## School of Social Work
**Challenging Minds, Leading Change, Transforming Lives**

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

**STUDENT NAME:** _____  **FIELD PLACEMENT SITE:** _____

**I.D. NUMBER:** _____  **FIELD INSTRUCTOR:** _____

**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/PRACSIS 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:**  | |

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## 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 | ▼ |
| 25. Can describe how human rights violations and social, economic and environmental injustices have affected others | ▼ |
| 26. Is beginning to consistently understand the need for advocacy related to human rights and social, economic and environmental justice | ▼ |
| 27. Is beginning to consistently understand and is able to discuss the role of social workers in providing leadership to support effective changes | ▼ |
| **Behavior: Engage in practices that advance social, economic, and environmental justice.** | |
| 28. Is beginning to consistently demonstrate how to effectively work to advance social, economic and environmental justice. | ▼ |
| 29. Is beginning to consistently show awareness 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

| Behavior: Use practice experience and theory to inform scientific inquiry and research | |
|---|---|
| 30. Is beginning to consistently understand the importance of practice experience | ▼ |
| **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: | |

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## 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:** 📝 | |

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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 beginning to consistently 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. Is beginning to consistently understand how to assist clients in resolving problems | ▼ |
| 51. Is beginning to consistently demonstrate how to assist clients in resolving problems | ▼ |
| **Behavior: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;** | |
| 52. Is beginning to consistently understand and demonstrate the importance of collaboration with various disciplines to support client outcomes | ▼ |
| 53. Is beginning to consistently understand 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. Is beginning to consistently understand the need to negotiate, mediate, and advocate for clients | ▼ |
| 55. Is beginning to consistently demonstrate the skills needed to negotiate, mediate, and advocate for clients | ▼ |
| **Behavior: Facilitate effective transitions and endings that advance mutually agreed-on goals** | |
| 56. Is beginning to consistently demonstrate awareness of the importance of transitions and endings | ▼ |
| 57. Is beginning to consistently demonstrate 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. Is beginning to consistently understand the need to evaluate work and services provided | ▼ |
| 59. Is beginning to consistently demonstrate 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 beginning to consistently discuss the importance of understanding others in their own environment | ▼ |
| 61. Is beginning to consistently demonstrate familiarity with how to gain information about others in their own environment | ▼ |
| **Behavior: Critically analyze, monitor, and evaluate intervention and program processes and outcomes** | |
| 62. Is beginning to consistently understand the need to critically examine interventions | ▼ |
| 63. Is beginning to consistently display the skills needed to critically examine interventions | ▼ |
| **Behavior: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.** | |
| 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:** 📝 | |

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**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:** 📝 | |

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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 |

*Only Advanced Year MSW students (traditional or advanced standing) may opt to do Field work for 24 hours each week students should be registered for 6 credit hours.

**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]

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

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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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