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## BSW/MSW Foundation ConcentrationField Evaluation I

Rating Scale for Evaluation of Field Placement Performance

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| --- | --- |
| Name of Intern: |  |
| Field Instructor: |  |
| Date: |  |

**Instructions for Rating Interns on the 9 Competencies in the First Part of the Evaluation:**

The standard by which an intern is to be compared is that of a new beginning-level social worker. The 9 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

|  |  |
| --- | --- |
| 5 | The intern has excelled in this area |
| 4 | The intern is functioning above expectations for interns in this area |
| 3 | The intern has met the expectations for interns in this area |
| 2 | The intern has not as yet met the expectations in this area, but gives indication s/he will do so in the near future. |
| 1 | The intern has not met the expectations in this area, and does not give indication s/he will do so in the near future. |
| N/O | No opportunity, as the intern has not had the opportunity to demonstrate competence in this area. |

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas in which the student needs improvement.

This evaluation is intended to give the intern feedback about her or his performance. The field instructor’s rating of these items will not directly be used to calculate the grade given to the intern. The faculty liaison/field seminar instructor has the responsibility of assigning the grade for field instruction. The grade that is assigned will be based on: **the faculty liaison’s overall evaluation of the student’s performance in field placement in conjunction with the field instructor’s evaluation and other submitted materials such as: intern logs; seminar participation; papers that integrate field with classroom instruction.**

If you prefer to use another evaluation system **in addition** to this form to evaluate a student’s performance, please discuss this with the faculty supervisor.

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| **Competency #1: Demonstrates Ethical and Professional Behavior**  |
| 1.1 | Makes 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 |  |

|  |  |  |
| --- | --- | --- |
| 1.2 | Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations |  |
| 1.3 | Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication |  |
| 1.4 | Use technology ethically and appropriately to facilitate practice outcomes |  |
| 1.5 | Use supervision and consultation to guide professional judgment and behavior |  |

Comments:

    

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| --- |
| **Competency #2: Engage Diversity and Difference in Practice**  |
| 2.1 | Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels |  |

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| --- | --- | --- |
| 2.2 | Presents her/himself as a learner and engages clients and constituencies as experts of their own experience |  |
| 2.3 | Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies |  |

Comments:

    

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| **Competency #3: Advance Human and Social, Economic, and Environmental Justice**  |
| 3.1 | Applies her/his understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels |  |

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| --- | --- | --- |
| 3.2 | Engages in practices that advance social, economic, and environmental justice |  |

Comments:

    

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| **Competency #4: Engage in Practice-informed Research and Research-informed Practice**  |
| 4.1 | Uses practice experience and theory to inform scientific inquiry and research |  |

|  |  |  |
| --- | --- | --- |
| 4.2 | Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings |  |
| 4.3 | Uses and translates research evidence to inform and improve practice, policy, and service delivery |  |

Comments:

    

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| **Competency #5: Engage in Policy Practice**  |
| 5.1 | Identifies social policy at the local, state, and federal level that impacts wellbeing, service delivery, and access to social services |  |

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| --- | --- | --- |
| 5.2 | Assesses how social welfare and economic policies impact the delivery of and access to social services |  |
| 5.3 | Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice |  |

Comments:

    

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| **Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities**  |
| 6.1 | Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies |  |

|  |  |  |
| --- | --- | --- |
| 6.2 | Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies |  |

Comments:

    

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| **Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities**  |
| 7.1 | Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies |  |

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| --- | --- | --- |
| 7.2 | Applies 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 |  |
| 7.3 | Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies |  |
| 7.4 | Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies |  |

Comments:

    

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| **Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities**  |
| 8.1 | Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies |  |

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| --- | --- | --- |
| 8.2 | Applies 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 |  |
| 8.3 | Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes |  |
| 8.4 | Negotiates, mediates, and advocates with on behalf of diverse clients and constituencies |  |
| 8.5 | Facilitates effective transitions and endings that advance mutually agreed-upon goals |  |

Comments:

    

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| **Competence #9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities**  |
| 9.1 | Selects and uses appropriate methods for evaluation of outcomes |  |

|  |  |  |
| --- | --- | --- |
| 9.2 | Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation outcomes |  |
| 9.3 | Critically analyzes, monitors, and evaluates intervention and program processes and outcomes |  |
| 9.4 | Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels |  |

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| --- | --- |
| Average Score |  |

Comments:

    

**Overall Evaluation:**

Please check one of the following at the midterm evaluation. At the final evaluation do NOT complete this section.

|  |  |
| --- | --- |
|  | This intern is excelling in field placement by performing above expectations for interns. |
|  | This intern is meeting the expectations of a field placement intern. |
|  | This intern is functioning somewhat below the expectations of a field placement intern. |
|  | There is a question whether this intern will be ready for beginning level social work practice by the end of placements |
|  | This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major. |

Comments/elaboration:

    

Signature of Agency Field Instructor:

Signature of Field Seminar Instructor: **The following section should be completed by the intern:**

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

Intern’s Signature:

If this intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should be held to discuss the disagreement.

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

Top of Form

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