



School of Social Work

Challenging Minds, Leading Change, Transforming Lives

FIELD INSTRUCTOR ASSESSMENT OF STUDENT COMPETENCIES BACHELOR OF SOCIAL WORK SENIOR 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 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.

I. Core Competency: Demonstrate Ethical and Professional Behavior


Behaviors:

1. 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.	▼
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	▼
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	▼
4. Use technology ethically and appropriately to facilitate practice outcomes.	▼
5. Use supervision and consultation to guide professional judgment and behavior.	▼
Comments: 	

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II. Core Competency: Engage Diversity and Difference in Practice


Behaviors:

6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	▼
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	▼
8. Apply 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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III. Core Competency: Advance Human Rights and Social, Economic, and Environmental Justice


Behaviors:

9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	▼
10. Engage in practices that advance social, economic, and environmental justice.	▼
Comments: 	

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


Behaviors:

11. Use practice experience and theory to inform scientific inquiry and research.	▼
12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	▼
13. Use and translate research evidence to inform and improve practice, policy, and service delivery.	▼
Comments: 	

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V. Core Competency: Engage in Policy Practice


Behaviors:

14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	▼
15. Assess how social welfare and economic policies impact the delivery of and access to social services.	▼
16. Apply critical thinking to analyze, formulate, and advocate for policies 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

Behaviors:


17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	▼
18. Use 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

Behaviors:


19. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.	▼
20. 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.	
21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	▼
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	▼
Comments: 	

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


Behaviors:

23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	▼
24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	▼
25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	▼
26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	▼
27. Facilitate effective transitions and endings that advance mutually agreed-on goals.	▼
Comments: 	

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


Behaviors:

28. Select and use appropriate methods for evaluation of outcomes.	▼
29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	▼
30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	▼
31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	▼
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:

32. Recognize the challenges within an urban environment and the impact of these on client systems.	▼
33. Knowledge of the urban context to develop effective programs 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

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](#)
 Please select Campus or Program: ▼
 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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