

SPRINGFIELD COLLEGE SCHOOL OF SOCIAL WORK

Student's Field Workbook for Academic Year 2017-2018

First Practicum

To be used in conjunction with the Field Practicum Manual, 26th Edition, 2017-2018.

This workbook contains the documents the student and field supervisor need to monitor progress through the Field Practicum. One workbook per practicum is used.

Student Name: _____	Field Supervisor: _____
Student Mobile Phone #: _____	Supervisor Phone #: _____
Faculty Advisor: _____	Supervisor Phone #: _____
Faculty Phone #: _____	Supervisor Email: _____

RETAIN ALL DOCUMENTS IN THE WORKBOOK

Due Dates:

1. Faculty Advisor will review and sign Learning Contract at time of *First Site Visit*.
2. Students will submit entire Workbook to Faculty Advisors by December 13, 2017 (with Mid-Year Evaluation completed and signed by Field Supervisor and student).
 - Faculty Advisor will review Workbook and submit grade for Fall semester if all materials and signatures are complete
3. Students will submit entire Workbook to Faculty Advisors by May 3, 2018 (with Final Evaluation completed and signed by Field Supervisor and student).
 - Faculty Advisor will review Workbook and submit grade for Spring semester if all materials are complete and signatures signed. Workbook is then provided to the Office of Field Education.

For Faculty Advisor Use:

Fall Semester: Signed: Graded Online: _____ Advisor Initials

Spring Semester: Signed: Graded Online: _____ Advisor Initials

Returned to the Office of Field Education For Filing at Conclusion of Second Semester Hours:

- Please check () when you've signed off on the mid-year and final evaluations, ***verifying all field supervisor and student signatures are complete.***
- Please check () that you've entered the grade online, or have made arrangements to provide
- Please check () that you've provided the workbook to the Office of Field Education at the conclusion of the internship.

Note Mailing Address:

Springfield College School of Social Work
263 Alden Street, Springfield, MA 01109-3797

FIELD PRACTICUM WORKBOOK

*To students, field supervisors, and faculty advisors: Use this field placement workbook to begin, plan for, monitor, and evaluate the field placement experience, which is a required part of the course of study leading to a Master of Social Work. All of the elements of this workbook should be reviewed and completed **fully**, including pages where student, field supervisor, and faculty advisor signatures are needed. It is important for **all** signatures to be present when the workbook is submitted to the school as a record of the student's completion of the field placement.*

*All the elements of this workbook may also be found online at the Springfield College webpage under "Current Students." It is **strongly** recommended that any completed elements along the way be photocopied by students and field supervisors for their files in the event the workbook is lost. Students and field supervisors should also photocopy the completed entire workbook for their records at the conclusion of the internship, as the workbook will be returned to the student after data entry has occurred at the conclusion of the summer semester; the student may wish to access its contents prior to this point.*

Please use the first page of this workbook to develop a beginning plan for the internship. Then move on to the Learning Contract. If you have questions about any of the elements of the workbook, please direct them to the student's faculty advisor or you may call Ms. Sandra Nunley in the Office of Field Education at 413-748-3064, or contact her at snunley@springfieldcollege.edu.

We wish you the best in the internship experience!

*Dr. William Fisher, Professor, Assistant Dean for Field Education
Professor Thomas Harrigan, Assistant Director of Field Education*

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For Student and Field Supervisor: Beginning Checklist

To Student and Field Supervisor: Use This Checklist as Part of First Few Supervisory Sessions

Please use this checklist to assure that the field practicum starts effectively. Complete this checklist in the first few weeks of the internship, and address the expectations no later than October 1. Faculty Advisors will cover these topics at the first site visit, in addition to other expectations.

1. Student and Field Supervisor have developed a schedule for hours in each week for the full academic year, September to May. Yes _____ No _____
If "No", comments?: _____
2. Student and Field Supervisor have developed a weekly schedule for direct supervision by the MSW Supervisor, as found in the learning contract. Yes _____ No _____
If "No", comments?: _____
3. The Learning Contract has been completed and signed by all parties. Yes _____ No _____
(NOTE: Faculty Advisors will visit after October 1st; at that time they will sign the Learning Contract.)
If "No", comments?: _____
4. The Field Supervisor:
 - Meets with or will meet with the student for supervision regularly, as scheduled. Yes _____ No _____
If "No", comments?: _____
 - Uses or will use the student's own written agenda during weekly supervision. Yes _____ No _____
If "No", comments?: _____
 - Provides or will provide timely feedback on process recordings. Yes _____ No _____
If "No", comments?: _____
 - Assists or will assist the student in making connections with colleagues in the agency with whom the student needs to work to accomplish responsibilities. Yes _____ No _____
If "No", comments?: _____
 - Provides or will provide appropriate learning experiences (i.e., access to clients, groups).
Yes _____ No _____
If "No", comments?: _____
5. Other comments, questions, or concerns: _____

6. In addition to a general orientation to the agency, the student must be provided with orientations/trainings in Safety Policies and Protocols and Sexual Harassment Policies. **Please note other relevant policies or training, such as addressing Hazardous Materials:**

TRAINING/ORIENTATION:	DATE OF TRAINING:

Signatures:

Field Supervisor: _____

Date: _____

Student: _____

Date: _____

FOUNDATION YEAR LEARNING CONTRACT

Found in the Learning Contract:

- I. Introductory Information and Planning Sheet***
- II. Component #1A - Direct Service with Individuals and/or Families Client Engagement; and Component #1B - Multiple Systems***
- III. Component #2 Group Work***
- IV. Component #3 Community Work/Project***
- V. Worksheet on Details for Discussion Related to Community Project***
- VI. Component #4 Professional Practice and Effective Use of Self***
- VII. Springfield College Required Rules of Professional Conduct***
- VIII. Learning Contract Supplement***
- IX. Preparing for the Faculty Advisor Site Visit: For Students and Supervisors***
- X. Learning Contract Signature Page***

The Learning Contract is developed and planned by the student and Field Supervisor in consultation with the Faculty Advisor as needed. The Learning Contract should be completed and signed by Field Supervisor and student no later than October 1.

- Staple-in additional pages if needed.
- Learning contract is to be provided to Faculty Advisor for review and signature at Fall Site Visit.

Learning Contract Information

- The Learning Contract details the areas of skill development expected of the student in the field practicum experience. Please read the content carefully and note the learning activities that will be used to assure students have practiced and acquired the requisite skills and competencies.
- The Learning Contract should be made available to the Faculty Advisor for review and use during site visits to monitor learning and progress in skill development. An approval of the Learning Contract and signature verifying this approval from the Faculty Advisor is needed at the time of the first site visit.
- The completed and signed Learning Contract (retained in the Field Practicum Workbook), along with the completed and signed evaluations for that semester, must be present in the workbook at the conclusion of each semester in order for the student to receive grades for the field practicum experience.
- Renegotiation of portions of the Learning Contract may be initiated by any party, but changes must be agreed upon by all parties. Changes must be in writing and signed by all parties prior to implementation. See Learning Contract Supplement/Amendment for guidelines (last page of Learning Contract). Additional information may be documented as needed.

DO NOT REMOVE
THE LEARNING CONTRACT FROM THE FIELD PRACTICUM WORKBOOK
However, it is strongly recommended that students and Field Supervisors make copies for their own use and records.

Learning Contract Period: Begin _____ End _____ (Dates practicum is expected to begin and end; typically September to May, but variations are possible)

PLANNED STANDARD SCHEDULE OF PRACTICUM HOURS:

	Monday	Tuesday	Wednesday	Thursday	Friday	Other
AM	_____	_____	_____	_____	_____	_____
PM	_____	_____	_____	_____	_____	_____

Weekly supervision session is scheduled for: _____

BRIEF DESCRIPTION OF FIELD PRACTICUM ACTIVITIES AND RESPONSIBILITIES:

Size of Direct Service Caseload: _____

(Typically expected to be four to five individual cases or families. Caseload size will vary, depending on agency mission, complexity of cases, type of service provided, number of groups student is assigned, and other factors. Depending on the agency, screening, assessment, and brief treatment or crisis services can qualify to meet these expectations)

COUNCIL ON SOCIAL WORK EDUCATION (CSWE) 2015 COMPETENCIES AND BEHAVIORS

The Council on Social Work Education (CSWE) has established standards for social work education. The Springfield College School of Social Work field education experience expectations reflect these standards, which were presented in the organization's 2015 Educational Policy and Accreditation Standards (EPAS).

These are consistent with the mission of the Springfield College School of Social Work program, which is:

Through the teaching of social work practice and knowledge, the Springfield College School of Social Work prepares individuals to meet universal human needs in order to engender mutually beneficial interaction between individuals and societal systems at all levels, based on principles of economic and social justice, dignity, and human rights.

CSWE's competencies and behaviors are expected to be integrated into field learning experiences assigned to students, and supervisors should consciously address these as assignments are developed and made. Upon completion of the Foundation Year field experience, students are expected to demonstrate mastery of the following Foundation Year competencies and behaviors through the performance of the expected learning components found in the Learning Contract that follows this section. For additional reference, please see the latest editions of the *Student Handbook of Policies and Procedures* and the *Field Practicum Manual*.

The nine CSWE Social Work Competencies are listed below. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate the competency. The behaviors represent observable components of the competencies, while the preceding narrative statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

Competency 2: Engage Diversity and Difference in Practice

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

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

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

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

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

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

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

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

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage

in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

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

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

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

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

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

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

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

EXPECTED LEARNING COMPONENTS

Foundation Year Field Experience Component #1A and #1B:

1A. Direct Service with Individuals and/or Families – Client Engagement:

The student demonstrates effective social work engagement with clients and client systems, including assessment, beginning counseling, and referral skills.

1B. Direct Service with Individuals and/or Families – Multiple Systems:

The student recognizes, articulates, and addresses the multi-systemic elements of clients' conditions and circumstances, including pressures and influences that create unequal access to services and fulfillment of basic and culturally-relevant human needs.

Conditions for Learning/Mean of Assessment (student and supervisor must complete):

Student will have the opportunity to engage in direct social work services with individuals and/or families. The number of individuals and/or families with whom the student will be able to engage is 4 – 5.

To reflect the nature of agency services and the individual learning needs of the student, this number of individuals/families may be reached over the course of the first semester, then maintained at 4 – 5 cases for the remainder of the internship. Given the range of social work agencies, there are a variety of ways the student may engage in direct service with individuals and/or families.

Please describe the client population with whom the student will be engaged and the sample responsibilities expected of the student and describe the specific behaviors available in the agency by which the student will be able to identify and intervene in client systems (e.g., access to client files, consultation with agency colleagues, communication with professionals at related/referral agencies, etc.):

Estimated number of hours per week the student will be engaged in this field experience component: _____. Minimum expected by school for this component is: **160 hours** for total internship (for both Field Experience Components #1A and #1B) of the 450 hours.

CONTINUED ON NEXT PAGE

Foundation Year Field Evaluation Expectations for Successful Completion of Field Experience Component #1A. The student demonstrates effective social work engagement with clients and client systems, including assessment, beginning counseling, and referral skills as evidenced by:

1. Practice with 4 – 5 individuals and/or families; activities encompass, at minimum, engagement, assessment, and beginning counseling and referral activities.
2. Completion of a minimum of three comprehensive psychosocial assessments and development of appropriate intervention strategies each semester for a total of six clients or families.
3. Completion of process recordings presented to supervisor weekly using individual family, group or administrative meeting formats found in Field Manual Appendices.
4. Production and presentation to faculty advisor of a minimum of two process recordings per semester, out of 24 total for the academic year, that illustrate development of interactive interviewing and communication skills, including empathy, beginning social work analysis, and self-awareness as a professional social worker.

Foundation Year Field Education Expectations for Successful Completion of Field Experience Component #1B. The student recognizes, articulates, and addresses the multi-systemic elements of clients’ conditions and circumstances as evidenced by:

5. Practicing counseling activities, client advocacy, case management, interagency collaboration, and referral and treatment planning reflective of the ecological model of social work practice, person-in-environment, and a strengths perspective.
6. Production of bio-psychosocial assessments that include comprehensive information consistent with the ecological model of social work practice, “person-in-environment”, and a strengths perspective.

If relevant, list other specific, direct practice behaviors, activities, and assignments related to working with clients with complex needs for the student during this practicum that will provide evidence of movement toward mastery of expected competencies:

Foundation Year Field Experience Component #2: Group Work:

The student practices and demonstrates the skills necessary to conducting and, if possible, directly facilitating effective social work groups including both client helping groups and administrative task groups, using skills related to conflict management, development of cohesion and consensus, and movement toward group goals, as appropriate for the group.

Conditions for Learning/Means of Assessment (student and supervisor must complete):

Student will have the opportunity to engage in one or more client helping groups (therapy, support, or psycho-education, etc.) as facilitator, co-facilitator, or agency intern/representative. (Student may move from intern/ representative to co-facilitator to facilitator, if appropriate to agency setting and acquisition of individual skills, as appropriate, over the course of the internship.)

Please describe the helping group in which the student will be engaged:

Estimated number of hours per week the student will be engaged in this field experience component: _____ . Minimum expected by school for total internship is: **160 hours of the 450 hours.**

Student will have the opportunity to engage in one or more collegial/administrative groups (team meetings, committee work, etc.). Participation in these groups may link to the Community Work/ Project Field Experience Component. Student may facilitate or co-facilitate these groups or participate in them as a member. (See End of Semester Evaluations for detailed outcome expectations.)

Please describe the collegial/administrative group in which the student will be engaged (note if this/these groups will be linked to the student's community work project):

Estimated number of hours per week the student will be engaged in this field experience component: _____ . Minimum expected by school for total internship is: **160 hours of the 450 hours.**

Foundation Year Field Education Expectations for Completion of Field Experience Component #2. The student practices and demonstrates the skills necessary to conducting and facilitating effective social work groups, both client helping groups and collegial administrative groups, as evidenced by:

1. Participation in a client-focused helping group (therapy, support, psycho- education, information provision, or other) as co-facilitator, facilitator, or agency intern representative.
2. Participation in a collegial/administrative group as co-facilitator, facilitator, or agency intern representative (this group may be linked to Field Experience Component #3: Community Work/Project).

If relevant, list other specific, direct practice behaviors, activities, and assignments related to working with clients with complex needs for the student during this practicum that will provide evidence of movement toward mastery of expected competencies:

Foundation Year Field Experience Component #3:

Community Work/Project:

The student articulates and addresses the contextual and interactive role of community for clients, colleagues, and/or the placement agency.

Conditions for Learning/Mean of Assessment (student and supervisor must complete):

Students will have the opportunity to engage in community work or a project that promotes increased understanding of an area of practice, clients' needs, and/or community needs. The community work experience or project may link to Field Experience Component #2B, engagement/participation in collegial/administrative group(s).

Please describe the planned community work or project in which the student will engage:

Estimated number of hours per week the student will be engaged in this field experience component: _____. Minimum expected by school for total internship is: **90 hours of the 450 hours.**

Foundation Year Field Education Expectations for Completion of Field Experience Component #3. The student articulates and addresses the contextual and interactive role of community for clients, colleagues, and the placement agency as evidenced by acting in a leadership role in a community project that:

- a. promotes increased understanding of an area of practice, clients' needs, and/or community needs,
- b. engages members of an identified community,
- c. utilizes collegial/administrative group work skills to realize its goals (may be linked to the group work field experience component).

If relevant, list other specific, direct practice behaviors, activities, and assignments related to working with clients with complex needs for the student during this practicum that will provide evidence of movement toward mastery of expected competencies:

See next page for "Details for Discussion" Sheet Related to Community Project

Worksheet

Details for Discussion Related to Community Project

1. Summary of Project:
2. With whom in the agency will the student work in developing and carrying out this project?
3. What will be the "product" of the project?
4. How will the community or clients benefit from the project?
5. How will the organization benefit from the project?

**Foundation Year Field Experience Component #4:
Professional Practice and Effective Use of Self:**

Student demonstrates an understanding of professional social work practice, including effective use of supervision, development of effective relationships with colleagues, adherence to agency policies and procedures, and use of the NASW code of ethics, as evidenced by effective, day-to-day, ongoing practice as a professional member of the placement agency. Student demonstrates an understanding of how his or her values and ethics influence work with diverse populations of clients, including ethnic and cultural, gay, lesbian, bisexual, transgendered, and ability-challenged populations.

Conditions for Learning/Means of Assessment (student and supervisor must complete):

Supervisor and agency agree to provide settings and experiences where the student will demonstrate an understanding of professional social work practice and effective use of self. Use of supervision, engagement with colleagues, knowledge of agency policies and procedures, and use of the NASW Code of Ethics will be evaluated.

In recognition of the nature of agency services and the individual learning needs of the student, this field experience component should be interwoven throughout student assignments.

Please describe specific expectations of the student related to professional practice and effective use of self:

(Also see Mid-Point and Final Evaluations for detailed outcome expectations.)

Specific Means of Assessment for Field Experience Components #1-4:

As part of completing the Learning Contract consider carefully what will be used to assess student competence in the areas above. Check off sources that will be used:

- Supervision discussions**
- Discussion of coursework experiences**
- Review of process recordings**
- Observation of student in practice with clients**
- Observation of student interacting with colleagues**
- Observation of student in groups of colleagues, such as team meetings**
- Observation of student presentations in agency or community contexts**
- Review of paperwork and/or reports completed by the student**
- Reports from colleagues**
- Results from a project taken on by the student**
- Other possible sources of assessment of student competencies noted by supervisor and student:**

**SPRINGFIELD COLLEGE REQUIRED RULES OF PROFESSIONAL CONDUCT FOR ALL
STUDENTS IN FIELD PRACTICUM EXPERIENCES**

- I. Student interns shall behave in a legal, ethical, and moral manner in the conduct of their Field Practicum Experience, maintaining both a personal and professional integrity, and avoiding any actions or involvement in procedures not approved by qualified supervisors which would cause harm to others.
- II. Student interns will understand their responsibilities and practice within the limits of their defined roles, training, and competencies as defined and approved in the Affiliation Agreement. They shall be expected to adhere to all agreed upon requirements with regard to attendance, required clock hours, and performance of duties as contracted or amended.
- III. Student interns shall respect the integrity and protect the welfare of the individuals and the groups with whom they work. They shall not misrepresent their roles or competencies to agency staff, clients, patients, or others. Professional concerns or problems with others shall be discussed with the agency or faculty advisor.
- IV. Student interns shall, at all times, respect the confidentiality of information about clients or patients in the course of their Field Practicum Experience. They also shall be aware of agency policies or guidelines relating to research or training with human subjects.
- V. Student interns will avoid undertaking any activity in which competency, personal problems, or conflicts of understanding are likely to lead to inadequate performance. If, or when, such a situation arises, they shall seek Field Supervisor or Faculty Advisor assistance to determine the appropriate course of action.
- VI. Student interns acknowledge having read the NASW Code of Ethics, the current Field Practicum Manual, and the current Student Handbook of Policies and Procedures.

**FOUNDATION YEAR LEARNING CONTRACT SUPPLEMENT/AMENDMENT TO
LEARNING CONTRACT**

(Optional or as needed)

Use this space to describe supplements to the contract. Staple-in additional sheets as necessary.

Component/Competency Supplemented (if relevant): _____

Additional Expectations: _____

Additional Conditions for Learning: _____

Additional Means of Assessment (Specific practice behaviors, activities, and assignments that will provide evidence of movement toward mastery of expected competencies): _____

Preparing for the Faculty Site Visit: Information for Students and Supervisors

1. An orientation to the agency has been provided, including safety policies and protocols, sexual harassment policies, and other relevant policies and training.
2. Learning Contract (contained in workbook) is completed, and signed by student and Field Supervisors and is provided to Faculty Advisor at first site visit and signed by him or her.
3. Learning Contract is guiding assignments.
4. Required learning opportunities are available.
5. One and a half hours of weekly supervision is taking place (or 1 hour of direct supervision if group supervision is also available).
6. Student is using his or her written agenda and presenting process recording weekly in supervision.
7. Two of the minimum of 12 process recordings completed per semester by the student and reviewed by the Field Supervisor have been or will be provided to the Faculty Advisor for review.
8. Community (first placement) or administrative (second placement) work and project are discussed.
9. Opportunities for discussion of student and Field Supervisor issues are provided during the site visit.
10. If relevant, opportunities for discussion of ideas, plans, or possibilities for next practicum are provided.
11. Other issues of concern are raised.

[Materials from the Schools of Social Work at Boston University, Smith College, and the University of Michigan were used in preparing this section, with appreciation. An additional resource for students, Field Supervisors and Faculty Advisors is the National Association of Social Workers Massachusetts Chapter's website, which included extensive materials related to safety for social workers and guidelines for agency safety policies (www.naswma.org)]

SIGNATURES FOR ENTIRE LEARNING CONTRACT, Pages 11-21

"I agree to/approve the provisions that are presented in this Learning Contract..."

Field Practicum Student

Date

Field Supervisor

Date

Faculty Advisor

Date (these must be provided)

END OF LEARNING CONTRACT

FIELD PRACTICUM TIME SHEETS

FIELD PRACTICUM TIME SHEETS

NOTE NUMBER OF HOURS WORKED IN RELATION TO THE PLACEMENT ONLY.

TO BE COMPLETED MONTHLY BY STUDENT AND SIGNED BY STUDENT AND FIELD SUPERVISOR.

FINAL HOURS FOR THE SEMESTER MAY BE ESTIMATED AND ENTERED WHEN COMPLETED, IF WORKBOOK MUST BE HANDED IN BEFORE HOURS ARE COMPLETE.

TOTAL HOURS FOR THE SEMESTER WILL BE SUBMITTED WITH THE WORKBOOK

by DECEMBER 16 AND MAY 3. SUPERVISION HOURS ARE CONSIDERED PART OF PLACEMENT HOURS.

MONTH _____ YEAR _____

DATE	TIMES	HOURS	DATE	TIMES	HOURS
<i>e.g., Sept. 4</i>	<i>1:00 - 5:00</i>	4			
	Column Total:			Column Total:	
				Total Hours:	

Signatures: _____
Student
Field Supervisor
Date

MONTH _____ YEAR _____

DATE	TIMES	HOURS	DATE	TIMES	HOURS
	Column Total:			Column Total:	
				Total Hours:	

Signatures: _____
Student
Field Supervisor
Date

FIELD PRACTICUM TIME SHEETS PAGE 2

MONTH _____ YEAR _____

DATE	TIMES	HOURS	DATE	TIMES	HOURS
	Column Total:			Column Total:	
				Total Hours:	

Signatures: _____
 Student _____ Field Supervisor _____ Date _____

MONTH _____ YEAR _____

DATE	TIMES	HOURS	DATE	TIMES	HOURS
	Column Total:			Column Total:	
				Total Hours:	

Signatures: _____
 Student _____ Field Supervisor _____ Date _____

FIELD PRACTICUM TIME SHEETS PAGE 3

MONTH _____ YEAR _____

DATE	TIMES	HOURS	DATE	TIMES	HOURS
	Column Total:			Column Total:	
				Total Hours:	

Signatures: _____
 Student _____ Field Supervisor _____ Date _____

MONTH _____ YEAR _____

DATE	TIMES	HOURS	DATE	TIMES	HOURS
	Column Total:			Column Total:	
				Total Hours:	

Signatures: _____
 Student _____ Field Supervisor _____ Date _____

FIELD PRACTICUM TIME SHEETS PAGE 4

MONTH _____ YEAR _____

DATE	TIMES	HOURS	DATE	TIMES	HOURS
	Column Total:			Column Total:	
				Total Hours:	

Signatures: _____
 Student _____ Field Supervisor _____ Date _____

MONTH _____ YEAR _____

DATE	TIMES	HOURS	DATE	TIMES	HOURS
	Column Total:			Column Total:	
				Total Hours:	

Signatures: _____
 Student _____ Field Supervisor _____ Date _____

For Supervisors: Foundation Year Mid-Point Evaluation

Part I: Beginning Practice Expectations

***Part II: Council on Social Work Education
Expected Competencies***

Part 1: Beginning Practice Expectations

Supervisory Sessions Held with Field Supervisor this Semester

PRIMARY SUPERVISOR	<u>TOTAL</u>	<u>INDIVIDUAL</u>	<u>GROUP</u>
Number of Supervision Sessions			
Average Length (In Hours)			
Average Number of Cases Engaged with this Semester			
Number of Process Recordings Submitted to Supervisor this Semester			

SECONDARY SUPERVISOR (if relevant)	<u>TOTAL</u>	<u>INDIVIDUAL</u>	<u>GROUP</u>
Number of Supervision Sessions			
Average Length (In Hours)			
Average Number of Cases Engaged with this Semester			
Number of Process Recordings Submitted to Supervisor this Semester			

PART 1: ADVANCED GENERALIST EXPECTATIONS: FOUNDATION YEAR

Field Supervisor's Opening Comments:

- **Additional evaluation narrative may be provided by the Field Supervisor and stapled into this evaluation.**
- **Many of the learning activities below include a rating scale to indicate your opinion of the student's performance. Please circle your response. Please use the narrative space following each section to identify particular areas of strength or concern for this student or other issues. For a review of practicum requirements and expectations, please refer back to the Learning Contract.**

FOUNDATION YEAR

Field Experience Component #1A

Direct Service with Individuals and/or Families – Client Engagement

1. The student has 4 - 5 individual or family cases in which the student demonstrates practice of engagement, assessment and beginning counseling skills.

Yes _____ No _____ In Process _____ If "In Process," please explain:

2. The student has completed a minimum of 12 process recordings for the semester.

Yes _____ No _____ In Process _____ If "In Process," how many remain to be completed? _____

3. The student has provided to faculty advisor a minimum of two process recording for the semester.

Yes _____ No _____ In Process _____ If "In Process," please explain:

4. Process recordings illustrate/demonstrate development of interviewing and interactive communication skills with clients.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

5. Process recordings illustrate/demonstrate empathy with clients.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

6. Process recordings illustrate/demonstrate beginning social work analysis including awareness of systems, their interactions, and life stage challenges.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

7. Process recordings illustrate/demonstrate professional social work self-awareness, including feelings.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

Narrative for Field Experience Component #1A:

Field Experience Component #1B

Foundation Year Field Education Expectations: Direct Service with Individuals and Families – Multiple Systems

1. The student produces psycho-social assessments using ecological “person-in-environment” perspective.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

2. The student practices counseling activities.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

3. The student practices client advocacy.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

4. The student practices interagency collaboration and referral.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
--------------------------	-----------------	--------------------	-----------------------------

This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

5. The student produces treatment plans.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
--------------------------	-----------------	--------------------	-----------------------------

This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

6. The student practices case management.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

Narrative for Field Experience Component #1B:

Field Experience Component #2

Foundation Year Field Education Expectations: Group Work

1. Client Focused Helping Group

The Student plans group(s), selects/screens/contacts members, contracts with prospective members for group participation, facilitates, co-facilitates, or participates as agency/intern representative in group(s), articulates group dynamics in at least one process recording in either semester, and participates in setting and achieving appropriate goals for group(s).

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

2. Administrative Group Comprised of Colleagues

The Student plans group(s), selects/screens/contacts members, contracts with prospective members for group participation, facilitates, co-facilitates, or participates as agency/intern representative in group(s), articulates group dynamics in at least one process recording in either semester, participates in setting and achieving appropriate goals for group(s).

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

Narrative for Field Experience Component #2:

Field Experience Component #3

Foundation Year Field Education Expectations: Community Work/Project

1. The student recognizes and identifies position and role of agency in the service system.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

2. The student assesses and identifies community needs (clients, providers, geographic community, etc.)

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

3. The student develops a project to address identified community needs, using multi-level information.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

4. The student acts with members of identified community for purposes of addressing needs.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

5. The student utilizes group work skills to facilitate, co-facilitate, or serve as agency/intern representative on collegial/administrative group linked to community project.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

Narrative for Field Experience Component 3:

Field Experience Component #4
Foundation Year Field Education Expectations:
Professional Practice and Effective Use of Self

1. The student carries out and completes internship assignments.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

2. The student completes requisite agency paperwork in a timely manner.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

3. The student participates in weekly supervision using an agenda.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

4. The student participates and contributes in collegial team meetings.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

5. The student demonstrates responsible time management: On time for internship obligations, reports whereabouts to supervisor when plans change, and produces weekly process recordings.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

6. The student brings ethical issues and questions to supervisor.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

Narrative for Field Experience Component #4:

SUMMARY

Student's major areas of strength:

Priority areas for student's growth:

Additional Comments:

➤ Please provide or attach additional evaluative narrative to this page, if so desired.

Evidence that supports the field supervisor's assessments include:

Please check all that apply.	<input type="checkbox"/> Supervision discussions
	<input type="checkbox"/> Discussion of course work experiences
	<input type="checkbox"/> Review of process recordings
	<input type="checkbox"/> Observation of student in practice with clients
	<input type="checkbox"/> Observation of student interacting with colleagues
	<input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings
	<input type="checkbox"/> Observation of student presentations in agency or community contexts
	<input type="checkbox"/> Review of paperwork and/or reports completed by the student
	<input type="checkbox"/> Reports from colleagues
	<input type="checkbox"/> Results from a project taken on by the student
<input type="checkbox"/> Other; please explain:	
<hr/>	
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Part II: Assessment of Student's Acquisition of Council on Social Work Education Foundation Year Competencies Completed by Field Supervisors at Conclusion of Internship

Consider the following statements reflecting the targeted competencies and practice behaviors expected for students engaged in and completing the Foundation Year curriculum by the Springfield College School of Social Work and the Council on Social Work Education. Opportunities to practice and acquire skill in these competencies and practice behaviors are expected in the field practicum of the Foundation Year. Use your knowledge of the student's experiences related to both course work and field work to comment on the student's progress toward achieving these competencies and practice behaviors.

- The key below presents brief descriptions of what each number means, followed by a shorthand version of what each number means.
- At the end of this section, please also indicate the activities in which the student engaged that allow you to make these assessments.

Section B: Assessment Guide

Please base your assessment of how well the student demonstrates their ability related to the performance of the practice behavior using the rating scale below. Please circle your answer. Thank you.

5	Mastered Performance	The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.	Mastered: "somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.
4	Superior Performance	The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.	Superior: "surpasses competent in one or more ways." Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.
3	Competent Performance	The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.	Competent: "having enough skill or ability to do something well." Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.
2	Inadequate Performance	The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.	Inadequate: "failing to reach an expected or required level or standard." Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.
1	Lacking Performance	The intern/student has not demonstrated application of knowledge, values, and skills related to the performance of the practice behavior.	Lacking: "missing, not present or available." Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.
N/O	Not Observed	The intern/student has not had the opportunity to demonstrate the knowledge, values, and skills related to the performance of the practice behavior.	Observed: "to see or notice something, especially while watching carefully." There was no observation of the performance of the practice behavior.

Evaluation by Field Supervisor

Competency 1 – Demonstrate Ethical and Professional Behavior						
Lacking	Inadequate	Competent	Superior	Mastered	Not Observed	
1	2	3	4	5	N/O	Intern makes ethical decisions before applying professional standards (i.e., the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics) as appropriate to context
1	2	3	4	5	N/O	Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations
1	2	3	4	5	N/O	Intern demonstrates professional demeanor in behavior
1	2	3	4	5	N/O	Intern demonstrates professional demeanor in appearance
1	2	3	4	5	N/O	Intern demonstrates professional demeanor in oral communication
1	2	3	4	5	N/O	Intern demonstrates professional demeanor in written communication
1	2	3	4	5	N/O	Intern demonstrates professional demeanor in electronic communication
1	2	3	4	5	N/O	Intern uses technology ethically and appropriately to facilitate practice outcomes
1	2	3	4	5	N/O	Intern uses supervision and consultation to guide professional judgement and behavior

Competency 2 – Engage Diversity and Difference in Practice						
Lacking	Inadequate	Competent	Superior	Mastered	Not Observed	
1	2	3	4	5	N/O	Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level
1	2	3	4	5	N/O	Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo level
1	2	3	4	5	N/O	Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the macro level
1	2	3	4	5	N/O	Intern presents themselves as learners to clients and constituencies
1	2	3	4	5	N/O	Intern engages clients and constituencies as experts of their own experiences
1	2	3	4	5	N/O	Intern applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice						
Lacking	Inadequate	Competent	Superior	Mastered	Not Observed	
1	2	3	4	5	N/O	Intern applies their understanding of social justice to advocate for human rights at the individual and system levels
1	2	3	4	5	N/O	Intern applies their understanding of economic justice to advocate for human rights at the individual and system levels
1	2	3	4	5	N/O	Intern applies their understanding of environmental justice to advocate for human rights at the individual and system levels
1	2	3	4	5	N/O	Intern engages in practices that advance social justice
1	2	3	4	5	N/O	Intern engages in practices that advance economic justice
1	2	3	4	5	N/O	Intern engages in practices that advance environmental justice

Competency 4 – Engage in Practice-informed Research and Research-informed Practice						
Lacking	Inadequate	Competent	Superior	Mastered	Not Observed	
1	2	3	4	5	N/O	Intern uses theory to inform scientific inquiry and research
1	2	3	4	5	N/O	Intern uses practice experience to inform scientific inquiry and research
1	2	3	4	5	N/O	Intern applies critical thinking to engage in analysis of quantitative research methods and research findings
1	2	3	4	5	N/O	Intern applies critical thinking to engage in analysis of qualitative research methods and research findings
1	2	3	4	5	N/O	Intern uses and translates research evidence to inform and improve practice, policy, and service delivery

Competency 5 – Engage in Policy Practice						
Lacking	Inadequate	Competent	Superior	Mastered	Not Observed	
1	2	3	4	5	N/O	Intern identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
1	2	3	4	5	N/O	Intern assesses how social welfare and economic policies impact the delivery of and access to social services
1	2	3	4	5	N/O	Intern applies critical thinking to analyze policies that advance human rights and social, economic, and environmental justice
1	2	3	4	5	N/O	Intern applies critical thinking to formulate policies that advance human rights and social, economic, and environmental justice
1	2	3	4	5	N/O	Intern applies critical thinking to advocate for policies that advance human rights and social, economic, and environmental justice

Competency 6 – Engage with Individuals, Families, Groups, Organizations & Communities

Lacking	Inadequate	Competent	Superior	Mastered	Not Observed	
1	2	3	4	5	N/O	Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
1	2	3	4	5	N/O	Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Competency 7 – Assess Individuals, Families, Groups, Organizations & Communities

Lacking	Inadequate	Competent	Superior	Mastered	Not Observed	
1	2	3	4	5	N/O	Intern collects and organizes data, and applies critical thinking to interpret information from clients and constituencies
1	2	3	4	5	N/O	Intern 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
1	2	3	4	5	N/O	Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
1	2	3	4	5	N/O	Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8 – Intervene with Individuals, Families, Groups, Organizations & Communities

Lacking	Inadequate	Competent	Superior	Mastered	Not Observed	
1	2	3	4	5	N/O	Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies
1	2	3	4	5	N/O	Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
1	2	3	4	5	N/O	Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes
1	2	3	4	5	N/O	Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies
1	2	3	4	5	N/O	Intern facilitates effective transitions and endings that advance mutually agreed-on goals

Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations & Communities						
Lacking	Inadequate	Competent	Superior	Mastered	Not Observed	
1	2	3	4	5	N/O	Intern selects and uses appropriate methods for evaluation of outcomes
1	2	3	4	5	N/O	Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
1	2	3	4	5	N/O	Intern critically analyzes, monitors, and evaluates intervention and program processes and outcomes
1	2	3	4	5	N/O	Intern applies evaluation findings to improve practice effectiveness at the micro level
1	2	3	4	5	N/O	Intern applies evaluation findings to improve practice effectiveness at the mezzo level
1	2	3	4	5	N/O	Intern applies evaluation findings to improve practice effectiveness at the macro level

THANK YOU FOR TAKING THE TIME TO ANSWER THESE QUESTIONS.

Evidence that supports the assessments for Competencies 1 – 9 include:	
<p>Please check all that apply.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Supervision discussions <input type="checkbox"/> Discussion of course work experiences <input type="checkbox"/> Review of process recordings <input type="checkbox"/> Observation of student in practice with clients <input type="checkbox"/> Observation of student interacting with colleagues <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings <input type="checkbox"/> Observation of student presentations in agency or community contexts <input type="checkbox"/> Review of paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student <input type="checkbox"/> Other; please explain: <hr/> <hr/> <hr/> <hr/> <hr/>

**End of Field Supervisor’s First Practicum
Mid-Point Evaluation of Student**

**MID-POINT EVALUATION SIGNATURES
REQUIRED**

Field Supervisor's Signature:

_____ Date: _____

I have read this mid-year evaluation and have reviewed it with my Field Supervisor.

Student's Signature:

_____ Date: _____

Faculty Advisor's Signature:

_____ Date: _____

Students may provide an addendum to this evaluation, if so desired. Please staple into workbook.

END OF FOUNDATION PRACTICUM MID-POINT EVALUATION

For Supervisors: Foundation Year Final Evaluation

Part I: Beginning Practice Expectations

***Part II: Council on Social Work Education
Expected Competencies***

Part 1: Beginning Practice Expectations

Supervisory Sessions Held with Field Supervisor this Semester

PRIMARY SUPERVISOR	<u>TOTAL</u>	<u>INDIVIDUAL</u>	<u>GROUP</u>
Number of Supervision Sessions			
Average Length (In Hours)			
Average Number of Cases Engaged with this Semester			
Number of Process Recordings Submitted to Supervisor this Semester			

SECONDARY SUPERVISOR (if relevant)	<u>TOTAL</u>	<u>INDIVIDUAL</u>	<u>GROUP</u>
Number of Supervision Sessions			
Average Length (In Hours)			
Average Number of Cases Engaged with this Semester			
Number of Process Recordings Submitted to Supervisor this Semester			

PART 1: ADVANCED GENERALIST EXPECTATIONS: FOUNDATION YEAR

Field Supervisor's Opening Comments:

- **Additional evaluation narrative may be provided by the Field Supervisor and stapled into this evaluation.**
- **Many of the learning activities below include a rating scale to indicate your opinion of the student's performance. Please circle your response. Use the narrative space following each section to identify particular areas of strength or concern for this student or other issues. For a review of practicum requirements and expectations, please refer back to the Learning Contract.**

Field Experience Component #1A

Foundation Year Field Education Expectations:

Direct Service with Individuals and Families – Client Engagement

1. The student has ____ individual or family cases in which the student demonstrates practice of engagement, assessment and beginning counseling skills.

Yes _____ No _____ In Process _____

If "In Process," please explain.

2. The student has completed a minimum of 12 process recordings for the semester.

Yes _____ No _____ In Process _____

If "In Process," how many remain to be completed?

3. The student has provided to faculty advisor a minimum of two process recording for the semester.

Yes _____ No _____ In Process _____

If "In Process," please explain.

4. Process recordings illustrate/demonstrate development of interviewing and interactive communication skills with clients.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
-------------------	----------	-------------	----------------------

This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

5. Process recordings illustrate/demonstrate empathy with clients.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

6. Process recordings illustrate/demonstrate beginning social work analysis including awareness of systems, their interactions, and life stage challenges.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

7. Process recordings illustrate/demonstrate professional social work self-awareness, including feelings.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

Narrative for Field Experience Component #1A:

Field Experience Component #1B
Foundation Year Field Education Expectations:
Direct Service with Individuals and Families – Multiple Systems

1. The student produces psycho-social assessments using ecological “person-in-environment” perspective.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
-------------------	----------	-------------	----------------------

This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

2. The student practices counseling activities.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
-------------------	----------	-------------	----------------------

This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

3. The student practices client advocacy.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
-------------------	----------	-------------	----------------------

This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

4. The student practices interagency collaboration and referral.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
-------------------	----------	-------------	----------------------

This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

5. The student produces treatment plans.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
-------------------	----------	-------------	----------------------

This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

6. The student practices case management.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
-------------------	----------	-------------	----------------------

This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

Narrative for Field Experience Component #1B:

Field Experience Component #2
Foundation Year Field Education Expectations: Group Work

1. Client Focused Helping Group

The Student plans group(s), selects/screens/contacts members, contracts with prospective members for group participation, facilitates, co-facilitates, or participates as agency/intern representative in group(s), articulates group dynamics in at least one process recording in either semester, and participates in setting and achieving appropriate goals for group(s).

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
-------------------	----------	-------------	----------------------

This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

2. Administrative Group Comprised of Colleagues

The Student plans group(s), selects/screens/contacts members, contracts with prospective members for group participation, facilitates, co-facilitates, or participates as agency/intern representative in group(s), articulates group dynamics in at least one process recording in either semester, participates in setting and achieving appropriate goals for group(s).

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice. Supervisor Recommendations:

Narrative for Field Experience Component 2:

Field Experience Component #3

Foundation Year Field Education Expectations: Community Work/Project

1. The student recognizes and identifies position and role of agency in the service system.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

2. The student assesses and identifies community needs (clients, providers, geographic community, etc.)

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

3. The student develops a project to address identified community needs, using multi-level information.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

4. The student acts with members of identified community for purposes of addressing needs.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

5. The student utilizes group work skills to facilitate, co-facilitate, or serve as agency/intern representative on collegial/administrative group linked to community project.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

Narrative for Field Experience Component 3:

Field Experience Component #4
Foundation Year Field Education Expectations:
Professional Practice and Effective Use of Self

1. The student carries out and completes internship assignments.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

2. The student completes requisite agency paperwork in a timely manner.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

3. The student participates in weekly supervision using an agenda.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

4. The student participates and contributes in collegial team meetings.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

5. The student demonstrates responsible time management: On time for internship obligations, reports whereabouts to supervisor when plans change, and produces weekly process recordings.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

6. The student brings ethical issues and questions to supervisor.

4. Strongly Agree	3. Agree	2. Disagree	1. Strongly Disagree
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This element needs additional work by student to be present in his/her practice.

Supervisor Recommendations:

Narrative for Field Experience Component #4:

SUMMARY

Student's major areas of strength:

Priority areas for student's growth:

Additional Comments (please provide additional narrative or attach additional pages, if so desired):

Evidence that supports the field supervisor's assessments include:

Please check all that apply.	<input type="checkbox"/> Supervision discussions
	<input type="checkbox"/> Discussion of course work experiences
	<input type="checkbox"/> Review of process recordings
	<input type="checkbox"/> Observation of student in practice with clients
	<input type="checkbox"/> Observation of student interacting with colleagues
	<input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings
	<input type="checkbox"/> Observation of student presentations in agency or community contexts
	<input type="checkbox"/> Review of paperwork and/or reports completed by the student
	<input type="checkbox"/> Reports from colleagues
	<input type="checkbox"/> Results from a project taken on by the student
<input type="checkbox"/> Other; please explain:	
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Part II: Assessment of Student's Acquisition of Council on Social Work Education Foundation Year Competencies Completed by Field Supervisors at Conclusion of Internship

Consider the following statements reflecting the targeted competencies and behaviors expected for students engaged in and completing the Specialization Year curriculum by the Springfield College School of Social Work and the Council on Social Work Education. Opportunities to practice and acquire skill in these competencies and practice behaviors are expected in the field practicum of the Specialization Year. Use your knowledge of the student's experiences related to both course work and field work to comment on the student's progress toward achieving these competencies and practice behaviors.

- The key below presents brief descriptions of what each number means, followed by a shorthand version of what each number means.
- At the end of this section, please also indicate the activities in which the student engaged that allow you to make these assessments.
- To provide the final evaluation of the student's achievement of these competencies and behaviors, see form to be sent to you in March (or other relevant month) for submission to the School of Social Work at the conclusion of the internship.

Section B: Assessment Guide

Please base your assessment of how well the student demonstrates their ability related to the performance of the practice behavior using the rating scale below. Please circle your answer. Thank you.

5	Mastered Performance	The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.	Mastered: "somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.
4	Superior Performance	The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.	Superior: "surpasses competent in one or more ways." Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.
3	Competent Performance	The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.	Competent: "having enough skill or ability to do something well." Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.
2	Inadequate Performance	The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.	Inadequate: "failing to reach an expected or required level or standard." Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.
1	Lacking Performance	The intern/student has not demonstrated application of knowledge, values, and skills related to the performance of the practice behavior.	Lacking: "missing, not present or available." Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.
N/O	Not Observed	The intern/student has not had the opportunity to demonstrate the knowledge, values, and skills related to the performance of the practice behavior.	Observed: "to see or notice something, especially while watching carefully." There was no observation of the performance of the practice behavior.

Competency 1 – Demonstrate Ethical and Professional Behavior						
Lacking	Inadequate	Competent	Superior	Mastered	Not Observ.	
1	2	3	4	5	N/O	Intern makes ethical decisions before applying professional standards (i.e., the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics) as appropriate to context
1	2	3	4	5	N/O	Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations
1	2	3	4	5	N/O	Intern demonstrates professional demeanor in behavior
1	2	3	4	5	N/O	Intern demonstrates professional demeanor in appearance
1	2	3	4	5	N/O	Intern demonstrates professional demeanor in oral communication
1	2	3	4	5	N/O	Intern demonstrates professional demeanor in written communication
1	2	3	4	5	N/O	Intern demonstrates professional demeanor in electronic communication
1	2	3	4	5	N/O	Intern uses technology ethically and appropriately to facilitate practice outcomes
1	2	3	4	5	N/O	Intern uses supervision and consultation to guide professional judgement and behavior

Competency 2 – Engage Diversity and Difference in Practice						
Lacking	Inadequate	Competent	Superior	Mastered	Not Observ.	
1	2	3	4	5	N/O	Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level
1	2	3	4	5	N/O	Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo level
1	2	3	4	5	N/O	Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the macro level
1	2	3	4	5	N/O	Intern presents themselves as learners to clients and constituencies
1	2	3	4	5	N/O	Intern engages clients and constituencies as experts of their own experiences
1	2	3	4	5	N/O	Intern applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice						
Lacking	Inadequate	Competent	Superior	Mastered	Not Observ.	
1	2	3	4	5	N/O	Intern applies their understanding of social justice to advocate for human rights at the individual and system levels
1	2	3	4	5	N/O	Intern applies their understanding of economic justice to advocate for human rights at the individual and system levels
1	2	3	4	5	N/O	Intern applies their understanding of environmental justice to advocate for human rights at the individual and system levels
1	2	3	4	5	N/O	Intern engages in practices that advance social justice
1	2	3	4	5	N/O	Intern engages in practices that advance economic justice
1	2	3	4	5	N/O	Intern engages in practices that advance environmental justice

Competency 4 – Engage in Practice-informed Research and Research-informed Practice						
Lacking	Inadequate	Competent	Superior	Mastered	Not Observ.	
1	2	3	4	5	N/O	Intern uses theory to inform scientific inquiry and research
1	2	3	4	5	N/O	Intern uses practice experience to inform scientific inquiry and research
1	2	3	4	5	N/O	Intern applies critical thinking to engage in analysis of quantitative research methods and research findings
1	2	3	4	5	N/O	Intern applies critical thinking to engage in analysis of qualitative research methods and research findings
1	2	3	4	5	N/O	Intern uses and translates research evidence to inform and improve practice, policy, and service delivery

Competency 5 – Engage in Policy Practice						
Lacking	Inadequate	Competent	Superior	Mastered	Not Observ.	
1	2	3	4	5	N/O	Intern identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
1	2	3	4	5	N/O	Intern assesses how social welfare and economic policies impact the delivery of and access to social services
1	2	3	4	5	N/O	Intern applies critical thinking to analyze policies that advance human rights and social, economic, and environmental justice
1	2	3	4	5	N/O	Intern applies critical thinking to formulate policies that advance human rights and social, economic, and environmental justice
1	2	3	4	5	N/O	Intern applies critical thinking to advocate for policies that advance human rights and social, economic, and environmental justice

Competency 6 – Engage with Individuals, Families, Groups, Organizations & Communities

Lacking	Inadequate	Competent	Superior	Mastered	Not Observed	
1	2	3	4	5	N/O	Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
1	2	3	4	5	N/O	Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Competency 7 – Assess Individuals, Families, Groups, Organizations & Communities

Lacking	Inadequate	Competent	Superior	Mastered	Not Observed	
1	2	3	4	5	N/O	Intern collects and organizes data, and applies critical thinking to interpret information from clients and constituencies
1	2	3	4	5	N/O	Intern 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
1	2	3	4	5	N/O	Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
1	2	3	4	5	N/O	Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8 – Intervene with Individuals, Families, Groups, Organizations & Communities

Lacking	Inadequate	Competent	Superior	Mastered	Not Observed	
1	2	3	4	5	N/O	Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies
1	2	3	4	5	N/O	Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
1	2	3	4	5	N/O	Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes
1	2	3	4	5	N/O	Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies
1	2	3	4	5	N/O	Intern facilitates effective transitions and endings that advance mutually agreed-on goals

Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations & Communities

Lacking	Inadequate	Competent	Superior	Mastered	Not Observ.	
1	2	3	4	5	N/O	Intern selects and uses appropriate methods for evaluation of outcomes
1	2	3	4	5	N/O	Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
1	2	3	4	5	N/O	Intern critically analyzes, monitors, and evaluates intervention and program processes and outcomes
1	2	3	4	5	N/O	Intern applies evaluation findings to improve practice effectiveness at the micro level
1	2	3	4	5	N/O	Intern applies evaluation findings to improve practice effectiveness at the mezzo level
1	2	3	4	5	N/O	Intern applies evaluation findings to improve practice effectiveness at the macro level

Evidence that supports the assessments for Competencies 1 – 9 include:

<p>Please check all that apply.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Supervision discussions <input type="checkbox"/> Discussion of course work experiences <input type="checkbox"/> Review of process recordings <input type="checkbox"/> Observation of student in practice with clients <input type="checkbox"/> Observation of student interacting with colleagues <input type="checkbox"/> Observation of student in groups of colleagues, such as team meetings <input type="checkbox"/> Observation of student presentations in agency or community contexts <input type="checkbox"/> Review of paperwork and/or reports completed by the student <input type="checkbox"/> Reports from colleagues <input type="checkbox"/> Results from a project taken on by the student <input type="checkbox"/> Other; please explain: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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**FINAL EVALUATION SIGNATURES
REQUIRED**

MUST BE COMPLETED BEFORE SUBMITTED TO THE OFFICE OF FIELD EDUCATION

Field Supervisor's Signature:

_____ Date: _____

I have read this final evaluation and have reviewed it with my Field Supervisor.

Student's Signature:

_____ Date: _____

Faculty Advisor's Signature:

_____ Date: _____

Students may provide an addendum to this evaluation, if so desired.

END OF FOUNDATION PRACTICUM FINAL EVALUATION

Thank you for your hard work this year!