



Advanced MSW Field Practicum Evaluation

Student Name: Kevin Hull

Practicum Site: River Valley Counseling Center

Academic Year: 2016-17

Field Instructor Name: Elizabeth Adams

Semester: Spring

This evaluation form is based on the Department of Social Work's *Competency Goals*, which are also the Competencies established by the Council on Social Work Education's *Educational Policy and Accreditation Standards (CSWE, 2008, 2010)*. Each competency goal includes a set of measurable *Practice Behaviors* that reflect the social work practitioner's expected level of knowledge, values, and skills at the foundation or advanced levels. This evaluation "mirrors" the Learning Agreement Competencies and Practice Behaviors completed at the beginning of the field placement.

Student Instructions:

1. **Self Evaluation** - Rate your current competency in each of the Practice Behaviors.
2. **Program Inclusion** – Rate the extent each Practice Behavior has been included thus far in your social work program experience (this includes social work courses, field placement, field seminar, assignments, readings, etc).
3. **Student Narrative** – discuss examples & evidence that support your self-rating for each Practice Behavior.
4. **Initial** – Your initial sends your portion of the evaluation to your Field Instructor.

Field Instructor Instructions:

1. **Evaluation of Student** - Rate your student's competency in each of the Practice Behaviors.
2. **Summary and Recommendations (Narrative)** – Complete each of the questions in this section and recommend a grade for the Field Placement portion of the Practicum.
3. **Initial** – Your initial sends your portion of the evaluation to your student.

Rating Scale:

| | | | | | | |
|------------|---|------------------------|---|---|-------------------------|---|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| Unprepared | | Appropriately Prepared | | | Outstanding Preparation | |

| Part 1- Rating Assessment | | Student | | Instructor |
|---|---|-----------------|-------------------|------------|
| Program Competency and Practice Behaviors | | Self Evaluation | Program Inclusion | |
| Competency | Graduates of the program will identify as | | | |

| | | | | |
|----------------------|---|------------------------|--------------------------|-------------------|
| #1 | professional social workers, advanced social work practitioners and conduct themselves accordingly. | | | |
| A1.1 | readily identify as social work professionals; | 5 | 6 | 6 |
| A1.2 | demonstrate professional use of self with clients; | 6 | 6 | 5 |
| A1.3 | understand and identify professional strengths, limitations and challenges; and | 5 | 5 | 6 |
| A1.4 | develop, manage, and maintain therapeutic relationships with clients. | 6 | 6 | 6 |
| Student Narrative | When I began my internship at River Valley I considered myself "professional" and an individual that handled himself accordingly. Since day one I communicated and presented professionally both to clients, parents, and school personnel. However, I came to realize that identifying as professional goes deeper than just completing your duties and communicating to individuals with respect. Being professional means being able to sit with a client in need and understand those needs. It also means understanding your weaknesses as a social worker/clinician and trying to improve upon those weaknesses. Even though I have always considered myself as a professional while communicating with others and in completing my duties, I have recently realized being professional goes much deeper. | | | |
| Competency #2 | Graduates of the program will conduct their professional practice according to the values and ethical principles of professional social work. | Self Evaluation | Program Inclusion | Instructor |
| A2.1 | apply ethical decision-making skills to issues specific to clinical social work and clinical practice with children and families; | 4 | 5 | 5 |
| A2.2 | employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights; | 5 | 6 | 6 |
| A2.3 | identify and use knowledge of relationship dynamics, including power differentials; and | 6 | 6 | 6 |
| A2.4 | recognize and manage personal biases as they affect the therapeutic relationship in the service of the client's well-being. | 5 | 6 | 5 |
| Student Narrative | As an intern of River Valley and as a social worker I hold myself to the highest ethical standards. I thoroughly understand the NASW Code of Ethics and follow it to the best of my ability. As a master level social worker it is important to understand that ethical dilemmas occur and there can be a lot | | | |

| | <p>of "gray area" and while there is no correct answer in these situations, I think it is best to consult with a supervisor in these situations.</p> <p>In addition, I have made sure to make it a point in the initial meeting with the client to break down the power differential between myself and the client by asking them not to view me as a therapist but more as a person to talk to. Also, I understand how cultural and racial factors may influence a client's behavior and create concerns within treatment and I attempted to empower clients by having them discuss and explore their culture and race within treatment. I feel that it is important to acknowledge the racial and cultural factors that the client presents with and the privilege that I present with.</p> <p>Therapeutic relationships are constantly affected by personal bias, coming from both the social worker and the client. Through out my time at River Valley there have been multiple occasions that clients made statements or behaved in a way that I did not agree with, however understanding where they are coming from and showing empathy, I have been able to put my personal bias aside and continue to provide them with beneficial treatment.</p> | | | |
|-------------------|---|-----------------|-------------------|------------|
| Competency #3 | Graduates of the program will apply critical thinking and communication skills to evaluate and inform professional judgments in practice. | Self Evaluation | Program Inclusion | Instructor |
| A3.1 | engage in reflective practice; | 5 | 6 | 6 |
| A3.2 | identify and articulate clients' strengths and vulnerabilities, including children and families; | 5 | 6 | 6 |
| A3.3 | evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools, including with children and families; | 4 | 6 | 5 |
| A3.4 | evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply these to client situations; and | 4 | 5 | 5 |
| A3.5 | communicate professional judgments to other social workers and to professionals from other disciplines in both verbal and written formats. | 4 | 6 | 5 |
| Student Narrative | <p>Over the course of this spring semester at Westfield State University I have really begun to understand theoretical perspectives and how to use them to aid me in selecting appropriate interventions and methods within sessions with clients. I have come to learn that the way theories and models are practiced are much different than how they are written and constructed. For example, last semester I learned that cognitive-</p> | | | |

| | <p>behavioral therapy was effective for children and adolescents struggling with depression, however I did not understand how to put this perspective into practice. However, this semester I was able to take the theoretical perspectives from their written form and implement them into real life practice.</p> <p>At River Valley the weekly progress notes are formatted in a way that the clinician must discuss the effectiveness of the interventions implemented. Personally, I felt this section of documentation was very helpful and found it very beneficial because it allowed me to reflect back on the session and analyze what was effective and what was not effective.</p> <p>During my time at River Valley I have come to learn the importance of working collaboratively with multiple different parties to provide the best course of treatment. I attempted to remain in constant contact with school guidance counselors as well as other providers, however at times I struggled with this communication. However, I would consider this an area that I am greatly improving.</p> | | | |
|----------------------|--|------------------------|--------------------------|-------------------|
| Competency #4 | Graduates of the program will engage in informed, sensitive and competent practice with diverse and oppressed groups. | Self Evaluation | Program Inclusion | Instructor |
| A4.1 | research and apply knowledge of diverse populations to enhance client well- being; | 5 | 6 | 5 |
| A4.2 | work effectively with diverse populations; and | 4 | 6 | 6 |
| A4.3 | identify and use practitioner/client differences from a strengths perspective. | 5 | 6 | 6 |
| Student Narrative | <p>As I discussed above, through out this semester I have attempted to embrace the client's diversity and bring it into session. I understand that diversity goes much deeper than simply race and ethnicity, but talking about power dynamics and privilege/oppression is an important aspect of enhancing the client's well-being and building off of their strengths.</p> <p>In addition, when I first started my internship at River Valley I believed that in order to fully empathize with someone I had to completely understand their situation and their struggles. However, I came to realize that no matter the client's background I can find connections and empathize with that individual because everyone has human emotions and feelings, such as sadness, joy, grief, etc.</p> | | | |
| Competency #5 | Graduates of the program will promote human rights and social and economic justice. | Self Evaluation | Program Inclusion | Instructor |

| | | | | |
|----------------------|---|------------------------|--------------------------|-------------------|
| A5.1 | use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention; | 4 | 5 | 6 |
| A5.2 | advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations with a focus on children and families; and | 4 | 4 | 4 |
| A5.3 | promoting children's rights to participate in making decisions that affect their lives. | 6 | 6 | 6 |
| Student Narrative | One of my many personal values that relate to social work is providing the client with services/treatment that they want. I have created mutual goals with each of my clients because I believe if the goals are created together, the client will be more motivated to work towards achieving them compared to me creating the goals without their input. Throughout my time at River Valley I have constantly attempted to incorporate interventions that are sensitive to the client's situation. | | | |
| Competency #6 | Graduates of the program will engage in research-informed practice and practice-informed research. | Self Evaluation | Program Inclusion | Instructor |
| A6.1 | use the evidence-based practice process in clinical assessment and intervention with clients; | 5 | 6 | 5 |
| A6.2 | participate in the generation of new clinical knowledge, through research and practice; and | 5 | 5 | 5 |
| A6.3 | use research methodology to evaluate clinical practice effectiveness and/or outcome. | 4 | 5 | 5 |
| Student Narrative | As a social worker it is essential to research different interventions and methods of practice so that you are always providing treatment that is beneficial and effective for the client. Throughout my time at River Valley I have incorporated what I learned in class, read about outside of class, and have talked about with experienced social workers into my practice with clients. I have begun to learn and understand that even though certain interventions are proven to be successful, not all interventions work for every client and being able to analyze what is working and what is not and adjust accordingly is a critical aspect of social work. | | | |
| Competency #7 | Graduates of the program will apply knowledge of human behavior and the social environment to professional practice. | Self Evaluation | Program Inclusion | Instructor |
| A7.1 | synthesize and differentially apply theories of | 5 | 6 | 6 |

| | | | | |
|----------------------|---|------------------------|--------------------------|-------------------|
| | human behavior and the social environment to guide practice, including practice with children and families; | | | |
| A7.2 | use bio-psycho-social- spiritual theories and multi-axial diagnostic classification systems in formulation of comprehensive assessments, including assessments of children and families; and | 5 | 6 | 6 |
| A7.3 | consult with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process. | 3 | 6 | 5 |
| Student Narrative | <p>While at River Valley I have used a number of different theoretical perspectives and approaches (often human behavior focused) to try to find the combination that is most effective while still being sensitive to human behavior and social environment. Every person is influenced by the environment in which they live and meeting the client where they are at is critical to providing beneficial treatment.</p> <p>In addition, throughout my time at River Valley I have had the opportunity to both observe and conduct intake sessions and have learned how to complete multiple assessments including, comprehensive assessments, risk assessments, mental status exams, assessed needs checklists, and many other possible assessments that go along with the course of treatment. Also, I have learned how to competently complete CANS assessments and relate all of the initial assessments gathered during the intake session into my practice with the clients.</p> <p>Although I have not contacted any of my client's medical professionals because it has not been needed, I am in constant contact with my client's parents and other necessary personnel.</p> | | | |
| Competency #8 | Graduates of the program will engage in policy analysis and practice to promote social and economic well-being and to deliver effective services. | Self Evaluation | Program Inclusion | Instructor |
| A8.1 | communicate to stakeholders the implication of policies and policy change in the lives of clients; | 3 | 4 | 5 |
| A8.2 | use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well- being; and | 3 | 4 | 5 |
| A8.3 | advocate with and inform administrators and legislators to influence policies that impact clients and service. | 4 | 5 | 5 |
| Student | Last semester and the start of this semester I put a | | | |

| | | | | |
|--------------------------|---|------------------------|--------------------------|-------------------|
| Narrative | lot of work into setting up and organizing a grief group that would have been implemented at Chicopee Comprehensive High school. However, due to a lack of involvement from the school, the group did not develop. In addition to the grief group I have been working on organizing a social skills group (requested by the school), however only one student has returned the permission slip. It is my hope that if the social skills group gets enough participants the affects of the group will trickle down to multiple different systems such as the school, the parents, the teachers, and the guidance counselors. | | | |
| Competency #9 | Graduates of the program will recognize and respond to the dynamic contexts that shape practice. | Self Evaluation | Program Inclusion | Instructor |
| A9.1 | assess the quality of clients' interactions within their social contexts; | 5 | 6 | 5 |
| A9.2 | develop intervention plans to accomplish systemic change; and | 4 | 5 | 5 |
| A9.3 | work collaboratively with others to effect systemic change that is sustainable. | 4 | 5 | 5 |
| Student Narrative | Throughout my time at River Valley I have been able to be flexible and I have learned new ways of intervening in order to respond proactively. Going into each session with a client, I have learned that I need to have an individualized intervention that best fits the client's needs. I have worked hard to create systemic change within the agency by completing all of my documentation on time and attempted to help my supervisors create an efficient system for the rest of the clinicians to complete their paperwork on time as well, especially all of the overdue CANS assessments. | | | |
| Competency #10 | Graduates of the program will have the knowledge and skills required for engaging, assessing, intervening and evaluating with individuals, families, groups, organizations, and communities. | | | |
| Note: | This competency is specified in the following sub-competencies and their identified Practice Behaviors. | | | |
| Competency #10(a) | Graduates of the program will have knowledge and skills required to engage client systems and specialized clinical skills that include engaging children and families. | Self Evaluation | Program Inclusion | Instructor |
| A10a.1 | develop a culturally responsive therapeutic | 5 | 6 | 6 |

| | | | | |
|-------------------|--|------------------------|--------------------------|-------------------|
| | relationship including the unique context of practice with children and families; | | | |
| A10a.2 | attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance including practice with children and families; and | 5 | 6 | 6 |
| A10a.3 | establish a relationally based process that encourages clients to be equal participants in the establishment of treatment expected outcomes. | 6 | 6 | 6 |
| Student Narrative | <p>Throughout my time at River Valley I learned that the most important aspect of working with an individual is building a solid relationship with that individual. No matter the capacity in which you are working with the client or what the client is going through, you can make connections with that individual. In order to make the greatest impact, it is crucial to build a strong relationship. When I first began interning at River Valley I would strictly talk to client's about their feelings and what they have been struggling with, however I have realized that it is highly important to talk about what the client enjoys, such as cars, music, or sports to build the client/clinician relationship. In the beginning when I talked to clients about music, cars, sports, etc. I felt that I was not doing enough and not providing them with "therapy," however through the aid of my supervisors I came to realize the importance of making connections and building relationships with the client. Another important aspect of engagement that I gathered throughout my time at River Valley was fully understanding how to empathize with clients, which I talked about in detail in competency 4. After working on building a relationship with my clients, most of my clients have opened up to me and then I am able to sit back and listen to their input on their goals and what they want out of our time together because I want them to have control of their own life. Often social workers think they are helping the clients by doing for them, when in fact that is crippling them further. As social workers we need to sit back and listen, then supply the client with the necessary skills that will help them to meet their own needs (don't do for, do with). I believe that I have done this since starting at River Valley.</p> | | | |
| Competency #10(b) | Graduates of the program will have knowledge and skills required for assessment of client systems of all sizes and specialized clinical assessment skills and knowledge that include assessing children and families. | Self Evaluation | Program Inclusion | Instructor |

| | | | | |
|--------------------------|---|------------------------|--------------------------|-------------------|
| A10b.1 | use multidimensional bio-psycho-social-spiritual assessment tools and tools designed specifically for children and families; | 5 | 6 | 5 |
| A10b.2 | assess clients' readiness for change; | 5 | 5 | 5 |
| A10b.3 | assess clients' coping strategies to reinforce and improve adaptation to life situations, circumstances, and events including children and families; | 4 | 6 | 6 |
| A10b.4 | select and modify appropriate intervention strategies based on continuous clinical assessment; and | 4 | 6 | 6 |
| A10b.5 | use differential and multi-axial diagnoses for adults and children. | 4 | 5 | 6 |
| Student Narrative | Even though diagnosing clients is an aspect of social work that I lack experience in, throughout my time at River Valley I have learned a great amount around different diagnoses and how they present. In addition to increasing my skills of I have learned a great deal about creating bio-psycho-social assessments and being able to apply the information collected during assessments in creating beneficial interventions and overall treatment. Also, while collecting bio-psycho-social information I have learned how to assess the client's readiness to change and select appropriate interventions that would be beneficial for them. | | | |
| Competency #10(c) | Graduates of the program will have knowledge and skills required to intervene with client systems of all sizes and specialized clinical skills and knowledge that include intervening with children and families. | Self Evaluation | Program Inclusion | Instructor |
| A10c.1 | critically evaluate, select, and apply best practices and evidence-based interventions; | 4 | 6 | 5 |
| A10c.2 | demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed; and | 5 | 6 | 5 |
| A10c.3 | collaborate with other professionals to coordinate treatment interventions. | 5 | 6 | 6 |
| Student Narrative | Throughout my time at River Valley I have had constant communication with my supervisors about my clients and they have been able to provide me with awesome feedback on what to do with my clients in the future (I could not thank them enough). When I entered my internship at River Valley I had no idea how to provide children and adolescents with therapy. However, throughout my time at River Valley I learned that a lot of the | | | |

| | | | | |
|---|--|-------------------------------|---------------------------------|--------------------------|
| | <p>work of a clinician is trial and error. Since every client is different, one intervention may work with one client but not with another. For example, one intervention that I often use with clients is "Thought Stopping" and two of my clients find it helpful and two do not find it helpful. In addition, I have come to learn that one of the most important interventions used within outpatient therapy is to provide the client with a safe space to vent and to constantly validate their feelings. Even though I have come a long way in understanding appropriate interventions, I still need more experience in providing clients with evidence based interventions, such as Cognitive Behavioral Therapy, Interpersonal Therapy, and Narrative Therapy.</p> | | | |
| <p>Competency #10(d)</p> | <p>Graduates of the program will have knowledge and skills required for evaluating client systems of all sizes and specialized clinical skills and knowledge for evaluation that include practice with children and families.</p> | <p>Self Evaluation</p> | <p>Program Inclusion</p> | <p>Instructor</p> |
| <p>A10d.1</p> | <p>contribute to the theoretical knowledge base of the social work profession through practice-based research and</p> | <p>4</p> | <p>6</p> | <p>5</p> |
| <p>A10d.2</p> | <p>use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social- spiritual conditions.</p> | <p>4</p> | <p>6</p> | <p>5</p> |
| <p style="text-align: right;">Average Score:</p> | | <p>4.6</p> | <p>5.6</p> | <p>5.4</p> |
| <p>Student Narrative</p> | <p>Even though I struggle at times to provide clients with evidence based interventions and practice models, I personally believe that implementing evidence based therapies throughout treatment is necessary because they are proven to be effective. Throughout my time at River Valley, I mostly use Task-centered Practice, Narrative Therapy, and Cognitive Behavioral Therapy (CBT). At the start of my time with clients, I often use a combination of both task-centered practice and Narrative Therapy. I used Tasked-centered Practice to create measurable goals. I would collaborate with the clients to create specific strategies and steps to begin reaching those goals. Through Narrative Therapy I was able to gather information about the client's history and begin to build a relationship with the client. I found that within this therapy I could explain to the client that he/she is not defined by the problem, and the problem exists as a separate entity. Lastly, I like to incorporate CBT at a basic level with many of my clients. I would explain to my clients that an individual's thoughts establish how an individual feels and behaves.</p> | | | |

Then I would attempt to change the client's patterns of thinking and behaving, which in turn will change the way the individual feels. As for the evaluation aspect, I use four techniques of judgment. First, I ask the client at the end of each session if they think what we did together that day was helpful or useful. Second, I constantly monitor my client's overall well-being and see if they are decreasing or getting better. Third, I call the client's parents on a weekly basis to check-in with the parents and see if they have seen any increase or decrease in their child's well-being. Lastly, every three months it is mandated that clinicians update CANS assessments. This is a wonderful tool to use when evaluating a client's well-being.

Part 2- Field Instructor Summary and Recommendations

1. Please identify this student's three most significant strengths.

Kevin is eager, willing, and open to new opportunities. He is a team player but without doing so at the expense of meeting his own needs. Kevin was very eager to conduct groups at Chicopee Comp HS this year and independently researched curriculum and topics, even though circumstances did not permit for these groups to occur he still sought opportunities to expand his knowledge base and participation. He was open to feedback and sought support and supervision appropriately, and was able to utilize what he learned in the classroom as well as during internship to build his practice repertoire.

2. Please identify this student's three most significant areas for improvement.

Kevin had difficulties in being able to find a comfort level with clients not progressing as quickly or getting into areas noted as reasons for referral, but was respectful of their process and working "in their time" despite discomfort. He sought support in being able to address resistance or clients who had difficulty in engaging, as he identified this as an area he had difficulty with all year - particularly having a confident feeling of a direction to take the therapeutic process if it appeared to become stuck or stalled. An area to expand upon in future practice would be expansion into other age groups - Kevin is working primarily with tweens and highschool-age teens, and expansion into adults and elementary age demographics would be a logical progression.

3. Do you have any additional comments about or recommendation for this student?

Kevin has been a valuable asset to the program and has grown tremendously over the course of his internship. He has become more self-confident in his own practice abilities and shows a great ability to connect with what can be a difficult population in highschool-aged teens. Kevin is open to new ideas and utilizes information gained from others in a way that he integrates with his own particular spin. I am very happy to have been a part of Kevin's MSW internship experience and expect that he will do very well in ongoing practice.

Recommended Grade: A

Student Initial: (Hull, Kevin): Kevin Hull May 3, 2017

Instructor Initial: (Adams, Elizabeth): EA May 15, 2017

Student and Field Instructor Joint Instructions

The written ratings and narrative in the evaluation are intended to provide a foundation for the student and Field Instructor to meet in person to discuss the overall experiences and accomplishments.

After this discussion occurs, both the student and field instructor should (electronically) sign the evaluation. This will electronically forward the completed evaluation to the Faculty Liaison for final review and grade assignment for the student's field practicum (field placement and seminar).

The signatures below confirm that the student and Field Instructor have met in person to review the above evaluation. Students have the right to disagree with any aspect of the evaluation in writing by adding an addendum to the evaluation.

Optional (student): _ "I request an opportunity to include an addendum to this evaluation."

Student Signature: (Hull, Kevin): Kevin Hull May 15, 2017 5:29 PM

Field Instructor Signature: (Adams, Elizabeth): Elizabeth Adams May 15, 2017 4:05 PM

Faculty Liaison Signature: (Maureen Clark): Maureen Clark May 16, 2017 8:22 AM

CLOSE

PRINT

IPT Document Management System October 27, 2012

Form: 4453