WAYNE STATE
School of Social Work

FIELD INSTRUCTOR ASSESSMENT OF STUDENT COMPETENCIES
MASTER OF SOCIAL WORK ADVANCED YEAR - IP

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 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

Behaviors:

1. Use self-reflection and supervision to enhance awareness of personal values congruent and conflicting with social work ethics and values.

2. Identify practice situations where two or more social work ethics/values conflict with one another.

3. Apply social work ethical principles to guide decision making when intervening with individuals, families, and groups.

4. Utilize ethical decision-making frameworks to guide assessment and intervention with diverse individuals, families, and groups.

Comments:

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II. Core Competency: Engage Diversity and Difference in Practice

Behaviors:

5. Identify the impact of social location (including age, sex, social class, sexual orientation, gender identity/expression, disability, immigration status, race/culture, and religion) on the client-social worker relationship and interactions and modify practice accordingly.	[▼]
6. Modify practice interventions and technique to account for the influence of social location on the client-social worker relationship and interactions.	[▼]
7. Identify particular strengths and sources of resilience specific to clients' social location and identity-based communities.	[▼]
8. Integrate an understanding of the impact of social location on bio-psycho-social-spiritual functioning into assessment and intervention with diverse individuals, families, and groups.	[▼]
9. Integrate an understanding of the impact of social location on bio-psycho-social-spiritual functioning into interventions with diverse individuals, families, and groups.	
Comments: 📝	

[SAVE WORK]

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

Behaviors:

10. Be aware of the impact of social, economic, and environmental injustice on bio-psycho-social-spiritual functioning.	[▼]
11. Integrate an awareness of the impact of injustice on all realms of functioning with current theories of bio-psycho-social-spiritual functioning as part of assessment and intervention.	[▼]
12. Assess practice settings for barriers to services and differential access to services for some client groups over others.	[▼]
Comments: 📝	

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

Behaviors:

<table>
<tr>
<td>13. Use the evidence-based practice process in clinical work with clients.

[▼]</td>
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<tr>
<td>14. Integrate knowledge of client preferences, client culture, evidence-based, and evidence-informed practice into the assessment and intervention process.

[▼]</td>
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<tr>
<td>15. Evaluate practice and disseminate novel social work practices to inform research agendas.

[▼]</td>
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<td>Comments:</td>
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V. Core Competency: Engage in Policy Practice

Behaviors:

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<td>16. Identify agency, state, and federal policies that impact access to services for vulnerable populations.
[▼]</td>
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<td>17. Engage with professional organizations (such as NASW) and professional partnerships to advocate for policies supportive of client access to services.

[▼]</td>
</tr>
<tr>
<td>18. Educate clients and colleagues about the impact of policies on access to effective/quality services and supports for individuals, families, and communities.

[▼]</td>
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<td>Comments:</td>
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VI. Core Competency: Engage with Individuals, Families, Groups, Organizations, and Communities

Behaviors:

19. Establish a therapeutic relationship with the client or client system, centered around the client's needs.

20. Identify barriers to joining with clients, such as personal biases, agency policies, and differences in social location.

21. Employ advanced interpersonal practice skills to minimize the impact of potential barriers on the joining process.

22. Identify and utilize advanced practice skills to repair ruptures in the therapeutic relationship that impair movement toward client goals.

Comments:

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

Behaviors:

23. Collect and organize data from clinical interviews and assessment tools, and apply critical thinking to interpret data.

24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from diverse individuals, families, and groups to guide interpersonal practice.

25. Develop intervention goals and objectives with clients based on client preferences and critical assessment of strengths, needs, and challenges within diverse individuals, families, and groups.

26. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of diverse individuals, families, and groups.

Comments:

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

Behaviors:

27. Demonstrate the use of appropriate clinical techniques for the presenting concerns identified in the assessment and for the agreed upon goals.

28. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of diverse individuals, families, and groups.

29. Evaluate and select best practices and evidence supported interventions.

30. Consider diversity and oppression in their choice of theory base and intervention with diverse individuals, families, and groups.

31. Identify interventions that enhance client strengths as well as remedy client concerns.

Comments:

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

Behaviors:

32. Utilize a range of data sources to inform practice evaluation, such as client self-report, validated measures, and process evaluation.

33. Assess the effectiveness of interventions with clients.

34. Actively invite client feedback about the effectiveness of intervention throughout the intervention process.

35. Modify interventions in response to practice evaluation, including client feedback.

Comments:

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

Behaviors:

36. Assess the impact of an urban setting on clients' bio-psycho-social-spiritual functioning.

37. Use practice theories that are applicable to clients living in an urban context.

38. Modify interventions with clients in ways that are adaptable to the urban environment.

39. Assess factors associated with the urban context that promote both risk and resilience among clients.

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]

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.

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