

Cross Walk between  
UC Berkeley Field Evaluation Criteria, California CTC PPSC Standards and CSWE 2015 EPAS

<b>UCB Field Competencies</b> 2 <sup>nd</sup> Year C&F Competencies	<i>CTC PPSC Standards and Outcome Measures developed w/ SFUSD Field Instructors</i> <b>Outcome Measure of Competence Scale:</b> <b>0= Not competent; 5= Beginning MSW level</b> <b>10 = Advanced - High level skill</b>	<b>2015 CSWE EPAS Competencies#</b> <ul style="list-style-type: none"> <li>• <b>Practice behavior</b></li> </ul>
<b>Engagement with Individual, Families, Groups, Organizations, and/or Communities:</b> Establishes contact, builds rapport, forms working relationships, and invites a diverse array of clients, stakeholders, and/or community partners to participate in clinical services and/or administrative projects.	<p><b>1) Engagement with clients</b></p> <p><b>CTC Standard 20- Direct Learning Support</b></p> <p><b>0= Is afraid of and/or avoids clients. Has poor ability to build rapport. Escalates clients in crisis.</b></p> <p><b>5= Can get most clients to come in and engage in counseling. Establishes warm, empathic working relations. Can cope with crises calmly and confidently.</b></p> <p><b>10 = Uses a variety of creative techniques to successfully engage even the most hostile and resistant clients. Develops very good therapeutic rapport with clients. Can diffuse and calm crisis situations in a therapeutic manner.</b></p> <p><b>2) Consultation with teachers/staff, parents, or other collaterals</b></p> <p><b>CTC Standard 10 - Consultation</b></p> <p><b>0= Does not ever consult with teachers or parents regarding students' needs. Develops conflictual relationships with consultees and/or displays excessive anxiety in those relationships.</b></p> <p><b>5= Recognizes need for consultation and consults with teachers and parents most times when it is appropriate or necessary. Is comfortable, confident, and professional in consultee relations</b></p> <p><b>10= Consults with teachers, other school staff, and parents on a regular basis and develops a collaborative relationship with them to address students needs, appropriate to the developmental level and needs of the students. Demonstrates professional self assurance and is sought out by others for help and support</b></p>	<p><b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Social workers:</p> <ul style="list-style-type: none"> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</li> <li>• use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</li> </ul> <p><b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p> <ul style="list-style-type: none"> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</li> <li>• use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</li> </ul>

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<b>Assessment of Individuals, Families, Groups, Organizations, and/or Communities:</b> Collects, analyzes, and applies relevant information to promote the effective delivery of clinical services and/or the effective execution of administrative and planning projects.	3) <b>Assessment of clients</b>  <b>CTC Standard 2 - Growth and Development, Standard 3- Social-Cultural Competence and Standard 19 - Wellness and Resiliency Promotion</b> <b>0= Does not use any sources of information about development or cultural history. Fails to consider culturally and developmentally appropriate assessment tools</b>  <b>5= Has some knowledge of culturally and developmentally appropriate assessment tools and integrates them in most of the time but may have difficulty implementing them</b>  <b>10= Uses a wide range of information sources and culturally and developmentally appropriate assessment tools. Actively reflects on cultural and developmental considerations and integrates them into practice.</b>	<b>Competency 2: Engage Diversity and Difference in Practice</b> <b>Social workers:</b> <ul style="list-style-type: none"> <li>• apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</li> <li>• present themselves as learners and engage clients and constituencies as experts of their own experiences</li> </ul> <b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b> <ul style="list-style-type: none"> <li>• collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</li> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</li> </ul>

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<p><b>Intervention Planning:</b> Develops clinical and/or administrative project goals that include input from clients, multiple stakeholders, and/or information sources. Identifies specific, measurable, and achievable goals and integrates the best available evidence and/or knowledge</p> <p><b>Systemic Intervention:</b> Demonstrates interest, understanding, and/or effective participation in the organizational, institutional, policy, and/or community contexts that shape the delivery of social work services to vulnerable populations.</p>	<p><b>4) Treatment planning with clients</b>  <b>CTC Standard 5 – Comprehensive Prevention and Early Intervention for Achievement and Standard 12 Professional Leadership Development</b>  <b>0= Has no understanding of how to establish goals and match interventions accordingly</b>  <b>5 = Establishes measurable goals and objectives for clients and other customers and can identify effective interventions to achieve them</b></p> <p><b>10= Can establish measurable and achievable, solution focused goals and can</b>  <b>a) prioritize them for implementation in a school setting</b>  <b>b) demonstrate the ability to implement meaningful interventions linked to them</b>  <b>c) coordinate/case-manage other interventions as needed</b></p> <p><b>5) School-wide and/or systemic intervention planning</b>  <b>CTC Standard 9 - School Safety and Violence Prevention and Standard 13 - Collaboration and Coordination of Pupil Support Systems, CTC, CWA Standard 5 –School Culture and Related Systems</b>  <b>0= Lack of participation/interest in school- wide events to improve school climate. Does not recognize the need for school wide interventions or school climate issues. Unaware of how and when to utilize pupil support systems (referral processes, SST’s. IEP’s, etc)</b></p> <p><b>5= Attends school-wide events and plays a visible role in school climate issues. Understand when and how to utilize pupil support systems and make appropriate referrals as appropriate.</b></p> <p><b>10= Utilizes existing assessments of school- wide needs and plans interventions to fill gaps where identified. Collaborates with partners to effectively implement school wide prevention and intervention programs</b>  <b>Skillfully employs pupil support systems in all appropriate circumstances.</b></p>	<p><b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p> <p>Social workers:</p> <ul style="list-style-type: none"> <li>• critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</li> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</li> <li>• use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</li> <li>• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</li> </ul> <p><b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b></p> <ul style="list-style-type: none"> <li>• develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</li> <li>• select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</li> </ul>

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<p><b>Intervention Implementation and Evaluation:</b> Executes activities and interventions consistent with the intervention plan in a thoughtful, sequenced, and responsive manner. Modifies activities, pacing, methods, and/or goals so as to increase the likelihood of reaching the intended outcome(s).</p> <p><b>Evaluation of Systemic Efforts and/or Interventions:</b> Collects, analyzes, and applies data on the effectiveness of program, system, and/or community-wide efforts so as to shape the overall delivery of social work services.</p>	<p><b>6) Evaluation of services provided to clients</b> <b>CTC Standard 4 – Assessment</b> 0= Does not gather any data or feedback from anyone on the effectiveness of interventions for pupils/clients  5= Gathers data and/or feedback from pupils/clients or customers to assess the effectiveness of interventions on most occasions  10= Regularly utilizes pupil/client and/or customer feedback to evaluate outcomes and modifies approach accordingly</p> <p><b>7) Evaluation of mezzo and/or school-wide intervention efforts</b> <b>CTC Standard 5 - Comprehensive Prevention and Early Intervention for Achievement and Standard 23 - Research</b> 0= Does not gather any data or feedback on the effectiveness of mezzo and/or school-wide interventions  5= Sometimes gathers client and/or school staff feedback and/or objective data to evaluate the outcomes of mezzo and school-wide prevention and intervention efforts. Is able to and sometimes modifies approaches as a result of feedback  10= Regularly uses client and/or school staff feedback and/or objective data to evaluate mezzo and school-wide outcomes of mezzo and school-wide prevention and intervention efforts. Modifies approaches as appropriate in response to feedback and data.</p>	<p><b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b> Social workers: • select and use appropriate methods for evaluation of outcomes; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • critically analyze, monitor, and evaluate intervention and program processes and outcomes; and • apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</p> <p><b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b> Social Workers • apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • engage in practices that advance social, economic, and environmental justice.</p>

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<b>Planning for Completion or Transition:</b> Facilitates endings and transitions to clinical and/or administrative projects in a timely, smooth, and thoughtful manner so as to promote continuity of care and/or project success.	<b>8) Termination and transition skills</b>  <b>No Associated CTC Standards</b>  <b>0= Does not plan for transitions and/or know how to effectively terminate work with clients</b>  <b>5= Plans for transitions and termination of services for clients.</b>  <b>10= Uses sensitive and age appropriate methods to plan for smooth and well organized client transitions and termination of services</b>	<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>  <ul style="list-style-type: none"> <li>• facilitate effective transitions and endings that advance mutually agreed-on goals.</li> </ul>

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<b>Written and Verbal Communication Skills:</b> Communicates orally and in writing in an organized, complete, and timely manner. Delivers communication in an effective manner given its purpose and context.	<b>9) Oral and Written communication skills</b>  <b>No Associated CTC Standards</b>  <b>0= Oral and/or written communication is disorganized, incomplete, and/or not done in a timely fashion</b>  <b>5= Oral and written communication is adequate and completed within time frame required.</b>  <b>10= Oral and written communication is complete, clear, well organized, and done in a timely fashion</b>	No Associated CSWE EPAS Competencies
<b>Consultation, Coordination, and Collaboration:</b> Obtains information from a variety of collaterals, stakeholders, and/or other sources and integrates into a coordinated service and/or project plan.	<b>10) Collaboration and coordination skills</b>  <b>CTC Standard 13- Collaboration and Coordination of Pupil Support Systems CWA Standard 4</b> <b>0= Does not participate in any coordinated service team (CST, SST, IEP, etc) meetings and/or does not know how to utilize school or agency resources on behalf of clients</b>  <b>5= Attends coordinated service team meetings and can contribute information on how to resources for services occasionally</b>  <b>10= Is an active participant in coordinate service team meetings and routinely reaches out to appropriate staff members and community resources to access services for clients</b>	<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b> Social Workers <ul style="list-style-type: none"> <li>• use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</li> <li>• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</li> </ul>

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<p><b>Professional Ethics:</b> Considers and applies the professional code of ethics for social workers so as to recognize ethical conflicts and arrive at principled decisions.</p>	<p><b>11) Professional conduct</b>  <b>CTC Standard 6 and Standard 18 - Professionalism, Ethics and Legal Mandates</b> <b>0= Demonstrates inappropriate personal boundaries and/or has acted in unethical ways on more than one occasion. Does not understand confidentiality and mandated reporting requirements. Has excessive conflicts with co-workers.</b> <b>Frequent unexplained absences or lateness.</b>  <b>5= Understands the need for professional boundaries and can negotiate them most of the time. Understands confidentiality and utilizes good judgment in making mandated reports. Enjoys good working relations with co-workers.</b> <b>Is consistently on time and responsible with schedule</b>  <b>10= Clearly demonstrates understanding of personal boundaries, confidentiality, and mandated reporting procedures Is aware of ethical issues and utilizes supervision and/or consultation to resolve them as appropriate. Can advise other school staff in need of consultation on ethical issues. Is seen as a leader among co-workers. Manages work time well without excessive overtime.</b></p>	<p><b>Competency 1: Demonstrate Ethical and Professional Behavior Social workers:</b></p> <ul style="list-style-type: none"> <li>• make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</li> <li>• use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</li> <li>• use technology ethically and appropriately to facilitate practice outcomes;</li> </ul>

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<p><b>Professional Growth and Development:</b> Takes responsibility for learning and demonstrates initiative. Receives, considers, and integrates feedback from instructors. Demonstrates commitment to continual professional development and life-long learning.</p>	<p><b>12) Self reflective practice</b></p> <p><b>CTC Standard 14 - Human relations and Standard 8 – Self Esteem and Personal and Social responsibility</b></p> <p><b>0=Avoids Field Instructor and/or is routinely late and/or unprepared for field instruction. Does not exhibit self reflection and/or to receive constructive feedback. Frequently complains of feeling stressed and/or being overwhelmed but identifies no methods to cope more effectively.</b></p> <p><b>5= Attends Field Instruction hours regularly and prepared most of the time. Can utilize self reflection and constructive feedback to improve skills. Recognizes feeling stressed and has some methods to cope with it.</b></p> <p><b>10=Attends all Field instruction meetings regularly, is well prepared with an agenda, responds well to constructive feedback, and actively utilizes self reflection to improve skills. Seeks out additional opportunities for professional and/or personal growth and development. Is proactive in employing methods of reducing stress through self care and can set boundaries and priorities to avoid burnout.</b></p>	<p><b>Competency 2: Engage Diversity and Difference in Practice</b> Social workers: present themselves as learners and engage clients and constituencies as experts of their own experiences; and • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</p> <p><b>Competency 1: Demonstrate Ethical and Professional Behavior Social workers:</b> • use supervision and consultation to guide professional judgment and behavior</p>

For More Information, see:

Ayasse, R.H., “Engaging Field Instructors to Develop Measurements of Student Learning Outcomes in School Social Work Settings” Field Educator, Vol 6.1, [fieldeducator.simmons.edu](http://fieldeducator.simmons.edu), May 2016