



**California State University, Sacramento College of Continuing Education
Pupil Personnel Credential School Social Work
FIELD PRACTICUM EVALUATION**

Student Name:		
Learning Contract Date:		
School Based Internships and Addresses:		
Weekly Practicum Schedule (days and times)		
Weekly Field Supervision Meeting Schedule:		
PPS Field Supervisor (include MSW if needed):		
	Phone:	Email:
Evaluation Dates:	List for each setting	

Plan for Weekly Field Supervision Meeting: All students are required to have a minimum of 1 hour of individual field supervision by a PPSC-MSW, 2 years post degree, every week. Students are responsible for acquiring their own internship. If the direct supervisor on site of fieldwork hours is not a PPS Social Worker you must have your supervision conducted by an MSW in addition to the PPS holding supervisor. Students who have the opportunity to receive group field instruction are required to receive 1 hour of group supervision. Students and field instructor are expected to develop a back-up plan for field instruction in the event of the field supervisor’s absence.

Description of Field Practicum Setting and Program: Supervision and Evaluation:

The field placement consists of 450 clock hours of school-based practice under supervision of a person holding a PPS certification in school social work. The field placement must take place with at least two age groups (preschool, elementary school, middle school or high school) with a minimum of 100 clock hours at each setting, not to exclude district services and programs or alternative school settings. A minimum of 100 hours with at least 10 pupils of an ethnic background different from yourself is also required. These hours can be included in the required 450 clock hours.

In rare instances, where supervision from a PPSC MSW is not possible, consideration will be made for students who make arrangements with a person holding their PPS in school counseling or school psychology in California. If the individual providing direct supervision of the student does not have a PPS certification in school social work, then the student must have an additional supervisor with an MSW also providing supervision of fieldwork hours in addition to the PPS holder. Student evaluations are based on specific competencies in many categories where scores range from 1-5, 1 being the lowest competency and 5 is the maximum. The student should receive scores ranging from 3-5 by the end of the required hours and supervision.

Consistent with the nine core areas of social work competency identified by the Council on Social Work Education, we have established the following outcomes and learning objectives that all students must meet in order to successfully complete their internship competencies in field. With the help of your Field Supervisor (and additional MSW if applicable), please clearly identify planned learning opportunities and activities specific to your school based setting. These opportunities and activities will be the way you will meet the competencies. **Instructions: For each of the listed competencies (1 -9), there are learning activities or tasks to be completed. At the end of fieldwork (450 hours total) the PPS student and Supervisor should determine success of student using the scale of 1-5 below.**

1 Unmet level of Competence	Student performance did not meet a level of competence in the practice of the skills, knowledge, values and/or cognitive/affective processes for this competency behavior at a beginning level.
2 Inconsistent Competence	Student performance demonstrates beginning but inconsistent competence in the practice of skills, knowledge, values and/or cognitive/affective processes for this competency behavior.
3 Emerging Competence	Student performance demonstrates emerging competence in the practice of skills, knowledge, values and/or cognitive/affective processes for this competency behavior.
4 Competence	Student performance demonstrates consistent competence in the practice of skills,, knowledge, values and/or cognitive/affective processes for this competency behavior.
5 Proficiency/Mastered Competence	Student performance demonstrates exceptional competence in the practice of skills, knowledge, values and/or cognitive/affective processes for this competency behavior.

Competency 1: Demonstrates professional and ethical behavior. This will be demonstrated by the tasks the student accomplishes related to the demonstrable expectations below.			Check appropriate rating 1 – 5 or NA
Behavior to be demonstrated and CSWE EPAS Competency Measured	Student activities/tasks to demonstrate this behavior	Measurement used by Supervisor to determine skillset (Onsite or MSW)	Rate each EPAS (COMPLETE FOR EVAL PURPOSES ONLY)
1.1 Develops knowledge of the NASW code of Ethics and makes ethical decisions across all client levels served in program/agency.	1. Will review NASW Code of Ethics, agency policies and related laws as they apply to clinical social work practice. 2. Will discuss clinical social work practice ethical issues as they arise with field supervisor (onsite or MSW)	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
1.2 Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	1. Will demonstrate self-reflection by processing my thoughts, feelings and personal values regarding professionalism with my field supervisor during supervision or with onsite PPS as needed.	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
1.3 Demonstrates professional demeanor in behavior, appearance and written, spoken and electronic communication.	1. Will behave and dress appropriately and professionally for the environments and work relationships required in my placement. I will consult my field instructor; site supervisor or MSW for guidance as needed. 2. Will attend and fully participate in agency meetings, show positive regard and active listening to colleagues, supervisors and students. 3. Will be oriented to the use of agency computers, email, and phone and safety policies etc. and will consistently communicate timely and professionally	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
1.4 Consistently uses technology appropriately and ethically to facilitate practice outcomes.	1. Will follow agency/organization guidelines and protocol regarding technology and consult with colleagues and field and seminar instructors to ensure I use technology in ethical ways that nurture relational social work perspectives and that respect people's preferences, privacy, and confidentiality.	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
1.5 Effectively uses supervision and consultation to guide professional judgment and behavior, and to evaluate and enhance practice.	1. Will be prepared for weekly field supervision by bringing a list of issues/concerns/ethical issues/requests for information and self-reflection on my work. 2. Will actively seek feedback from my field supervisor to improve knowledge, understanding, and practice skills.	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA

Competency 2: Engage Diversity and Difference in Practice This will be demonstrated by the tasks the student accomplishes related to the demonstrable expectations below.			Check appropriate rating 1 – 5 or NA
Behavior to be demonstrated and CSWE EPAS Competency Measured	Student activities/tasks to demonstrate this behavior	Measurement used by Supervisor to determine skillset (Onsite or MSW)	Rate each EPAS (COMPLETE FOR EVAL PURPOSES ONLY)
2.1 Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in all levels of social work practice.	1. Will reflect understanding of the impact of social exclusion and trauma on the mental health, physical health and spiritual well-being of clients, families and communities when completing a biopsychosocial assessment and developing interventions. 2. Will use appropriate tools when assessing clients psychosocial and mental health issues to identify community supports.	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
2.2 Consistently presents as a learner and demonstrates the ability to engage with all individuals in agencies, groups and communities as experts of their own experiences.	1. Will demonstrate cultural humility by listening and affirming clients' experience and seek clients' full engagement throughout our work together. 2. When interviewing clients will include their hopes, dreams and goals are; progress that they have made with their services; and developing plans of care that reflect the concerns of the clients.	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
2.3 Uses self- awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients, groups and communities.	1. Will identify my own biases and assumptions throughout my internship and process them with my field supervisor. I will devote time discussing this during field instruction. 2. Will utilize process recordings to increase awareness of my own personal biases.	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice This will be demonstrated by the tasks the student accomplishes related to the demonstrable expectations below.			Check appropriate rating 1 – 5 or NA
Behavior to be demonstrated and CSWE EPAS Competency Measured	Student activities/tasks to demonstrate this behavior	Measurement used by Supervisor to determine skillset (Onsite or MSW)	Rate each EPAS (COMPLETE FOR EVAL PURPOSES ONLY)
3.1 Student applies their understanding of social inclusion (social, economic, and environmental justice) to advocate for human rights at the individual, agency and/or community levels.	1. Will identify areas of social exclusion experienced by clients and work collaboratively with clients and colleagues to advocate for the rights of those who are vulnerable. 2. Will connect clients with outside organizations that engage regularly with social, economic and environmental justice issues as appropriate for setting.	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
3.2 Student engages in practices that advance social, economic, and environmental justice.	1. Identify appropriate indicators and measures of well-being that advance social inclusion for individuals and families. 2. Will engage in organizational and community practice to advocate for clients and communities.	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA

Competency 4: Engage in Practice-informed Research and Research-informed Practice This will be demonstrated by the tasks the student accomplishes related to the demonstrable expectations below.			Check appropriate rating 1 – 5 or NA
Behavior to be demonstrated and CSWE EPAS Competency Measured	Student activities/tasks to demonstrate this behavior	Measurement used by Supervisor to determine skillset (Onsite or MSW)	Rate each EPAS (COMPLETE FOR EVAL PURPOSES ONLY)
4.1 Student uses practice experience and theory to inform scientific inquiry and research.	1. Student uses theory and clinical practicum experiences to inform scientific inquiry and research to identify best practices 2. Student understands and responds appropriately to practice-based evidence to adjust clinical approach	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
4.2 Student can apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	1. Student applies critical thinking in analysis of evidence informed clinical practice approaches utilized by the organization or taught in the classroom.	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
4.3 Use and translate research evidence to inform and improve practice, policy and service delivery	1. Student can analyze, translate and apply practice based evidence to inform and improve clinical practice. 2. Student can analyze, translate and apply practice based evidence (i.e. developing, delivering and analyzing data from a client survey) to inform and improve organizational policy and service delivery to individuals and families.	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA

Competency 5: Engage in Policy Practice This will be demonstrated by the tasks the student accomplishes related to the demonstrable expectations below.			Check appropriate rating 1 – 5 or NA
Behavior to be demonstrated and CSWE EPAS Competency Measured	Student activities/tasks to demonstrate this behavior	Measurement used by Supervisor to determine skillset (Onsite or MSW)	Rate each EPAS (COMPLETE FOR EVAL PURPOSES ONLY)
5.1 and 5.2 Student can identify and assess the ways in which social welfare, economic, and environmental policies impact the delivery of and access to social services for individuals and families	1. Will utilize supervision, PPS classroom lectures/projects and field instruction to identify and assess how clients and families are impacted by public policies, identify opportunities for change and ways to improve client and family access to social services.	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
5.3 Applies critical thinking to analyze, formulate and advocate for policies that advance human rights and social and economic justice.	1. Student will identify and analyze an agency or public policy issue that negatively impacts clients 2. Student will formulate and advocate for policies that promote social inclusion for individuals and families.	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities			Check appropriate rating 1 – 5 or NA
This will be demonstrated by the tasks the student accomplishes related to the demonstrable expectations below). You may add other activities specific to your setting.			
Behavior to be demonstrated and CSWE EPAS Competency Measured	Student activities/tasks to demonstrate this behavior	Measurement used by Supervisor to determine skillset (Onsite or MSW)	Rate each EPAS (COMPLETE FOR EVAL PURPOSES ONLY)
6.1 Student can apply knowledge of human behavior in the social environment, person in environment and other multidisciplinary theoretical frameworks to engage clients and constituencies.	1. Student will demonstrate understanding of client engagement as an ongoing and dynamic process through use of self-reflection in process recordings, field instruction and peer to peer discussion. 2. Will elicit feedback from clients about their experience of the therapeutic relationship.	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
6.2 Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.	1. Will be attentive to the verbal and behavioral reactions of clients and seek feedback from them ensure good communication and collaboration 2. Will demonstrate universal positive regard 3. Will routinely elicit feedback from clients and field instructor to insure good communication and collaboration 4. Will use field instruction to explore bias, develop and enhance professional social work interpersonal skills	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities This will be demonstrated by the tasks the student accomplishes related to the demonstrable expectations below.			Check appropriate rating 1 – 5 or NA
Behavior to be demonstrated and CSWE EPAS Competency Measured	Student activities/tasks to demonstrate this behavior	Measurement used by Supervisor to determine skillset (Onsite or MSW)	Rate each EPAS (COMPLETE FOR EVAL PURPOSES ONLY)
7.1 Collects and organizes data, and applies critical thinking to interpret information from interactions with those they are working with.	1. Will demonstrate ability to apply critical thinking when interpreting client and/or family assessment data. 2. Will create treatment plans based on my assessment utilizing an appropriate theoretical framework	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
7.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in analysis assessment data from clients and constituencies.	1. Will demonstrate in case presentations with peers and in field instruction the ability to apply person in environment principles and social work theory on clients' current circumstances. 2. Will review the research and other study's to better understand the impact on human physical and mental health issues	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
7.3 Develops mutually agreed-on measurable goals and objectives based on the critical assessment of strengths, needs, and challenges of those they are working with	1. Will create a plan in collaboration with clients that includes strengths as well as needs and challenges, from a person-in-environment perspective. 2. Will write a treatment plan with achievable and measurable goals	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
7.4 Student can select appropriate intervention strategies in collaboration with clients based on assessment, knowledge, and values and preferences of those they are working with.	1. Student selects evidence informed or other social work intervention strategies, weighing the risks and benefits based on assessment, research, values and preferences of individuals and families	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities			Check appropriate rating 1 – 5 or NA
This will be demonstrated by the tasks the student accomplishes related to the demonstrable expectations below.			
Behavior to be demonstrated and CSWE EPAS Competency Measured	Student activities/tasks to demonstrate this behavior	Measurement used by Supervisor to determine skillset (Onsite or MSW)	Rate each EPAS (COMPLETE FOR EVAL PURPOSES ONLY)
8.1 Chooses interventions to achieve practice goals and enhance capacities of those they are working with.	1. Demonstrates ability to choose and employ interventions based on assessment that supports clients' well-being and enhances their capacities. 2. Demonstrate understanding of school wide intervention models such as PBIS and other collaborative interventions and frameworks to assist clients, families, staff and community.	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
8.2 Demonstrates knowledge of human behavior and the social environment, person-in environments, and theories/frameworks in interventions with those they are working with.	1. Will research application of best practices 2. Based on assessment I will choose an appropriate theoretical framework to develop interventions 3. Will participate in formal and/or informal peer supervision, multi-disciplinary team discussions/consultation and feedback	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
8.3 Student will use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	1. Student will participate in peer supervision, multi-disciplinary discussions/consultation and feedback 2. Student will demonstrate positive and effective teamwork and communication to best serve clients	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
8.4 Student will negotiate, mediate, and advocate with and on behalf of those they are working with.	1. Will demonstrate ability to work independently or with minimal supervision and demonstrates confidence in role as a school social work student in advocating/working on behalf of others.	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
8.5 Student can facilitate effective transitions and endings that advance mutually agreed-on goals.	1. Student will assess successful goal attainment and plan with individuals and families for termination. 2. Student demonstrates professional ethics and boundaries in successfully and appropriately terminating the social work relationship	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities			Check appropriate rating 1 – 5 or NA
Behavior to be demonstrated and CSWE EPAS Competency Measured	Student activities/tasks to demonstrate this behavior	Measurement used by Supervisor to determine skillset (Onsite or MSW)	Rate each EPAS (COMPLETE FOR EVAL PURPOSES ONLY)
9.1 Select and use appropriate methods for evaluation of outcomes	A. Student will identify appropriate methods of school social work practice evaluation and apply evaluation methods to monitor successes, failures and progress toward achieving desired outcomes	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
9.2 Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	1. Will elicit feedback from clients, families, and colleagues regarding my school practice and demonstrate ability to engage in reflexive practice to meet clients needs. 2. Will identify and apply school social work theories as they may apply to the process of practice evaluation and client outcomes. 3. Will seek client feedback and adjust practice approach to more effectively meet clients' needs.	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
9.3 Critically analyze, monitor and evaluate intervention and program processes and outcomes.	1. Student recognizes that assessment, intervention and evaluation as ongoing processes throughout the school social work relationship or in working with individuals and families. 2. Student will evaluate interventions throughout the process of the helping relationship or in working with constituencies 3. Student will use appropriate evaluation methods to monitor successes, failures and progress toward achieving desired outcomes	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA
9.4 Applies evaluation findings to continuously improve practice effectiveness at the individual, family, agency and/or community levels.	1. Will seek client feedback at the end of every meeting, will make changes as needed 2. Student will develop recommendations, in collaboration with field instructor, to improve desired outcomes	<input type="checkbox"/> Observation <input type="checkbox"/> Documentation <input type="checkbox"/> Assignment <input type="checkbox"/> Discussion <input type="checkbox"/> Written	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> NA

RESPONSIBILITIES OF STUDENT, FIELD INSTRUCTOR AND SEMINAR INSTRUCTOR:

STUDENT:

1. Will participate in developing the scope of work on site and share information with MSW if supervision is not with PPS Social Worker on site.
2. Will fulfill responsibilities expected of students, i.e., process recordings, attendance at meetings, etc.
3. Will meet all learning standards.
4. Will participate in supervision 1 hour minimum a week.
5. Will share content of course work and provide to the Field Instructor.
6. Will maintain an accurate record of hours spent in field placement.

Student's Initials

Date

FIELD INSTRUCTOR:

1. Will provide 1-hour minimum of weekly scheduled field instruction.
2. Will provide student an orientation to the agency/organization.
3. Will work with the student to develop and review scope of work on site and provide learning opportunities and feedback as needed.
4. Will evaluate student's progress through use of process recordings, observation, feedback from clients and staff and field instruction meetings.
5. Will consult regularly with onsite supervisor as applicable.

Field Instructor's Initials

Date

Fieldwork Information:

Student _____

Field Supervisor _____

Additional MSW (if app) _____

Student Field Supervision

1st Setting **Type of Setting:** _____ **Hours Completed:** _____

Student _____ Date: _____

Field Supervisor _____ Date: _____

2nd Setting **Type of Setting:** _____ **Hours Completed:** _____

Student _____ Date: _____

Field Supervisor _____ Date: _____