

## SUMMARY OF COURSES TAUGHT

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Fall quarter 2011. Department of Social Welfare at UCLA Luskin School of Public Affairs. Social Welfare 230A: Introduction to Social Work Practice with Individuals, Families and Groups.

This course acted as an introduction to clinical social work practice, including The Code of Ethics, concepts such as person in environment and conducting psychobiosocial assessments.

Winter quarter 2012. Department of Social Welfare at UCLA Luskin School of Public Affairs. Social Welfare 230B: Theory And Methods Of Direct Social Work Practice With Individuals, Families, And Groups In Multicultural Communities.

This first year course covered the phases of treatment and an overview of different treatment modalities including, but not limited to, motivational interviewing, crisis intervention and interpersonal neurobiology.

Fall quarter 2012. Department of Social Welfare at UCLA Luskin School of Public Affairs. Social Welfare 231A: Advanced Theory and Methods of Direct Social Work Practice With Couples and Families.

This course was designed to provide students with exposure to and experience in utilizing the theories and techniques that are critical to developing a framework for couples and family social work practice. The curriculum led second year students through an array of modalities used in treating couples and families including, but not limited to, Gottman Couples Treatment, Attachment-Focused Family Therapy and Emotionally Focused Couples Therapy.

Winter quarter 2013. Department of Social Welfare at UCLA Luskin School of Public Affairs. Social Welfare 201B: Development, Risk, Resilience, and Attachment Relationships In a Multicultural Society.

This course's content included empirically-based theories and knowledge that focuses on individual development and behavior. The curriculum covered attachment theory and several theories of human behavior, including ego psychology, object relations, and social learning theory.

Fall semester 2014. USC School of Social Work. Social Work 601: Advanced Theory and Clinical Interventions with Children and Adolescents

The course advances theoretical knowledge and clinical practice skills in working with children and adolescents. Viewing the child in the context of his/her family, this second

# Jennifer Chen Speckman, LCSW

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year course builds on first year knowledge and skills. Using biopsychosocial and family systems perspective, emphasis is placed on understanding problems affecting children, particularly developmental derailments or disruptions, their possible causes, assessment and diagnosis, and interventions. Explanatory theories of behavior are presented, including current advances in neurobiology, along with theories and models of intervention in working with children and adolescents.

## CONFERENCES, TRAININGS AND LECTURES

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Speckman, JC. Clinical Interventions in Parenting Groups: Integration of Power Dynamics around Race and Gender. (May 2014). Guest Lecturer, UCLA Department of Social Welfare.

Speckman, JC. Male Violence Prevention Program: Gender and Male Violence. (May 2014). Panel discussion at the Annual LA County Gang Intervention and Prevention Conference at the California Endowment.

Speckman, JC. Assertive Case Management and Community Collaboration Training Series. (March-April 2014). Presented in a three part training series for the City of Santa Monica Collaborative Consortium.

Speckman, JC. Assessment and Intervention of Domestic Violence in Homeless Populations. (May 2014). Presented at an all staff meeting at Saint Joseph's Center.

Speckman, JC. Domestic Violence and the Role of Child Care Providers. (February 2014). Community training conducted for childcare providers at Connections for Children.

Speckman, JC. Training Series on Race and Gender – Critical Race Theory. (February 2014). Community training presented through the Westside Domestic Violence Network.

Speckman, JC. The Battered Woman's Dilemma. (October 2013). Workshop presented at the ICAN NEXUS Annual Conference.

Speckman, JC. WDVN Annual Conference: Exploring the Status of Women Globally, Locally and Interpersonally. (September 2013). Organized, facilitated and moderated the Westside Domestic Violence Network Annual Conference.

Speckman, JC. Trauma and the Body: Interpersonal Neurobiology and Domestic Violence. (October 2012). Presentation for all staff at Family Service of Santa Monica.

Speckman, JC. Domestic Violence Assessment and Intervention in Health Care Settings. (May 2013). Presentation for Social Workers at Santa Monica/UCLA.

# Jennifer Chen Speckman, LCSW

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Speckman, JC. Domestic Violence Assessment and Intervention in Health Care Settings. (March 2013). Presentation for medical personnel at Westside Family Health Center.

Speckman, JC. Trauma and Mental Health Impact of Domestic Violence. (September 2012). Sojourn 40 hour volunteer training.

Speckman, JC. Domestic Violence and the Impact on Children. (June 2010). Guest Lecturer for USC School of Social Work Skirball Center.

STUDENT EVALUATION (Name changed for confidentiality)

California State University, Long Beach (CSULB)  
Department of Social Work

University of California at Los Angeles (UCLA)  
Department of Social Welfare

California State University, Los Angeles (CSULA)  
School of Social Work

University of Southern California (USC)  
School of Social Work

California State University, Northridge (CSUN)  
Social Work Program

## 1<sup>st</sup> YEAR COMPREHENSIVE SKILLS EVALUATION

(For CalSWEC students, please refer to the CalSWEC Comprehensive Skills Evaluation.)

### MID-YEAR (FALL/WINTER) AND FINAL (SPRING)

#### FIELD EDUCATION CURRICULUM CORE LEARNING AREAS

The 1<sup>st</sup> Year Comprehensive Skills Evaluation, completed mid-year and at the end of internship, is organized into the following Five Core Learning Areas of Field Education:

- I: Professional Responsibility and Identity of Social Work Profession
- II: Responsibility as a Learner
- III: Knowledge of the Field Work Agency and the Community
- IV: Organization, Work Management, and Communication Skills
- V: Micro and Macro (if applicable) Practice and Intervention Skills

#### EVALUATION KEY

**NA Not applicable; no opportunity to observe. Comments are required for each NA grade.**

**U Unacceptable:** Student shows little or no evidence of understanding the concept and/or demonstration of skill development. **Comments are required when using U.**

**B Beginning Skill Development:** Student shows some understanding of the concept and is beginning to recognize in hindsight how it might have been applied in practice situations. If there are more than 50% “B’s” in a Core Area, and there are concerns/challenges, address this

assessment in the narrative section.

- P Progressing in Demonstration:** Student understands the concept and demonstrates the skill, however student's performance is uneven. Student needs time and practice to be more consistent.
- C Consistent Demonstration:** Student has high level of skill development. Student understands the concept and demonstrates the skill with consistency.

**Winter Quarter/Fall Semester Students** should be at B or P level. Please contact Liaison if student is at U level in any area, or at B level on more than 50% of measures in any Core Area.

**Spring Quarter/Spring Semester Students** should demonstrate skills at least at the P level. Please contact Liaison if Student is at U level or at B level on more than 25% of measures in any Core Area.

## NARRATIVE SECTION

Please comment on areas that need work, as well as on strengths. It is essential for both the Student and the School to have this section completed. Again, comments are required when using NA and U.

**1st YEAR**

## **COMPREHENSIVE SKILLS EVALUATION FALL/SPRING**

**Student Name (print)** \_\_\_\_\_ [JANE SMITH}  
**Field Instructor** Jennifer Chen Speckman, LCSW  
**Preceptor** Rabeya Sen  
**Agency** **Prototypes, Domestic Violence Program**  
**Field Liaison** Kim Goodman

**Grade Recommendation**      X Credit      ☐ Incomplete      ☐ No Credit

"**Credit**" indicates that the student has met time requirements and has performed up to minimum standards.

"**Incomplete**" indicates that there have been excessive absences due to illness resulting in failure to meet time requirements.

"**No Credit**" indicates that the student has failed to meet minimum performance.

Hours required for Fall Semester/Fall Quarter _____	Number of hours
completed _____	Hours required for Winter Quarter _____
completed _____	Hours required for Spring Semester/Spring Quarter _____
completed _____	Number of hours

\_\_\_\_\_  
Field Instructor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Preceptor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Jennifer Chen Speckman, LCSW

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**(Student's signature acknowledges that the student has participated in a discussion of this evaluation and has reviewed the evaluation.)**

## 1<sup>ST</sup> YEAR COMPREHENSIVE SKILLS EVALUATION

Description of agency and community served:

Prototypes is multi-service agency specializing in innovative programs and providing services for clients with co-occurring issues. Specifically, the intern is housed at one of our two CalWorks resource centers for victims of domestic violence. Much of the referrals come from the DPSS office from clients who qualify from CalWorks and GROW.

Micro Practice Assignments (Fall/Winter/Spring):

The intern has been conducting a weekly domestic violence group and a life skills group as well also providing individual therapy to clients.

Macro Practice Assignments (Fall/Winter/Spring):

Currently, the intern does not have a macro assignment

## 1<sup>st</sup> YEAR COMPREHENSIVE SKILLS EVALUATION

### CORE AREA I:

#### PROFESSIONAL RESPONSIBILITY AND IDENTITY OF SOCIAL WORK PROFESSION

<b>A. OBJECTIVE: INTEGRATES PROFESSIONAL VALUES COMMENSURATE WITH THE NASW CODE OF ETHICS</b>	Fall/ Winter	Spring
1. Demonstrates non-judgmental attitude.		C
2. Demonstrates respect for human worth.		C
3. Demonstrates ability to treat others with dignity.		C
4. Demonstrates respect for right of self-determination.		C
5. Demonstrates respect for confidentiality.		C
6. Identifies ethical dilemmas as they arise and brings them to supervision for discussion.		C

<b>B. OBJECTIVE: DISTINGUISHES BETWEEN PERSONAL /PROFESSIONAL ROLE</b>	Fall/ Winter	Spring
1. Defines accurately the social work role in the context of the placement agency and professional identification.		P
2. Maintains appropriate boundaries, distinguishing a professional relationship from a personal relationship.		P

### CORE AREA II:

#### RESPONSIBILITY AS A LEARNER

<b>A. OBJECTIVE: DEMONSTRATES MOTIVATION</b>	Fall/ Winter	Spring
1. Seeks relevant information.		P
2. Demonstrates willingness to try new experiences.		C
3. Participates in seminars and other learning experiences by asking questions and volunteering information.		P
4. Demonstrates ability to transfer knowledge and skill from one situation to another.		C
5. Demonstrates ability to learn from a variety of sources (peers, other agency staff, field instructor, preceptors, consultants, assigned reading).		C

<b>B. OBJECTIVE: DEMONSTRATES SELF AWARENESS</b>	Fall/ Winter	Spring
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# Jennifer Chen Speckman, LCSW

1. Accepts and utilizes constructive feedback/criticism.		C
2. Acknowledges areas of strength and areas needing improvement.		C

<b>C. OBJECTIVE: UTILIZES FIELD INSTRUCTION EFFECTIVELY</b>	Fall/ Winter	Spring
1. Assumes role of learner and acknowledges the Field Instructor as teacher.		C
2. Prepares for supervisory conferences.		C
3. Participates readily in educational planning and evaluation of his/her performance.		C
4. Identifies areas of vulnerability and learns to handle/manage these areas, with the help of the field Instructor.		C
5. Openly shares information and seeks feedback.		C
6. Applies knowledge and techniques learned in supervision.		C
7. Moves appropriately toward independence.		C
8. Maintains appropriate boundaries with the Field Instructor, Preceptor, and other agency staff.		C

## CORE AREA III:

### KNOWLEDGE OF THE FIELD WORK AGENCY AND THE COMMUNITY

<b>A. OBJECTIVE: DEMONSTRATES KNOWLEDGE OF GOALS, MISSION, AND ORGANIZATIONAL STRUCTURE</b>	Fall/ Winter	Spring
1. Defines accurately the services and resources provided by the agency to its clients and is committed to its mission.		C
2. Demonstrates understanding of the mission, scope, organizational structure and limitations of the agency.		C
3. Demonstrates knowledge, respect, and ability to work cooperatively with agency personnel.		C

<b>B. OBJECTIVE: DEMONSTRATES KNOWLEDGE OF THE COMMUNITY</b>	Fall/ Winter	Spring
1. Identifies social policies, laws, practices, etc. that negatively impact the client system or delivery of services.		P
2. Demonstrates understanding of demographic composition of populations served by the agency (i.e. racial, ethnic, cultural, socio-economic, gender, sexual orientation).		P
3. Seeks involvement in inter- and intra-agency activities such as community meetings and networking.		B

## CORE AREA IV:

# Jennifer Chen Speckman, LCSW

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## ORGANIZATION, WORK MANAGEMENT, AND COMMUNICATION SKILLS

<b>A. OBJECTIVE: DEMONSTRATES CLEAR, ACCURATE DOCUMENTATION.</b>	Fall/ Winter	Spring
1. Keeps accurate and up-to-date case records and documentation.		B
2. Completes and submits required learning agreement and process recordings on time.		B

<b>B. OBJECTIVE: DEMONSTRATES CLEAR, CONCISE ORAL PRESENTATION</b>	Fall/ Winter	Spring
1. Communicates clearly, concisely in supervision.		C
2. Communicates clearly, concisely in case conferences.		C
3. Communicates clearly, concisely with other staff and/or professionals.		C

<b>C. OBJECTIVE: PLANS AND ORGANIZES WORK</b>	Fall/ Winter	Spring
1. Adheres to attendance policy.		C
2. Keep appointments on time.		C
3. Plans, prioritizes, and manages work effectively.		C

## CORE AREA V:

### MICRO AND MACRO (if applicable) PRACTICE AND INTERVENTION SKILLS

<b>A. OBJECTIVE: USES SELF PROFESSIONALLY (in all client systems, i.e. individuals, families, groups, communities, organizations, etc.)</b>	Fall/ Winter	Spring
1. Shows appropriate sensitivity, care and empathy .		C
2. Shares personal information selectively and purposefully, in response to client need.		C
3. Demonstrates ability to deal effectively with conflict and stress.		C
4. Demonstrates appropriate assertive behavior.		C
5. Demonstrates appropriate use of authority.		C
6. Understands transference and counter- transference.		C
7. Demonstrates flexibility.		C
8. Shares knowledge and information with other professionals.		P

<b>B. OBJECTIVE: DEMONSTRATES ABILITY TO INTEGRATE THEORY AND PRACTICE</b>	Fall/ Winter	Spring
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# Jennifer Chen Speckman, LCSW

1. Understands person-in-environment concept.		C
2. Understands and applies systems theory.		P
3. Understands and applies knowledge of oppressed and diverse populations.		C
4. Demonstrates an understanding of the impact of social policy on client population.		P
5. Applies concepts of human growth and development.		P

<b>C. OBJECTIVE: DEMONSTRATES SKILL IN VERBAL AND NONVERBAL COMMUNICATION</b>	Fall/ Winter	Spring
1. Understands and uses verbal and non-verbal cues within the therapeutic process.		C
2. Demonstrates an ability to utilize the following:		
a. Beginning interviewing skills including open and closed questioning, encouraging, paraphrasing, reflecting, and summarizing,		C
b. Intermediate interviewing skills including reframing, partializing, and focusing.		C
c. Advanced interviewing skills including confrontation, interpretation, use of silence, and use of humor, reflecting cultural sensitivity.		C

<b>D. OBJECTIVE: ASSESSES, DIAGNOSES, MANAGES, AND MAINTAINS THE INTERVENTION PROCESS (with individuals and families)</b>	Fall/ Winter	Spring
1. Demonstrates ability to identify and clarify the presenting problem(s) with the client.		C
2. Demonstrates ability to gather information, including, facts, feelings and goals from client and significant others.		C
3. Demonstrates ability to assess client and/or family member risk for suicide, child abuse, elder abuse, etc.		P
4. Demonstrates an understanding of the impact of variables such as ethnicity, gender, age, sexual orientation, cultural background, socioeconomic status, etc.		C
5. Demonstrates skill in completing a comprehensive biopsychosocial history.		C
6. Formulates an appropriate treatment plan with the client, which includes appropriate short range and/or long-range goals.		C
7. Demonstrates the ability to recognize patterns and themes within the therapeutic process.		C
8. Starts "where the client is" and allows process to move at an appropriate pace.		C
9. Engages the client system in problem solving.		C
10. Assesses continually client systems' progress in relation to intervention goals, and revises treatment plan accordingly.		P
11. Demonstrates an understanding of group process and dynamics.		C

# Jennifer Chen Speckman, LCSW

12. Deals with client resistance and can engage non-voluntary clients.		C
13. Plans and implements appropriate termination process with clients.		C
14. Demonstrates the ability to address and discuss issues that are considered highly sensitive (i.e. child discipline, sexual practices, sexual orientation, abortion, drug use, religion, etc.).		C
15. Demonstrates an understanding of the family system, and the ability to engage with that system in problem identification, goal setting, and problem solving.		C

<b>E. OBJECTIVE: ASSESSES, DIAGNOSES, MANAGES, AND MAINTAINS INTERVENTIONS (in macro practice)</b>	Fall/ Winter	Spring
1. Demonstrates ability to organize and evaluate the components of a situation.		P
2. Demonstrates ability to identify resources, both internal and external.		B
3. Demonstrates understanding of the impact of variables such as ethnicity, gender, sexual orientation, cultural background, socioeconomic status, etc.		C
4. Identifies the impact of variety of systems and how they interact.		P
5. Formulates an appropriate plan with appropriate short range and/or long range goals.		P
6. Demonstrates skills in assessing intervention strategies.		B
7. Demonstrate ability to work in different modalities, including groups, committees, boards, and communities.		NA
8. Demonstrates knowledge of an array of interventions reflecting organization development, program planning, development and evaluation, needs assessment, board and committee work, leadership development, community networking and public relations, personnel management, management information systems, and training and consultation.		NA
9. Demonstrates ability to engage in a change effort with community members in meeting their needs.		NA

<b>F. OBJECTIVE: MACRO PRACTICE INTERVENTION SKILLS (If applicable: Students <u>must</u> have ongoing macro experience in at least one of the following areas)</b>	Fall/ Winter	Spring
1. Works on organizational development.		NA
2. Conducts a needs assessment.		NA
3. Works on program planning and development.		NA
4. Helps to implement programs.		NA
5. Evaluates programs.		NA

## Jennifer Chen Speckman, LCSW

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6. Works with committees, boards, and/or leadership development.		NA
7. Networks in communities, and doing community organizing.		NA
8. Mobilizes clients and/or organizations.		NA
9. Conducts public policy analysis and/or legislative advocacy.		NA
10. Analyzes budgets.		NA
11. Participates in fundraising.		NA
12. Writes grants.		NA
13. Works on marketing and public relations.		NA
14. Assists with personnel management (human resources).		NA
15. Works on management information systems.		NA
16. Conducts training and consultation.		NA
17. Other: Please describe specifically:		

### ***1st YEAR COMPREHENSIVE SKILLS EVALUATION***

Summarize overall assessment strengths and areas needing further development:

Jane has proven to be a highly talented social worker who demonstrates an almost immediate ability to gain rapport with a population that presents with a variety of difficulties in trusting service providers. Jane approaches her work enthusiastically and productively, engaging in discussion and bringing relevant questions to supervision. It also seems that Jane naturally understands complicated elements of the therapeutic process which has allowed her to do very effective work with clients in a relatively short amount of time. Jane also demonstrates an ability to be creative and play with her clients as evidenced by her innovative interventions using movement and music with her clients. Her ability to create a safety, empathetic space for a diverse population of people (adults and children, different sexual orientations, different cultures, etc.) prove to be impressive.

Jane has demonstrated strength in the area of self care and help seeking skills. When experiencing problems, Jane appropriately lets the supervisor know what is going on with her and is able to engage

## Jennifer Chen Speckman, LCSW

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effectively in problem solving. Jane also has been highly self reflective, open and honest in her communications which allows for supportive dialog and growth.

Overall, Jane is an amazing asset to our team and we value her insight, her hard work and her perspective.

**Thank you for your commitment to social work education and to the profession!**