

**Achievement Measure
of Field Education
(AMFE)**

STUDENT NAME: Peyton Super Student
FIELD INSTRUCTOR NAME: Hard Working Supervisor
AGENCY: Super Star Agency

Social Work Competencies & Professional Behaviors, Dimensions (MSW)	(Refer to INSTRUCTIONS Tab)							
	X	ONGOING	Unable to evaluate level of attainment yet.	Student Baseline (End of 4th week)	Student Midpoint (End of 1st Sem.)	Instructor Midpoint (End of 1st Sem.)	Student Endpoint (End of 2nd Sem.)	Instructor Endpoint (End of 2nd Sem.)
	1	LIMITED	< 70% of time BEHAVIORS are demonstrated.					
	2	EMERGING	70-80% of time BEHAVIORS are demonstrated.					
	3	CAPABLE	80-90% of time BEHAVIORS are demonstrated.					
	4	STRONG	near 100% of time BEHAVIORS are demonstrated.					

COMPETENCY # 1 DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

COURSE EVALUATION: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR						
1.1 Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making. (K) (CA)	<i>Understands the value base of the profession.</i> <i>Understands the profession's ethical standards.</i> <i>Understands relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels.</i> <i>Understand frameworks of ethical decision-making.</i> <i>Understands how to apply principles of critical thinking to those frameworks in practice.</i> <i>Understands how to apply principles of critical thinking to those frameworks in research.</i> <i>Understands how to apply principles of critical thinking to those frameworks in policy arenas.</i>	3	3	3	4	4
LEARNING ACTIVITIES	1. Review all six sections of the NASW code of ethics by December 2019, integrating the knowledge into practice and discussing these practice interactions with my supervisor. (Knowledge) 2. Research some of the latest ethical discussions and issues on a child welfare topic and discuss the issues during group and one-on-one supervision. (Cognitive/Affective)					
MIDPOINT COMMENTS	Student received training on our policies and procedures related to Ethics and Ethical Conduct.					
ENDPOINT COMMENTS						

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1.2 Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations (V)	<p><i>Recognizes personal values.</i></p> <p><i>Recognizes the distinction between personal and professional values.</i></p> <p><i>Understands how their personal experiences influence their professional judgment and behavior.</i></p> <p><i>Understands how their affective reactions influence their professional judgment and behavior.</i></p>	3	3	3	4	4
LEARNING ACTIVITIES	<p>1. Spend time reflecting on my personal values and self-awareness by composing two essays for class on personal reflection an values. Discuss with my supervisor how my values and biases affect my practice at Super Star Agency. (Values)</p> <p>2. Practice self-care methods such as resting and debriefing throughtout my practicum experience and discuss with my supervisor when and why I perform these. (Values)</p>					
MIDPOINT COMMENTS	<p>Student has identified personal values and will review issues that come up while in supervision.</p>					
ENDPOINT COMMENTS						
1.3 Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication. (S)	<p><i>Understands the profession's history.</i></p> <p><i>Understands the profession's mission.</i></p> <p><i>Understands the profession's roles.</i></p> <p><i>Understands the profession's responsibilities of the profession.</i></p> <p><i>Understands the role of other professions when engaged in inter-professional teams.</i></p> <p><i>Written, oral, and electronic communication attains a professional standard.</i></p> <p><i>Appearance, demeanor, behavior is professional.</i></p>	3	3	3	3	4
LEARNING ACTIVITIES	<p>1. Review past/histoircal case records with supervisor and address changes in policies. (Skills)</p> <p>2. Attend a meeting at the Sister Agency's office, in order to engage with inter-professional teams, such as doctors, law enforcement, etc. (Skills)</p>					

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MIDPOINT COMMENTS	Student participated in a historical record and file room training. She understands the importance of a client's history.					
ENDPOINT COMMENTS						
1.4 Uses technology ethically and appropriately to facilitate practice outcomes; and use supervision and consultation to guide professional judgment and behavior. (S)	<p><i>Recognizes the importance of life-long learning.</i></p> <p><i>Uses agency data base effectively.</i></p> <p><i>Meets regularly with supervisor.</i></p>	3	3	3	3	4
LEARNING ACTIVITIES	<p>1. Watch agency social workers document in agency database up to 5 times and discuss each entry with a working professional prior to utilizing agency database on my own. (Skills)</p> <p>2. Review with supervisor at least once per month documentation completed in previous four weeks for review and feedback. (Skills)</p>					
MIDPOINT COMMENTS	Student has been able to log into the agency database and follow a case with little or no assistance.					
ENDPOINT COMMENTS						
1.5 Uses supervision and consultation to guide professional judgement and behavior (CA)	<p><i>Seeks out supervision as necessary.</i></p> <p><i>Arrives at supervision prepared, aware of assistance and input needed.</i></p>	3	0	0	0	0

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LEARNING ACTIVITIES	1. Meet with supervisor at least once per week, but more as needed. Discuss experiences with supervisor and address questions or concerns. (Cognitive/Affect) 2. During each supervision, I will present at least one situation and review and discuss the rationale used in the decisions made about the case and identify the next steps for that case. (Cognitive/Affect)						
MIDPOINT COMMENTS	Student seeks supervision weekly and she will come and ask questions when she needs to.						
ENDPOINT COMMENTS							
Average Score for Competency #1			3.00	2.40	2.40	2.80	3.20
COMPETENCY #2 ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE							
2.1 Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (K) (S)	Understands how diversity and difference characterize the human experience and are critical to the formation of identity. Understands how diversity and difference shape the human experience and are critical to the formation of identity. Understands the forms and mechanisms of oppression and discrimination. 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. Understands 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. Understands the forms and mechanisms of oppression and discrimination. Can articulate all of the above understandings effectively.		3	2	3	3	4
LEARNING ACTIVITIES	1. Research diversity, and understand the forms of oppression and discrimination by composing an essay of the materials. (Knowledge) 2. Research services and provide a list of resources to the families that would be beneficial to assist in their change. (Skills)						

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MIDPOINT COMMENTS	Student has attended a few homecalls with workers. She has been given information to add to her training notebook. Also, she is participating in Gang training as part of our Cultural Diversity Committee.					
ENDPOINT COMMENTS						
2.2 Presents themselves as learners and engages clients and constituencies as experts of their own experiences (S)	<p><i>Recognizes 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.</i></p> <p><i>Observes and interacts with diverse populations to better understand diversity and impact on people's lives.</i></p>	3	2	3	3	3
LEARNING ACTIVITIES	1. Be aware of and express my feelings as a student and my learning to my supervisor or field instructor during supervision each week. (Skills) 2. Communicate during weekly supervision one example where I demonstrated that I am aware that clients are experts in their own lives and to ensure I meet clients where they are at. (Skills)					
MIDPOINT COMMENTS	Student seeks supervision when she has questions about what she has learned or observed. She is able to synthesize what she has learned in the classroom and apply it to her field practice.					
ENDPOINT COMMENTS						

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2.3 Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (CA) (V)	Understands 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. Critically examines own biases and values, recognizing impact on practice.	3	2	3	3	4
LEARNING ACTIVITIES	1. Write about any pressing issues or experiences at Children Services and reflecting on my own biases and values. (Cognitive/Affect) 2. Consult the NASW Code of Ethics when I face an ethical dilemma and discuss this with my supervisor. (Values)					
MIDPOINT COMMENTS	Student has identified what her personal values are and understands how these may impact her practice.					
ENDPOINT COMMENTS						
Average Score for Competency #2		3.00	2.00	3.00	3.00	3.50
Competency #3 Advances Human Rights and Social, Economic, and Environmental Justice						
3.1 Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (CA) (K)	Understands and describes 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. Understands and describes the global interconnections of oppression and human rights violations. Knowledgeable about theories of human need and social justice and applies them appropriately.	3	3	3	3	4

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LEARNING ACTIVITIES	<p>1. Observe client behaviors at Super Star Agency and identify similarities and differences based on their diverse backgrounds and discuss these behaviors during weekly supervision. (Cognitive/Affective)</p> <p>2. Research at least two diverse populations and be able to identify during weekly supervisions how individuals are affected by this diversity by end of first eight weeks. (Knowledge)</p>					
MIDPOINT COMMENTS	Student has observed meetings in the field, court hearings and homecalls which have given her opportunities to see clients with very diverse backgrounds and history.					
ENDPOINT COMMENTS						
3.2 Engages in practices that advance social, economic, and environmental justice (V, S)	<p><i>Committed to advancing social, economic, and environmental justice.</i></p> <p><i>Knowledgeable about strategies to promote social and economic justice and human rights.</i></p> <p><i>Values, understands and demonstrates strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably.</i></p> <p><i>Values, understands, and demonstrates strategies designed to eliminate oppressive structural barriers to ensure that civil, political, environmental, economic, social, and cultural human rights are protected.</i></p>	3	3	4	3	4
LEARNING ACTIVITIES	<p>1. Integrate my knowledge of social injustices into my Discrimination and Racism paper about values and oppression and share with my supervisor by the end of first semester. (Values)</p> <p>2. Discuss injustices identified clients disclose while at Super Star Agency and steps implemented to promote justice of clients during weekly supervision with my supervisor by end of second semester. (Skills)</p>					
MIDPOINT COMMENTS	Student can summarize her field work with an at risk population and how social injustice impacts her practice.					
ENDPOINT COMMENTS						

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Average Score for Competency #3		3.00	3.00	3.50	3.00	4.00
Competency #4 Engage in Practice-informed Research and Research-informed Practice						
4.1 Uses practice experience and theory to inform scientific inquiry and research. (CA) (S)	Understands and articulates quantitative research methods in advancing a science of social work and in evaluating their practice. Understands qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Demonstrates application of skills and theory to study their own practice.	3	3	3	3	4
LEARNING ACTIVITIES	1. Review no less than five articles that relate to practice with our population at Super Star Agency and identify five methods of practice that can be implemented in the agency with supervisor during weekly supervision. (Cognitive/Affect) 2. Review five qualitative and five quantitative research articles by end of first eight weeks and then identify and implement no less than five methods in assessments by end of second semester. (Skills)					
MIDPOINT COMMENTS	Student has reviewed case information containing diagnostic assessment and how mental health impacts the case progress of the clients.					
ENDPOINT COMMENTS						
4.2 Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. (S)	Understands and demonstrates the processes for translating research findings into effective practice and demonstrates research skills successfully.	3	3	4	3	4

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LEARNING ACTIVITIES	<p>1. Each month will demonstrate during discussion in supervision the latest research on interventions/further understanding from no less than two research articles and indicate how they would be able to be applied. (Skills)</p> <p>2. Will identify at least two social work skills (engage, intervene, evaluate, terminate) used in practice during the previous four weeks and discuss how they are were supported by research during no less than one weekly supervision session with my supervisor. (Skills)</p>					
MIDPOINT COMMENTS	Student understands the importance of evidence-based practice. This instructor observed her research project and how she took the project from a literature review to reporting the results.					
ENDPOINT COMMENTS						
4.3 Uses and translates research evidence to inform and improve practice, policy, and service delivery. (K) (V)	<p><i>Understands the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge</i></p> <p><i>Understands that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing.</i></p> <p><i>Values practice wisdom, empirical knowledge, and client collaboration.</i></p>	3	3	3	3	4
LEARNING ACTIVITIES	<p>1. Will review no less than five research articles (within past seven years) that discuss the most current practices and services that can be applied to our diverse populations by the end of the first semester. (Knowledge)</p> <p>2. Create presentation to share with supervisor that integrates my knowledge level and values and how these relate to Super Star Agency by the end of the first semester. (Values)</p>					
MIDPOINT COMMENTS	Student is capable of taking what she has learned in the classroom and utilize this in the field.					
ENDPOINT COMMENTS						

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Average Score for Competency #4		3.00	3.00	3.33	3.00	4.00
Competency #5 Engage in Policy Practice						
5.1 Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. (K)	Understands the history and current structures of social policies and service. Recognizes and understands the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. Understands 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.	3	3	4	3	4
LEARNING ACTIVITIES	1. Attend agency trainings that review agency policies to remain current by the end of the second semester. (Knowledge) 2. Attend one workshop/conference about the agency's population that reviews policies that affect our population and discuss the experience and acquired knowledge with my supervisor by the end of the second semester. (Knowledge)					
MIDPOINT COMMENTS	Student plans to attend to the (name it) conference next month.					
ENDPOINT COMMENTS						
5.2 Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (V, CA)	Values social justice. Understands and articulates the role of policy in service delivery. Understands and articulates the role of practice in policy development.	2	2	3	3	3

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LEARNING ACTIVITIES	<p>1. Research how local/state/federal policies impact the clients and working professionals at Super Star Agency by end of the first semester. (Values)</p> <p>2. Interview my field instructor and other working professionals in agency to gain their understanding of the importance specific policies and impacts on the social work profession and then create a flyer summarizing the key policies outlining how they affect Super Star Agency and share with supervisor by the end of the second semester. (Cognitive/Affect)</p>					
MIDPOINT COMMENTS	Student has been shadowing in different program areas. She understands agency culture and expectations.					
ENDPOINT COMMENTS						
5.3 Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. (S)	<p><i>Understands their role in policy development and demonstrates implementation within their practice settings at the micro, mezzo, and macro levels.</i></p> <p><i>Knowledgeable and demonstrates elements of policy formulation, analysis, implementation, and evaluation.</i></p> <p><i>Actively engages in policy practice to effect change within micro, mezzo, and macro settings.</i></p>	2	2	3	3	3
LEARNING ACTIVITIES	<p>1. Identify and maintaining a running list of issues within the agency that affects rights of staff and clients and review list along with suggested options for change no less than once a month with supervisor during field semesters. (Skills)</p> <p>2. Identify at least five specific ways that agency staff can advocate for policy changes to support working professionals and clients and present to leadership in agency by the end of the second semester. (Skills)</p>					

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MIDPOINT COMMENTS	Student has participated in meetings and homecalls, and she asks questions when needed.					
ENDPOINT COMMENTS						
Average Score Competency #5		2.33	2.33	3.33	3.00	3.33
Competency #6 Engages with Individuals, Families, Groups, Organizations, and Communities						
6.1. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (K, S)	<p><i>Understands 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.</i></p> <p><i>Understands theories of human behavior and the social environment.</i></p> <p><i>Critically evaluates and applies this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.</i></p> <p><i>Understands and demonstrates strategies to engage diverse clients and constituencies to advance practice effectiveness.</i></p>	3	3	3	3	4
LEARNING ACTIVITIES	<p>1. Identify no less than one human behavior theory and identify three ways it can be applied with population served during all semesters in field. (Knowledge)</p> <p>2. Identify no less than six strategies based on a human behavior to increase client engagement of services. . (Skills)</p>					
MIDPOINT COMMENTS	Student is learning the different roles throughout the agency. She can identify the differences between different departments in the agency.					
ENDPOINT COMMENTS						

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6.2 Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (CA) (V)	<i>Understands and articulates how their personal experiences may impact their ability to effectively engage with diverse clients and constituencies.</i> <i>Understands and articulates how their affective reactions may impact their ability to effectively engage with diverse clients and constituencies.</i> <i>Values the importance of human relationships.</i>	3	3	4	3	4
LEARNING ACTIVITIES	1. Interact with no less than five clients to practice engagement skills applying CBT activities and develop a one page overview to share with supervisor reflecting how applied differently by diverse population completed by the end of the second semester. (Cognitive/Affective) 2. Develop a weekly log to note interactions used with clients and indicate how it showed appropriate empathic interpersonal skills and review at least once a month with supervisor while in field. (Values)					
MIDPOINT COMMENTS	Student is observing workers in the field faced with traumatic experiences.					
ENDPOINT COMMENTS						
Average Score Competency #6		3.00	3.00	3.50	3.00	4.00
Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities						
7.1 Collects and organizes data, and apply critical thinking to interpret information from clients and constituencies (CA)	<i>Understand and describes how their personal experiences may affect their assessment and decision-making.</i> <i>Understands and describes how their affective reactions may affect their assessment and decision-making.</i> <i>Critically evaluates and applies this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.</i>	3	3	3	3	3

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LEARNING ACTIVITIES	<p>1. Observe new referral and initial investigation home visit at least once a week, discussing the interactions and work by the worker and then take notes to reflect the activities observed and review with supervisor by the end of the first semester.</p> <p>2. Student will learn the key forms, procedures and techniques involved in completion of CAMPIS Safety Assessment and develop an overview sheet of key points for future students by the end of the second semester. (Cognitive/Affect)</p>					
MIDPOINT COMMENTS	Student has seen clients, both in the office and their homes. She remains engaged in both settings. Student will need to observe safety procedures.					
ENDPOINT COMMENTS						
7.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. (K) (S)	<p><i>Understands theories of human behavior and the social environment</i></p> <p><i>Recognizes and evaluates the implications of the larger practice context in the assessment process.</i></p>	3	3	3	3	3

Social Work Competencies & Professional Behaviors, Dimensions (MSW)	<p>(Refer to INSTRUCTIONS Tab)</p> <p>X ONGOING Unable to evaluate level of attainment yet.</p> <p>1 LIMITED < 70% of time BEHAVIORS are demonstrated.</p> <p>2 EMERGING 70-80% of time BEHAVIORS are demonstrated.</p> <p>3 CAPABLE 80-90% of time BEHAVIORS are demonstrated.</p> <p>4 STRONG near 100% of time BEHAVIORS are demonstrated.</p>	Student Baseline (End of 4th week)	Student Midpoint (End of 1st Sem.)	Instructor Midpoint (End of 1st Sem.)	Student Endpoint (End of 2nd Sem.)	Instructor Endpoint (End of 2nd Sem.)
LEARNING ACTIVITIES	<p>1. Research and discuss at least two theoretical frameworks that could be applied in assessing clients with my supervisor no later than the first eight weeks. (Knowledge)</p> <p>2. Observe initial investigation home visit and review with field instructor at least two theoretical frameworks to analyze data obtained by the end of the first semester. (Skills)</p>					
MIDPOINT COMMENTS	Student will continue to shadow and identify appropriate frameworks to discuss.					
ENDPOINT COMMENTS						
7.3 Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (CA)	<p><i>Understands and describes 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.</i></p> <p><i>Understands and critically examines methods of assessment with diverse clients and constituencies to advance practice effectiveness.</i></p>	3	3	3	3	4
LEARNING ACTIVITIES	<p>1. Student will observe three workers as they complete case plans and then will complete a case plan by the end of the first semester. (Cognitive/Affect)</p> <p>2. Student will identify evidence-based interventions that would be appropriate with cases she is shadowing for the week and discuss with her supervisor in weekly supervision. (Cognitive/Affect)</p>					
MIDPOINT COMMENTS	Student is working to use informed research to identify short and long term goals for clients.					
ENDPOINT COMMENTS						

Social Work Competencies & Professional Behaviors, Dimensions (MSW)	<p>(Refer to INSTRUCTIONS Tab)</p> <p>X ONGOING Unable to evaluate level of attainment yet.</p> <p>1 LIMITED < 70% of time BEHAVIORS are demonstrated.</p> <p>2 EMERGING 70-80% of time BEHAVIORS are demonstrated.</p> <p>3 CAPABLE 80-90% of time BEHAVIORS are demonstrated.</p> <p>4 STRONG near 100% of time BEHAVIORS are demonstrated.</p>	Student Baseline (End of 4th week)	Student Midpoint (End of 1st Sem.)	Instructor Midpoint (End of 1st Sem.)	Student Endpoint (End of 2nd Sem.)	Instructor Endpoint (End of 2nd Sem.)
7.4 Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. (V)	<p><i>Values the importance of inter-professional collaboration in this process.</i></p> <p><i>Is committed to best practice intervention strategies.</i></p> <p><i>Is committed to collaboration with clients.</i></p>	3	3	3	3	3
LEARNING ACTIVITIES	<p>1. Use weekly supervision to identify appropriate interventions that could be implemented. (Values)</p> <p>2. Review and research the NASW Code of Ethics Social Work Values each week and discuss in weekly supervision potential conflicts with observed cases during the past week. (Values)</p>					
MIDPOINT COMMENTS	Student is working to select appropriate interventions and asks questions when needed.					
ENDPOINT COMMENTS						
Average Score Competency #7		3.00	3.00	3.00	3.00	3.25
COMPETENCY # 8 Intervenes with Individuals, Families, Groups, Organizations, and Communities						
8.1 Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies. (CA) (S)	<p><i>Understand and describes methods of identifying evidence-informed interventions to achieve client and constituency goals.</i></p> <p><i>Understand and describes methods of analyzing evidence-informed interventions to achieve client and constituency goals.</i></p> <p><i>Understands 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.</i></p> <p><i>Critically evaluates and applies theories of human behavior and social environment to effectively intervene with clients and constituencies.</i></p>	3	3	3	3	4

Social Work Competencies & Professional Behaviors, Dimensions (MSW)	<p>(Refer to INSTRUCTIONS Tab)</p> <p>X ONGOING Unable to evaluate level of attainment yet.</p> <p>1 LIMITED < 70% of time BEHAVIORS are demonstrated.</p> <p>2 EMERGING 70-80% of time BEHAVIORS are demonstrated.</p> <p>3 CAPABLE 80-90% of time BEHAVIORS are demonstrated.</p> <p>4 STRONG near 100% of time BEHAVIORS are demonstrated.</p>	Student Baseline (End of 4th week)	Student Midpoint (End of 1st Sem.)	Instructor Midpoint (End of 1st Sem.)	Student Endpoint (End of 2nd Sem.)	Instructor Endpoint (End of 2nd Sem.)
LEARNING ACTIVITIES	<p>1. Reviews and identified no less than five (f) internentions to achieve client goals and will develep an ongoing list that will be reviewed in weekly supervision. (Cognitive/Affect)</p> <p>2. Will lead a home visit with the assigned worker by the end of the second semester. (Skills)</p>					
MIDPOINT COMMENTS	Student applies what she has learned in this class to her field work.					
ENDPOINT COMMENTS						
8.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (K, S)	<p><i>Understands theories of human behavior and the social environment.</i></p> <p><i>Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities.</i></p> <p><i>Demonstrates skill in application of HBSE and PIE theory during intervention.</i></p>	3	3	3	3	4
LEARNING ACTIVITIES	<p>1. Identify at least one multidisciplinary theoretical framework and review with my supervision how this integrated in Star Super Agency by the end of the first semester. (Knowledge)</p> <p>2. Will monitor at least five (5) parent-child visits and identify human behavior observed in supervision by the end of the second semester. (Skills)</p>					
MIDPOINT COMMENTS	Students processes what she has learned by completing her field logs.					

Social Work Competencies & Professional Behaviors, Dimensions (MSW)	(Refer to INSTRUCTIONS Tab)	Student Baseline (End of 4th week)	Student Midpoint (End of 1st Sem.)	Instructor Midpoint (End of 1st Sem.)	Student Endpoint (End of 2nd Sem.)	Instructor Endpoint (End of 2nd Sem.)
	X ONGOING Unable to evaluate level of attainment yet.					
	1 LIMITED < 70% of time BEHAVIORS are demonstrated.					
	2 EMERGING 70-80% of time BEHAVIORS are demonstrated.					
	3 CAPABLE 80-90% of time BEHAVIORS are demonstrated.					
	4 STRONG near 100% of time BEHAVIORS are demonstrated.					
ENDPOINT COMMENTS						
8.3 Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes. (S)	<i>Demonstrates effective collaboration during interprofessional teamwork activities.</i>	2	2	3	3	3
LEARNING ACTIVITIES	1. Participate in agency staffing sessions, supervision sessions and agency board meetings by the end of the second semester. (Skills) 2. Will observe a family team meeting and use information acquired to collaborate with other professionals to generate questions to assess client outcomes by the end of the second semester. (Skills)					
MIDPOINT COMMENTS	Student will need to observe more supervision sessions with workers who have active case loads.					
ENDPOINT COMMENTS						
8.4 Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies. (S, V)	<i>Demonstrates effectiveness in the roles of mediator and advocate. Values the importance of interprofessional communication in interventions. Demonstrates culturally competent communication skills.</i>	3	3	3	3	4
LEARNING ACTIVITIES	1. Participate in at least seven (7) home visit shadowing and interactions with clients (assigned officially to PCSA employee) by the end of the second semester. (Skills) 2. Review and assess my skill level during weekly supervisions with my supervisor to develop and maintain competency. (Values)					

Social Work Competencies & Professional Behaviors, Dimensions (MSW)	(Refer to INSTRUCTIONS Tab)	Student Baseline (End of 4th week)	Student Midpoint (End of 1st Sem.)	Instructor Midpoint (End of 1st Sem.)	Student Endpoint (End of 2nd Sem.)	Instructor Endpoint (End of 2nd Sem.)
	X ONGOING Unable to evaluate level of attainment yet.					
	1 LIMITED < 70% of time BEHAVIORS are demonstrated.					
	2 EMERGING 70-80% of time BEHAVIORS are demonstrated.					
	3 CAPABLE 80-90% of time BEHAVIORS are demonstrated.					
	4 STRONG near 100% of time BEHAVIORS are demonstrated.					
MIDPOINT COMMENTS	Student needs to continue to observe homecalls in the field and meet for supervision to discuss any issues.					
ENDPOINT COMMENTS						
8.5 Facilitates effective transitions and endings. (S)	Recognizes that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Demonstrates effective termination, referral and follow-up with clients and others.	3	3	3	3	3
LEARNING ACTIVITIES	1. Observe at least two (2) semi-annual reviews and during supervision review with supervisor what was observed related to transition and/or termination of the cases by the end of the second semester. (Skills) 2. Observe at least two (2) Family Team Meetings and during supervision review with supervisor what was observed related to transition and decisions of the cases by the end of the second semester. (Skills)					
MIDPOINT COMMENTS	Student is working to observe an additional semi-annual review.					
ENDPOINT COMMENTS						
Average Score for COMPETENCY #8		2.80	2.80	3.00	3.00	3.60
COMPETENCY # 9 Evaluates Practice with Individuals, Families, Groups, Organizations, and						
9.1 Selects and uses appropriate methods for evaluation of outcomes. (K) (S)	Understands 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. Recognizes and demonstrates the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness.	3	3	3	3	4
LEARNING ACTIVITIES	1. Student will visit at least seven (7) community service agencies. (Knowledge) 2. Student will assess at least five (5) clients' situations (initial or ongoing cases) and discuss at least two (2) methods that could be used to evaluate case outcomes with supervisor by the end of the second semester. (Skills)					

Social Work Competencies & Professional Behaviors, Dimensions (MSW)	<p>(Refer to INSTRUCTIONS Tab)</p> <p>X ONGOING Unable to evaluate level of attainment yet.</p> <p>1 LIMITED < 70% of time BEHAVIORS are demonstrated.</p> <p>2 EMERGING 70-80% of time BEHAVIORS are demonstrated.</p> <p>3 CAPABLE 80-90% of time BEHAVIORS are demonstrated.</p> <p>4 STRONG near 100% of time BEHAVIORS are demonstrated.</p>	Student Baseline (End of 4th week)	Student Midpoint (End of 1st Sem.)	Instructor Midpoint (End of 1st Sem.)	Student Endpoint (End of 2nd Sem.)	Instructor Endpoint (End of 2nd Sem.)
MIDPOINT COMMENTS	Student will continue to use her advanced knowledge of social worker theories.					
ENDPOINT COMMENTS						
9.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (K, S)	<p>Understands theories of human behavior and the social environment.</p> <p>Critically evaluates and applies theories of human behavior and the social environment in evaluating outcomes.</p>	2	3	3	3	3
LEARNING ACTIVITIES	<p>1. Research and identify at least one (1) each of a multidisciplinary theoretical framework(s) and human behavior framework(s) and indicated how they could be applied in Super Star Agency during supervisor by the end of the first semester. (Knowledge)</p> <p>2. Observe interactions of workers with clients in their environment (intake, ongoing, homevisits, etc.) and discuss these observations and how they connect with identified theoretical frameworks with my supervisor by the end of the second semester. (Skills)</p>					
MIDPOINT COMMENTS						
ENDPOINT COMMENTS						

Social Work Competencies & Professional Behaviors, Dimensions (MSW)	<p>(Refer to INSTRUCTIONS Tab)</p> <p>X ONGOING Unable to evaluate level of attainment yet.</p> <p>1 LIMITED < 70% of time BEHAVIORS are demonstrated.</p> <p>2 EMERGING 70-80% of time BEHAVIORS are demonstrated.</p> <p>3 CAPABLE 80-90% of time BEHAVIORS are demonstrated.</p> <p>4 STRONG near 100% of time BEHAVIORS are demonstrated.</p>	Student Baseline (End of 4th week)	Student Midpoint (End of 1st Sem.)	Instructor Midpoint (End of 1st Sem.)	Student Endpoint (End of 2nd Sem.)	Instructor Endpoint (End of 2nd Sem.)
9.3 Critically analyzes, monitors, and evaluates intervention and program processes and outcomes. (CA) (V)	<p><i>Understands qualitative methods for evaluating outcomes.</i></p> <p><i>Understands quantitative methods for evaluating outcomes.</i></p> <p><i>Values formative and summative assessment processes.</i></p>	2	3	3	3	4
LEARNING ACTIVITIES	<p>1. Compose an academic paper that will critically assess, monitor, and evaluate intervention assessments used by the end of the second semester. (Cognitive/Affect)</p> <p>2. Shadow assigned case workers and review their evaluation of interventions on at least one (1) client a month and review with my supervisor during weekly supervision how effective the interventions have been by the end of the second semester. (Values)</p>					
MIDPOINT COMMENTS	Student will need to work in Super Star Agency database to learn more about the assessments.					
ENDPOINT COMMENTS						
9.4 Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. (CA)	<p><i>Understands, discusses, and applies qualitative methods for evaluating practice effectiveness.</i></p> <p><i>Understands, discusses, and applies quantitative methods for evaluating practice effectiveness.</i></p>	2	3	3	3	4
LEARNING ACTIVITIES	<p>1. Will complete at least eight (8) documentation entries based on actual client contacts and develop a one page document to summarize evaluation of client cases and review with supervisor during supervision by the end of the second semester. (Cognitive/Affect)</p> <p>2. Will identify one program in agency and do an evaluation of one aspect of that program and present evaluation findings to supervisor by end of the second semester. (Cognitive/Affect)</p>					

Social Work Competencies & Professional Behaviors, Dimensions (MSW)	<p>(Refer to INSTRUCTIONS Tab)</p> <p>X ONGOING Unable to evaluate level of attainment yet.</p> <p>1 LIMITED < 70% of time BEHAVIORS are demonstrated.</p> <p>2 EMERGING 70-80% of time BEHAVIORS are demonstrated.</p> <p>3 CAPABLE 80-90% of time BEHAVIORS are demonstrated.</p> <p>4 STRONG near 100% of time BEHAVIORS are demonstrated.</p>	Student Baseline (End of 4th week)	Student Midpoint (End of 1st Sem.)	Instructor Midpoint (End of 1st Sem.)	Student Endpoint (End of 2nd Sem.)	Instructor Endpoint (End of 2nd Sem.)
MIDPOINT COMMENTS	Student utilizes what she has learned in the classroom and applies it to her field practice.					
ENDPOINT COMMENTS						
Average Score for COMPETENCY #9		2.25	3.00	3.00	3.00	3.75
Mid-point Grade Recommendation	A					
Liaison Comments on Receipt and Review of Mid-point Grade						
Final Grade Recommendation	Field Instructor, Put Final Field Grade for Endpoints (Second Semester) Here:					

INSTRUCTIONS FOR COMPLETING THE AMFE (MIDPOINT AND ENDPOINT)

Social Work Competencies & Professional Behaviors, Dimensions (MSW)	X	ONGOING	Unable to evaluate level of attainment yet.	Student Baseline (By end of 4th week)	Student Midpoint (End of 1st Sem.)	Instructor Midpoint (End of 1st Sem.)	Student Endpoint (End of 2nd Sem.)	Instructor Endpoint (End of 2nd Sem.)
	1	LIMITED	< 70% of time BEHAVIORS are demonstrated.					
	2	EMERGING	70-80% of time BEHAVIORS are demonstrated.					
	3	CAPABLE	80-90% of time BEHAVIORS are demonstrated.					
	4	STRONG	near 100% of time BEHAVIORS are demonstrated.					

4. The 5 P's - MIDPOINT GRADING CONSIDERATIONS - Complete within the last two weeks of the first semester. If a Field Instructor has the philosophical belief that no one deserves any ratings of capable or strong during their first semester in Field, the Student should be informed of that from the start. The Student should know what it would take to make an exception to this philosophy, in order for them to receive any ratings of capable or strong during the first semester. **Behaviorally-specific expectations should always be clearly outlined for Students.** Be open to the idea that THIS Student may be the exception to your philosophy. False praise slows development as much as harsh praise. **To obtain a Satisfactory grade, students should receive at minimum ratings of emerging or higher on all competencies.** There are several things for the Field Instructor to consider thoughtfully when recommending a Midpoint grade. These also apply to an Endpoint grade, although demonstrated competence in social work Behaviors is weighted more heavily in assigning the Endpoint grade. Considerations include:

1) **This is an educational learning experience, not an employee experience.** The Student should be evaluated with that distinction in mind. Students need the encouragement and freedom to risk an occasional "stumble" while a safety net is protecting them, and without penalty of a grade drop. How they bounce back and apply what they learn at those times should be reflected in their grade. This is especially true during the first semester of Field. Of course, sometimes, errors have significant consequences, and a grade drop would be warranted. This is up to the Field Instructor to discern.

2) The Student's **grade should reflect their PROGRESS and effort.** Where did they start and how much have they grown during the semester? Students may have started their placement with performance in the "1" or "2" achievement ranges on demonstrating social work Behaviors. It would be rare for the first semester Field Student to demonstrate competence ("3" score) for all of the Behaviors. A Satisfactory grade can reflect effort that will, with time, evolve into demonstrated attainment of competence. **"1" and "2" scores, when accurate appraisals, provide direction not only the Student, but to the Field Instructor for development of new teaching strategies.**

3) The Student's PROFESSIONALISM should be a "given" during both semesters, and **Student demonstration of professionalism should impact their grade significantly.** If the Student is NOT performing professionally in terms of accountability, dress, attitude, ethics, and timeliness, we would NOT expect them to receive an emerging or higher rating resulting in a Satisfactory grade recommendation, regardless of other areas of success. Students should have entered the Field with these things already demonstrated at a high level, as this is a criteria for Admission to Field, as well as retention in the placement.

4) The Student's PREPARATION and PARTICIPATION in supervision and working on Learning Activities should also weigh heavily in the grade recommendation. Are they curious? Do they bring in questions, examples? Do they implement suggestions? Do they seek supervision appropriately? Do they actively seek learning opportunities? Do they take initiative in finding answers to avoid over-dependency? Do they add to the team, rather than take away from productivity? Are they willing to reflect on their limits as well as their strengths? Are they enthusiastic, self-initiating, and productive? Are they self-directed? Are they able to show continued integration of new skills? These qualities should be reflected in the grade recommendation.

INSTRUCTIONS FOR COMPLETING THE AMFE (MIDPOINT AND ENDPOINT)

Social Work Competencies & Professional Behaviors, Dimensions (MSW)	X	ONGOING	Unable to evaluate level of attainment yet.	Student Baseline (By end of 4th week)	Student Midpoint (End of 1st Sem.)	Instructor Midpoint (End of 1st Sem.)	Student Endpoint (End of 2nd Sem.)	Instructor Endpoint (End of 2nd Sem.)
	1	LIMITED	< 70% of time BEHAVIORS are demonstrated.					
	2	EMERGING	70-80% of time BEHAVIORS are demonstrated.					
	3	CAPABLE	80-90% of time BEHAVIORS are demonstrated.					
	4	STRONG	near 100% of time BEHAVIORS are demonstrated.					

5. AMFE-E: ENDPOINT SUMMATIVE ASSESSMENT AND GRADE RECOMMENDATION - Complete within the last two weeks of the second/final semester.

Student and Field Instructor independently score the Student's demonstrated level of competence for each social work Behavior in the appropriate **peach column**. Do so by replacing the "0" with a number between 1-4. Please Note: **X cannot be used on this ENDPOINT assessment, as the Student should have completed all Learning Activities, providing enough data for a final achievement score for each Behavior. The spreadsheet will calculate the Average Score for each Competency automatically as Behavior scores are entered.** Endpoint Grade Recommendation should be evaluated by the Field Instructor, again using the 5 Ps, but additionally, successful completion of all 62 Learning Activities, and the Student's demonstrated attainment of a level of competence in line with a MSW social work practitioner. This is not to say that a Student receiving one or two 2s should not get an "A" grade; however, a pattern of lower scores on demonstrated social work Behaviors should be reflected accurately in their final grade. Students should be notified at least four weeks prior to the end of the semester if they are in danger of receiving a failing grade. Field Instructors should discuss discrepancies between Student self-ratings and their own ratings to assist the Student in identifying professional development goals as they move beyond graduation, and as a termination exercise to the Field Experience. **To obtain a Satisfactory grade on the**

INFORMATION

Accreditation Updates and Resources document

SOURCE:

Commission on Accreditation Resource (July, 2017)

"The 2015 EPAS recognizes competence as holistic; this means that the demonstration of competence is informed by the appropriate knowledge, values, skills, and cognitive and affective processes.

Dimensions -Each of the nine social work Competencies listed in the EPAS is followed by a paragraph that describes the Competency. This description contains Dimensions of the Competency necessary for learning and developing competence throughout the course of a program.

The Dimensions are: Knowledge, Values, Skills, Cognitive and Affective Processes.

The description and dimensions as written in the EPAS should be reflected in the generalist social work curriculum. This curriculum prepares students for the demonstration of competence through the Behaviors associated with the Competency

Behaviors- The bullet points under the paragraph for each Competency in the EPAS are a set of Behaviors that integrate the Dimensions of the Competency. Competence in real or simulated practice can only be demonstrated by Behavior and Behavior cannot be demonstrated without incorporation of the knowledge, values, skills and cognitive and affective processes associated with the Competency. "...CSWE defines social work Behaviors as "Observable actions that demonstrate an integration of knowledge, values, skills, and cognitive and affective processes.

Cognitive and affective processes (includes critical thinking, affective reactions, and exercise of judgment)."

- **Critical thinking** is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection and reasoning.

- **Affective reactions** refer to the way in which our emotions influence our thinking and subsequently our behavior.

- **Exercise of judgment** is the capacity to perceive and discern multiple sources to form an opinion.

Student learning outcomes are the stated behaviors, knowledge, values, skills, and cognitive and affective processes that students are expected to demonstrate as a result of engagement in the explicit and implicit curriculum."