FIELD INSTRUCTOR ASSESSMENT OF STUDENT COMPETENCIES
BACHELOR OF SOCIAL WORK
&
MASTER OF SOCIAL WORK FIRST/FOUNDATION YEAR

PLEASE ANSWER EACH OF THE FOLLOWING QUESTIONS

1) What is the student's role at the agency? (Include population with which student works)

2) What are the tasks the student performs at the agency?

3) What are the areas (i.e. tasks, skills) in which the student is excelling at the agency?

4) What are the areas (i.e. tasks, skills) in which the student requires additional knowledge?
Field Instructor Assessment of Student Competencies
Rating Scale

Ratings are distinct for each semester; they are not cumulative. Under each competency, specific practice behaviors are listed, along with specific measures for evaluating student performance.

This form may be personalized by adding comments after each section. If any item within a section has been rated either Exceeds, Does not meet or Marginally meets Expected Competency, a specific comment must be included regarding that item in the area provided. In addition, strengths, achievements and initiatives shown by the student in the performance of his/her assignments and work contacts should be noted in the comment sections or narrative summary.

The Rating Scale is:

(4) Exceeds Expected Competency: The student demonstrates knowledge and ability above the criteria set for each practice behavior.

(3) Meets Expected Competency: The student demonstrates both ability and knowledge which meet the basic expectations as listed in the criteria for each practice behavior.

(2) Marginally Expected Minimum Competency: The student requires intensive redirection. The student demonstrates effort but has difficulty in achieving required expectations for each practice behavior.

(1) Does Not Meet Expected Competency: The student is unable to perform even minimal tasks and does not demonstrate an understanding of the theoretical base of materials.

(0) Not Applicable/No Opportunity: Student has little or no opportunity to engage in task.

I. Core Competency: Demonstrate Ethical and Professional Behavior

Behavior: 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;
1. Is able to demonstrate appropriate interpersonal and ethical behavior

2. Is able to demonstrate professional conduct in accordance with NASW Code of Ethics, professional social work values, and laws regulating social work practice

**Behavior: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;**

3. Is beginning to consistently discuss the need to manage personal values and opinions in order to assist clients or client systems

4. Is beginning to consistently discuss the concept and importance of self-reflection, self-monitoring, and self-correction

5. Is beginning to show awareness of and consistently demonstrates the need for professional boundaries

6. When I observe the student at the agency, I see the student interact consistently in a professional manner

**Behavior: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;**

7. Is able to demonstrate the importance of effective communication
8. Is appropriately dressed, is punctual and adheres to agreed upon attendance schedule

9. Is able to describe and discuss the concept of professional codes, such as the NASW code of ethics, in guiding ethical decisions

10. Knows the ethical obligations of the professional social worker in fulfilling his/her service roles and responsibilities with clients, other professionals, and the community

**Behavior: Use technology ethically and appropriately to facilitate practice outcomes;**

11. Is beginning to consistently discuss and identify the importance of considering ethical behavior in decision making regarding appropriate use of technology

12. Is beginning to consistently use technology required to complete work at the agency.

**Behavior: Use supervision and consultation to guide professional judgment and behavior.**

13. Prepares for and uses supervisory sessions to reflect on practice

14. Completes field assignments (Learning Plan, Process Recordings/PRACSIS) on time
15. Learning Plan and Process Recordings/PRAC/SIS accurately reflect curricular level and program expectations

16. Is beginning to consistently discuss and demonstrate the appropriate use of self-disclosure

17. Demonstrate emotional and behavioral regulation as well as unimpaired judgment in decision-making

**Comments:**

### II. Core Competency: Engage Diversity and Difference in Practice

**Behavior:** Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels

18. Is beginning to consistently demonstrate awareness of the extent to which mainstream culture structures and values may oppress others

19. Is beginning to consistently demonstrate awareness of the manner in which the oppressed recognize and perceive mainstream culture, structures and values

20. Knows the importance of fostering a respect for diversity
Behavior: Present themselves as learners and engage clients and constituencies as experts of their own experiences

21. Is beginning to consistently discuss the impact(s) of different life experiences with others

Behavior: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

22. Is beginning to consistently show awareness of the importance of knowing personal biases and values related to different groups

**Comments:**

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**III. Core Competency:** Advance Human Rights and Social, Economic, and Environmental Justice

Behavior: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

23. Is beginning to consistently understand different forms of oppression and discrimination

24. Is beginning to consistently detect factors related to oppression and discrimination
### IV. Core Competency: Engage in Practice-informed Research and Research-informed Practice

**Behavior: Use practice experience and theory to inform scientific inquiry and research**

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<thead>
<tr>
<th>Behavior</th>
<th>Checklist</th>
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<tbody>
<tr>
<td>25. Can describe how human rights violations and social, economic and environmental injustices have affected others</td>
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<tr>
<td>26. Is beginning to consistently understand the need for advocacy related to human rights and social, economic and environmental justice</td>
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<tr>
<td>27. Is beginning to consistently understand and is able to discuss the role of social workers in providing leadership to support effective changes</td>
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<tr>
<td>28. Is beginning to consistently demonstrate how to effectively work to advance social, economic and environmental justice</td>
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<td>29. Is beginning to consistently show awareness of the social work commitment to improving the lives of those served or their communities</td>
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<td>Comments:</td>
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Behavior: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

31. Is beginning to consistently understand why research evidence is used

Behavior: Use and translate research evidence to inform and improve practice, policy, and service delivery.

32. Is beginning to consistently describe and discuss research that demonstrates the effectiveness of the interventions used at the agency

33. Is beginning to consistently recognize the need for continually accessing evidence for practice

Comments:

V. Core Competency: Engage in Policy Practice

Behavior: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

34. Is beginning to consistently show awareness of policies that advance societal well-being
35. Is beginning to consistently demonstrate familiarity with policies affecting client systems at the agency

**Behavior:** Assess how social welfare and economic policies impact the delivery of and access to social services

36. Is beginning to consistently discuss the impact of collaborations in order to foster change

**Behavior:** Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

37. Is beginning to understand the methods to analyze, formulate and advocate for effective policy change that advance human rights and social, economic, and environmental justice.

**Comments:**

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**VI. Core Competency:** Engage with Individuals, Families, Groups, Organizations, and Communities

**Behavior:** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

38. Actively prepare for clients and work with systems of change
39. Is beginning to understand the role he/she plays with clients/groups/organizations/communities

**Behavior:** Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

40. Is being to consistently employ the appropriate use of empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

**Comments:**

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**VII. Core Competency: Assess Individuals, Families, Groups, Organizations, and Communities**

**Behavior:** Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

41. Is beginning to consistently discuss and understand methods for collecting, organizing, and interpreting accurate client data

42. Is beginning to understand how other service providers interpret client data in order to authorize services

**Behavior:** 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;
| 43. | Is beginning to consistently demonstrate the ability to access and utilize client data |
| 44. | Is beginning to consistently demonstrate an ability to assess client strengths and limitations |
| **Behavior:** Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies |
| 45. | Is beginning to consistently discuss and can interpret why client systems present with different strengths and limitations |
| 46. | Is beginning to create effective goals and objectives for client systems |
| **Behavior:** Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. |
| 47. | Is beginning to consistently discuss and employ different types of intervention strategies |

**Comments:**

**VIII. Core Competency:** Intervene with Individuals, Families, Groups, Organizations, and Communities
<table>
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<tr>
<th>Behavior: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</th>
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<tbody>
<tr>
<td>48. Is beginning to consistently discuss and demonstrate intervention strategies that promote best interest for client well being</td>
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<td>49. Knows how to gauge client or client system capacities</td>
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<tr>
<th>Behavior: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</th>
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<tbody>
<tr>
<td>50. Is beginning to consistently understand how to assist clients in resolving problems</td>
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<tr>
<td>51. Is beginning to consistently demonstrate how to assist clients in resolving problems</td>
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<tr>
<th>Behavior: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</th>
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<tr>
<td>52. Is beginning to consistently understand and demonstrate the importance of collaboration with various disciplines to support client outcomes</td>
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<td>53. Is beginning to consistently understand the value of shared inter professional knowledge and skills to coordinate client care</td>
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**Behavior: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies**

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<tr>
<td>54. Is beginning to consistently understand the need to negotiate, mediate, and advocate for clients</td>
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<tr>
<td>55. Is beginning to consistently demonstrate the skills needed to negotiate, mediate, and advocate for clients</td>
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**Behavior: Facilitate effective transitions and endings that advance mutually agreed-on goals**

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<tr>
<td>56. Is beginning to consistently demonstrate awareness of the importance of transitions and endings</td>
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<tr>
<td>57. Is beginning to consistently demonstrate effectively facilitate transitions and endings</td>
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**Comments:**

**IX. Core Competency:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

**Behavior: Select and use appropriate methods for evaluation of outcomes;**
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<tr>
<td>58.</td>
<td>Is beginning to consistently understand the need to evaluate work and services provided</td>
</tr>
<tr>
<td>59.</td>
<td>Is beginning to consistently demonstrate the skills needed to evaluate work and services provided</td>
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<tr>
<td><strong>Behavior</strong>:</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</td>
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<tr>
<td>60.</td>
<td>Is beginning to consistently discuss the importance of understanding others in their own environment</td>
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<tr>
<td>61.</td>
<td>Is beginning to consistently demonstrate familiarity with how to gain information about others in their own environment</td>
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<tr>
<td><strong>Behavior</strong>:</td>
<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes</td>
</tr>
<tr>
<td>62.</td>
<td>Is beginning to consistently understand the need to critically examine interventions</td>
</tr>
<tr>
<td>63.</td>
<td>Is beginning to consistently display the skills needed to critically examine interventions</td>
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<tr>
<td><strong>Behavior</strong>:</td>
<td>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</td>
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64. Is beginning to consistently understand why and how intervention processes are created at the micro, mezzo and macro levels

65. Is beginning to consistently utilize client and constituent context information to evaluate outcomes

**Comments:**

### X. Core Competency: Analyze the impact of the urban context on a range of client systems, including practice implications

**Behavior:** Examine the distinct characteristics of the urban context and apply the analysis to social work practice

66. Understands the challenges within an urban environment and the impact of these on client systems

67. Is beginning to consistently discuss the characteristics of the urban context and the need to develop effective programs, interventions and services for client systems

**Comments:**

### TOTAL HOURS COMPLETED FOR THE SEMESTER OF

Semester: [ ] Year: [ ] Total Hours: [ ]
Field Instructor: ([Field Instructor Name]): [Click to sign Completed Document]

Student Signature: ([Student Name]): [Click to sign Completed Document]

Note: Students must retain copies of all field evaluations. The School of Social Work may not maintain copies after graduation.

The undersigned is responsible for the assignment of a Satisfactory (S), Marginal (M), or Unsatisfactory (U) grade.

**SEMESTER GRADE:**

**TOTAL HOURS:**

Faculty Field Liaison: ([Faculty field Liaison Name]): [Click to sign Completed Document]

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.