

**MSW 1st Year (Generalist) Child Welfare Learning Agreement Addendum Academic Year 2020-2021
Fall and Spring Semesters**

Instructions for Comprehensive Skills Evaluation

Student Name: _____

Field Placement Agency: _____

Field Instructor Name: _____ Agency Phone: _____

Fall Semester Students should be at **Level 2** or **Level 3**. Please contact Field Liaison immediately if student is at **Level 1** in any objective before you submit this evaluation.

Spring Semester Students should demonstrate skills at **Level 3** or **Level 4**. Please contact Field Liaison immediately if student is below **Level 3** in any objective before you submit this evaluation.

NARRATIVE SECTIONS:

Please comment on areas that need work as well as strengths. It is essential for both Students and the School to have this section completed. Comments are **required** when using N/A or **Level 1**.

Please complete a narrative for the **Summary Assessment** for each **Semester** (located at the end of this document).

INSTRUCTIONS FOR RATING TITLE IV-E MSW 1 INTERNS:

Level 1 = **Inadequate performance:** Student demonstrates an inadequate understanding of the concept and has little to no ability to recognize the knowledge, values, skills, cognitive and affective processes related to the practice behavior.

Level 2 = **Developing performance:** Student understands the concept and applies the knowledge, values, skills, and cognitive and affective processes related to the practice behavior but performance is uneven. Needs time and practice.

Level 3 = **Competent performance:** Student demonstrates competent application of the knowledge, values, skills, cognitive and affective processes related to the practice behavior, and performance is consistent.

Level 4 = **Highly competent performance:** Student is skilled and demonstrates full application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.

N/A = Not Addressed: Student has not had the opportunity to demonstrate the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.

Competency 1: Demonstrate Ethical and Professional Behavior	
Behaviors	
<p>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:</p> <ul style="list-style-type: none"> - 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. 	
Activities	Rating
<p>Discuss with field instructor an ethical dilemma and identify the principles, values, and the components of the NASW Standards for Social Work Practice in Child Welfare.</p> <p>Discuss with the field instructor the use of the tools of Structured Decision-Making (SDM), Division 31 of the Welfare and Institution Codes (WIC), and any other models of ethical decision-making in Child Welfare practice.</p>	
<p>During supervision, review agency's professional expectations regarding conduct, dress, service delivery, cultural humility, and boundaries with clients, colleagues, community partners, and the community.</p>	
<p>The student will consult with other social workers in other disciplines (such as medical social work, school social work, hospice, etc.) by engaging with these social workers as to how they are able to use self-reflection and self-regulation in their practice and discuss with their field instructor.</p>	

<p>The student will utilize some of the information gained from consulting with others and discuss with their field instructor their personal values and reflections that impact their own practice.</p>	
<p>In supervision, student will identify an ethical dilemma student has observed in their internship and discuss personal values, client’s values, societal values or agencies policies that could be in conflict.</p> <p>Discuss with field instructor power and authority differences within the agency and in practice.</p>	
<p>Become familiar with and attend a child family team or interdisciplinary team meeting and discuss with field instructor the roles of interdisciplinary team members and collaboration within the child welfare decision-making process.</p>	
<p>Discuss and review federal, major state, local, and agency policy and procedures related to child welfare service delivery in supervision.</p>	
<p>Use technology ethically and appropriately to facilitate practice outcomes.</p> <p>Review and use confidentiality policies/ laws that govern service delivery and documentation with field instructor.</p>	
<p>Discuss required documentation (narratives, safety assessments, court reports, forms) and confidentiality policies with Field Instructor.</p>	

Competency 2: Engage Diversity and Difference in Practice	
Behaviors	
<p>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:</p> <ul style="list-style-type: none"> - 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. 	
Activities	Rating
Self-reflect and discuss during field supervision analysis of causes and effects on disproportionality, disparities, and inequities in the agency or public child welfare.	
<p>Read the agency’s policy on discrimination and discuss questions/concerns with field instructor during weekly supervision.</p> <p>Discuss self-awareness and take responsibility for own biases, missteps, and mistakes, when assessing and working with diverse populations in supervision with Field Instructor.</p>	
<p>Discuss experiences with diverse populations with field instructor.</p> <p>Interview at least two agency staff about their practice methods that acknowledge, respect, and address individual and cultural values, norms and differences impact the various system with which children, youth and families interact.</p>	
Research a group served by the Agency/ Public Child Welfare that the student has little knowledge about and discuss how newfound knowledge will impact services provided by student during supervision.	

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	
Behaviors	
<p>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:</p> <ul style="list-style-type: none"> - apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; - engage in practices that advance social, economic, and environmental justice. 	
Activities	Rating
<p>Review a case and determine how discrimination, oppression, and stigma may affect the services the client(s) receive and review with field instructor.</p> <p>Engage in a discussion around system issues in the agency and institutional power on the delivery of child welfare services.</p>	
<p>Incorporate the family’s strengths, resources, cultural perspectives, and solutions in all casework.</p>	
<p>Discuss in supervision ways to engage in activities/tasks designed to promote social, environmental and economic justice in working with all client populations at the micro, mezzo, and macro level.</p>	

Competency 4: Engage in Practice-informed Research and Research-informed Practice	
Behaviors	
<p>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:</p> <ul style="list-style-type: none"> - 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. 	
Activities	Rating
Using the California Evidence-Based Clearinghouse for Child Welfare (www.cebc4cw.org), review two evidenced-based and/or evidenced-informed treatment models/practices utilized in in your agency placement and discuss the benefits and limitations of each in child welfare practice during supervision.	
Access Kidsdata.org and review Foster Care data, Adverse Childhood Experiences (ACEs) data and discuss policy implications for your host/local County agency within supervision.	
Discuss how research findings, from Kidsdata.org, Foster Care data, Adverse Childhood Experiences (ACEs), or agency data for example, can be applied to enhance services and improve outcomes.	
<p>Discuss with field instructor completed assessments in which evidenced-base knowledge, practice principles, cultural considerations and the impact of trauma were applied.</p> <p>During supervision, student will discuss agency and/or county policies, practices and services that address the needs of disadvantaged communities and those that may have failed to do so. Describe how additional research might assist in bridging the gap.</p>	

Competency 5: Engage in Policy Practice	
Behaviors	
<p>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:</p> <ul style="list-style-type: none"> - 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. 	
Activities	Rating
Review relevant statutes and civil codes as they pertain to the field placement and present a summary to field instructor.	
Access and review agency or Public Child Welfare policies and discuss during supervision their understanding and how to adhere to the policies through child welfare or agency practice.	
Participate in one event or activity in which he or she can engage in political and legislative arena of child welfare (e.g. Lobby Days Events).	
Begin systematically collecting and analyzing knowledge and experiences to identify, formulate, and advocate for policies that advance social and economic well-being and discuss with field instructor.	

Competency 6: Engage at Multisystem Levels	
Behaviors	
<p>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:</p> <ul style="list-style-type: none"> - 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. 	
Activities	Rating
<p>Attend an orientation for new services to implement the engagement phase, which could include attending a parenting class, AOD orientation, agency class or resource, etc. Student will identify knowledge learned and discuss with field supervisor.</p> <p>Conduct an assessment that includes the safety planning and/or other related practices for the children and families being served.</p>	
<p>Observe or Co-facilitate a meeting with community partners to review strengths, concerns/needs, and develop goals for the action plan process.</p> <p>Observe a meeting with facilitator, parent/caregiver, and identified child to review what is working well, challenges, supports needed and next steps/follow up.</p>	
<p>Discuss with field instructor the engagement strategies and communication techniques related to case planning with children, youth, young adults, and families.</p> <p>Become familiar with the role of CASA in public child welfare and discuss in supervision.</p>	
<p>Review trauma informed care practices during supervision and identify challenges related to application of the skills.</p>	

Competency 7: Assess at Multisystem Levels	
Behaviors	
<p>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:</p> <ul style="list-style-type: none"> - 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. 	
Activities	Rating
<p>Review agency policy about the use of screening and assessment tools and be able to articulate in supervision.</p> <p>Discuss understanding and use of screening and assessment tools during field supervision.</p> <p>Develop working knowledge of signs of substance abuse and its effect on family functioning and discuss in supervision.</p>	
<p>Review and discuss in supervision how social workers gather qualitative and quantitative data from a variety of sources, form an assessment from the data, and use the resulting information to make recommendations to address intervention needs.</p>	
<p>Discuss in supervision, how mutually agreed on intervention goals and objectives were developed based on a critical assessment of a client.</p>	
<p>Discuss understanding and use of screening and assessment tools during field supervision used by the agency and its documentation in CWS/CMS or agency data system.</p>	

Competency 8: Intervene at Multisystem Levels	
Behaviors	
<p>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:</p> <ul style="list-style-type: none"> - 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. 	
Activities	Rating
<p>Observe meeting with facilitator, parent/caregiver, and/or identified child to review concerns, identify strengths, community resources and natural supports, and support needs.</p> <p>Attend and observe an IEP (Individual Educational Plan) or meeting with the multidisciplinary team that includes the client and/ or family to review strengths, concerns/needs, and develop goals for the action plan process through assessment and safety planning.</p>	
<p>Observe meetings with community partners to review strengths, concerns/needs, and develop goals for the action plan process through assessment and safety planning.</p>	
<p>Assure that all student intervention will be for learning as an observer or co-facilitator.</p> <p>Establish role as observer and learner with the consent of the child/youth, parent/caregiver so there is shared decision-making regarding all team's members.</p>	

<p>Discuss in supervision, the importance of understanding the transition & termination processes, and demonstrate the capacity to sensitively terminate work.</p> <p>Prior to transitioning a case, the student will engage the parent, child or caregiver in a discussion about what worked well, what the student could have done better, and what the next steps are. Student will use this as a learning opportunity and discuss with Field Supervisor during supervision.</p> <p>If possible, arrange a joint home visit with the newly assigned worker to make introductions to help the family adjust to the upcoming change.</p>	
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Competency 9: Evaluate Practice at Multisystem Levels	
Behaviors	
<p>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:</p> <ul style="list-style-type: none"> - 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. 	
Activities	Rating
Review with field instructor agency policies and practices for recording, tracking and monitoring assigned cases; and if possible enter required case information in the agency’s case file or data system.	
During supervision, discuss family, agency and community factors that may impact service delivery and outcomes.	
<p>Select a reliable and valid method for monitoring and evaluating practice interventions and use the results to recommend improvements child welfare policy and practice and discuss in supervision.</p> <p>In supervision, verbally identify practice related skills and articulate own level of skill & plans to improve.</p>	
<p>At least once per semester, have a discussion with a youth, adult or family about case goals, current outcomes and efforts to improve practices that support families.</p> <p>Seek input from the youth, adult or family in terms of outcomes and practices.</p>	

Fall Semester Evaluation Signatures:

Student: _____ Date: _____

Field Instructor: _____ Date: _____

Title IV-E Field Liaison: _____ Date: _____

Title IV-E Coordinator: _____ Date: _____

Comments:

Spring Semester Evaluation Signatures:

Student: _____ Date: _____

Field Instructor: _____ Date: _____

Title IV-E Field Liaison: _____ Date: _____

Title IV-E Coordinator: _____ Date: _____

Comments:
