



School of Social Work

Challenging Minds, Leading Change, Transforming Lives

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

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.

I. Core Competency: Demonstrate Ethical and Professional Behavior


Behaviors:

1. Apply 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 the community, organizational or policy context.	<input type="button" value="v"/>
2. Maintain professionalism in practice situations working with clients, stakeholders, and community partners.	<input type="button" value="v"/>
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication and use of technology.	<input type="button" value="v"/>
Comments: 	

SAVE WORK

II. Core Competency: Engage Diversity and Difference in Practice


Behaviors:

4. Apply understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo, and macro levels.	<input type="button" value="v"/>
5. Engage clients and constituencies as experts of their own experiences.	<input type="button" value="v"/>
6. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	<input type="button" value="v"/>
Comments: 	

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


Behaviors:

7. Explain how structural inequality shapes an organization, community or policy and describe practices that advance social, economic, and environmental justice.	<input type="button" value="v"/>
Comments: 	

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


Behaviors:

8. Use practice experience, theory, and critical thinking to engage in quantitative and qualitative research methods in communities, organizations, or policy contexts.	▼
9. Translate research evidence to inform and improve practice, policy, and service delivery in communities and organizations.	▼
Comments: 	

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V. Core Competency: Engage in Policy Practice


Behaviors:

10. Identify and assess how social policy at the local, state, and federal level impacts wellbeing, service delivery, and access to social services.	▼
Comments: 	

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


Behaviors:

11. Apply multidisciplinary theoretical frameworks and inter-professional collaboration to engage with clients and constituencies to define strengths, interests, and priorities of the stakeholder network.	▼
12. Use empathy, interpersonal, and digital communication skills to effectively engage diverse clients and constituencies that mobilize them for equitable, sustainable change in organizations and communities.	▼
Comments: 	

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


Behaviors:

13. Collect, organize, and analyze data from clients and constituencies.	▼
14. Develop options for innovative interventions in community, policy or leadership based on a critical assessment of strengths, human rights, and challenges to equity within clients and constituencies.	▼
Comments: 	

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


Behaviors:

15. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	▼
16. Use inter-professional and community collaboration as appropriate to achieve beneficial practice outcomes.	▼
Comments: 	

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


Behaviors:

17. Use appropriate theories and methods for planning evaluation of outcomes.	▼
18. Use collaborative relationships with stakeholders to apply evaluation findings to improve practice effectiveness in organizations, leadership, and policy.	▼
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:

19. Demonstrate an analysis of an urban setting using theories that lead to practice implications.	▼
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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