

LOMA LINDA UNIVERSITY
Department of Social Work & Social Ecology
FIELD PRACTICUM ORIENTATION CHECKLIST

Formal orientation and training in the following areas and procedures has been received by _____

I. Agency Overview

Initials

- (____) Review agency vision and mission/purpose statement
- (____) Tour of agency
- (____) Introductions to colleagues, support staff, and administration
- (____) Review organizational structure
- (____) Review the role of the agency in relation to the community and its resources

II. Protocols, Safety Procedures, and Legal Mandates

Initials

- (____) Client confidentiality (i.e. record keeping, faxing of records, taking records home)
- (____) Identification of behavior that meets 5150 criteria and review of agency protocol on dealing with a 5150 situation
- (____) CPS & APS mandated reporting requirements
- (____) Domestic Violence reporting requirements
- (____) Identification of factors that may indicate any type of abuse: physical, sexual, and/or emotional
- (____) Review of the Tarasoff Law and the identification of factors that may indicate the need to report
- (____) How to make a Tarasoff report
- (____) Protocol for handling emergencies (natural & manmade emergencies; fire & safety)
- (____) Safety issues in the office and during field visits
- (____) HIPAA

III. Field Instructor/Student Responsibilities

Initials

- (____) Review expectations for supervision and schedule
- (____) Review educationally based recording schedule
- (____) Review use of Preceptor (if applicable)
- (____) Review plan for diversity/multi-cultural experiences
- (____) Review plan for monitoring of student hours (by both Field Instructor and student)
- (____) Review agency training or staff development opportunities
- (____) Review student's personal safety issues and concerns and strategies to deal with them

Student Signature: _____ Date: _____

Field Instructor Signature: _____ Date: _____

*Please provide the **ORIGINAL** of this signed form to the Field Faculty Liaison at the time of their first site visit.*



**APPLICATION FOR FIELD PRACTICUM
GENERALIST PRACTICE YEAR 2017-2018**

Directions: Please **complete and submit this application with a copy of your current resume via email to tlepale@llu.edu by February 26th**. Forms with electronic or scanned signatures will be accepted. Please save and print a copy of your completed application for your records. Failure to comply with field internship procedures may result in a delay in field assignment or disenrollment from field internship.

MSW Program Information:

Program Status: 2-year program 3-year program 4-year program

Anticipated year of graduation: _____

Specialized Programs: MSW/CRMJ MSW/GERO MSW/IV-E FT MSW/IV-E PT

Student Information:

Name:		Student ID#
Local Address:		Date of birth:
City:	State & Zip:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
Permanent Address:		Phone number:
City:	State & Zip:	Cell Phone:
If you plan to move, please give the approximate date and geographic location:		
<i>Please notify Social Work department of any address or email changes throughout the academic year to avoid a delay in correspondence.</i>		LLU and personal Email addresses:
Emergency contact & phone number:		
Citizenship Status:		
Undergraduate Institution Attended:		
Graduation Year:		Undergraduate Major:

Are you available to complete 16 field hours during normal work hours on weekdays?

Yes NO

If no, please explain:

STUDENTS WITH A DISABILITY

The University and the MSW Program support the integration of all qualified individuals into the Program and are committed to full compliance with all laws regarding equal opportunity for all students with a disability (see LLU Student Handbook and University Catalog for policies regarding students with a disability). It is the student’s responsibility to disclose to their supervisor needed accommodations.

Do you have any special circumstances or needs that we need to be aware of when assigning you to an internship site?
(Check all that apply)

- Health Limitations Please explain:
- Physical Disability Please explain:
- Learning Disability Please explain:
- External Responsibilities Please explain:

Generalist Practice Year Students are assigned to field settings within the Loma Linda institution that will provide an overview of social work and offer beginning level social work skills and competencies such as interviewing and assessment, crisis intervention, intervention skills, and case management.

Please list three areas of Social Work in which you possess the most experience/familiarity:

1.
2.
3.

Briefly describe your tentative career goals and areas of special interest:

Employment /Volunteer Experience:

Please list any social service agency experience you have had, including volunteer work, beginning with the most recent:

Dates of work (from-to)	Name and Address of Agency	Duties

****If you are currently employed, please briefly explain how you plan to balance coursework, field internship, and work:**

Position Title:

Employment Status: Full-time Part-time Total # of hours worked per week:

Additional Training: List any additional training, coursework, workshops attended.

Dates attended (from-to)	Content of Training/Coursework/ Title of Workshop

Language Skills:

1) Are you bilingual? Yes No

If yes, please complete the following questions:

a) What language do you speak?

b) Please rate your language fluency:

1 2 3 4 5 6 7 8 9 10
Least fluent Most fluent

c) Can you interview and conduct assessments in that language? Yes No

d) Can you provide therapy/counseling in that language? Yes No

e) Can you write reports in that language? Yes No

f) Are you knowledgeable about the culture associated with this language? Yes No

General Questions:

1) Do you have a car? Yes No If the answer is no, what are your plans to obtain reliable transportation to and from your internship?

I understand that I am responsible for securing my own transportation to and from the site of my field internship as well as for any maintenance during the field education year. I also understand that the use of public transportation to and from my field internship site is prohibited.

Student Signature

2) Describe your learning style (check all that apply):

Auditory Learner Visual Learner Tactile Learner

Other – please explain: _____

3) In what environment do you learn best (i.e., High structure, some structure, etc.)

Short Answers: (you may attach a separate sheet with your typed responses, if preferred)

1) How do social work and your personal value system fit together?

2) Describe the type of supervision you would need to promote your success in a field internship.

- 3) Please provide a brief summary of your experience working with culturally diverse clients.
- 4) Describe any special interests, skills or life experiences you have had that would contribute to your field internship experience.
- 5) Write a short essay on:
 - a. Situations in which you believe you would experience the most challenges possibly due to personal conflict, trauma, or differing work styles.
 - b. Situations that you most thrive in.
 - c. Indicate your personal strengths and discuss potential areas for growth.
- 6) Have you worked with culturally diverse client populations?

Important Information:

Background checks are required by Loma Linda University on all students entering into their professional program. Background checks are completed online during the registration process. Many field agencies also require background checks to be completed by students they have accepted for training. Because of this, it is possible that some students may end up completing two background checks (University and field agency).

Students must speak directly with the Director of Field Education about any prior convictions in order to determine whether or not these convictions could have an impact on the ability to secure a field placement for that student.

Please note that even with closed records/expungement, a 'hit' (misdemeanor or felony) may or will appear on a background check which could negatively impact a field placement and/or the MSW program and/or a student's ability to earn a license in the State of California.

I understand that the Department of Social Work and the sites that accept students for field internships work closely together to provide me with an opportunity to meet the learning objectives of the field education courses in which I enroll and then to evaluate my progress toward meeting them. To this end, field education staff, field instructors, and faculty may share information about my work at the field site. I have reviewed all the information provided in this application, and to the best of my knowledge, the information provided in this application is complete and correct. I agree and understand that any misrepresentation or omission of any facts on my part may be cause for delay in field placement, separation from the field practicum, and/or can initiate immediate disciplinary action, including dismissal from the MSW program.

I agree to accept the field internship that is assigned to me.

Date: _____ Student Signature: _____

For Field Director Use Only:

OPTION ONE
Field Practicum Site: _____

OPTION TWO
Field Practicum Site: _____

Notes:



LOMA LINDA UNIVERSITY

Department of Social Work & Social Ecology
1898 Business Center Drive
San Bernardino, Ca. 92408
(909) 379-7590

**APPLICATION FOR MSW FIELD INTERNSHIP
CLINICAL SPECIALIZATION YEAR 2017-2018**

Directions: Please complete and submit this application and a copy of your current resume to Talolo Lepale, Director of Field Education, to tlepale@llu.edu by **Thursday, January 5th, 2017**. Please save and print a copy of your completed application.

Check all that apply:

MSW MSW IV-E FT MSW IV-E PT MSW MHSA MSW / GERO
MSW / CJ MSW Advanced Standing

Student Information:

Name:		Student ID#	
Address:		Date of birth:	
City:	State & Zip:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	
Phone number:		Cell Phone:	
Emergency contact & Ph. #:		Citizenship Status:	
If you plan to move, please give the approximate date and geographic location:			
<i>Please notify Social Work department of any address or email changes throughout the academic year to avoid a delay in correspondence.</i>		LLU Email address:	
Current Field Internship :		Field Instructor:	

Are you available to complete 20 field hours during normal work hours on weekdays?

Yes No

If no, please explain:

Please list three social work skills that you have learned and excelled at:

1.
2.
3.

Please list the top three areas of social work practice in which you are interested in gaining experience:

1.
2.
3.

What age group have you primarily worked within your previous employment and internship experiences?

- Children
 Adolescents
 Young Adults (Transitional Age Youth)
 Adults
 Older Adults
 Other (specify) _____

Employment /Volunteer Experience:

Please list any social service agency experience you have had, including volunteer work (you may attach a separate sheet):

Dates of work	Name and Address of Agency	Duties/Description

General Questions:

Do you plan to work while in field internship? Yes No

What is your job title?

Employment Status: Full-time Part-time Total # of hours worked per week:

If you are currently employed, please briefly explain how you plan to balance coursework, field internship, and work:

Are you bilingual? Yes No

If yes, what language do you speak?

Please rate your language fluency:

Least fluent
 1 2 3 4 5 6 7 8 9 10
 Most fluent

Can you interview and conduct assessments in that language? Yes No

Can you provide therapy/counseling in that language? Yes No

Can you write reports in that language? Yes No

Are you knowledgeable about culture associated with that language? Yes No

Do you have any special circumstances or needs that we need to be aware of when assigning you to an internship site? (check all that apply)

- Health Limitations Please explain:
 Physical Disability Please explain:
 Learning Disability Please explain:
 External Responsibilities Please explain:

Reflect on the strengths of your generalist practice year field internship and discuss what you gained from the experiences.

Discuss the supervision style of your previous field instructor and the type of learner you are (visual, auditory, or kinesthetic). What were the primary benefits and challenges of working with this type of supervision style?

Please provide a brief summary of your experience working with culturally diverse clients in your generalist practice year field internship:

Describe the social work skills learned in your previous field placement and comment on how these skills will be further built upon in your clinical practice specialization year field placement.

What is your long-term professional goal? How does the MSW Program fit into this goal?

Important Information:

Background checks are required by Loma Linda University on all students entering into their professional program. Background checks are completed online during the registration process. Many field agencies also require background checks to be completed by students they have accepted for training. Because of this, it is possible that some students may end up completing two background checks (University and field agency).

Students must speak directly with their Director of Field Education about any prior convictions in order to determine whether or not these convictions could have an impact on the ability to secure a field placement for that student.

Please note that even with closed records, a 'hit' (misdemeanor or felony) may appear on a background check, which could negatively impact a field placement and/or the MSW program and/or a student's ability to earn a license in the State of California.

When your Application for MSW Field Practicum is submitted, you will receive written or electronic confirmation that it was received. In addition, you will receive an appointment with the field faculty to discuss your field internship interests. Failure to comply with field internship procedures may result in a delay in field assignment or disenrollment from field internship.

Students with a Disability

Loma Linda University and the MSW Program support the integration of all qualified individuals into the program and are committed to full compliance with all laws regarding equal opportunity for all students with a disability (see LLU Student Handbook and University Catalog for policies regarding students with a disability). It is the student’s responsibility to disclose to their supervisor needed accommodations.

I understand that the Department of Social Work, MSW Program, and the sites that accept students for field internships work closely together to provide me with an opportunity to meet the learning objectives of the field education courses in which I enroll and then to evaluate my progress toward meeting them. To this end, field education staff, field instructors, and faculty may share information about my work at the field site. I have reviewed all the information provided in this application, and to the best of my knowledge, the information provided in this application is complete and correct. I agree to accept the field internship that is assigned to me.

Date: _____

Signature: _____

I understand that I am responsible for obtaining my own transportation to and from my field internship site, as well as for any automobile maintenance during the field education year. I understand that the use of public transportation to/from my internship site is not allowed.

Student Signature

Field Faculty to Complete
OPTION ONE
Field Practicum Site: _____

OPTION TWO
Field Practicum Site: _____

LOMA LINDA UNIVERSITY

Department of Social Work and Social Ecology

LEARNING PLAN AGREEMENT FORM – Generalist Practice Year

This form is due to your Field Faculty Liaison within three weeks from the practicum start date.

I. IDENTIFYING INFORMATION

Date:	
Student name:	
Name of field agency:	
Address of field agency:	
Field Instructor name and phone:	
Field Instructor email:	
Preceptor name and phone:	
Preceptor email:	
Field seminar instructor:	
Days and hours of field placement:	
Day and time of individual supervision:	
Day and time of group supervision:	
Day and time of staff meeting:	
Other:	

II. FIELD EDUCATION ASSIGNMENTS

Check those learning activities to which the student **will be** exposed during the practicum placement.

A. Check all direct practice field education assignments				
<input type="checkbox"/> Adults	<input type="checkbox"/> Individuals	<input type="checkbox"/> Information and Referral	<input type="checkbox"/> Discharge Planning	<input type="checkbox"/> Diagnostic Assessment
<input type="checkbox"/> Families	<input type="checkbox"/> Advocacy	<input type="checkbox"/> Treatment Planning	<input type="checkbox"/> Older Adults	<input type="checkbox"/> Crisis Intervention
<input type="checkbox"/> Children	<input type="checkbox"/> Groups	<input type="checkbox"/> Community Networking Linkages	<input type="checkbox"/> Inter and/or Multidisciplinary Team Meetings	<input type="checkbox"/> Short Term Intervention
<input type="checkbox"/> Adolescents	<input type="checkbox"/> Couples	<input type="checkbox"/> Case Management	<input type="checkbox"/> Psychosocial Assessment	<input type="checkbox"/> Long Term Intervention
<input type="checkbox"/> Other (specify)				
B. Check all macro practice field education assignments				
<input type="checkbox"/> Task Forces	<input type="checkbox"/> Quality Assurance	<input type="checkbox"/> Inter/Multidisciplinary Team Meetings	<input type="checkbox"/> Fiscal Budgetary Issues	
<input type="checkbox"/> Committee Assignments	<input type="checkbox"/> Grant Writing	<input type="checkbox"/> Agency Staff Meetings	<input type="checkbox"/> Community Networking Linkages	
<input type="checkbox"/> Program Development	<input type="checkbox"/> Consultation	<input type="checkbox"/> Macro Project (specify)		
<input type="checkbox"/> Program Evaluation	<input type="checkbox"/> Case Conferences	<input type="checkbox"/> Other (specify)		
C. Check other learning experiences				
<input type="checkbox"/> Seminars, In-Service Training/Conferences			<input type="checkbox"/> Other (specify)	

Summary of general assignment:

III. FIELD INSTRUCTOR TEACHING PLAN (To be written by the Field Instructor)

1. Detail your expectations of your student in supervision:

2. How do you structure your weekly field instruction? Briefly describe your teaching plan. Please include how you plan to maximize diversity in your case assignments for each student.

3. Describe your plan for use of a preceptor with your student (If applicable)

a. Role of preceptor:

b. Detail your plan for monitoring and evaluating this experience:

Competency 1: Student consistently demonstrates ethical and professional behaviors as evidenced by the following behaviors:
1. Makes ethical decisions by <i>applying the standards of the NASW Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context and generalist practice.
2. Uses reflection and self-regulation to manage personal values and maintain professionalism in generalist practice situations.
3. Demonstrates professional demeanor in behavior; appearance; and oral, written and electronic communication within generalist practice settings.
4. Uses technology ethically and appropriately to facilitate generalist practice outcomes.
5. Uses supervision and consultation to guide professional judgment and behavior.
Strategies: List a minimum of five strategies, tasks, assignments, or processes that will be used to assist the student in meeting the competencies. The "strategy" will be a series of successive steps that clearly lead to accomplishing the competency within a specified time frame.
1.
2.
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Competency 2: Student competently engages diversity and difference in practice as evidenced by the following behaviors:
6. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in generalist practice at the micro, mezzo, and macro levels.
7. Presents themselves as learners and engages clients and constituencies as experts of their own experiences.
8. Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies within generalist practice settings.
Strategies: List a minimum of five strategies, tasks, assignments, or processes that will be used to assist the student in meeting the competencies. The "strategy" will be a series of successive steps that clearly lead to accomplishing the competency within a specified time frame.
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Competency 3: Student competently advances human rights and social, economic and environmental justice as evidenced by the following behaviors:

9. Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

10. Engages in practices that advance social, economic, and environmental justice.

Strategies: List a minimum of five strategies, tasks, assignments, or processes that will be used to assist the student in meeting the competencies. The "strategy" will be a series of successive steps that clearly lead to accomplishing the competency within a specified time frame.

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Competency 4: Student competently engages in practice-informed research and research-informed practice as evidenced by the following behaviors:

11. Uses generalist practice experience and theory to inform scientific inquiry and research.
12. Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
13. Uses and translates research evidence to inform and improve generalist practice, policy, and service delivery.
Strategies: List a minimum of five strategies, tasks, assignments, or processes that will be used to assist the student in meeting the competencies. The "strategy" will be a series of successive steps that clearly lead to accomplishing the competency within a specified time frame.
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Competency 5: Student competently engages in policy practice as evidenced by the following behaviors:
14. Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
15. Assesses how social welfare and economic policies impact the delivery of and access to social services.
16. Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
Strategies: List a minimum of five strategies, tasks, assignments, or processes that will be used to assist the student in meeting the competencies. The "strategy" will be a series of successive steps that clearly lead to accomplishing the competency within a specified time frame.
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Competency 6: Student competently engages with individuals, families, groups, organizations, and communities as evidenced by the following behaviors:

17. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

18. Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Strategies: List a minimum of five strategies, tasks, assignments, or processes that will be used to assist the student in meeting the competencies. The "strategy" will be a series of successive steps that clearly lead to accomplishing the competency within a specified time frame.

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Competency 7: Student competently assesses individuals, families, groups, organizations, and communities as evidenced by the following behaviors:

19. Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.

20. Applies 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 at the generalist practice level.

21. Develops mutually agreed-on generalist practice intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

22. Selects appropriate generalist practice intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Strategies: List a minimum of five strategies, tasks, assignments, or processes that will be used to assist the student in meeting the competencies. The "strategy" will be a series of successive steps that clearly lead to accomplishing the competency within a specified time frame.

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Competency 8: Student competently intervenes with individuals, families, groups, organizations, and communities as evidenced by the following behaviors:

23. Critically chooses and implements generalist practice interventions that achieve practice goals and enhance capacities of clients and constituencies.

24. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in generalist practice interventions with clients and constituencies.

25. Uses inter-professional collaboration as appropriate to achieve beneficial generalist practice practice outcomes.
26. Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.
27. Facilitates effective transitions and endings that advance mutually agreed-on goals.
Strategies: List a minimum of five strategies, tasks, assignments, or processes that will be used to assist the student in meeting the competencies. The "strategy" will be a series of successive steps that clearly lead to accomplishing the competency within a specified time frame.
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Competency 9: Student competently evaluates practice with individuals, families, groups, organizations, and communities as evidenced by the following behaviors:
28. Selects and uses appropriate generalist practice methods for evaluation and outcomes.
29. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of generalist practice outcomes.
30. Critically analyzes, monitors, and evaluates generalist practice interventions and program processes and outcomes.
31. Applies evaluation findings to improve generalist practice effectiveness at the micro, mezzo and macro levels.
Strategies: List a minimum of five strategies, tasks, assignments, or processes that will be used to assist the student in meeting the competencies. The "strategy" will be a series of successive steps that clearly lead to accomplishing the competency within a specified time frame.
1.

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I have read and agree to the above learning plan.

Student Signature

Date

Agency Field Instructor Signature

Date

Field Faculty Liaison Signature

Date

LOMA LINDA UNIVERSITY

Department of Social Work and Social Ecology

LEARNING PLAN AGREEMENT FORM – Clinical Practice Specialization Year

This form is due to your Field Faculty Liaison within three weeks from the practicum start date.

I. IDENTIFYING INFORMATION

Date:	
Student name:	
Name of field agency:	
Address of field agency:	
Field Instructor name and phone:	
Field Instructor email:	
Preceptor name and phone:	
Preceptor email:	
Field seminar instructor:	
Days and hours of field placement:	
Day and time of individual supervision:	
Day and time of group supervision:	
Day and time of staff meeting:	
Other:	

II. FIELD EDUCATION ASSIGNMENTS
Check those learning activities to which the student **will be** exposed during the practicum placement.

A. Check all direct practice field education assignments				
<input type="checkbox"/> Adults	<input type="checkbox"/> Individuals	<input type="checkbox"/> Information and Referral	<input type="checkbox"/> Discharge Planning	<input type="checkbox"/> Diagnostic Assessment
<input type="checkbox"/> Families	<input type="checkbox"/> Advocacy	<input type="checkbox"/> Treatment Planning	<input type="checkbox"/> Older Adults	<input type="checkbox"/> Crisis Intervention
<input type="checkbox"/> Children	<input type="checkbox"/> Groups	<input type="checkbox"/> Community Networking Linkages	<input type="checkbox"/> Inter and/or Multidisciplinary Team Meetings	<input type="checkbox"/> Short Term Intervention
<input type="checkbox"/> Adolescents	<input type="checkbox"/> Couples	<input type="checkbox"/> Case Management	<input type="checkbox"/> Psychosocial Assessment	<input type="checkbox"/> Long Term Intervention
<input type="checkbox"/> Other (specify)				
B. Check all macro practice field education assignments				
<input type="checkbox"/> Task Forces	<input type="checkbox"/> Quality Assurance	<input type="checkbox"/> Inter/Multidisciplinary Team Meetings	<input type="checkbox"/> Fiscal Budgetary Issues	
<input type="checkbox"/> Committee Assignments	<input type="checkbox"/> Grant Writing	<input type="checkbox"/> Agency Staff Meetings	<input type="checkbox"/> Community Networking Linkages	
<input type="checkbox"/> Program Development	<input type="checkbox"/> Consultation	<input type="checkbox"/> Macro Project (specify)		
<input type="checkbox"/> Program Evaluation	<input type="checkbox"/> Case Conferences	<input type="checkbox"/> Other (specify)		
C. Check other learning experiences				
<input type="checkbox"/> Seminars, In-Service Training/Conferences			<input type="checkbox"/> Other (specify)	

Summary of general assignment:

III. FIELD INSTRUCTOR TEACHING PLAN (To be written by the Field Instructor)

1. Detail your expectations of your student in supervision:

2. How do you structure your weekly field instruction? Briefly describe your teaching plan. Please include how you plan to maximize diversity in your case assignments for each student.

3. Describe your plan for use of a preceptor with your student (If applicable)

a. Role of preceptor:

b. Detail your plan for monitoring and evaluating this experience:

Competency 1: Student consistently demonstrates ethical and professional behaviors as evidenced by the following clinical practice specialization behaviors:

1. Makes 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 issues of clinical practice.
2. Uses reflection and self-regulation to manage personal values and maintain professionalism in clinical practice situations.
3. Demonstrates professional demeanor in behavior; appearance; and oral, written and electronic communication within clinical practice settings.
4. Uses technology ethically and appropriately to facilitate clinical practice outcomes.
5. Uses supervision and consultation to guide professional clinical judgment and behavior.
6. Recognizes and tolerates ambiguity in resolving ethical conflicts specific to clinical practice.
7. Applies strategies of ethical reasoning to arrive at principled decisions related to clinical practice.
8. Discusses complex ethical issues in both written and oral communication.
9. Manages workload, prioritizes work assignments, and appropriately uses organizational resources.
10. Recognizes and manages personal biases as they affect professional and therapeutic relationships.

Strategies: List a minimum of five strategies, tasks, assignments, or processes that will be used to assist the student in meeting the competencies. The "strategy" will be a series of successive steps that clearly lead to accomplishing the competency within a specified time frame.

1.

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3.

4.

5.

Competency 2: Student competently engages diversity and difference in practice as evidenced by the following clinical practice specialization behaviors:

11. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in clinical practice at the micro, mezzo, and macro levels.
12. Presents themselves as learners and engages clients and constituencies as experts of their own experiences including the use of cultural humility and intersectionality.
13. Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies within clinical settings.
14. Applies appropriate clinical engagement, assessment and interventions – including prevention strategies – which are relevant and

sensitive to the needs and characteristics of specific target populations.

Strategies: List a minimum of five strategies, tasks, assignments, or processes that will be used to assist the student in meeting the competencies. The "strategy" will be a series of successive steps that clearly lead to accomplishing the competency within a specified time frame.

1.

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Competency 3: Student competently advances human rights and social, economic and environmental justice as evidenced by the following clinical practice specialization behaviors:

15. Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

16. Engages in clinical practices that advance social, economic, and environmental justice.

17. Identifies the forms, mechanisms and interconnections of oppression and discrimination and is knowledgeable about theories of justice and strategies to promote human and civil rights.

18. Uses knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.

Strategies: List a minimum of five strategies, tasks, assignments, or processes that will be used to assist the student in meeting the competencies. The "strategy" will be a series of successive steps that clearly lead to accomplishing the competency within a specified time frame.

1.

2.

3.

4.
5.

Competency 4: Student competently engages in practice-informed research and research-informed practice as evidenced by the following clinical practice specialization behaviors:

- 19. Uses clinical practice experience and theory to inform scientific inquiry and research.
- 20. Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings related to clinical practice.
- 21. Uses and translates research evidence to inform, improve, and evaluate clinical practice, policy, and service delivery.
- 22. Demonstrates knowledge of valid and reliable clinical assessment tools, interventions and program outcomes for different groups, practice levels and contexts.
- 23. Uses the evidence-based practice process in clinical assessment and intervention with clients.

Strategies: List a minimum of five strategies, tasks, assignments, or processes that will be used to assist the student in meeting the competencies. The "strategy" will be a series of successive steps that clearly lead to accomplishing the competency within a specified time frame.

1.
2.
3.
4.
5.

Competency 5: Student competently engages in policy practice as evidenced by the following clinical practice specialization behaviors:

- 24. Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to clinical services.
- 25. Assesses how social welfare and economic policies impact the delivery of and access to clinical services.
- 26. Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
- 27. Collaborates with colleagues and clients for effective policy action.

28. Advocates at multiple levels for mental health parity and reduction of health disparities for diverse populations.
29. Communicates to stakeholders, including organizations and consumers, the implications of policies and policy change at the micro, mezzo, and macro levels.
Strategies: List a minimum of five strategies, tasks, assignments, or processes that will be used to assist the student in meeting the competencies. The "strategy" will be a series of successive steps that clearly lead to accomplishing the competency within a specified time frame.
1.
2.
3.
4.
5.

Competency 6: Student competently engages with individuals, families, groups, organizations, and communities as evidenced by the following clinical practice specialization behaviors:
30. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies within clinical practice settings.
31. Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies within clinical practice settings.
32. Skillfully and respectfully establishes working relationships with clients and community partners in accord with social work values, and utilizes those relationships in forging goals and positive clinical outcomes.
33. Establishes a relationally based process that encourages clients to be partners in the development of treatment goals and expected outcomes.
Strategies: List a minimum of five strategies, tasks, assignments, or processes that will be used to assist the student in meeting the competencies. The "strategy" will be a series of successive steps that clearly lead to accomplishing the competency within a specified time frame.
1.
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5.

Competency 7: Student competently assesses individuals, families, groups, organizations, and communities as evidenced by the following clinical practice specialization behaviors:

- 34. Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies within clinical settings.
- 35. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of clinical assessment data from clients and constituencies.
- 36. Develops mutually agreed-on clinical intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- 37. Selects appropriate clinical intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
- 38. Applies reliable and valid multidimensional and multicultural clinical assessment methods.
- 39. Assesses client's readiness for change.
- 40. Assesses client's coping and strengths to reinforce and improve adaption to life situations, circumstances, and events.
- 41. Uses a culturally sensitive approach to differential diagnoses.

Strategies: List a minimum of five strategies, tasks, assignments, or processes that will be used to assist the student in meeting the competencies. The "strategy" will be a series of successive steps that clearly lead to accomplishing the competency within a specified time frame.

1.
2.

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4.
5.

Competency 8: Student competently intervenes with individuals, families, groups, organizations, and communities as evidenced by the following clinical practice specialization behaviors:

- 42. Critically chooses and implements clinical interventions that achieve practice goals and enhance capacities of clients and constituencies.
- 43. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in clinical interventions with clients and constituencies.
- 44. Uses inter-professional collaboration as appropriate to achieve beneficial clinical practice outcomes.
- 45. Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.
- 46. Facilitates clinically effective transitions and endings that advance mutually agreed-on goals.
- 47. Seeks-out, critiques and applies evidence-based clinical prevention, intervention, and/or recovery/wellness programs.
- 48. Adapts clinical treatment and prevention models (while maintaining fidelity to research tested protocols) relevant to the target populations.
- 49. Demonstrates the appropriate selection and use of clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention and resiliency informed care (i.e. trauma informed care).

Strategies: List a minimum of five strategies, tasks, assignments, or processes that will be used to assist the student in meeting the competencies. The "strategy" will be a series of successive steps that clearly lead to accomplishing the competency within a specified time frame.

1.
2.
3.

4.
5.

Competency 9: Student competently evaluates practice with individuals, families, groups, organizations, and communities as evidenced by the following clinical practice specialization behaviors:

- 50. Selects and uses appropriate methods for conducting clinical evaluation and outcomes.
- 51. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of clinical outcomes.
- 52. Critically analyzes, monitors, and evaluates clinical interventions and program processes and outcomes.
- 53. Applies evaluation findings to improve clinical practice effectiveness at the micro, mezzo and macro levels.
- 54. Consistently employs reliable and valid methods for monitoring and evaluating clinical practice interventions and use of the results to improve social work policy and practice.

Strategies: List a minimum of five strategies, tasks, assignments, or processes that will be used to assist the student in meeting the competencies. The "strategy" will be a series of successive steps that clearly lead to accomplishing the competency within a specified time frame.

1.
2.
3.
4.
5.

I have read and agree to the above learning plan.

Student Signature

Date

Agency Field Instructor Signature

Date

Field Faculty Liaison Signature

Date

LOMA LINDA UNIVERSITY
Department of Social Work and Social Ecology
FIELD EVALUATION: GENERALIST PRACTICE

This form is due to your Field Faculty Liaison at the end of each quarter. The time sheet should be attached to this form.

Date:

Practicum Year: Foundation (1st year)

Student Name:

Field Instructor:

Academic Quarter: Summer Fall Winter Spring

Total Hours in Practicum:

Assessment Instructions

Using the practicum evaluation scale below, indicate the level of achievement accomplished by the student for each generalist practice behavior. **Immediately** contact the field faculty liaison if the student is performing at level 1 on any measured behavior or is not progressing in his or her professional development¹. Please be prepared to provide documented examples.

Practicum Evaluation Scale

1 Inadequate Performance -----	2 Developing Performance -----	3 Competent Performance -----	4 Highly Competent Performance -----	5 Superior Performance -----	N/O Not Observed -----
Student demonstrates an <u>inadequate</u> understanding of the concept and has <u>little to no</u> ability to recognize the knowledge, values, skills, and cognitive and affective processes related to the measured behavior.	Student <u>understands</u> the concept and applies the knowledge, values, skills, and cognitive and affective processes related to the measured behavior but performance is <u>uneven</u> . Needs time and practice.	Student demonstrates <u>competent</u> application of the knowledge, values, skills, and cognitive and affective processes related to the measured behavior, and performance is <u>consistent</u> .	Student is <u>skilled</u> and demonstrates <u>full application</u> of the knowledge, values, skills, and cognitive and affective processes related to the measured behavior	Student is <u>highly skilled</u> and demonstrates <u>superior</u> application of the knowledge, values, skills, and cognitive and affective processes related to the measured behavior.	Student has not had the opportunity to demonstrate the knowledge, values, skills, and cognitive and affective processes related to the measured behavior.

¹ The expectation is that by the end of the generalist practice field practicum the student will at least demonstrate **Competent Performance** in all MSW generalist practice behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior	1	2	3	4	5	N/O
1. Makes ethical decisions by <i>applying the standards of the NASW Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context and generalist practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Uses reflection and self-regulation to manage personal values and maintain professionalism in generalist practice situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates professional demeanor in behavior; appearance; and oral, written and electronic communication within generalist practice settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Uses technology ethically and appropriately to facilitate generalist practice outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Uses supervision and consultation to guide professional judgment and behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 2: Engage Diversity and Difference in Practice	1	2	3	4	5	N/O
6. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in generalist practice at the micro, mezzo, and macro levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Presents themselves as learners and engages clients and constituencies as experts of their own experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies within generalist practice settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 3: Advance Human Rights and Social, Economic and Environmental Justice	1	2	3	4	5	N/O
9. Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Engages in practices that advance social, economic, and environmental justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	1	2	3	4	5	N/O
11. Uses generalist practice experience and theory to inform scientific inquiry and research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Uses and translates research evidence to inform and improve generalist practice, policy, and service delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 5: Engage in Policy Practice	1	2	3	4	5	N/O
14. Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Assesses how social welfare and economic policies impact the delivery of and access to social services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	1	2	3	4	5	N/O
17. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	1	2	3	4	5	N/O
19. Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Applies 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 at the generalist practice level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Develops mutually agreed-on generalist practice intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Selects appropriate generalist practice intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	1	2	3	4	5	N/O
23. Critically chooses and implements generalist practice interventions that achieve practice goals and enhance capacities of clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in generalist practice interventions with clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Uses inter-professional collaboration as appropriate to achieve beneficial generalist practice practice outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Facilitates effective transitions and endings that advance mutually agreed-on goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	1	2	3	4	5	N/O
28. Selects and uses appropriate generalist practice methods for evaluation and outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of generalist practice outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Critically analyzes, monitors, and evaluates generalist practice interventions and program processes and outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Applies evaluation findings to improve generalist practice effectiveness at the micro, mezzo and macro levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Field Practicum Student Self-Evaluation

1. What are the three most important skills you learned this quarter?
2. If applicable, what three things do you want to improve next quarter?
3. How have you changed as a social worker as a result of your field experience this quarter?
4. What have you discovered about yourself as a social worker? Be specific with at least two examples.
5. What is your greatest strength as a learner?
6. What is your greatest challenge as a learner?
7. Discuss how your field instructor helped you develop as a social worker this quarter?

See next page

Field Practicum Summary

Please provide a narrative summary of the student's progress over the last quarter. The following points should be addressed:

- Summary of the student's progress during the quarter.
- Description of performance strengths.
- Description of specific learning patterns or behaviors that affect student's performance adversely.
- Changes in the agency that may have affected the student's education experience.
- Plans for the following quarter.
- Other pertinent information.

Field Instructor's evaluation:

Student's response to the evaluation:

Grade Suggestion:

Student performed at or above acceptable performance levels

Student performed below acceptable performance levels

If student is below acceptable performance levels please indicate the date the field faculty liaison was contacted.

Student would benefit from continued learning at this agency. Yes No

Field Instructor Name:

Field Instructor Signature: _____ Date: _____

I have read the above evaluation.

Student Signature: _____ Date: _____

Field Faculty Signature: _____ Date: _____

LOMA LINDA UNIVERSITY
Department of Social Work and Social Ecology
FIELD EVALUATION: CLINICAL PRACTICE SPECIALIZATION

This form is due to your Field Faculty Liaison at the end of each quarter. The time sheet should be attached to this form.

Date:

Student Name:

Field Instructor:

Academic Quarter: Summer Fall Winter Spring

Total Hours in Practicum:

Assessment Instructions

Using the practicum evaluation scale below, indicate the level of achievement accomplished by the student for each clinical practice specialization behavior. **Immediately** contact the field faculty liaison if the student is performing at level 1 on any measured behavior or is not progressing in his or her professional development¹. Please be prepared to provide documented examples.

Practicum Evaluation Scale

1 Inadequate Performance -----	2 Developing Performance -----	3 Competent Performance -----	4 Highly Competent Performance -----	5 Superior Performance -----	N/O Not Observed -----
Student demonstrates an <u>inadequate</u> understanding of the concept and has <u>little to no</u> ability to recognize the knowledge, values, skills, and cognitive and affective processes related to the measured behavior.	Student <u>understands</u> the concept and applies the knowledge, values, skills, and cognitive and affective processes related to the measured behavior but performance is <u>uneven</u> . Needs time and practice.	Student demonstrates <u>competent</u> application of the knowledge, values, skills, and cognitive and affective processes related to the measured behavior, and performance is <u>consistent</u> .	Student is <u>skilled</u> and demonstrates <u>full application</u> of the knowledge, values, skills, and cognitive and affective processes related to the measured behavior	Student is <u>highly skilled</u> and demonstrates <u>superior</u> application of the knowledge, values, skills, and cognitive and affective processes related to the measured behavior.	Student has not had the opportunity to demonstrate the knowledge, values, skills, and cognitive and affective processes related to the measured behavior.

¹ The expectation is that by the end of clinical practice specialization field practicum the student will demonstrate **Competent Performance** in all MSW clinical practice behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior	1	2	3	4	5	N/O
1. Makes ethical decisions by <i>applying the standards of the NASW Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to issues of clinical practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Uses reflection and self-regulation to manage personal values and maintain professionalism in clinical practice situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates professional demeanor in behavior; appearance; and oral, written and electronic communication within clinical practice settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Uses technology ethically and appropriately to facilitate clinical practice outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Uses supervision and consultation to guide professional clinical judgment and behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Recognizes and tolerates ambiguity in resolving ethical conflicts specific to clinical practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Applies strategies of ethical reasoning to arrive at principled decisions related to clinical practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Discusses complex ethical issues in both written and oral communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Manages workload, prioritizes work assignments, and appropriately uses organizational resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Recognizes and manages personal biases as they affect professional and therapeutic relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 2: Engage Diversity and Difference in Practice	1	2	3	4	5	N/O
11. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in clinical practice at the micro, mezzo, and macro levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Presents themselves as learners and engages clients and constituencies as experts of their own experiences including the use of cultural humility and intersectionality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies within clinical settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Applies appropriate clinical engagement, assessment and interventions - including prevention strategies - which are relevant and sensitive to the needs and characteristics of specific target populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 3: Advance Human Rights and Social, Economic and Environmental Justice	1	2	3	4	5	N/O
15. Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Engages in clinical practices that advance social, economic, and environmental justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Identifies the forms, mechanisms and interconnections of oppression and discrimination and is knowledgeable about theories of justice and strategies to promote human and civil rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Uses knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	1	2	3	4	5	N/O
19. Uses clinical practice experience and theory to inform scientific inquiry and research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings related to clinical practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Uses and translates research evidence to inform, improve, and evaluate clinical practice, policy, and service delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Demonstrates knowledge of valid and reliable clinical assessment tools, interventions and program outcomes for different groups, practice levels and contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Uses the evidence-based practice process in clinical assessment and intervention with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 5: Engage in Policy Practice	1	2	3	4	5	N/O
24. Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to clinical services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Assesses how social welfare and economic policies impact the delivery of and access to clinical services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Collaborates with colleagues and clients for effective policy action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Advocates at multiple levels for mental health parity and reduction of health disparities for diverse populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Communicates to stakeholders, including organizations and consumers, the implications of policies and policy change at the micro, mezzo, and macro levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	1	2	3	4	5	N/O
30. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies within clinical practice settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies within clinical practice settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Skillfully and respectfully establishes working relationships with clients and community partners in accord with social work values, and utilizes those relationships in forging goals and positive clinical outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Establishes a relationally based process that encourages clients to be partners in the development of treatment goals and expected outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	1	2	3	4	5	N/O
34. Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies within clinical settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of clinical assessment data from clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Develops mutually agreed-on clinical intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Selects appropriate clinical intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Applies reliable and valid multidimensional and multicultural clinical assessment methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Assesses client's readiness for change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Assesses client's coping and strengths to reinforce and improve adaption to life situations, circumstances, and events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Uses a culturally sensitive approach to differential diagnoses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	1	2	3	4	5	N/O
42. Critically chooses and implements clinical interventions that achieve practice goals and enhance capacities of clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in clinical interventions with clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Uses inter-professional collaboration as appropriate to achieve beneficial clinical practice outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Facilitates clinically effective transitions and endings that advance mutually agreed-on goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Seeks-out, critiques and applies evidence-based clinical prevention, intervention, and/or recovery/wellness programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Adapts clinical treatment and prevention models (while maintaining fidelity to research tested protocols) relevant to the target populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Demonstrates the appropriate selection and use of clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention and resiliency informed care (i.e. trauma informed care).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	1	2	3	4	5	N/O
50. Selects and uses appropriate methods for conducting clinical evaluation and outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of clinical outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Critically analyzes, monitors, and evaluates clinical interventions and program processes and outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

53. Applies evaluation findings to improve clinical practice effectiveness at the micro, mezzo and macro levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Consistently employs reliable and valid methods for monitoring and evaluating clinical practice interventions and use of the results to improve social work policy and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Field Practicum Student Self-Evaluation

1. What are the three most important skills you learned this quarter?
2. If applicable, what three things do you want to improve next quarter?
3. How have you changed as a social worker as a result of your field experience this quarter?
4. What have you discovered about yourself as a social worker? Be specific with at least two examples.
5. What is your greatest strength as a learner?
6. What is your greatest challenge as a learner?
7. Discuss how your field instructor helped you develop as a social worker this quarter?

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Field Practicum Summary

Please provide a narrative summary of the student's progress over the last quarter. The following points should be addressed:

- Summary of the student's progress during the quarter.
- Description of performance strengths.
- Description of specific learning patterns or behaviors that affect student's performance adversely.
- Changes in the agency that may have affected the student's education experience.
- Plans for the following quarter.
- Other pertinent information.

Field Instructor's evaluation:

Student's response to the evaluation:

Grade Suggestion:

Student performed at or above acceptable performance levels

Student performed below acceptable performance levels

If student is below acceptable performance levels please indicate the date field faculty liaison was contacted.

Student would benefit from continued learning at this agency. Yes No

Field Instructor Name:

Field Instructor Signature: _____ Date: _____

I have read the above evaluation.

Student Signature: _____ Date: _____

Field Faculty Signature: _____ Date: _____

15. My field instructor provided me with helpful supplemental information (reading, outlines, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. My field instructor provided me with enough clients to see on an individual basis as outlined in the MSW Field Education Manual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. My field instructor provided exposure to policy and administration tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. My field instructor provided me with a group experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. My field instructor was able to either directly observe my work or review videotapes of live sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. My field instructor provided the opportunity for me to directly observe his/her work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. My field instructor provided at least one hour of weekly individual supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. My field instructor provided regular group supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. My field instructor encouraged my input concerning my evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Overall I am satisfied with the level of my field instructor's skill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please check the response, which best describes your field agency.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
25. I was provided with a private office that included a desk, telephone, and supplies; which facilitated the completion of my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I was provided with a computer or access to a computer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. The agency exhibited a culture committee to student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. The physical environment was comfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. My field instructor's strengths include:

30. Suggestion(s) for my field instructor:

31. Please indicate the average number of hours that you spent per week in direct contact with consumers:

32. I would recommend this field agency to other students: Yes No

33. Additional Comments: