

**FOUNDATION YEAR FIELD EVALUATION:**

**FALL SEMESTER PROGRESS REPORT**

*COMPLETED BY STUDENT AND FIELD INSTRUCTOR*

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| **Name of Student** | | | | | | | | | | | |
| **Date:** | |  | | | **Evaluation Period:** | | | **Fall** | |  | |
| **Spring** | |  | |
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| **CYF** |  | **CMH** |  |  | **Title IV-E** | |  |  | | |  |
|  | | | | | | | | | | | |
| **Placement Start Date:** | | |  | | **Placement End Date:** | | |  | | | |
|  | | | | | | | | | | | |
| **Days in Placement:** | | |  | | **Hours per Week:** | | |  | | | |
|  | | | | | | | | | | | |
| **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 national accrediting body on social work education, requires that MSW students demonstrate competency in 9 areas and 31 associated behaviors. Students must demonstrate competency in each behavior. Thus, field instructors must evaluate the student by the end of each semester (fall and spring) on field placement performance.

# Directions

Please reflect back over the semester and assess student competencies and associated behaviors using the 4-point rating scale below (1=*Area of Future Growth* to 4=*Demonstrates Advanced Accomplishment*). Place an “x” in the appropriate box  for each observed behavior.

Next the field instructor computes the student’s *Mean Score* for each competency (sum all items for each behavior that received a numeric rating and divide by the number of items scored).

Please include comments for items that are marked N.O. (not observed) and feel free to include comments that support your ratings in each competency area.

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

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| **Abbreviation Guide** | |
| CSWE | Council on Social Work Education |
| EPAS | Educational Policy and Accreditation Standards (of CSWE) |
| HBSE | Human Behavior in the Social Environment |
| PIE | Person-in-Environment |
| N O | No Opportunity to Observe |
| K | Knowledge |
| V | Values |
| S | Skills |
| CA | Cognitive and Affective Processes |

*Note.* CSWE also requires that each behavior associated with the competency be assessed 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 and abilities*. The dimensions relevant to each behavior are noted for each item. The following chart provides an overview of the assessment’s organization, based on the 9 CSWE Competencies, the 4 Dimensions of the Behaviors (knowledge, values, skills and cognitive/affective processes), and the 31 specific behaviors generated by the competencies and dimensions.

## **reference guide**

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| **OVERVIEW OF FIELD PROGRESS REPORT STRUCTURE: *CSWE REQUIRED MASTERY THAT IS ASSESSED IN CSUEB FIELD PROGRESS REPORTS*** | |
| **9 CSWE COMPETENCIES**  *CSUEB MSW Program Learning Outcomes (PLO) that map to the CSWE Competency are noted* | **ASSESSED OVER 4 BEHAVIORAL DIMENSIONS:**  1) **K**nowledge 2) **V**alues 3) **S**kills 4) **C**ognitive & **A**ffective Processes |
|  | **Total of 31 Behaviors** (abbreviated description) |
| 1. **ETHICS** & professional behavior   *(PLO1 Ethics)* | 1. Ethical decisions and conduct (K,V,CA) 2. Self-reflection (V, CA) 3. Professional demeanor (S) 4. Ethical technology (S) 5. Use of supervision (S) |
| 1. **DIVERSITY** & Difference in Practice   *(PLO6 Diversity)* | 1. Apply & communicate understanding of diversity (K, CA) 2. Present self as learner & client as expert (V, S) 3. Self-awareness & self-regulation (V,S) |
| 1. Advance **HUMAN RIGHTS & SOCIAL JUSTICE** *(PLO5 Advocate Social Justice)* | 1. Apply understanding of social, economic & environmental justice to advocate for human rights (K, CA) 2. Engage to advance social justice (S) |
| 1. **PRACTICE INFORMED RESEARCH & RESEARCH INFORMED PRACTICE**   *(PLO3 Critical Analysis)* | 1. Use practice & theory to inform research (K, CA) 2. Apply critical thinking to research (K, CA) 3. Use & translate evidence into practice/policy/service (K, CA) |
| 1. Engage with **POLICY** informed practice   *(PLO3 Critical Analysis, 5 Advocacy)* | 1. Identify social policy and impact (K) 2. Assess social policy impact (K, CA) 3. Apply critical thinking to policies (K, S) |
| 1. **ENGAGE** individuals, families, groups, organizations, communities   (*PLO2 Use of Self , 4 Apply Theory)* | 1. Apply HBSE, PIE & other theories (K, S, CA) 2. Use empathy, reflection, interpersonal skills to engage(S, CA) |
| 1. **ASSESS** individuals, families, groups, organizations,, communities   (*PLO3 Critical Analysis, 4 Apply Theory , 7 Communication)* | 1. Collect & organize data, apply critical thinking to interpret information (S, CA) 2. Apply HBSE, PIE & other theories to analyze (S, CA) 3. Develop mutually agreed-on goals 4. Select appropriate intervention strategies (S, CA) |
| 1. **INTERVENE** with individuals, families, groups, organizations,, communities   (PLO2 Use of Self, 3 Critical Analysis, 4 Apply Theory, 7 Communication) | 1. Critically choose & implement interventions (K, CA) 2. Apply HBSE, PIE & other theories to intervene (K, CA) 3. Use inter-professional collaboration (S) 4. Negotiate, medicate & advocate (S) |
| 1. **EVALUATE** practice with individuals, families, groups, organizations, communities   *(PLO 3 Critical Analysis, 4 Apply Theory, 5 Advocacy, 7 Communication)* | 1. Select & use appropriate outcome evaluation methods (K, S, CA) 2. Apply HBSE, PIE & other theories in evaluation (K, S, CA) 3. Critically analyze, monitor & evaluate processes & outcomes (S, CA) 4. Apply findings to improve practice (S, CA) |

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

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| **CSWE EPAS BEHAVIORS** | **1** | **2** | **3** | **4** | **N O** |
| 1. Make ethical decisions by applying the NASW Code of Ethics, policies/laws/regulations, decision-making models, ethical research, and other appropriate codes (*K*, *V,CA)* |  |  |  |  |  |
| 1. Use reflection and self-regulation to manage personal values and maintain professionalism (*V, CA)* |  |  |  |  |  |
| 1. Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication (*S*) |  |  |  |  |  |
| 1. Use technology ethically and appropriately (*S*) |  |  |  |  |  |
| 1. Use supervision and consultation to guide professional judgment, behavior, and practice(*S*) |  |  |  |  |  |
| **MEAN SCORE IN COMPETENCY**  *Sum of scored items ÷ number of scored items = mean*  (DO NOT INCLUDE ITEMS WITH N.O. RATING ) |  | | | | |

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| **SECTION I:** |
| **Field Instructor’s Assessment of Student Progress for Competency 1:** DemonstrateEthical & Professional Behavior |
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| **SECTION II:** |
| **Student Self-Assessment for Competency 1:** DemonstrateEthical & Professional Behavior |
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## Competency 2: Engage Diversity and Difference in Practice

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| **CSWE EPAS BEHAVIORS** | **1** | | **2** | **3** | **4** | **N O** |
| 1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in all levels of practice (*K, CA*) |  | |  |  |  |  |
| 1. Present self as a learner and engage clients/constituencies as experts of their own experiences (*V, S*) |  | |  |  |  |  |
| 1. Apply self-awareness and self-regulation to manage personal biases and values in working with diverse clients/constituencies (*V, S*) |  | |  |  |  |  |
| **MEAN SCORE IN COMPETENCY**  *Sum of scored items ÷ number of scored items = mean*  (DO NOT INCLUDE ITEMS WITH N.O. RATING ) | |  | | | | |

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

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| **CSWE EPAS BEHAVIORS** | **1** | **2** | **3** | **4** | **N O** |
| 1. Apply understanding of social, economic, and environmental justice to advocate for human rights at individual and system levels (*K, CA)* |  |  |  |  |  |
| 1. Engage in practices that advance social, economic, and environmental justice (*S*) |  |  |  |  |  |
| **MEAN SCORE IN COMPETENCY**  *Sum of scored items ÷ number of scored items = mean*  (DO NOT INCLUDE ITEMS WITH N.O. RATING ) |  | | | | |

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

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| **CSWE EPAS BEHAVIORS** | **1** | **2** | **3** | **4** | **N O** |
| 1. Use practice experience and theory to inform scientific inquiry and research (K, CA) |  |  |  |  |  |
| 1. Apply critical thinking to analysis of quantitative and qualitative research methods and research findings (*K, CA*) |  |  |  |  |  |
| 1. Use and translate research evidence to inform and improve practice, policy, and service delivery (*K, CA*) |  |  |  |  |  |
| **MEAN SCORE IN COMPETENCY**  *Sum of scored items ÷ number of scored items = mean*  (DO NOT INCLUDE ITEMS WITH N.O. RATING ) |  | | | | |

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| **SECTION I:** |
| **Field Instructor’s Assessment of Student Progress for Competency 4:** Engage in Research- Informed Practice |
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| **SECTION II:** |
| **Student 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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| **CSWE EPAS BEHAVIORS** | **1** | **2** | **3** | **4** | **N O** |
| 1. Identify social policy at local, state, and federal levels that impact well-being, service delivery and access (*K*) |  |  |  |  |  |
| 1. Assess how social welfare and economic policies impact service delivery and access (*K, CA)* |  |  |  |  |  |
| 1. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (*K, S, CA*) |  |  |  |  |  |
| **MEAN SCORE IN COMPETENCY**  *Sum of scored items ÷ number of scored items = mean*  (DO NOT INCLUDE ITEMS WITH N.O. RATING ) |  | | | | |

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| **SECTION I:** |
| **Field Instructor’s Assessment of Student Progress for Competency 5:**Engage inPolicy Practice |
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| **SECTION II:** |
| **Student 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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| **CSWE EPAS BEHAVIORS** | **1** | **2** | **3** | **4** | **N O** |
| 1. Apply knowledge of HBSE, PIE, and other multidisciplinary theories to engage with clients/constituencies (*K, S, CA*) |  |  |  |  |  |
| 1. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients/constituencies (*K, S, CA)* |  |  |  |  |  |
| **MEAN SCORE IN COMPETENCY**  *Sum of scored items ÷ number of scored items = mean*  (DO NOT INCLUDE ITEMS WITH N.O. RATING ) |  | | | | |

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| **SECTION I:** |
| **Field Instructor’s Assessment of Student Progress for Competency 6:** Engage with IFGOC |
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| **SECTION II:** |
| **Student 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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| **CSWE EPAS BEHAVIORS** | **1** | **2** | **3** | **4** | **N O** |
| 1. Collect and organize assessment data, and critically interpret information from clients/constituencies (*S, CA)* |  |  |  |  |  |
| 1. Apply knowledge of HBSE, PIE, and other multidisciplinary theories in the analysis of the assessment data (K, S, CA)) |  |  |  |  |  |
| 1. Develop mutually agreed-on intervention goals and objectives based on the assessment of strengths, needs, and challenges of clients/constituencies (*S, CA*) |  |  |  |  |  |
| 1. Select appropriate intervention strategies based on the assessment, research knowledge, and client/constituencies’ values and preferences (*S, CA)*) |  |  |  |  |  |
| **MEAN SCORE IN COMPETENCY**  *Sum of scored items ÷ number of scored items = mean*  (DO NOT INCLUDE ITEMS WITH N.O. RATING ) |  | | | | |

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| **SECTION I:** |
| **Field Instructor’s Assessment of Student Progress for Competency 7:** Assess with IFGOC |
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| **SECTION II:** |
| **Student 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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| **CSWE EPAS BEHAVIORS** | **1** | **2** | **3** | **4** | **N O** |
| 1. Critically choose and implement interventions to achieve practice objectives/goals and enhance client/constituent capacities (*K, CA)* |  |  |  |  |  |
| 1. Apply knowledge of HBSE, PIE, and other multidisciplinary theories in interventions with clients/constituencies (*K, CA*) |  |  |  |  |  |
| 1. Use appropriate inter-professional collaboration to achieve beneficial practice outcomes (*S*) |  |  |  |  |  |
| 1. Negotiate, mediate, and advocate with and on behalf of diverse clients/constituencies (*S*) |  |  |  |  |  |
| 1. Facilitate effective transitions and endings that advance mutually agreed-on goals (*S*) |  |  |  |  |  |
| **MEAN SCORE IN COMPETENCY**  *Sum of scored items ÷ number of scored items = mean*  (DO NOT INCLUDE ITEMS WITH N.O. RATING ) |  | | | | |

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| **SECTION I:** |
| **Field Instructor’s Assessment of Student Progress for Competency 8:** Intervene with IFGOC |
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| **SECTION II:** |
| **Student 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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| **CSWE EPAS BEHAVIORS** | **1** | **2** | **3** | **4** | **N O** |
| 1. Select and use appropriate methods for evaluation of outcomes (*K, S, CA*) |  |  |  |  |  |
| 1. Apply knowledge of HBSE, PIE, and other multidisciplinary theories to outcome evaluation (*K, S, CA*) |  |  |  |  |  |
| 1. Critically analyze, monitor, and evaluate intervention and program processes and outcomes(*S, CA*) |  |  |  |  |  |
| 1. Apply evaluation findings to improve practice at micro, mezzo, and macro levels ( *S, CA)* |  |  |  |  |  |
| **MEAN SCORE IN COMPETENCY**  *Sum of scored items ÷ number of scored items = mean*  (DO NOT INCLUDE ITEMS WITH N.O. RATING ) |  | | | | |

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| **SECTION I:** |
| **Field Instructor’s Assessment of Student Progress for Competency 9:** Evaluate with IFGOC |
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| **SECTION II:** |
| **Student Self-Assessment of Progress for Competency 9:** Evaluate with IFGOC |
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**SUMMARY OF MEAN SCORES**

*Instructions:* Please 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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| **MEAN**  **SCORE** | **COMPETENCY** | **DESCRIPTION** |
|  | 1 | Ethical and Professional Behavior |
|  | 2 | Engage Diversity and Difference In Practice |
|  | 3 | Advance Human Rights and Social, Economic & Environmental Justice |
|  | 4 | Engage In Practice-informed Research And Research-informed Practice |
|  | 5 | Engage In Policy Practice |
|  | 6 | Engage With Individuals, Families, Groups, Orgs., and Communities |
|  | 7 | Assess Individuals, Families, Groups, Orgs., and Communities |
|  | 8 | Intervene with Individuals, Families, Groups, Orgs., and Communities |
|  | 9 | Evaluate Practice with Individuals, Families, Groups, Orgs., and Communities |
|  | **OVERALL MEAN SCORE** | **ALL COMPETENCIES** |

## FIELD INSTRUCTOR’S GRADE RECOMMENDATION

**Please check the 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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| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_