

RUBRICS FOR EVALUATING THE COMPETENCY OF STUDENTS IN FIELD PRACTICUM II: ADVANCED

This document was created from field instructor evaluations at the conclusion of Field Practicum II: Advanced– Spring 2011. The project began by compiling a comprehensive list of all evidence to support the ratings given by field instructors. The Field Practicum Advisory Committee made decisions about the definition of competency for each competency area and what evidence belonged to which rating. Gabrielle Montoya, the Field Office Graduate Student, assisted with the review and final editing.

October, 2012

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Field Practicum II: Advanced Evaluation Form

Evaluation Categories

Rubrics by Competency Area

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6. Research
7. HBSE/Theory
8. Social Policy
9. Professional Context
10. Practice

A. PROFESSIONAL IDENTITY: Establish and maintain professional roles and boundaries during the assessment process.

UP	IP	EC	C	AC
<input type="checkbox"/>				

Practice Tasks

1. Identify the difference between the professional role and personal experience during the assessment process.
2. In supervision, identify how one's own biases and/or life experiences may impact the assessment process; demonstrate the ability to modify one's behavior accordingly.
3. Demonstrate the ability to know when to seek out supervision during the assessment process.

Evidence to support rating:

Strategies to increase competence:

B. VALUES AND ETHICS: Demonstrate an understanding of how personal and professional values guide the assessment process.

UP	IP	EC	C	AC
<input type="checkbox"/>				

Practice Tasks

1. Identify personal values that may influence the assessment process.
2. Demonstrate conscious value based and ethical behavior during the assessment process in professional communication and documentation.

Evidence to support rating:

Strategies to increase competence:

C. CRITICAL THINKING: Distinguish multiple sources of knowledge, including research based knowledge and practice wisdom, in the assessment process.

UP	IP	EC	C	AC
<input type="checkbox"/>				

Practice Tasks

1. Critique the assessment process in relation to desired outcome.
2. Gather and assess relevant information using abstract ideas to interpret information effectively.
3. Demonstrate effective oral and written communication of assessment outcomes.

Evidence to support rating:

Strategies to increase competence:

D. DIVERSITY: Assess client systems without discrimination and with respect, knowledge, and skill.

UP	IP	EC	C	AC
<input type="checkbox"/>				

Practice Tasks

1. Describe one's own stereotypes and biases toward diverse cultures and populations.
2. Articulate how those stereotypes and biases might impact an assessment.
3. Conduct assessments with respect and skill and critique the outcome in relation to non-discrimination.

Evidence to support rating:

Strategies to increase competence:

E. HUMAN RIGHTS AND SOCIAL JUSTICE: Address relevant issues of oppression and social change when completing an assessment.

UP	IP	EC	C	AC
<input type="checkbox"/>				

Practice Tasks

1. Identify how the standardized agency based assessment process may contribute to or diffuse oppression.
2. Articulate how the assessment process may relate to social change.

Evidence to support rating:

Strategies to increase competence:

F. RESEARCH: Evaluate the assessment process based on research relevant to the client population and setting.

UP	IP	EC	C	AC
<input type="checkbox"/>				

Practice Tasks

1. Demonstrate familiarity with research relevant to the client population and setting.
2. Critically analyze readings and other resources and apply one of them to improve the assessment process.
3. Review and critique for accuracy at least two empirically based tools and/or measures for assessment.

Evidence to support rating:

Strategies to increase competence:

G. HBSE/THEORY: Demonstrate application of theoretical frameworks in the assessment process.

UP	IP	EC	C	AC
<input type="checkbox"/>				

Practice Tasks

1. Identify the appropriate theoretical framework used to guide an assigned assessment process.
2. Demonstrate use of the knowledge about individual and organizational development and behavior in the assessment process.
3. Identify strengths and coping patterns pertinent to an assigned client.

Evidence to support rating:

Strategies to increase competence:

H. SOCIAL POLICY: Assess how social policy impacts client systems, agencies and communities.

UP	IP	EC	C	AC
<input type="checkbox"/>				

Practice Tasks

1. Assess the impact of a specific *social* policy on a client system within the agency setting.
2. Assess the impact of a specific *agency* policy on a client system within the agency setting.

Evidence to support rating:

Strategies to increase competence:

I. PROFESSIONAL CONTEXT: Assess organizational policies, functioning, resources, and agency culture for their impact on service delivery.

UP	IP	EC	C	AC
<input type="checkbox"/>				

Practice Tasks

1. Assess agency culture for its impact on achieving agency goals.
2. Assess adequacy of agency resources for achieving agency goals.
3. Assess how organizational policies relate to organizational functioning.

Evidence to support rating:

Strategies to increase competence:

J. PRACTICE: Conduct assessments that demonstrate an integrated and contextualized social work perspective.

UP	IP	EC	C	AC
<input type="checkbox"/>				

Practice Tasks

1. Demonstrate effective use of engaging skills when performing assessments of client systems.
2. Demonstrate an ability to use both close-ended and open-ended questions and an understanding of when each is most effective.
3. Demonstrate an ability to gather information from the client and other relevant resources to the problem for which help is sought.
4. Demonstrate an ability to utilize an ecological perspective in assessment.
5. Demonstrate an ability to assess both specific strengths and challenges faced by the client system.
6. Define the assessment outcome with implications for both micro and macro change.

Evidence to support rating:

Strategies to increase competence:

EVALUATION CATEGORIES

UP Unacceptable Progress

Never demonstrates awareness, knowledge and skills as a graduate social work intern

IP Insufficient Progress

Rarely demonstrates awareness, knowledge and skills as a graduate social work intern

EC Emerging Competence

Inconsistently demonstrates awareness, knowledge and skills as a graduate social work intern

C Competence

Consistently demonstrates awareness, knowledge and skills as a graduate social work intern

AC Advanced Competence

Expertly demonstrates awareness, knowledge and skills as a graduate social work intern

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p>PROFESSIONAL IDENTITY:</p> <p>2.1.1</p> <p><i>Practice Behavior:</i></p> <p>Establish and maintain professional roles and boundaries during the assessment process.</p>	<ul style="list-style-type: none"> • Student has shown no interest in learning. • Rarely seeks supervision. • Student behaves inappropriately with staff and client systems. • Student is unable to separate self from others. • Student struggled to embrace the professional aspect of social work. Student was very interested in fitting in personally with students and faculty. • Student’s professional identity with social work has not yet materialized. 	<ul style="list-style-type: none"> • Struggles with recognizing personal biases. • Inconsistently prepared for supervision. • Student did not seek supervision very often this semester. • Student is beginning to show that she can maintain boundaries. • Student needs to understand/ identify her own biases that interfere with the total assessment process, i.e. communicating with people from whom she may find it difficult to gather information. 	<ul style="list-style-type: none"> • Student has shown awareness of her personal biases and how they may impact the assessment process during supervision. Student is still learning how to deal with those issues as they arise during the assessment process and how to overcome them in the moment. • Student made progress this semester with being able to identify her own experiences that impact her role as a professional social worker. Student still has some work to do in terms of awareness of her tendency to want to care for others and how this plays out in a social work setting. Student was able by the end of the semester to seek out supervision on these matters. • Student understands and is able to articulate the differences between the professional role and his personal experiences. Student’s ability to identify how his personal biases may impact the assessment process has increased, and he discusses issues as needed in supervision. • Student acknowledged that she likes some of her clients 	<ul style="list-style-type: none"> • Student was consistently observed setting appropriate boundaries with clients during the assessment process. • Student successfully completed 24 hours of training that was conducted by the Texas Department of State Health Services, which included professional roles and boundaries during the assessment process. Student was observed utilizing this information successfully during the assessment process. • Student conducted on-going assessments of patient psychosocial functioning. Student maintained professional boundaries while exploring new ways to engage patients effectively in this process. • Student is able to distinguish professional roles and boundaries during the assessment process by being self-aware in her interactions with clients, parents and staff. She is able to adjust her behavior accordingly. Student is able to handle herself in a professional manner at all times during the assessment process. When the student is unsure of how to deal with a particular situation, she seeks supervision and uses it appropriately. • Student participated in feedback very well and was able to make adjustments in her behavior. Student has been able to guide her own learning, and has been able to address her own biases in relation to the group process. She, on occasion, has made judgments about the youth and how they will participate. However, she has realized her mistake in her assessment of the group’s ability and can self-correct. • Student consistently demonstrated skills and professional behavior during the assessment process as evidenced by the following: feedback from unit staff and clients received by the supervisor, the quality of documentation/work produced and the understanding of clients’ 	<ul style="list-style-type: none"> • Student participated in a weekly clinician’s meeting and interacted with psychiatrist, nurses, psychologists, BCBA, and para-professionals on a professional level. Student was able to present assessment of cases being discussed completely. Her ability to ask appropriate and sometimes difficult questions of other professionals as well as supervisor demonstrate advanced competency in this area. • Student has utilized supervision, individual and group, as a place to process her thoughts and feelings as well as receive feedback about the assessment process. Student spent time this semester discussing ways to ensure that she maintained a professional boundary during the assessment process. One example was being aware of her role while interviewing a youth at one of our sites. While student did not agree with the way the site treated the youth, she did what she could to empower him and overcome judgments that others had about him. Student talked with her field instructor about potential bias that she had about the site. Student was able to acknowledge the challenges the site may have experienced which influenced the treatment of the youth. • Student has sought out supervision this semester to ensure that the target behavior of focus during the session was the client’s and not the student’s – meaning that the session

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			<p>better than others, but she realizes that she needs to treat all clients well and always maintain professional boundaries during the assessment process.</p>	<p>problems, as demonstrated during case presentations and supervision.</p> <ul style="list-style-type: none"> • During assessments of residents, student conducted herself in a professional manner and did not react emotionally to them. For example, student visited a resident that had been identified as being physically abused by her daughter. The resident presented with multiple bruises on her body. The resident’s daughter happened to be present during the assessment, but student maintain professionalism and conducted the assessment, though the daughter consistently interrupted the process. Student understands her own biases and how they can be an impact during assessments. Student has worked diligently to always remain professional and maintain boundaries between personal feelings and judgment. Student contacted supervisor and after consulting with her made a report to APS. • Student has been able to look at her roles in her personal life and how different they are than the roles in a professional setting. Student recognizes that the two may impact each other but she is able to differentiate the roles during the assessment process. • Student located readings regarding boundary issues. She journaled to find insight in the ways perfectionism was holding her back from growing as a professional. Insight from this exercise was a big key to growth, and the student used this during the assessment process. This really helped student clarify and define personal and professional boundaries so that she could then transfer to her professional life. • Student was able to set boundaries as a professional during the assessment process in spite of cultural conflict of duty to elders. • Student has excellent listening skills and pays close attention to what the client is saying as well as his/her body language and eye contact during the assessment process. Student has learned that 	<p>was consistent with a person centered approach. Student has explored whether his assessment of the target behavior was accurate and if he utilized an appropriate stage-based intervention with the client.</p> <ul style="list-style-type: none"> • Student has demonstrated exceptional professional identity and growth during the assessment process. Student engaged and processed her personal experiences, biases, roles and limitations, during supervisions and weekly case staffings. Learning tools used during supervision were process recordings, self-assessments of NASW guidelines/competencies, intern classroom feedback forms, and reviewing of case documentation and assessments scales. • Student demonstrated the ability to discuss own biases and life experiences and how they may impact the assessment process. Student is able to discern when it is and is not appropriate to seek supervision from instructor. Student developed and successfully implemented a GED assessment tool to evaluate the needs of the prospective students. • Student was able to separate the professional role from personal experience by assisting and responding to client with a more inclusive and non-judgmental approach. Though student has strong beliefs about behavioral issues involving our clients, student kept a professional attitude and provided appropriate assessment skills. Student developed a very professional relationship with both
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				<p>his own biases/life experiences can impact the assessment process and is learning when and how to modify his behavior. Student uses supervision very well.</p> <ul style="list-style-type: none"> • Sets clear boundaries with clients – especially important when the task is to obtain “clean” information for a test. Student is able to use Motivational Interviewing skills when seeking a collaborative relationship with client to elicit client’s own thoughts and ideas for development of a change plan. Student discusses implications of personal views vs. required behaviors and assessment requirements during supervision. • Student has learned that her own experiences cannot shape or guide her assessment of patient issues and needs. Student has learned she has to be more objective and step away from her own experiences. • Student has honed over the course of the year the ability to separate professional helping and personal helping. Student can listen to the resident/family and address the issues but not get overly involved. Student has shown the ability to adapt to an ever changing environment without being thrown off her game. • Student maintained a professional relationship with those she served by mentoring and during groups. Student would assess each group with her co-facilitators as well with her field instructor. Student also utilized group and individual supervision to assess her work with her mentees. Student made necessary changes in her professional approach. Student also discussed any biases that she may have with her field instructor and other staff. 	<p>clients and personnel. Student assisted client that required a degree of discretion when needing to ask for services and kept them in confidence. Although student was approached repeatedly to see if she could “speed up” the placement options for clients, student was able to politely and professionally communicate that it would not be ethical to do so.</p>
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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p>VALUES & ETHICS:</p> <p>2.1.2</p> <p><i>Practice Behavior:</i></p> <p>Demonstrate an understanding of how personal and professional values guide the assessment process.</p>	<ul style="list-style-type: none"> • Student seems to be conscious of her values without imposing them on others. 	<ul style="list-style-type: none"> • Student has limited insight or knowledge about their own values and how they impact the assessment process. • Student was able to identify his personal values. • Student’s ability to communicate with the population she served was an added personal value. Ethically, she does not always maintain professional boundaries. 	<ul style="list-style-type: none"> • On several occasions student verbally processed social work ethical and value issues. Student acknowledged her own feelings and biases. Student progressed but will need to conduct more assessments before she is competent in this area. • Student maintains ethical behavior and is very aware of the importance of such, especially maintaining confidentiality with regard to population served. • I believe that student has a good grasp of this concept because when I observed him with students he showed a great interest in protecting the client and listening (among the other social work values and ethics). However, I don’t know if that is because he is upholding the values and ethics of social work or if it was his innate ability as a helper. I was not satisfied with his reasoning or his course of action. Student did not express the connection between his technique and the tenets of social work well. • Student’s personal values expressed that she believes in social work values, she understands patient rights and practices thinking with empathy. 	<ul style="list-style-type: none"> • Student is able to articulate and discuss how her personal values may influence the way she assesses youth and how that influence may impact the youth. She demonstrates ethical behavior in the way she communicates with the youth and staff at the facility. • Student was able to experience some case work that involved medical ethical dilemmas and end of life questions that provoked a self-assessment of her own beliefs and values towards these situations. Student was able to verbalize her struggles but was also able to provide ongoing support to the patient’s families. • During the assessment process, student is able to articulate when her personal views and professional views collide and work professionally. She was challenged this semester with a new president on the resident council. • Student has voiced awareness that her values of hard work, perseverance and independence at times produce internal conflicts when working with clients who do not demonstrate behaviors indicative of these values. • Student exhibited great insight into how her personal values reflect that of the social work profession. Student was able to identify when her values posed conflict with those of the clients and then able to process further. Student always presented with professional communication with both clients and staff. • Student was able to distinguish between personal and professional values. He was careful not to let his own biases and values 	<ul style="list-style-type: none"> • During supervision, student initiated discussion of ethical dilemmas regarding her practice. Supervisor shared a challenging case which presented ethical dilemmas. Student utilized the NASW Code of Ethics and TSBSWE Code of Ethics to guide practice. • Student has worked hard on recognizing when he identifies personally with a client and has worked equally hard on developing skills to separate himself professionally from personally. Student has used supervision exceptionally well in this area. • Student used Texas Code of Conduct and NASW and incorporated it into patient case load. Student upheld her social work ethical values and treated all patients with respect and sensitivity. Student took the time to investigate ethical values of all health care professionals of a comprehensive medical team. In particular, the medical team at GSHTC sometimes struggles with treatment plans for uninsured patients and the issue of enabling patients. Student took time in understanding the relationship between patients, physicians, nurses, and social workers – and how the clinic struggles in working with patients who are not adherent to treatment plans. Student also researched the Compassionate Programs provided through pharmaceutical companies and the high cost of factor which they profit from. • Student does not let her personal values/issues impact her work with residents and their families. Student has a very keen ethical sense of right and wrong. • Student often would engage FI and others in discussions of the NASW Code of Ethics and relate observations she had about cases or incidents. Student displays an ethical

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			<ul style="list-style-type: none"> • Student is able to assess consumers' needs without injecting personal bias. • Aware of buttons and attitudes that may affect her work. • Student has demonstrated values and ethics congruent to social work standards but does not connect values to assessment process. • Student identified the personal value of individual responsibility and education that could affect how he views persons that are homeless during an assessment. He has begun to utilize values consistent with a person-centered approach, such as autonomy, collaborative and evocation of client perspectives in his assessment. These are coupled with values of strength-based perspective as well. 	<p>cloud his judgment, objectivity and ability to maintain professionalism in his assessment of, and work with, assigned clients. Student was also able to articulate this distinction during supervision.</p> <ul style="list-style-type: none"> • Student participated in cultural competence training and discussions about community culture. As a result, student was able to conduct assessments in culturally sensitive manner. • Student and I had several conversations about social work values and ethical decision making. We were able to process some cases and she demonstrated the ability to make appropriate decisions involving the clients' best interest. 	<p>demeanor and is conscious of the need to set appropriate boundaries especially with youth. Student has demonstrated adherence to standards and has learned how it avoids compliance issues for the agency. Student is eager to learn the standards no matter how frustrating this may be. Student does a good job in operationalizing the standards as she works with her cases.</p> <ul style="list-style-type: none"> • Student has expressed a concern of children coming into care with multiple medications. She strongly feels that children should have ongoing assessment to determine whether medication is needed. She has been able to identify and raise appropriate questions to help strengthen a child's plan of service to insure proper assessment of medication. Student has also observed the rationale for medication and its proper use. • Student identified areas of conflict or potential conflict with regard to ethical practice. Student also identified cultural issues that impacted her assessment and these were discussed in supervision. • Student used supervision to process an ongoing assessment of her/his own value system and professional values and to look at and discuss ethical behavior from a personal level and from that set forth by the NASW. • Student demonstrated awareness of the NASW Code of Ethics and Texas State Board of Social Work Examiners Code of Conduct as well as Field agency's policies and procedures during assessment process. Student showed understanding of self-awareness, limitation and biases during assessment process. Student discussed with field instructor concerning any value and ethical dilemmas. Student provided adequate documentation for assessment process. • Student discussed the topic of personal values
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					<p>with her field instructor and during group supervision. Student never pushed her own values on the youth served by the agency. She struggled with a mentee who seemed to have or express a negative view about every aspect of her life and life in general. Student admitted to her field instructor that she struggled with this type of outlook. She worked on what of communicating more effectively with the youth without trying to make the mentee change her value system. Student worked to help the youth explore some positive attributions about herself. Student participated in trainings and demonstrated familiarity with the NASW Code of Ethics.</p>
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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p>CRITICAL THINKING:</p> <p>2.1.3</p> <p><i>Practice Behavior:</i></p> <p>Distinguish multiple sources of knowledge, including research based knowledge and practice wisdom, in the assessment process.</p>	<ul style="list-style-type: none"> • Student has exhibited extremes in her willingness to complete assignments related to data collection and research, as well as resistance to completing other similar assignments. • Student incorporated her own belief system in group setting with patients. 	<ul style="list-style-type: none"> • Critical thinking is building – listens well and observes and makes effective interventions. 	<ul style="list-style-type: none"> • Student displayed progress during the semester with increasing her knowledge of theory. We discussed the application of theory to the assessment and psychotherapy process during supervision. Student is still working on making specific connections between theory and practice as well as critiquing the assessment process in relation to the desired outcome. Student has some difficulty with grammar and writing clearly, which comes out in her documentation. • Student has shown growth in the area of critical thinking. She seeks out various pieces of data and information before she makes an assessment. • Student is able to formulate an appropriate plan with the consumers that she has assessed for services. Student has asked questions about why certain items are assessed and others are not. • Student has great research skills and is able to review studies and tools accordingly. • Student has demonstrated a lot of growth in the areas of researching information, best child abuse prevention practices, processing and implementation of practice skills recommendations from field 	<ul style="list-style-type: none"> • Student has demonstrated knowledge of the many aspects of death and dying. Student has conducted a literature search to enhance her awareness of needs and is able to communicate her assessment of how this knowledge can be applied to those receiving hospice services. • Student was required to perform research and do a presentation on assessment outcomes. Student accomplished this task while incorporating research based information and practice observations. • Student has been able to identify and discuss outcomes that could be improved through modification of assessment forms. Student has participated in developing new policy and procedure that was useful in the work flow of the satellite station by designing new assessment forms. • Student was able to use abstract ideas to interpret a comprehensive psychosocial assessment based on information from a variety of sources. • Student has learned to make accurate assessments during her weekly group sessions. Student has learned to draw appropriate conclusions from information gathered and assess for further plans/goals. Student is able to discuss her findings during weekly supervision sessions. • Participated in administration and scoring of instruments, interviewed staff and researched assessments – able to understand and clearly 	<ul style="list-style-type: none"> • Student worked on a group motivational project. Student was involved in developing and critiquing an assessment process. Student gathered information from her assigned location and assessed information from all of the locations by utilizing abstract thinking. Student worked with a group in which she utilized effective communication skills in regard to the assessment outcomes. Student functioned in a lead role to develop a power point presentation to communicate the assessment outcomes to the class. • Student was able to effectively utilize knowledge from a variety of sources, including research, supervision and course work. Student performed a survey of clinical research on the effectiveness of “safety contracts” for suicidal patients. This led to a modification of the way in which the organization assesses and intervenes with persons expressing suicidal ideations. Student’s oral and written communication was articulate and thorough. • Student researched various sources and info to assist in revising the Social Services Psychosocial Assessment to improve the questions that are asked of patients. Student created a visual aid to enhance the assessment process for the individual patient. In supervision, she did a great job at explaining the theoretical concepts

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			<p>instructor and parent aide coordinator in working with clients and families. Evaluation tools, assessments, case plans and goals, have all been reviewed during supervision.</p> <ul style="list-style-type: none"> • Student reviewed community based assessments, was able to observe a multitude of different intakes by different staff intervention styles, observed a parenting program called Parenting with Love and Limits, and observed the MAC-Y assessment tool. • Student has excellent critical thinking skills. Student researches frequently to obtain information, knowledge, see other perspectives. 	<p>explain process, value and challenges of using particular assessment instruments. Able to collect information from diverse sources for proposal, resulting in an incisive, well-written document that is fully reflective of key points, issue complexity, challenges and opportunities. This was done by collecting information from key informants in an unobtrusive, low-key manner.</p> <ul style="list-style-type: none"> • The student assessed the GED assessment tool to ensure it accomplished the intended goal. He has effective oral and written communication skills when discussing his assessment and supervision. • He developed survey tools and summarized the results. He is able to satisfactorily communicate written information; however, oral communication is challenging for him. • Student turned in well-developed assessments that involved interviews with residents, staff and families. She was observed during the interview process where she was able to gather appropriate and relevant information that was used to identify problems and formulate effective care plans. • Categorical and critical thinking are tools she is in the process of developing, particularly in her articulation of same (oral and written). Student has made progress in this area and does well when she has enough time to review her work carefully. • Student did a really good job gathering information and interpreting information effectively during intake assessments. She has completed assessments both verbally and in writing that are well thought out. • Student consistently demonstrates the ability to question and critique the assessment process in relation to the desired outcomes. Student conducted assessments and then processed the strengths and weaknesses of the assessment 	<p>in relation to the patient's personal experience.</p> <ul style="list-style-type: none"> • Using the Quality of Life standardized instrument, the SF-36, student reviewed several journal articles that discussed psychometric of the instrument, such as reliability, validity, normed populations, etc. Student was able to speak of possible limitations of the tool and recognize the value of the assessment to reflect improvement in health status for persons with chronic illness living in permanent supportive housing. • Student was assigned a project to assess a group of elderly black men with Alzheimer's disease to determine whether an individual or group intervention would produce more interaction from them. He then designed a program to increase this interaction. Student identified challenges in this process, gathered research data on a variety of factors, from multiple sources, and developed a written plan that fit the needs of these men. His written assessment demonstrated knowledge of these issues.
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				<p>according to agency policy.</p> <ul style="list-style-type: none">• Student does well with getting the clients to open up to obtain information. She is using supervision much better.• Student was able to continuously critique her process of working with clients. She recognized when she may have left out important questions during an assessment that may have led to valuable information. She applied her critical thinking skills to learn how to develop appropriate methods for getting to the underlying concerns for clients.• Student critically explored, reviewed and analyzed client's situation from different perspectives during assessment. Student adequately assessed client's information during assessment and determined client's eligibility for the program based on agency policies. Student was able to prepare a comprehensive documentation of client's assessment process and discussed the assessment outcome with Field Instructor.	
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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p>DIVERSITY:</p> <p>2.1.4</p> <p><i>Practice Behavior:</i></p> <p>Assess client systems without discrimination and with respect, knowledge and skill.</p>	<ul style="list-style-type: none"> • Student had difficulty identifying how personal biases might influence her behavior during the assessment process. • Student has limited understanding of her personal biases as evidenced by comments made on different occasions related to other ethnicities. When confronted about her comments by other professionals and field instructor she described them simply as “just a joke.” • It is assumed that his perception was broadened at his placement due to working with various target populations in addition to a diverse group of colleagues. • Able to work 	<ul style="list-style-type: none"> • Student is aware of the primary ethnic backgrounds of the clients and is aware of her own preconceptions and biases regarding the culture. With more practice, student will be able to conduct assessments with skill and respect. • Student articulates a belief in respecting client differences. • Student has some clarity of sensitivity about some clients and how they are represented in the media. 	<ul style="list-style-type: none"> • Student has articulated very good understanding of the need to respect client’s belief and behavioral systems and to educate herself on different issues as they arise. She is also aware that some cultures are very diverse within themselves and that assessment is ongoing. • Student was able to conduct informal assessments from a non-judgmental perspective. • Student is aware that certain issues may be associated with a person with a mental illness and understands that all persons should be assessed on their own merits and issues and not to look for those issues that might be perceived as common to all. • Student is an active learner and is not afraid to ask questions to clarify concerns about the assessment process. She is respectful and professional. She participates in our cultural trainings and demonstrates a positive and unbiased demeanor. • Student has discussed biases especially regarding end of life decisions, and she has been very courteous and respectful of cultural diversity in her interactions with clients during assessment. 	<ul style="list-style-type: none"> • Student was placed at a predominantly Hispanic school and she was able to approach the setting as a cultural learner. She kept an open mind to the students’ cultural values and beliefs. Student and I were able to discuss the common stereotypes related to this population and how that did not match what she was experiencing at her placement. She was able to approach the assessment process with a non-judgmental perspective. • Student sought to increase his knowledge of a culture very different from his own through research and training. He was able to articulate how his own stereotypes might prevent him from gaining knowledge from an available resource. He shows an increasing ability to be accepting and supportive of differences. He was respectful and non-discriminatory in conducting his assessments and written plan. • Student was able to articulate instances when culture played a part in his interaction with his clients, and has significantly increased his sensitivity to diverse populations and settings. Student demonstrated his skills in working with clients of different ethnic groups through the choice of words and language used in assessments, case presentations, and during weekly supervision. • Able to identify cultural biases and work through issues that arise. • Student has sought opportunities to interact with gay, lesbian, and bi-questioning adolescents and is able to identify her stereotypes and biases and discuss the possible effect on her clients 	<ul style="list-style-type: none"> • Student is extremely open to feedback and conscientious about her thoughts and beliefs. Student has appropriately utilized supervision to discuss any biases she may have and how that may impact her reactions or discussions with clients. Student demonstrated her insight with this when addressing resident’s attitudes regarding school and asking for help. Student’s willingness to consider other possibilities and her ability to be sensitive and non-judgmental were helpful to her in being able to professionally and appropriately assess the issues at hand. • During the assessment process, student was able to demonstrate knowledge of dealing with a diverse population. She practices self-awareness and sought out cultural interpretation from colleagues in her school setting with different cultural backgrounds. In addition, she worked with other graduate students to plan and implement awareness of other cultural diversity, including her own. • Student recognizes her own biases as evidenced by conversations during supervision. She has done a good job of treating everyone equally with the utmost respect, care and concern. • Field instructor observed student treating patients with dignity and respect no matter the culture, class, gender, and/or age during the assessment process. Student was able to discuss research articles regarding diversity in hospital settings, which will be used in a case presentation with SW

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	<p>with all levels and problems of patients.</p> <ul style="list-style-type: none"> • Student has learned to be accepting to diverse cultures and become aware of her own biases and stereotypes. • We discussed student's observations from group therapy regarding various patient backgrounds (gender, race and culture). • Student participated in cultural competence training. 			<p>during supervision. She was then able to better conduct assessments without allowing her biases to effect services to the clients.</p> <ul style="list-style-type: none"> • Student has incorporated her educational goals this semester of working with clients/families in various settings and crises. Student demonstrated openness to the learning process during supervision by processing her own biases and personal experiences and applied her awareness to the assessment process. • Student was able to look at her cultural values and those of the clients. She discussed the differences any why those are so important. Student is able to work with students from various ethnic and socio-economic backgrounds. Her approach to assessment is always professional and unbiased. She respects the students she works with and the challenges they bring. Each student's service plan is individually designed for their specific needs, and the outcome of their success in the program is based on this collaboration. • During supervision sessions student has explored and discussed her own biases and how those feelings and thoughts can impact the assessment process. Additionally, she has formed action steps that address and challenge those biases when working with clients. • Student worked with clients with respect and without biases. Student recognized client's diverse cultural point of view during assessment. Student learned and worked with different populations that are served by the agency and rendered culturally specific services. Student worked closely with the agency's staff as a team without discrimination or 	<p>team.</p> <ul style="list-style-type: none"> • After an assessment of staff needs, student created a presentation on Cultural Awareness which taught participants about diversity and treating patients and staff with respect. Student did an excellent job at providing examples for the staff and group exercises. The group exercises encouraged team building amongst our interdisciplinary staff. Student went above and beyond in various, diverse scenarios to facilitate an interactive and engaging teaching experience. • Able to discuss past experiences, relate them to recent challenges and see congruence or divergence in how situations were handled. Student can translate personal perceptions, biases and stereotypes to other situations and seeks equanimity. As a result, student is able to assess strengths as well as challenges for a client.
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				<p>prejudice.</p> <ul style="list-style-type: none">• Student demonstrated tremendous compassion, empathy, and patience, in her contacts with family, residents, and staff. She was able to discern appropriate boundaries between the clients' rights to self-determination and the need for safety. In supervision, she discussed cultural differences and how these differences guide and impact assessment.	
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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p>HUMAN RIGHTS & SOCIAL JUSTICE:</p> <p>2.1.5</p> <p><i>Practice Behavior:</i></p> <p>Address relevant issues of oppression and social change when completing an assessment.</p>		<ul style="list-style-type: none"> • Student has shown an understanding of oppression and social change in regards to how standardized assessments may contribute to negative attitudes by promoting labeling which could stigmatize clients. • Student only has begun to understand aspects of social change. • Student was able to articulate the task listed in supervision, but needed to work on these tasks in relation to the clients she served. She did not complete many assessments that were assigned. • Able to articulate and discuss ways to provide access and equity. • Student is still lacking the 	<ul style="list-style-type: none"> • Student was able to discuss how agency policy might influence oppression as well as how the assessment process might contribute to social change as clients at the clinic received the services they need. • Student was able to have discussions during group and individual supervision about youth that she worked with and how the systems that they live in impact their lives. She worked in the alternative school with youth and was able to understand and assess ways that system may be oppressive to the youth attending the school. • Student understands that the agency based assessment process is designed to determine which clients would benefit the most from the Wellsprings mission, and that some homeless or abuses women may not receive, or continue to receive, agency services. • Student and field instructor have discussed the agency assessment form and its strengths and weaknesses and how the process contributes to client empowerment and their journey towards self-sufficiency. • Student has a beginning awareness of how the lack of diversity among agency staff in relation to the population served creates the potential for oppression in the assessment process. 	<ul style="list-style-type: none"> • During instruction and discussion student has shown awareness of how standardized assessments and the assessment process can contribute to or diffuse oppression. Additionally, she has reviewed the agency’s assessment and assessment process and we have discussed how information is interpreted, exchanged, taken, received, and how action plans are formed and what potential impact, good or bad, this tool has related to oppression. • Student understands how the work and assessment that is done in the agency is often to empower youth to advocate for themselves. Student worked with a group of students to educate and support them to make social changes. • Student assisted with the student files conducting academic and social assessments. She and I discussed how this form of assessment is key to a school social work position and that assessment would look different depending on setting. We also discussed how there are fundamental elements to assessment that are needed to facilitate the change process. Student was able to use this information from the assessments to identify areas for advocacy within the program and school. • Student demonstrates knowledge of how the assessment process may impact social change within the organization. Student is able to identify the mechanisms of oppression and discrimination in regards to the client system. • Student was familiar with the agency structure as well as program design. She was able to assess how agency policy can influence how a client receives services. She made appropriate suggestions for how to 	<ul style="list-style-type: none"> • Student examined the recommended assessment that was provided by the U.S. Department of Housing & Urban Development and compared it to local agencies’ assessment forms for persons seeking rental assistance. Student identified risk factors of potential bias in the assessment instruments. Student discussed how this related to social change. • Student has done assessments on both a micro and macro level and has helped tally results with the potential to change policies within the organization. Student was able to present results to staff with clear explanations. • Student was able to express concern where areas of justice and human rights became an issue. • Student had many discussions with Field Instructor concerning social justice. One example of such a conversation is the identification by the student of disproportionately of African Americans in the CPS system compared to other races. The Field Instructor and student discussed at length any possible biases that can occur during the formal assessment process and during the investigative phases. She also discussed this in terms of American social change and the perpetuation of biases. • Student worked with social workers and other team disciplines to help provide patients with highest quality of care and reach their full potential.

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		<p>knowledge base to understand to understand how her assessment skills could result in social change for the consumers and their families.</p>		<p>change the way some clients are being assessed to receive help.</p> <ul style="list-style-type: none"> • Student has an understanding of how agencies are often self-serving, and do not always look at the best interest of the client. She is able to identify where this occurs within the assessment process. • Student was able to receive training in all agency programs and met with program staff to discuss and review the various assessment processes used within the programs. The student asked questions of colleagues and staff and was able to articulate the process with regard to social policy and social change. In addition, the student collected and analyzed assessment data and was able to explore how agency mechanisms contribute to or diffuse oppression. • Student is familiar with the standardized assessment process being used by HCJPD and is able to articulate with certainty that the process does not contribute to oppression. During supervision, the student demonstrated that the assessment process can be used to affect social change by making sure that the recommendations made by the evaluator at the conclusion of the assessment address the issue that will result in social change, if implemented. Furthermore, student demonstrated awareness of how advocacy can be used to affect social change. • The intake and assessment tools we use are given to us by the state body that funds our program. Student and field instructor have discussed the strengths and weaknesses of these tools in relation to oppression and social change. • Issues of oppression, civil rights, women's rights, ethics, and service delivery challenges are weekly topics of discussion in supervision. Student is eager to dialogue and 	<p>Through formal assessments, student recognized patient needs and was able to provide resources, social services, emotional support, options for health insurance, and overall advocated for patient rights.</p> <ul style="list-style-type: none"> • Able to explain challenges of instrument use and advocate for use of different instrument for clients with lower skill attainment. Helped research new instrument to be used. Student is able to explain the role of assessment and how it can be manipulated to stigmatize or devalue a person.
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				<p>is interested in points of view from others. Student is thoughtful and opened to others experiences, yet solid within her own belief system.</p> <ul style="list-style-type: none">• Student seems to have a great awareness about oppression. Student was able to articulate ways the assessment process practiced by the agency may have contributed or diffused oppression. Student was also aware of the roles she plays in that process. She discussed with field instructor and colleagues ways to diffuse oppression at sites served by the agency.• Through her research, student was able to identify how the assessment instrument can contribute or diffuse oppression. She was able to articulate how the assessment process related to social change.	
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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p>RESEARCH:</p> <p>2.1.6</p> <p><i>Practice Behavior:</i></p> <p>Evaluate the assessment process based on research relevant to the client population and setting.</p>		<ul style="list-style-type: none"> • Student researched online based programs and activities that worked well with the students. However, there was little connection to social work theory or the professional justification of his intervention. • Student completed the initial survey followed by a forum to address Vanguard Middle School students' perceptions towards the deaf population. Post survey and group discussions were not completed to create the data analysis from the survey. 	<ul style="list-style-type: none"> • Student is still developing in this area due to her limited exposure to knowledge and theoretical frameworks used in clinical assessments. However, student was able to critique appropriately the reliability of an intake instrument used during the admission process in juvenile justice system called the MAYSI. • While student has not had the opportunity to do a formal assessment, she has been able to discuss several tools with those who do. I believe she has had honest open discussions which will help her to discern the appropriateness of those tools to clients. • In supervision, we reviewed methods and tools utilized for assessments, especially assessment of cognition, mood and behavior. • Student received 24 hours of training that utilized various resources and readings that apply to the assessment process. 	<ul style="list-style-type: none"> • Student was able to independently research various evaluation tools, develop program specific evaluation tools and summarize the results. • Student became familiar with the work of Marsha Linehan and clients diagnosed with borderline personality disorder during the semester. Student co-led the DBT Skills group with me and was helpful with assessing clients' behaviors (both verbal and non-verbal) and processed this during supervision. Student also incorporated readings and resources from her DSM class into the assessment process here at the clinic. Student also critically analyzed both the AUDIT and DAST, both of which are used during assessments for alcohol and drug use. • Student investigated TABE and AIMS Web through online research, articles, and key informant interviews. Student asked cogent questions and clearly defined challenges and values of instruments. In addition, student was able to discuss future changes in adult education testing instruments and Federal expectations. • During the placement, student took the initiative to seek out readings, research and resources and is able to critically analyze how they could apply and not apply to practice. • Demonstrate familiarity with research relevant to the client population and setting. Critically analyzed readings and other resources and applied one of them to improve the assessment process. • Student read journal articles regarding HIV/AIDS and compared and contrasted the different assessment tools used in the articles and discussed them with the FI. • Student conducted research and analysis on the client population, including at risk youth in urban 	<ul style="list-style-type: none"> • Student takes initiative to locate readings relevant or other resources to improve client situations. Student is able to analyze readings and other resources and apply them to practice. She also asks relevant questions to seek answers applicable to practice. • Student is able to successfully locate research relevant to population and is able to relate to findings and readings to agency setting and assessment process. • Student did extensive research addressing the issue of grief and loss and has applied them to the specific experiences of the women at Wellsprings. Based on her research, she designed a six-week group experience for the Wellsprings residents addressing those issues. • Student reviewed other GED assessment tools to compare and contrast with the GED assessment tool he developed. • Student located 2 articles regarding RAPs and used content from one of them to make recommendations regarding changes to the RAP assessment process.

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				<p>settings and uninsured families in urban and rural settings. The student used specific evidence based tools provided by the Texas Department of State Health Services, the Texas Health and Human Services Commission, Substance Abuse and Mental Health Services Administrations, and the Center for Substance Abuse Programs to assess clients.</p> <ul style="list-style-type: none">• Student has had a patient who has an eating disorder and has researched the issues involved and various recommended treatment strategies. She has critically evaluated in what she sees as benefiting her particular patient, working with those strategies and then assessing the outcome on a weekly basis with the patient.• Student conducted research on topic she felt were affecting the children on her caseload. She was also asked to research topics that are relevant to social work and the education system. Throughout her assessment course at the GCSW, she reviewed and critiqued two assessment tools relating to attachment disorders in children.• Student completed the work plan in this area and identified current research but also lack of research in the area of talk therapies with the IDD population. In supervision, she was able to present knowledge of tools and measures concisely.• Student is very research focused and understands it well and gets excited by it. She provided articles about the assessment process for discussion in supervision and was able to articulate her thoughts well.	
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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p>HBSE/THEORY:</p> <p>2.1.7</p> <p><i>Practice Behavior:</i></p> <p>Demonstrate application of theoretical frameworks in the assessment process.</p>	<ul style="list-style-type: none"> Student is aware of the assessment process, but is unable to identify strengths and coping patterns in informal interactions with students. Student has a pretty good understanding of systems theory but admits to being unsure of most theoretical knowledge. Student has a natural connection to the students. It is his personality as a helper; however, he did not show a solid understanding of theoretical frameworks as a social worker. Student made connections to the new information he was learning in class on occasion and after much prodding. 	<ul style="list-style-type: none"> Student has a pretty good understanding of systems theory but admits to being unsure of most theoretical knowledge. Able to articulate best practices and knowledge from graduate classes. Student identified appropriate framework used to guide and assigned assessment process. Student was able to discuss the ways that theory and evidence apply to her field practice. Student has only demonstrated basic understanding of various theoretical frameworks: Transtheoretical Stages of Change Model, Client-Centered approach and Motivational Interviewing. However, she 	<ul style="list-style-type: none"> Student had limited opportunities to apply this objective during the semester, but she demonstrated the ability to utilize and apply frameworks when asked. Student's competence is still emerging in this area due to the fact that she is new to the assessment process especially in being able to identify the appropriate framework used to guide each assessment assigned. Student has begun to understand how the agency as an organization shapes the development of certain behaviors to help the clients adapt to, and cope in the new environment, in this case, the detention facility. Student is able to identify various theories learned in class. Student discussed them in supervision and incorporated them in her practice. The student's competence is still emerging in this area due to the fact that he is new to the assessment process especially in being able to identify the appropriate framework used to guide each assessment assigned. The student is, however, learning to correctly identify clients' strengths, weaknesses, and coping patterns pertinent to an assigned client system and settings. Student has also begun to understand how the agency as an organization shapes the 	<ul style="list-style-type: none"> Student has studied many HBSE theories that she implemented during her assessment of clients during her field placement. In particular, she has identified the solution-focused approach, motivational interviewing and strengths perspective. During the assessment process Student utilized a person centered approach to build rapport and trust with a client. Student was able to apply the systems ecological theory, as well as theories concerning shame, empathy and resilience to the children she was working with. In working with a particular client regularly, she was able to identify the client's strengths and recognize assessment is an ongoing process. Student has applied the systems theory by looking at the different levels and systems that can impact an adolescent during the assessment process, and works closely with the FI to discuss next step in the process. Student has a good knowledge base of theoretical frameworks. She has been able to articulate and apply various social work related theories such as; strengths based Theory, Cognitive Behavior Theory, Life Span Development theory & Empowerment. She is able to use her knowledge to identify strengths and coping patterns of her clients during the assessment process and collaboratively design treatment plans accordingly. Student has demonstrated knowledge in the different theoretical frameworks. 	<ul style="list-style-type: none"> Student utilized the transtheoretical model in the assessment process. He/she worked with the client who identified a target behavior for change. Student then revisited the literature on Stage and Processes of Change. Upon determining the appropriate stage and processes associated with the stage, student then initiated a discussion with FI in regards to appropriate intervention. Student participated in extensive training and skill building about different theories and their application at this agency. She was then able to apply what she learned and provide a useful critique and advocate for change in the current assessment process at the agency. Student wrote a paper identifying all the SW theories that are incorporated in the RAPP Assessment Form. She also produced a write-up of the theories she utilized in assessment and practice during home visits with clients. Student identified the use of individual and family development theory in the RAPP assessment and took it a step further by developing genograms for all her clients. Student also expanded the strengths portion of the RAPP assessment.

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		<p>makes no connection between theory and assessment.</p> <ul style="list-style-type: none">• Student did not demonstrate application of theoretical frameworks utilized in the assessment process.• Student understands the importance of coping patterns.	<p>development of certain behaviors to help the client adapt to, and cope in, the new environment, in this case, the detention facility.</p>	<p>She has actively participated in supervision meetings with process recordings with an added column to identify theories utilized with her clients in the ongoing assessment process.</p> <ul style="list-style-type: none">• During supervision, student was able to identify a theoretical framework and describe how to use it appropriately when conducting assessments. She was able to demonstrate the use of her knowledge about the individual and organizational development and behavior in the assessment process. During her written work (recordings), it was clear that she had a good understanding of identifying strengths and coping patterns in a client.	
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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p>SOCIAL POLICY:</p> <p>2.1.8</p> <p><i>Practice Behavior:</i></p> <p>Assess how social policy impacts client systems, agencies and communities.</p>	<ul style="list-style-type: none"> • Student participated in community events and agency advocacy efforts. • Student understands the importance of social policy. 	<ul style="list-style-type: none"> • Student communicated with the advocacy department to discuss their current work regarding HIV social policies at the state level. • We have had several opportunities to discuss the social policies in relation to school social work practice, particularly in regards to child abuse, school policy, and the educational, criminal justice and punitive systems. • Student and I discussed social and agency policies during supervision. She identified how policy influences client interventions and the way we interact with our clients. She was unable to identify and apply specific policies. • In being placed in a government setting, student was given the opportunity but took no action to see how government entities 	<ul style="list-style-type: none"> • Student developed a power point slide presentation about social and agency policy here in the district focusing on eligibility requirements. • Student gathered information about Medicare, Medicaid and private insurance companies and learned how this relates to hospital reimbursement. He also shadowed LMSW dedicated to uninsured patients and assisted in their discharge plans. 	<ul style="list-style-type: none"> • Mostly intellectual discussion on federal and state policy that impact clients. Had exposure to impact of state CPS and hospital policy and was able to discuss how a social worker could intervene at a different level. • Researched and discussed City civility ordinance and agency’s banning policy. Able to explain implications of civility ordinance on service provision and social justice for clients. Able to look at the banning policy and consider various means of getting clients’ needs met under these extraordinary circumstances while also protecting people and property within the confines of the building. • Student assessed issues some clients have with agency policy at Finnigan Park. • We have had great group discussions about the reality of uncertain public funding and our program. The school is losing money as is CIS. As a result, many changes are being made. Student was able to articulate that social work is often tied to public funds. She summarized the importance of being abreast of public policy concerning it. • Student assessed that the federal government’s (social) policy to provide a TANK benefit to children in kin families has a positive benefit for kin families. • Student has participated in discussions regarding changes to Medicare and Medicaid policy that would significantly impact care services provided to residents in long-term care. She is now able to assess how the Texas legislature affects Medicare and Medicaid and programs that serve the elderly. • Student was assigned a task with APS’s community outreach person. He developed court proclamations to spread awareness of APS during Older American’s Month. This included contacting court and political officials, setting up times for proclamations to be delivered, and attending these affairs. Student has demonstrated an ability to assess how this public awareness impacts APS and our clients. • During supervision student has been able to identify and 	<ul style="list-style-type: none"> • Student has demonstrated significant understanding and presented appropriate critical analysis about the issue of funding sources for Odyssey House and how the State budget cuts have impacted resources for our clients. • Student raised the issue of agency policy accepting only patients with private insurance and initiated a discussion about how this policy represents a barrier to treatment for the indigent. Student is currently exploring alternative funding sources to expand services to this population within the agency setting. • Student was instrumental in analyzing issues surrounding policies regarding medical referrals and prepared a proposal to initiate policy change. • Student was well aware of many of the social policies that made an impact on the students she worked with as well as policies that impacted the agency. She spent time helping students learn how to advocate for policy change. Student utilized individual supervision to discuss agency policy. She also discussed how some of the student served, based on their social and educational environment, either felt empowered or oppressed from sharing their voice. • Student assessed the newly authorized HEARTH Act and a particular activity within it,

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		<p>provide direct services and how current policy and legislation can potentially affect the target population.</p> <ul style="list-style-type: none"> • Student was introduced to numerous settings, at MHMRA and external to the agency, on policy development. In each setting, student was engaging with policy makers. However, her understanding of group protocol, social interactions and outcomes was minimal. Many of the discussions in social policy settings focus on abstract ideas, followed by recommendations, and culminating in specific and concrete assignments. 		<p>examine how current policy in health care reform and biomedical research impacts the clients served through this organization as well as the roles and services provided by the agency.</p> <ul style="list-style-type: none"> • Student identified a Texas bill that, as proposed, would negatively affect her clients and, therefore, advocated for her clients both in Austin and locally at the office of a state representative. • Student had opportunities to discuss with the FI and agency staff social policy that impacts agency programs. The student met with representatives from various agency departments and learned about the specific social policy that directs the client system. The student was able to articulate questions and comments that demonstrated an understanding of the policy and impact on client systems. • Student attended the McKinney-Vento Homeless Act training and was able to assess how this social policy will impact the current population. • Student was able to recognize how the agency's eligibility criteria impacted services to children. Student recognized how the change in Medicaid and CHIP income criteria allowed for more clients to receive health insurance. • Student was able to thoroughly discuss the implications of a specific utility assistance policy and funding on agency clients. • Student consistently demonstrated an awareness of the impact of the social policies on practice and raised critical questions for discussions. Student was able to articulate questions regarding the federal health care policies and how it affects the GLBT and PLWHA communities. 	<p>Homeless Prevention. During the semester he modified his agency's assessment tool, he examined best practices around targeted prevention, and reviewed the existing literature on trajectories into homelessness. As a result of this, he is taking a lead in the community discussions as to the best way to ensure that prevention funding is being used in a targeted and effective way.</p> <ul style="list-style-type: none"> • Student researched various levels of social policy and their impact on the agency and clients we serve. She participated in multiple advocacy projects and large forums to impact and further understand community policy. • Student is familiar with the agency policy on working with certain priority diagnoses when we accept certain consumers into the program. Student is also able to see the impact that social policy has of locking up people with mental illness and drug convictions have on the society, rather than providing them rehabilitation to the extent they need it.
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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p>PROFESSIONAL CONTEXT:</p> <p>2.1.9</p> <p><i>Practice Behavior:</i></p> <p>Assess organizational policies, functioning, resources, and agency culture for their impact on service delivery.</p>	<ul style="list-style-type: none"> • In general, student understood how the organization worked. She could have done more to express this in relation to CIS and KIPP. • Student was introduced to numerous training opportunities that extensively covered organizational structure and policies at the agency. Student did not exhibit an understanding of these. 	<ul style="list-style-type: none"> • Student observed some of the programs offered by the agency. She is gaining better understanding of organizational policies through these opportunities. • Student became oriented to the agency and learned policies and procedures within the agency. • Student can recognize these practice tasks; however, navigating them to effectively impact clients is a work in progress. • Student is beginning to understand the importance of agency resources on patient care. • Student has been very inquisitive about CIS agency protocol and evaluation procedures since day one. 	<ul style="list-style-type: none"> • Student assessed how each resident was affected individually by the HHA policies. • Student read and reviewed the hospital policy and procedures manual, and applied his knowledge to the practice setting. • Student participated in learning about agency history, reviewed archival data and videos, and met with agency staff and the CEO. The student was exposed to agency resources and methods of organizational sustainability. The student also met with staff that reviewed organizational policies and how these policies relate to organizational functioning. 	<ul style="list-style-type: none"> • With the reduction of funds for services, student has assessed the impact on the staff and the services we have been able to provide as an agency. Student was able to develop a grant to seek resources for youth’s holiday celebrations. She has shared her ideas to expand agency resource through community businesses. She met with the Agency Executive Director and asked appropriate questions about agency culture, goals and organizational missions. She is direct, assertive and professional. • Through attendance at agency meetings and trainings, student has increased understanding of the relevance of policies on agency operations. She has discussed her understanding of compliance requirements and the way this influences decisions at the agency level. • Student was able to assess how the goals of HCHD affect various departments. Student assesses the ways in which policies and laws affect patients’ overall outcome with regard to patient’s health and treatment. • Student is able to recognize the importance of meeting agency goals. Student was able to assess the difficulty in meeting agency goals with limited resources. • Student is familiar with history and research of partial hospitalization programs as an alternate to inpatient hospitalization, and is able to assess the efficacy of referring clients to the appropriate setting. • Student had multiple opportunities in her projects to make recommendations about how United Way should act to achieve goals or objectives. She made strong and realistic recommendations that appropriately considered United Way’s agency culture and 	<ul style="list-style-type: none"> • Student assessed the field agency and compared it to his place of employment in terms of agency culture and philosophy. He identified ways in which these were related to the agencies’ goals, policies, outcomes, quality improvement, involvement in community collaborations, and professionalism. • Student is adept to looking at her role within the context of a larger setting. She uses this assessment to define her expectations and her interactions with others and uphold agency policy and goals. • Student attended agency meetings to assess entire organizational structure and operations. Student engaged in case consultations regarding resources for clients. Student visited other CIS site and compared programs. Student developed handouts, including a budget plan and information regarding GED as additional resources to be utilized by our program. • The student has demonstrated advanced competency and awareness of evolving organizational structure as it relates to organizations collaborating with each other to navigate resource access to the homeless population. Student provided input and assisted in building the organizational structure at the satellite station. • Student has identified several areas of accountability, including agency policies, funding sources, clients, and

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				<p>role in the community and has assessed the impact of these suggestions.</p> <ul style="list-style-type: none"> • Student has been able to assess the agency culture and how it affects the goals we try to achieve. During supervision, she has provided feedback regarding the resources or lack of them and how it impacts the clients. • Student assessed agency policy, functioning, resources, and agency culture throughout the semester and continues to discuss the impact on client services. • Student met with The Tejano Center’s executive director and asked appropriate questions assessing agency culture, impact on agency goals, agency resources, and how policy was set. She is able to link the macro aspects of the agency to the micro delivery of services. • Student was able to effectively demonstrate how the agency and team culture used resources available to provide services and support for clients. • Student was able to assess the need for more consistent communication between the behavioral health team and members of the clinic team in regards to agency structure, effective service delivery and effective decision making process. 	<p>laws, such as HIPAA. She also identified strengths and weaknesses in the agency’s structure, culture and resources which led management to make appropriate changes.</p> <ul style="list-style-type: none"> • Student initiated and completed an assessment of the leadership skills of staff. The assessment provided valuable information identifying staff strengths and weaknesses and the development of more educational opportunities for our staff. • Student consistently demonstrated the ability to assess agency culture, policies, and resources. Student offered valuable information and suggestions on how to improve service delivery so that clients will benefit from what the agency has to offer.
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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p>PRACTICE:</p> <p>2.1.10</p> <p><i>Practice Behavior:</i></p> <p>Conduct assessments that demonstrate an integrated and contextualized social work perspective.</p>		<ul style="list-style-type: none"> Student elected to participate in only one observation of an assessment. She also participated in a group of consumers in a mental health setting. Her field instructor observed that she asked personal questions of some consumers without first establishing a level or rapport. 	<ul style="list-style-type: none"> During supervision, student has shown an emerging ability to engage client in participating in the assessment process and has improved in her ability to understand when open-ended and closed-ended questions should be used to effectively gather pertinent information. She demonstrated a developing sense of outcome implications for micro and macro change based on assessment work and has become more familiar with resources available in problem solving related to client identified needs. Student is improving in her ability to be able to complete comprehensive psychosocial assessments based on information from a variety of sources and utilizing a variety of interview techniques. She was able to follow certain clients from admission to discharge, which allowed her to participate in the interdisciplinary assessment and intervention process. Student did a very good job engaging with students. This allowed for good assessments because the students were very open with him. The skill of knowing when to use what type of questioning will grow with more practice. Student has the ability and desire 	<ul style="list-style-type: none"> Student demonstrated effective social work skills. She employed effective communication skills, when engaging with clients, and applied appropriate open and close-ended questions. Student advanced her skills of using the ecological approach when working with clients in at-risk situations. She can also identify the macro and micro aspects of change needed for successful assessment outcome. The student is assigned new clients for initial clinical assessment. One area of the supervision with the student has been focused on how open or closed ended questions are framed to relate to the presenting problems and how the client's answers identify their strengths and challenges. The student demonstrated while conducting assessments the ability to engage with clients in rapport building, conceptualizing the ecological issues, and formulating a treatment plan to affect change in line with a social work perspective. Student excels at receiving feedback after gathering information from clients and other relevant resources to make creative changes to her practice in the group setting. She has developed as a facilitator because of it. She demonstrated the ability to assess and make changes for the agenda by assessing the needs of the site based on ecological perspective. Student has demonstrated ability to engage clients during assessments, knows how to gather more information by open-ended questions during interactions with clients, find/provide information and resources to clients when needed, and has displayed knowledge of strengths identification with clients. In addition to on-going assessment of hospice patients assigned to student, this semester, she 	<ul style="list-style-type: none"> Student met with clients and interviewed them differently and gathered information pertaining to their needs. She assessed the information for strengths and challenges. She then made a recommendation if an intervention needed to be modified. Student is very effective when assessing client and their needs. She is able to navigate through emotionally charged circumstances and obtain the necessary information to help staff make an informed decision. She advocates for clients while also keeping in mind the resources that are available both within the agency and outside of the agency based on her understanding of their strengths and limitations. Student is very comfortable doing assessments while interacting with residents and their families. She is skilled in developing trust and rapport. She was able to ask difficult questions and clarify answers when needed. Student would relay information to the appropriate person. She demonstrates professionalism by not shying away from more challenging residents or their families that require more difficult assessments. Student is effective at initiating conversation with clients to engage them and to secure information for assessments of their needs. She is effective in her interviews with foster parents and children with the use of open and closed ended direct questions. She is respectful, and foster parents

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			<p>to learn appropriate clinical skills to engage and assess clients.</p> <ul style="list-style-type: none"> • Student’s assessment skills as well as her interviewing skills are improving. She is a very open and social individual who has proven to be able to connect with people and not feel intimidated during an assessment of client’s system. She is developing her skills in asking difficult open and closed ended questions but is aware that this is something she will continue to work on. • Student communicated well with clients. She was very engaging and made the students comfortable. However, sometimes she would lose sight that the point of the interaction with them is to conduct an assessment of the client’s systems to develop and define outcome both micro and macro. Student would have to revisit with clients to gain all the information needed to complete an assessment. • Many assessments were practiced and discussed with the student as she observed and participated in the initial interview with patients as well as follow-up therapy sessions. • Student has demonstrated emerging competence when performing assessment on the client population by engaging and building rapport and trust by employing compassion, patience and honesty with her clients. She is very engaging and empathizes 	<p>also performed assessments of bereaved individuals served by our agency. While performing assessments of clients system throughout the dying process she was able to better serve the bereaved individuals and anticipate needs for families of patients currently on our service.</p> <ul style="list-style-type: none"> • Student demonstrated the ability to employ excellent engaging skills while performing assessment when she experienced the bias of at least one client who thought she was too young and another client who dismissed student’s help entirely. Student did not personalize those criticisms, worked with the clients and they were able to see past her youthful appearance and acknowledge student’s positive help. Student assessed the needs of residents and determined that they all experienced issues of grief and loss. The student displayed the ability to assess the outcome with implications both micro and macro, when she planned a six-week group focusing on those issues; however, some women expressed reluctance to participate and to open painful memories. With student’s assistance, they were able to participate in the group and ultimately evaluated the group experience as positive and helpful. • Student built good rapport implementing effective engaging skills with all youth whom she visited with. In addition, by utilizing both closed and open ended questions effectively she specifically addressed the personal goals of youth for empowerment, raising awareness of behavior and options. She created a sense of trust with youth, indicated by their confiding in her some of their problems and desires that enabled her to assess both strengths and challenges faced by the student’s system. She has been able to articulate the implications to the student, family and school. • Student used different techniques to complete her assessments as needed. She would listen to the residents’ concerns/comments and could 	<p>respond positively to her demeanor and skill. She recognizes that a child’s environment affects their adjustment and development is able to document accordingly. She develops strong plans of services and is able to articulate the needs for agency resources.</p> <ul style="list-style-type: none"> • Student assessment skills were excellent. She gathered information from multiple sources, saw the client in a variety of environments and looked to the clients to assess their situation and needs along with her. She engages in a truly interactive and integrative way with clients. Her written report is excellent. Service planning is tied directly to the assessment. She collaborated with the client and other service providers for continuity of care. • Student has seen that validating a person for seeking help is a key in engaging persons in treatment. Accessing support from family members often is key in gathering information and building support. Student utilized good engagement skills with her patients which is evident in the progress of the treatment plan in the knowledge and skill that student has built. • Student recorded assessment sessions with clients that were reviewed by field instructor. He was very skilled at establishing rapport with each client. Student is able to help the client identify presenting problem along with their goal and target behavior as the focal point of the session. He exhibits skill in use of open-ended questions to elicit change talk from clients and uses reflections to strengthen change talk and commitment talk. He rarely uses close-ended questions except when
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			<p>with client's that are dealing with crisis situations. The student has the ability during initial interviews with clients to discover what needs they are requesting and can direct them to the correct referral resources.</p>	<p>assess whether or not to proceed with the assessment. If she decided that it was not appropriate for her to complete the assessment at that time, she sought out advice and would communicate the concerns to the appropriate persons. When the resident was not able to complete the assessment for various reasons, she would try a different route to get the information.</p> <ul style="list-style-type: none">• Student used agency guidelines for assessment, documentation and understood the various contexts of clients' situations. Student was able to build rapport and trust with clients during assessment. Student worked with clients within the context of their environment to adequately assess and to understand client's unique needs. Student completed the required documentation while ensuring confidentiality.	<p>necessary to complete specific assessment questions where information was not obtained previously. Student is able to then identify strengths and challenges and use them effectively when developing ecologically relevant treatment plans with the client.</p>
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