MSW Specialized Program Field Evaluation

# Name of Student: E-mail address

D number Phone number

Semester \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Agency:

Name of Agency Field Supervisor:

Instructor e-mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Faculty:

Please base your assessment of how well the Advanced Generalist Practice MSW student demonstrates ability in each of the following nine competency areas using the rating scale shown below. The standard for comparison is that of a beginning level advanced practice social worker. The nine competencies specified in this assessment form are those established by our national accrediting organization, the Council on Social Work Education.

We ask that you rate each competency statement according to the following criteria, as it is appropriate to your agency setting. You are encouraged to share examples for each competency area in which you think the student is particularly strong, as well as those in which the student needs improvement. The Field Instructor's grade recommendations are considered, along with the students required field assignments; however the Faculty Field Liaison determines the student's final grade with approval from the Field Director.

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| --- | --- |
| Rating | Grade Equivalencies |
| 4 | **Advanced-** Students demonstrated an *outstanding* understanding, *clear* recognition and  *sound* application of all dimensions of this practice behavior or underpinning. |
| 3 | **Proficient** Students demonstrated an *acceptable* understanding, recognition and application of all dimensions of this practice behavior or underpinning. |
| 2 | **Satisfactory**- Students demonstrated a *limited* understanding, recognition and application of all dimensions of this practice behavior or underpinning. |
| 1 | **Unsatisfactory-** Students demonstrated *little to no* understanding, recognition and application of all dimensions of this practice behavior or underpinning. |
| 0 | Failing |
| N/A | Not applicable, as the student has not had the opportunity to demonstrate competence in this area. If an n/a is used during the ***midterm***, please comment on when the student will have the opportunity to demonstrate the practice behavior. ***There should be no n/a ratings***  ***on the final assessment.*** |

| **Competency and Behaviors**  Enhanced and Expanded in Blue | **Rating**  **Semester 1**  **(Field III)** | **Ratings Semester 2**  **(Field IV)** |
| --- | --- | --- |
| **Competency #1: Demonstrate Ethical and Professional Behavior** |  |  |
| A. Make professional, ethical decisions to more complex problems by applying the standards of the NASW Code of Ethics, understanding relevant laws and regulations, models for professional, ethical decision-making, ethical conduct of research, and  additional codes of ethics as appropriate to the context. |  |  |
| B. Use a deeper level of reflection and self-regulation to manage personal values and maintain professionalism in practice situations. |  |  |
| C. Demonstrate an advanced professional demeanor in behavior; appearance; and oral, written, and electronic communication. |  |  |
| D. Use an advanced level of technology ethically and appropriately to facilitate practice  outcomes. |  |  |
| E. Use supervision and consultation to guide professional judgment and behavior and practice supervision in the field setting. |  |  |
| F. Demonstrate an ability to distinguish between personal and professional values in a practice context and exhibit an understanding of the ways in which personal  experiences and affective reactions can influence professional judgment and behavior |  |  |
| G. Engage with those from professions other than social work when involved in interprofessional collaboration and effectively employs consultation |  |  |
| H. Demonstrate a commitment through action to advancing the field of social work through advocacy and ongoing learning |  |  |
| I. Effectively engage in productive problem-solving and appropriate conflict resolution and utilize open communication |  |  |
| Comments: |  |  |
| **Competency 2 Engage Diversity and Difference in Practice** |  |  |
| A. Apply and demonstrate leadership to communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo,  and macro levels. |  |  |
| B. Present themselves as leaders and learners and to engage clients and constituencies as experts of their own experiences. |  |  |
| C. Apply an advanced level of self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. |  |  |
| D. Identify forms and mechanisms of oppression and discrimination, including social, economic, political, and cultural exclusions that may marginalize and alienate, or  alternatively contribute to privilege and power |  |  |
| E. Identify ways of addressing power and control factors that affect the experiences of diverse populations and modify intervention methods based on these evaluations |  |  |
| F. Employ methods that reflect cultural humility and sensitivity in relationships with clients and communities |  |  |
| Comments |  |  |
| **Competency #3:**  **Advance Human Rights and Social, Economic, and Environmental Justice** |  |  |
| A. Apply an advanced level of understanding of and leadership quality to social, economic, and environmental justice to advocate for human rights at the individual  and system levels. |  |  |
| B. Engage and lead in practices that advance social, economic, and environmental justice. |  |  |
| C. Articulate, analyze, and apply the ways in which every person, regardless of position in society, deserves fundamental human rights such as freedom, safety, privacy, an  adequate standard of living, health care, and education |  |  |
| D. Advance social justice (through anti-oppressive practice), economic justice (through poverty-aware practice), and environmental justice (by enhancing clients' relationships with the natural world) and demonstrate critical thinking on how to apply the anti- oppressive practice in oppressive and restrictive systems and/or situations that run  contrary to a social justice framework |  |  |
| Comments |  |  |
| **Competency #4:**  **Engage In Practice-informed Research and Research-informed Practice** |  |  |
| A. Use practice experience and theory to inform scientific inquiry and research to identify client needs, emerging trends, and evaluate interventions. |  |  |
| B. Apply critical thinking to engage in analyses of quantitative and qualitative research methods and research findings to enter into discussions as to its relevance at all  systems' levels. |  |  |
| C. Use and translate research evidence to inform and improve practice, policy, and service delivery; fluently at all systems' levels. |  |  |
| D. Engage in research that is inclusive of the clients, communities, and organizations involved and incorporates their participation in all aspects of the research process |  |  |
| Comments |  |  |
| **Competency #5: Engage in Policy Practice** |  |  |
| A. Identify and develop social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. |  |  |
| B. Assess how social welfare and economic policies impact the delivery of and access to social services and identify deficiencies and improved methods for access. |  |  |
| C. Apply critical thinking to analyze, formulate, advocate, and draft policies that advance human rights and social, economic, and environmental justice. |  |  |
| D. Create alternative policy solutions and interventions to social issues that are culturally relevant, appropriate, and sensitive to the diverse populations affected by these  policies |  |  |
| E. Effectively engage action systems to achieve desired policy changes |  |  |
| F. Evaluate the impact of change efforts, activist agendas, and practice results |  |  |
| Comments |  |  |
| **Competency #6:**  **Engage with Individuals, Families, Groups, Organizations, and Communities** |  |  |
| A. Knowledge of human behavior and the social environment, person-in-environment, strengths perspective, and an array of theoretical frameworks to engage with clients  and constituencies of diverse populations with complex needs at all systems' levels. |  |  |
| B. Use empathy, reflection, and interpersonal skills developed during the foundation year to effectively engage diverse clients and constituencies with complex needs. |  |  |
| C. Identify ways in which personal experiences and affective reactions may impact their ability to effectively engage with a diversity of clients and constituencies |  |  |
| Comments |  |  |
| **Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities** |  |  |
| A. Collect and organize data, and conceptual frameworks to apply critical thinking to interpret information from clients and constituencies. |  |  |
| B. Apply knowledge of human behavior and the social environment, person-in- environment, strengths perspective, and an array of theoretical frameworks to assess and analyze data from clients and constituencies of diverse populations with complex needs at all systems' levels. |  |  |
| C. Develop mutually agreed intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies with complex issues. |  |  |
| D. Elect interculturally appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies with complex issues. |  |  |
| E. Apply critically and culturally informed practice and analyze differential diagnostic and assessment criteria including developmental and cultural considerations, as well as the impact of assessment methods, on client and community self-determination and empowerment |  |  |
| F. Engage with individuals, families, groups, and organizations in ways that reflect cultural humility in assessing and analyzing their strengths and needs |  |  |
| G. Demonstrate understanding of the ways in which personal experiences and affective reactions may impact assessment and decision-making |  |  |
| Comments |  |  |
| **Competency #8:**  **Intervene with Individuals, Families, Groups, Organizations, and Communities** |  |  |
| A. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies with complex issues at all systems' levels. |  |  |
| B. Apply knowledge of human behavior and the social environment, person-in- environment, strengths perspective, and an array of theoretical frameworks in interventions with clients and constituencies of diverse populations with complex  needs at all systems' levels. |  |  |
| C. Use leadership skills with inter-professional collaboration as appropriate to achieve beneficial practice outcomes. |  |  |
| D. Plan with individuals, families, and groups to apply interventions through a variety of methods and strategies as appropriate to their contexts and needs for change |  |  |
| E. Collaborate with clients in addressing long-term developmental goals and addressing obstacles that may be presented by institutional settings and their operational  policies |  |  |
| F. Create innovative therapeutic modalities contributing to culturally affirmative and individualized development and advocacy |  |  |
| G. Facilitate growth and the realization of full potential among clients and  communities |  |  |
| Comments |  |  |
| **Competency #9:**  **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** |  |  |
| A. Initiate the evaluation process by selecting and using appropriate methods for the evaluation of outcomes. |  |  |
| B. Apply knowledge of human behavior and the social environment, person-in- environment, strengths perspective, and an array of theoretical frameworks in the evaluation of outcomes with clients and constituencies of diverse populations with complex needs at all systems' levels. |  |  |
| C. Critically analyze, monitor, and lead the evaluation of intervention and program processes and outcomes. |  |  |
| D. Apply evaluation findings to improve practice effectiveness and intervention development at the micro, mezzo, and macro levels. |  |  |
| E. Identify evidence of change and development upon termination |  |  |
| Comments |  |  |
| Totals: |  |  |
| Overall Comments: |  |  |

### *Score*

|  |  |  |
| --- | --- | --- |
| 3.1-4.0 | The intern is exceeding expectations in internship. |  |
| 2.1-3.0 | The intern meets expectations in internship. |  |
| 1.1-2.0 | The intern's performance is below expectations in internship. |  |
| 0.0-1.0 | The intern failed to meet expectations in internship. |  |

**LETTER GRADE RECOMMENDED by SUPERVISOR for INTERNSHIP HOURS:**

*Field Instructor NUMBER OF HOURS* COMPLETED AS OF TODAY

Signature of Field Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_