

**ADVANCED YEAR FIELD EVALUATION:**

**FALL PROGRESS REPORT**

**Children, Youth & Families (CYF) Specialization**

*COMPLETED BY STUDENT AND FIELD INSTRUCTOR*

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| **Name of Student** | | | | | | | |
| **Date:** |  | | **Evaluation Period:** | | **Fall** | |  |
| **Spring** | |  |
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| **Title IV-E?** | | **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 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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| **CYF SPECIALIZATION PRACTICE BEHAVIORS** | **1** | **2** | **3** | **4** | **N.O.**  **Not Observed** |
| 1. Guided by ethical reasoning and self-reflection, demonstrate adherence to children, youth, and family welfare and well-being related laws, policies, and procedures. *(Knowledge, Values, Skills, C/A Processes)* |  |  |  |  |  |
| 1. Engage in active dialogue with field faculty/instructors about field placement agency policies and culture around behavior, appearance, communication, and the use of supervision. *(Knowledge, Skills, C/A Processes)* |  |  |  |  |  |
| 1. Develop and sustain respectful and effective collaborative relationships with colleagues, community stakeholders, and interdisciplinary team members. *(Values, Skills)* |  |  |  |  |  |
| 1. Effectively manage professional boundary issues and other challenges arising in the course of children, youth, and family welfare and well-being related work, particularly ambiguities presented by home visits, support at visitation centers, transportation of children, youth, and families, and other highly involved and potentially emotionally triggering situations. *(Skills, C/A Processes)* |  |  |  |  |  |
| 1. Use technology ethically and appropriately. *(Skills, 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 1: Demonstrate Ethical and Professional Behavior** |
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| **Student’s Self- Assessment of 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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| **CYF SPECIALIZATION PRACTICE BEHAVIORS** | **1** | | **2** | **3** | **4** | **N.O.**  **Not Observed** |
| 1. Evidence respectful awareness and understanding of the challenges of being a member of a marginalized class within the context of child development and children, youth, and family settings. *(Knowledge, Values, Skills, 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 children, youth and families interact (including, but not limited to: family systems; community systems; public child welfare systems; school/educational systems; juvenile justice, criminal justice, and court systems; integrated behavioral health systems; medical systems). *(Knowledge, Values, Skills, C/A Processes)* |  | |  |  |  |  |
| **TITLE IV-E ONLY (IMPT: for non IV-E, *OR* if IV-E but student did not have the opportunity to demonstrate behavior in IV-E Field placement, please check N.O.)**   1. Adhere to relevant policies and procedures when serving Indigenous/American Indian/Native American children, youth, and families with Tribal rights/sovereignty. *(Knowledge)* |  | |  |  |  |  |
| **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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| **Student’s Self-Assessment of 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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| **CYF SPECIALIZATION PRACTICE BEHAVIORS** | **1** | **2** | **3** | **4** | **N.O.**  **Not Observed** |
| 1. Clearly articulate the systematic effects of discrimination, oppression and stigma on the quality and delivery of children, youth, and family related social services, and identify and advocate for policy changes needed to address these issues. *(Knowledge, Values, Skills, C/A Processes)* |  |  |  |  |  |
| 1. Advocate for a social justice practice framework, and support self advocacy for children, youth, young adults and families receiving social services. *(Values, Skills)* |  |  |  |  |  |
| 1. Integrate practices that advance social, economic, and environmental justice. *(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 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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| **CYF SPECIALIZATION PRACTICE BEHAVIORS** | **1** | **2** | **3** | **4** | **N.O.**  **Not Observed** |
| 1. Demonstrate the ability to understand, interpret and evaluate the benefits and limitations of various evidence-based and evidence-informed theories and treatment models as they influence practice with children, youth, and families. *(Knowledge, C/A Processes)* |  |  |  |  |  |
| 1. Apply research-informed practice (evidence-based interventions). For e.g. motivational interviewing, strengths-based approach, safety organized practice, engaging in child-driven, family-driven, strengths-based child and family teams, or any other evidence-based approaches relevant to the field setting. *(Knowledge, 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 4:Engage in Practice-Informed Research** |
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| **Student’s Self-Assessment of Progress for Competency 4:Engage in Practice-Informed Research** |
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## Competency 5: Engage in Policy Practice

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| **CYF SPECIALIZATION PRACTICE BEHAVIORS** | **1** | **2** | **3** | **4** | **N.O.**  **Not Observed** |
| 1. Demonstrate familiarity with any current legislation and policies, and the roles of policy entities relevant to this specific field setting. *(Knowledge)* |  |  |  |  |  |
| 1. Understand and adhere to any local policies and procedures that influence practice in this specific field setting. *(Knowledge, Skills)* |  |  |  |  |  |
| **TITLE IV-E ONLY (IMPT: for non IV-E, *OR* if IV-E but student did not have the opportunity to demonstrate behavior in IV-E Field placement, please check N.O.)**   1. Demonstrate familiarity with any statutes and civil codes, and the roles of policy entities that are relevant to the scope of internship. Some examples (not exhaustive):  * Child welfare relevant California Welfare and Institutions Code * Children’s Bureau Policy Manual, Child and Family Services Review process, and other child welfare relevant Children’s Bureau policy guidance * Continuum of Care Reform efforts authorized through Senate Bill (SB) 1013 (Statutes of 2012) * Indian Child Welfare Act of 1978 (Knowledge)   ***(Please note: if internship does not have the opportunity for students to demonstrate all of the above, please rate only what is relevant to the scope of the internship. If there was no opportunity to demonstrate behavior in this competency at all, please mark “N.O.”):*** |  |  |  |  |  |
| **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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| **CYF SPECIALIZATION PRACTICE BEHAVIORS** | **1** | **2** | **3** | **4** | **N.O.**  **Not Observed** |
| 1. Appropriately engage children, youth, young adults, families, and other care providers in the development and coordination of case plans. *(Knowledge, Values, Skills, C/A Processes)* |  |  |  |  |  |
| 1. Effectively utilize interpersonal skills to engage children, youth, young adults, families, and other care providers in culturally responsive, whole person, consumer-driven and family-oriented care that addresses mutually agreed upon service goals; employ differential engagement techniques considering the voluntary/involuntary nature of the family members’ interactions with the agency and other factors such as trauma experiences. *(Knowledge, Values, Skills, C/A Processes)* |  |  |  |  |  |
| 1. Manage affective responses and exercise good judgment around engaging with resistance, traumatic response, and other potentially triggering situations in children, youth, young adults, families, and other care providers. *(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 IFGOC** |
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| **Student’s Self-Assessment of Progress for Competency 6: Engage IFGOC** |
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## Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

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| **CYF SPECIALIZATION PRACTICE BEHAVIORS** | **1** | **2** | **3** | **4** | **N.O.**  **Not Observed** |
| 1. Identify, understand, and implement appropriate children, youth, and family related screening and assessment tools (for e.g. CANS, biopsychosocial, safety/risk assessments, or any other screening/assessment tools relevant to this field setting). *(Knowledge, Skills)* |  |  |  |  |  |
| 1. Include assessment information from all relevant parties and systems to inform appropriate and comprehensive assessment of intervention needs, while considering the voluntary/involuntary nature of family interactions. *(Knowledge, Values, Skills, C/A Processes)* |  |  |  |  |  |
| 1. Engage in effective and ongoing critical analysis of children, youth, and family assessment data that:  * Reflect child, youth, young adult, family, and support systems’ strengths and desires * Acknowledge the effects of intervention on family and community members * Address the impacts of trauma, adverse health conditions and co-occurring disorders   *(Knowledge, Values, Skills, C/A Processes)* |  |  |  |  |  |
| 1. Document and maintain all children, youth, and family assessment information responsibly and balance the need for such data with child, youth, young adult, and family privacy concerns the need for accurate assessment data. *(Knowledge, 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 7: Asses IFGOC** |
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| **Student’s Self-Assessment of Progress for Competency 7: Asses IFGOC** |
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## Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

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| **CYF SPECIALIZATION PRACTICE BEHAVIORS** | **1** | **2** | **3** | **4** | **N.O.**  **Not Observed** |
| 1. In partnership with children, youth, young adults, and families, develop appropriate case plans based on key principles and contemporary theories/models related to children, youth, and family. Plans should:  * Reflect cultural humility and acknowledgement of individualized needs * Incorporate child and family strengths * Utilize community resources and natural supports * Incorporate multidisciplinary team supports and interventions   *(Knowledge, Values, Skills, C/A Processes)* |  |  |  |  |  |
| 1. Apply the principles of collaboration, engagement, inquiry, and advocacy within interdisciplinary teams to the work of supporting children, youth, young adults, family members, and providers to accomplish intervention goals. *(Knowledge, Values, Skills, C/A Processes)* |  |  |  |  |  |
| 1. Effectively plan for interventions in ways that incorporate thoughtfully executed transitions during time-limited internships, recognizing that clients’ needs for support may continue beyond these time periods. *(Knowledge, Values, Skills)* |  |  |  |  |  |
| **TITLE IV-E ONLY (IMPT: for non IV-E,  *OR* if IV-E but student did not have the opportunity to demonstrate behavior in IV-E Field placement, please check N.O.)**   1. Demonstrate effective case management skills with families with the goals of safety, permanency, and well-being. This may include referring families to services, preparing for and participating in judicial determinations, supporting safe visitation, developing effective case plans and case plan updates, and the development of concurrent plans for permanency. When necessary, this may include demonstrating knowledge and sensitivity around the process of terminating parental rights. *(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 8: Intervene For IFGOC** |
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| **Student’s Self-Assessment of Progress for Competency 8: Intervene For IFGOC** |
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## Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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| **CYF SPECIALIZATION PRACTICE BEHAVIORS** | **1** | **2** | **3** | **4** | **N.O.**  **Not Observed** |
| 1. Record, track, and monitor assigned cases accurately and according to field education agency policies and guidelines, including the use of digital systems if relevant. *(Knowledge, Skills, C/A Processes)* |  |  |  |  |  |
| 1. Conduct accurate process and outcome data analysis of engagement, assessment, and interventions in children, youth, and family practice. *(Knowledge, Skills, C/A Processes)* |  |  |  |  |  |
| 1. Use evaluation results to develop recommendations for improved interdisciplinary team coordination, as well as agency and community level policies to best support children, youth and families and the systems that serve them. *(Skills, C/A Processes)* |  |  |  |  |  |
| 1. Share both the purposes of such data collection and the overall results of data analysis with children, youth, young adults, and families whenever possible, with the goal of engaging them more meaningfully in the evaluation process. *(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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_