

**MSW ADVANCED FIELD PLACEMENT
EVALUATION – Fall 2017**

Instructions

The **Advanced Field Evaluation** provides a summary of the student's practicum experiences. It includes an overview of the types of learning opportunities in which the student was engaged as well as the demographics of client systems that were served. Please complete the following steps:

1. Student should review their Learning Contract and evaluate their progress within the context of the planned learning goals.
2. Student should identify (both) areas of strength and areas for improvement.
3. Student should provide the field instructor with recommendations about meeting learning goals the next term.
4. Student and field instructor should complete the field evaluation separately and then meet to review the evaluation. Final recommendations regarding this evaluation will come from the field instructor.

Please note that discussion of the items being assessed in this evaluation provides an opportunity for the student and field instructor to evaluate progress and to set goals for future learning in the field.

The student is responsible for communicating the date the signed evaluation form is due. It is important that these forms are submitted in a timely fashion since a delay in submission could result in an incomplete grade for the student. This fillable form can be submitted electronically via email to FEO@govst.edu. However, if for some reason, there is difficulty with submission, the field instructor may give the form to the student to return to the school.

**MSW ADVANCED FIELD PLACEMENT
EVALUATION – **Fall 2017******Student's Name:** _____**Agency:** _____**Field Instructor:** _____**Field Liaison:** _____**Demographics**

1. Which of the following types of clients did you serve this semester? (Check all that apply)

____ Individuals
____ Couples
____ Families
____ Groups (Facilitated or Co-facilitated)

2. To which of the following ethnic groups did the clients you served this semester belong? (Check all that apply)

____ African/American/Black (non-Hispanic)
____ American Indian/Native American
____ Asian American/Pacific Islander
____ Caucasian (non-Hispanic)
____ Hispanic/Latino
____ Other (please specify): _____

3. Which of the following age groups did you serve this semester? (Check all that apply)

____ Seniors (60 +)
____ Adults (18 - 59)
____ Youth (Infants – 17)

4. Which of the following client populations did you serve this semester? (Check all that apply)

____ Developmentally disabled
____ Physically challenged
____ Mentally or emotionally challenged/disordered

5. Which of the following client populations did you serve this semester? (Check all that apply)

Heterosexual
 Homosexual
 Bisexual
 Transgendered
 Other (please specify): _____

Evaluation Rating Scale

The student is to be evaluated according to competency-based criteria in accordance with the CSWE standards listed on the learning contract. Each competency is evaluated based on a five point rating scale.

Each rating of **student performance** is to be evaluated based on:

- Consistency of performance
- Quality of work
- Appropriate level of independence
- Time needed to accomplish tasks
- Indication of steady progress
- Integration of knowledge, value and skills
- Ability to transfer learning from one activity to the next

To be most effective, students and field instructors should both review and rate the student's progress separately then discuss their answers together before the field instructor completes the final evaluation. This allows the student(s) to be reflective of their own progress as well as receive instructional feedback from their field supervisor.

By the completion of the field placement students are expected to achieve an overall minimum rating of "competence" in all nine competencies. Clear evidence of the students' demonstrated competency should be provided to support all ratings.

Evaluation Criteria – Grading Rubric*

The drop down menu will provide you with a choice of numbers from 1 to 5. Please select the number that corresponds with the description next to it in this chart.

5	Advanced Competency	Student consistently demonstrates, integrates and applies values, knowledge and skills in all activities independently and expertly. Student should use consultation appropriately; perform activities in a timely and efficient manner with sufficient quality; perform with cultural humility and competency and demonstrate an ability to teach others.
4	Competency	Student usually demonstrates and integrates values, knowledge and skills with sufficient mastery and independence; uses supervision for consultation appropriately, appropriately applies learning from one activity to another; uses time well to accomplish tasks and assignments; ready to become a beginning practitioner.
3	Emerging Competency	Student is beginning to demonstrate knowledge/skills; beginning to integrate and apply learning from one activity to the next; requires regular direction and instruction; progress is evident; learning is becoming more efficient; and quality of work is uneven at times but moving in a positive direction.
2	Pre Competency	Student does not consistently demonstrate an integration of values, knowledge and skills; needs constant supervision; quality of work is uneven; tasks are not completed in a timely fashion; knowledge/skills are not transferred from one assignment to the next; and progress is uncertain.
1	Incompetency	<p>Student does not demonstrate basic foundational knowledge of social work skills, ethics, or values in the practice setting. Student is unable to utilize critical feedback from field supervision to improve and develop skills. Student is unable to perform at expected level (even when given clear directions and guidance) and requires excessive oversight and supervision.</p> <p>Student clearly violates NASW professional ethics, does not exercise professional boundaries or fails to follow agency policies.</p> <p>This rating requires examples be provided to show evidence of gross and incompetent practice behaviors.</p>
9	N/A	No opportunities for assessment

Advanced students should consistently demonstrate self-directed learning, integrate and apply NASW values and ethics in practice, demonstrate knowledge about policies that impact client services, use supervision to enhance their professional development, practice in a culturally competent manner, and perform activities in a timely manner with sufficient quality.

1. Social Policy and Agency Services

On a competency scale of 1-5, the **social worker intern demonstrates the ability to:**

1. Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being. **F.I.**
2. Advocate with and inform administrators and legislators to influence policies that impact clients and service. **F.I.**
3. Work collaboratively with others to effect systemic change that is sustainable. **F.I.**

Comments: Please describe examples of the student's progress in this area of practice.

Advanced level - practice skills include a demonstrated skill level in working with and engaging individuals, families, groups or organizations/communities. Intern should demonstrate the ability to intentionally match intervention methods to client needs in order to achieve their goals. Practice interventions used should be well understood by the student and the student should understand the multiple contexts of client systems and themes of social justice (and its impact on client functioning).

2. Social Work Practice Skills

On a competency scale of 1-5, the **social worker intern demonstrates the ability to:**

1. Work effectively with diverse populations. **F.I.**
2. Identify and use practitioner/client differences from a strengths perspective. **F.I.**
3. Use knowledge of the effects of oppression, discrimination, and historical trauma to guide treatment planning and intervention. **F.I.**
4. Develop a culturally responsive therapeutic relationship. **F.I.**
5. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being. **F.I.**
6. Use the evidence-based practice process in clinical assessment. **F.I.**
7. Use research methodology to evaluate clinical practice effectiveness and/or outcomes. **F.I.**
8. Contribute to the theoretical knowledge base of the social work profession through practice-based research. **F.I.**
9. Attend to interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance. **F.I.**
10. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes. **F.I.**
11. Assess the quality of clients' interactions within their social context. **F.I.**
12. Assess clients' coping strategies to reinforce and improve adaptation to life situations, circumstances, and events. **F.I.**
13. Select and modify appropriate intervention strategies based on continuous clinical assessment. **F.I.**

14. Use differential and multiaxial diagnoses. **F.I.**
15. Demonstrate the use of appropriate clinical techniques with clients.
F.I.
16. Develop intervention plans to accomplish systemic change. **F.I.**
17. Collaborate with other professionals to coordinate treatment interventions.
F.I.
18. Critically evaluate, select and apply best practices and evidence based interventions. **F.I.**
19. Use clinical evaluation of the process and/or outcomes to develop best practice interventions. **F.I.**
20. Develop, manage and maintain therapeutic relationships with clients within the person in environment and strengths perspective. **F.I.**
21. Identify and articulate clients' strengths and vulnerabilities. **F.I.**

Comments: Please describe examples of the student's progress in this area of practice.

Advanced level - social work knowledge – student demonstrates knowledge of theories, concepts and intervention strategies to enhance clients' achievement of goals in treatment.

3. Social Work Knowledge

On a competency scale of 1-5, the **social worker intern demonstrates the ability to:**

1. Identify and use knowledge of relationship dynamics including power differentials. **F.I.**
2. Research and apply knowledge of diverse populations to enhance client well-being. **F.I.**
3. Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations. **F.I.**
4. Synthesize and differentially apply theories of human behavior and the social environment to guide practice. **F.I.**
5. Use bio-psycho-social-spiritual theories and multiaxial diagnostic classification systems in formulation of comprehensive assessments. **F.I.**

Comments: Please describe examples of the student's progress in this area of practice.

Advanced level - Professionalism and use of self – student consistently and critically evaluates his/her own presence in the helping relationship. Students effectively use supervision and all critical feedback to modify their practice and enhance their own practice skills. Students at the advanced level maintain strict professional boundaries, operate with an understanding of the political climate of an agency, and engage in proper procedures to effectively resolve issues. Social work values and ethics – student demonstrates knowledge of their own personal values/biases and consistently practices self-awareness and reflection. Student self-initiates a discussion of these in supervision (with little to no prompting).

4. Professionalism/Use of Self/Social Work Values and Ethics

On a competency scale of 1-5, the **social worker intern demonstrates the ability to:**

1. Demonstrate professional use of self with clients. **F.I.**
2. Understand and identify professional strengths, limitations and challenges. **F.I.**
3. Apply ethical decision-making skills. **F.I.**
4. Engage in reflective practice. **F.I.**
5. Communicate professional judgments to other social workers and to professionals from other disciplines in both verbal and written format. **F.I.**

Comments: Please describe examples of the student's progress in this area of practice.

Summary Statement

Please comment on the overall performance of the student in this practicum setting including strengths, major areas of improvement, responsiveness to supervision, recommendations for further growth, and areas of concerns. Please list **examples** that give evidence of the student's mastery and/or areas for needed improvement.

Summary Statement –Student

Please comment on your overall performance in this practicum setting including strengths, major areas of improvement, responsiveness to supervision, recommendations for further growth, and areas of concern. List **examples** that give evidence of your mastery and/or identified areas for continued learning or plan to correct deficit areas (*if applicable*).

Recommended grade:

Generally, an overall average score of less than three for all items (except N/O items) will result in a no credit grade. However, the GSU field liaison will discuss with the field supervisor any extenuating circumstances that should be considered before assigning such a grade for the course.

Pass _____

No credit _____

To be completed by student:

_____ I am in agreement with the evaluation which I have reviewed with my field instructor.

_____ I have reviewed the evaluation with my field instructor and am attaching a written response.

Signature of student_____
Date_____
Signature of **agency** field supervisor_____
Date_____
Signature of **GSU** field liaison_____
Date

* Adapted from Boston University School of Social Work Rating Categories