**BCWEP TRAINEE FIELD ASSESSMENT**

**STUDENT:** ** FIELD INSTRUCTOR:** 

**SEMESTER:**  Fall \_\_\_\_\_ (due by Dec. 15st)  Spring (due by April 15th)

On the following chart, please rate the degree to which you think that the student for which you provided field instruction is prepared for handling the responsibilities of a beginning caseworker at the Division of Child Protection and Permanency. Please compare this student at the end of each semester with the level of preparation that you believe an “average” new hire at DCP&P has on their first day. Please provide any additional comments you might have at the end of the evaluation. Submit via email to [***bcwep@stockton.edu***](mailto:bcwep@stockton.edu)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **WORKPLACE MANAGEMENT COMPETENCIES** | **Inadequately prepared** | **Somewhat prepared** | **Adequately prepared** | **Well prepared** | **Very well prepared** | **Insufficient opportunity to observe** |
| 1. Demonstrates knowledge of the basic structure of DCP&P and child welfare practice, including Title 30, Title 9, and Adoption and Safe Families Act of 1997. |  |  |  |  |  |  |
| 1. Understands the vision, values, mission, mandates and desired outcomes of the New Jersey Child Welfare System. |  |  |  |  |  |  |
| 1. Is able to work productively with agency staff, supervisors, and clients in an environment characterized by human diversity. |  |  |  |  |  |  |
| 1. Demonstrates an awareness of community resources available for children and families and have a working knowledge of how to utilize these resources in achieving case goals. |  |  |  |  |  |  |
| 1. Has a working knowledge of collaboration with multidisciplinary teams and can work productively with team members in implementing case plans. |  |  |  |  |  |  |
| 1. Is able to plan, prioritize, and complete activities within appropriate time frames. |  |  |  |  |  |  |
| 1. Is aware of potential work-related stress factors and begin to develop appropriate self-care strategies. |  |  |  |  |  |  |
| **HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT COMPETENCIES** | **Inadequately prepared** | **Somewhat prepared** | **Adequately prepared** | **Well prepared** | **Very well prepared** | **Insufficient opportunity to observe** |
| 1. Demonstrates understanding of the stages, processes, and milestones of physical, cognitive, social, and emotional development of children and young adults—and how it is determined and assessed. |  |  |  |  |  |  |
| 1. Understands the profound negative impact of child maltreatment on children’s health and development. |  |  |  |  |  |  |
| 1. Demonstrates understanding of the stages and processes of adult development and family life. |  |  |  |  |  |  |
| 1. Demonstrates understanding of the potential effects of poverty, racism, sexism, homophobia, violence, and other forms of oppression on human behavior. |  |  |  |  |  |  |
| 1. Demonstrates understanding of the influence of culture on human behavior and family dynamics. |  |  |  |  |  |  |
| 1. Demonstrates understanding of how the strengths perspective and empowerment approaches can influence growth, development, and behavior change. |  |  |  |  |  |  |
| **ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE COMPETENCIES** | **Inadequately prepared** | **Somewhat prepared** | **Adequately prepared** | **Well prepared** | **Very well prepared** | **Insufficient opportunity to observe** |
| 1. Demonstrates sensitivity to clients’ differences in culture, ethnicity, and sexual orientation. |  |  |  |  |  |  |
| 1. Demonstrates the ability to conduct an ethnically and culturally sensitive assessment of a child and family and to develop an appropriate intervention plan. |  |  |  |  |  |  |
| 1. Demonstrates understanding of the importance of a client’s primary language and support its use in providing child welfare assessment and intervention services. |  |  |  |  |  |  |
| 1. Demonstrates understanding of the influence and value of traditional, culturally based childrearing practices and use this knowledge in working with families. |  |  |  |  |  |  |
| 1. Demonstrates the ability to collaborate with individuals, groups, community-based organizations, and government agencies to advocate for equitable access to culturally sensitive resources and services. |  |  |  |  |  |  |
| **CORE CHILD WELFARE PRACTICE COMPETENCIES** | **Inadequately prepared** | **Somewhat prepared** | **Adequately prepared** | **Well prepared** | **Very well prepared** | **Insufficient opportunity to observe** |
| 1. Is able to identify the multiple factors of social and family dynamics in child abuse and neglect, including the interaction of individual, family, and environmental factors. |  |  |  |  |  |  |
| 1. Demonstrates understanding of the strengths-based “person in environment” perspective, and awareness of strengths which act to preserve the family and protect the child. |  |  |  |  |  |  |
| 1. Demonstrates awareness and beginning understanding of the physical, emotional, and behavioral indicators of child neglect and abuse, child sexual abuse, substance abuse, and mental illness in child victims and their families—and be able to relate these indicators to Title 9, Title 30, and to DCP&P policy. |  |  |  |  |  |  |
| 1. Is developing knowledge of the forms and mechanisms of oppression and discrimination in the lives of low-income and single-parent families and uses this knowledge in providing appropriate services. |  |  |  |  |  |  |
| 1. Demonstrates an understanding of the dual responsibility of the child welfare case worker to protect children and to provide appropriate services to enable families to care for their children, including pre-placement preventive services. |  |  |  |  |  |  |
| 1. Demonstrates understanding of the dynamics of all forms of family violence, and the importance of culturally sensitive case plans for families and family members to address these problems. |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **CORE CHILD WELFARE PRACTICE COMPETENCIES--CONTINUED** | **Inadequately prepared** | **Somewhat prepared** | **Adequately prepared** | **Well prepared** | **Very well prepared** | **Insufficient opportunity to observe** |
| 1. Recognizes the need to monitor the safety of the child by initial and ongoing assessment of risk, especially for children with special needs. |  |  |  |  |  |  |
| 1. Demonstrates a beginning understanding of legal process and the role of social workers and other professionals in relation to the courts, including policy issues and legal requirements affecting child welfare practice. |  |  |  |  |  |  |
| 1. Is in the process of developing a knowledge base about the effects of attachment, separation, and placement experiences for the child and the child’s family and the effects on the child’s physical, cognitive, social, and emotional development. |  |  |  |  |  |  |
| 1. Is in the process of developing an understanding of the importance of evidence-based practice and a basic understanding of empirical research. |  |  |  |  |  |  |
| 1. Demonstrates awareness of the principles of concurrent and permanency planning with regard to younger children as well as planning for older children about to terminate from the child welfare system. |  |  |  |  |  |  |
| 1. Is developing the capacity to utilize the case manager’s role in creating a helping system for clients, including working collaboratively with other disciplines and involving and working collaboratively with biological families, foster families, and kin networks. |  |  |  |  |  |  |
| 1. Shows understanding of the value base of the profession and its ethical standards and principles, and practices accordingly. |  |  |  |  |  |  |
| 1. Demonstrates the appropriate use of power and authority in professional relationships, as well as the dynamics of engaging and working with involuntary clients. |  |  |  |  |  |  |
| 1. Demonstrates the ability to assess his or her own emotional responses to clients, co-workers, and situations. |  |  |  |  |  |  |
| 1. Demonstrates an understanding of the importance of the termination process, with clients and with systems. |  |  |  |  |  |  |
| 1. Demonstrates an understanding of the critical importance of documentation in public child welfare. |  |  |  |  |  |  |

Identify the student’s strengths as you observed his/her field activities.



What areas do you think the student needs to improve?



Other comments:



Signature of Field Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**THE FOLLOWING SECTION SHOULD BE COMPLETED BY THE INTERN:**

My field instructor has discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows: (Please Check the Appropriate Response)

I agree with the evaluation.  I do not agree with the evaluation.

Intern’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*\*\*Note:** If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to the Campus Academic Coordinator and the BCWEP office within 3 days of receiving the evaluation. A meeting between the student, Campus Academic Coordinator, and BCWEP office as appropriate will then be held to discuss the disagreement.

Please scan and submit via email to [bcwep@stockton.edu](mailto:bcwep@stockton.edu) by December 15th (Fall) or April 15th (Spring).