



## School of Social Work

Challenging Minds, Leading Change, Transforming Lives

# FIELD INSTRUCTOR ASSESSMENT OF STUDENT COMPETENCIES MASTER OF SOCIAL WORK ADVANCED YEAR

STUDENT NAME:	<input type="text"/>	FIELD PLACEMENT SITE:	<input type="text"/>
I.D. NUMBER:	<input type="text"/>	FIELD INSTRUCTOR:	<input type="text"/>

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 Expect Competency:** The student demonstrates both ability and knowledge which meet the basic expectations as listed in the criteria for each practice behavior.

**(2) Marginally Meets Expected 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

<b>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;</b>	
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	▼
<b>Behavior: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</b>	
3. Is able to discuss the need to manage personal values and opinions in order to assist clients or client systems	▼
4. Is able to discuss the concept and importance of self-reflection, self-monitoring, and self-correction	▼
5. Is aware 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	▼
<b>Behavior: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</b>	
7. Is able to discuss and 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	▼
<b>Behavior: Use technology ethically and appropriately to facilitate practice outcomes;</b>	
11. Is able to discuss and identify the importance of considering ethical behavior in decision making regarding appropriate use of technology	▼
12. Able to use technology required to complete work at the agency.	▼
<b>Behavior: Use supervision and consultation to guide professional judgment and behavior.</b>	
13. Prepares for and uses supervisory sessions to reflect on practice	▼
14. Completes field assignments (Learning Plan, Process Recordings/PRACSYS) on time	▼
15. Learning Plan and Process Recordings/PRACSYS accurately reflect curricular level and program expectations	▼
16. Is able to discuss and demonstrates the appropriate use of self-disclosure	▼
17. Demonstrate emotional and behavioral regulation as well as unimpaired judgment in decision- making	▼
Comments: 	

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

**Behavior: levelsApply 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 aware of the extent to which mainstream culture structures and values may oppress others	▼
19. Is aware 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	▼
<b>Behavior: Present themselves as learners and engage clients and constituencies as experts of their own experiences</b>	
21. Is able to discuss the impact(s) of different life experiences with others	▼
<b>Behavior: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</b>	
22. Is aware 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

<b>Behavior: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</b>	
23. Understands different forms of oppression and discrimination	▼
24. Is able to detect factors related to oppression and discrimination	▼
25. Can describe how human rights violations and social, economic and environmental injustices have affected others	▼
26. Understands the need for advocacy related to human rights and social, economic and environmental justice	▼
27. Understand and is able to discuss the role of social workers in providing leadership to support effective changes	▼
<b>Behavior: Engage in practices that advance social, economic, and environmental justice.</b>	
28. Demonstrates effective work to advance social, economic and environmental justice.	▼
29. Is aware of the social work commitment to improving the lives of those served or their communities	▼
Comments: 	


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### IV. Core Competency: Engage in Practice-informed Research and Research-informed Practice

<b>Behavior: Use practice experience and theory to inform scientific inquiry and research</b>	
30. Understands the importance of practice experience	▼
<b>Behavior: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</b>	
31. Understands why research evidence is used	▼
<b>Behavior: Use and translate research evidence to inform and improve practice, policy, and service delivery.</b>	
32. Is able to describe and discuss research that demonstrates the effectiveness of the interventions used at the agency	▼
33. Recognizes the need for continually accessing evidence for practice	▼
Comments: 	


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## V. Core Competency: Engage in Policy Practice

<b>Behavior: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</b>	
34. Is aware of policies that advance societal well-being	<input type="text"/>
35. Is familiar with policies affecting client systems at the agency	<input type="text"/>
<b>Behavior: Assess how social welfare and economic policies impact the delivery of and access to social services</b>	
36. Is able to discuss the impact of collaborations in order to foster change	<input type="text"/>
<b>Behavior: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</b>	
37. Knows the methods to analyze, formulate and advocate for effective policy change	<input type="text"/>
Comments: 	

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

<b>Behavior: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</b>	
38. Actively prepare for clients and work with systems of change	<input type="text"/>
39. Understands the role he/she plays with clients/groups/organizations/communities	<input type="text"/>
<b>Behavior: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</b>	
40. Employs the appropriate use of empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	<input type="text"/>
Comments: 	

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

<b>Behavior: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</b>	
41. Is able to discuss and understand methods for collecting, organizing, and interpreting accurate client data	<input type="text"/>
42. Knows how other service providers interpret client data in order to authorize services	<input type="text"/>
<b>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;</b>	
43. Is able to access and utilize client data	<input type="text"/>
44. Is able to assess client strengths and limitations	<input type="text"/>
<b>Behavior: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</b>	
45. Is able to discuss and can interpret why client systems present with different strengths and limitations	<input type="text"/>
46. Knows how to create effective goals and objectives for client systems	<input type="text"/>
<b>Behavior: Select appropriate intervention strategies based on the assessment, research knowledge, and values and</b>	

preferences of clients and constituencies.

47. Is able to discuss and employ different types of intervention strategies



Comments:



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### VIII. Core Competency: Intervene with Individuals, Families, Groups, Organizations, and Communities

**Behavior: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;**

48. Is able to discuss and demonstrate intervention strategies that promote best interest for client well being



49. Knows how to gauge client or client system capacities



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

50. Understands how to assist clients in resolving problems



51. Demonstrates how to assist clients in resolving problems



**Behavior: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;**

52. Understands and demonstrates the importance of collaboration with various disciplines to support client outcomes



53. Understands the value of shared inter professional knowledge and skills to coordinate client care



**Behavior: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies**

54. Understands the need to negotiate, mediate, and advocate for clients



55. Demonstrates the skills needed to negotiate, mediate, and advocate for clients



**Behavior: Facilitate effective transitions and endings that advance mutually agreed-on goals**

56. Is aware of the importance of transitions and endings



57. Is able to effectively facilitate transitions and endings



Comments:



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

**Behavior: Select and use appropriate methods for evaluation of outcomes;**

58. Understands the need to evaluate work and services provided



59. Demonstrates the skills needed to evaluate work and services provided



**Behavior: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;**

60. Is able to discuss the importance of understanding others in their own environment




61. Familiarizes self with how to gain information about others in their own environment



**Behavior: Critically analyze, monitor, and evaluate intervention and program processes and outcomes**


62. Understands the need to critically examine interventions



63. Displays the skills needed to critically examine interventions	▼
<b>Behavior: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</b>	
64. Knows why and how intervention processes are created at the micro, mezzo and macro levels	▼
65. Is able to utilize client and constituent context information to evaluate outcomes	▼
Comments: 	


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

<b>Behavior: Examine the distinct characteristics of the urban context and apply the analysis to social work practice</b>	
66. Understands the challenges within an urban environment and the impact of these on client systems	▼
67. Is able to discuss the characteristics of the urban context and the need to develop effective programs, interventions and services for client systems	▼
Comments: 	

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**Interpersonal Practice Concentration:**

1. Is able to relate theoretical understanding to assessment based on an understanding and synthesis of psychosocial dynamics	▼
2. Is prepared for carrying out the necessary steps prior to working with individuals, families and/or groups (documents intake, informed consent, assessment, etc.)	▼
3. Is able to define the needs or problems of clients	▼
4. Is able to demonstrate ability to establish relationship with clients	▼
5. Is able to sustain meaningful and purposeful working relationship with clients	▼
6. Differentially determines appropriate intervention strategies and implements them accordingly	▼
7. Periodically evaluates effectiveness of interventions and alters intervention plans if needed	▼
8. Focuses and sets goals sequentially with individuals, families and/or groups	▼
9. Determines with clients when termination is appropriate and deals with termination as a part of the social work process	▼
Comments: 	

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**Innovation in Community, Policy and Leadership:**

1. Is able to assess and interpret the dynamics of an organization using theoretical frameworks	▼
2. Is able to assess and interpret the dynamics of a community using theoretical frameworks	▼
3. Develops recommendations to change policy based on research and analysis	▼
4. Is able to work with communities, organizations, and policy to advance human rights and social, economic, and environmental justice.	▼

5. Carries out the necessary steps (documents contacts, reviews agency information, etc.) before engaging the organization or community	▼
6. Is able to apply relevant concepts and strategies from models to the development, implementation and improvement of practice programs and policies	▼
7. Uses research to determine appropriate intervention strategies and implements them	▼
8. Evaluates effectiveness of interventions and alters interventions plans, if needed	▼
9. Identifies evidence-based practices in the field and applies them to advance program development within the agency	▼
10. Is able to gather information about and assesses the effectiveness of linkages, networks and relationships between agency/ organization's programs and other social programs in the community	▼
11. Identifies problems and evaluates pertinent factors in order to arrive at a timely and logical course of action	▼
12. Establishes and maintains effective working relationships with others at all appropriate organizational levels at the agency and partner agencies	▼
13. Establishes and maintains effective collaborative relationships with community members	▼
14. Demonstrates leadership, management, and facilitation in bringing together stakeholders to enact community or systems change	▼
Comments: 	

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Year	Hours per week	Min. Required Clock Hours
BSW Seniors	16	230
MSW Foundation Year	16	225
MSW Advanced Year	16 or 24*	225 or 338

**TOTAL HOURS COMPLETED FOR THE SEMESTER OF**  
**Semester:**  ▼ **Year:**  **Total Hours:**

**Field Instructor:** [Click to sign Completed Document](#)

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

Are you an Advanced Standing Student (BSW degree received):  ▼

Concentration:  ▼

Identify Specialization:  ▼

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:** [Click to sign Completed Document](#)

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