatment. Plans should: (*Values, Skills, C/A Processes*)  * Reflect cultural humility and acknowledgement of individualized needs * Incorporate consumer and family strengths * Utilize community resources and natural/peer supports * Incorporate multidisciplinary team supports and interventions |  |  |  |  |  |
| 1. Apply the principles of collaboration, engagement, inquiry, and advocacy within interdisciplinary teams and care coordination to the work of supporting consumers, family members and providers to accomplish mutually agreed upon intervention goals. (*Values, Skills*) |  |  |  |  |  |
| 1. Effectively implement evidence-based interventions in the context of providing emergency response, triage, brief treatment and longer term care, and in the course of addressing a range of behavioral health issues presented in behavioral health, primary care, specialty care, community agency, intensive outpatient and inpatient treatment settings. (*Knowledge, Skills*) |  |  |  |  |  |
| 1. Interventions should be guided by the principles of recovery, wellness, and resilience, and should include components such as psycho-education, problem-solving treatment skills, symptom tracking, medication therapies, follow up, and relapse prevention. (*Values, Skills*) |  |  |  |  |  |
| 1. Effectively plan for interventions in ways that incorporate thoughtfully executed transitions during time-limited internships, recognizing that consumer needs for support may continue beyond these time periods. (*Skills, C/A Processes*) |  |  |  |  |  |
| **Mean Score in Competency**  Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item) |  | | | | |

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| **Field Instructor’s Assessment of Student’s Progress for Competency 8:** Intervene with IFGOC |
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| **Student’s Self-Assessment of Progress for Competency 8:** Intervene with IFGOC |
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## Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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| **CMH SPECIALIZATION PRACTICE BEHAVIORS** | **1** | **2** | **3** | **4** | **N.O.**  **Not Observed** |
| 1. Record, track, and monitor consumer engagement, assessment and intervention data in behavioral health practice accurately and according to field education agency policies and guidelines. (*Skills, C/A Processes*) |  |  |  |  |  |
| 1. Conduct accurate process and outcome analysis of engagement, assessment, and intervention data in behavioral health practice that incorporates consumer perspectives and reflects a focus on the principles of recovery, wellness and resilience. (*Values, Skills, C/A Processes*) |  |  |  |  |  |
| 1. Use findings to evaluate intervention effectiveness, develop recommendations for adapting service plans and approaches as needed, improve interdisciplinary team coordination and care integration, and help agency and community policies better support behavioral health consumers and their families. (*Skills, C/A Processes*) |  |  |  |  |  |
| 1. Share both the purposes of such data collection and the overall results of data analysis with behavioral health care consumers, their family members, and communities whenever possible, with the goal of engaging them more meaningfully in the evaluation process. (*Values, Skills*) |  |  |  |  |  |
| **Mean Score in Competency** Add scored items – those that received 1, 2, 3, OR 4 and divide by total number of scored items. (Reminder: N.O. is not a scored item) |  | | | | |

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| **Field Instructor’s Assessment of Student’s Progress for Competency 9:** Evaluate Practice with IFGOC |
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| **Student’s Self-Assessment of Progress for Competency 9:** Evaluate Practice with IFGOC |
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## FIELD INSTRUCTOR’S GRADE RECOMMENDATION

**Grade Recommendation:**  Satisfactory  Unsatisfactory

A ***satisfactory*** grade recommendation indicates that the student’s overall learning and performance is progressing at an appropriate rate without apparent problems.

An ***unsatisfactory*** grade recommendation indicates that the student’s overall learning and/or performance is clearly unacceptable. If this is the case, the field instructor is required to write a narrative which describes the problem(s) as well as what the student needs to do to bring his/her/their performance up to a satisfactory level. Please attach your narrative to this evaluation form.

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| **Mean Score** | **Competency** | **Description** |
|  | COMPETENCY 1 | Demonstrate Ethical and Professional Behavior |
|  | COMPETENCY 2 | Engage Diversity and Difference In Practice |
|  | COMPETENCY 3 | Advance Human Rights and Social, Economic & 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 |
|  | **OVERALL MEAN SCORE** | **ALL COMPETENCIES** |

*Instructions.* Copy the mean score for each competency from the previous pages to the *Mean Score* column. Compute the *Overall Mean Score* by summing the 9 competency mean scores and dividing by 9.

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| **Students Comments (optional): (attach additional pages as necessary)** |
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| **Field Instructor's Comments: (attach additional pages as necessary)** |
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Field Instructor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Liaison’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_