

## MSW SCHOOL SOCIAL WORK CONCENTRATION FIELD PLACEMENT EVALUATION (2017-2018)

### Instructions

The **School Social Work Field Evaluation** provides a summary of the 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. Students should review their Learning Contract and evaluate their progress within the context of the planned learning goals.
2. Students should identify both areas of strengths and areas for improvement.
3. Students should provide the field instructor with recommendations for meeting learning goals during the next term.
4. Student and field instructor should complete the field evaluation separately and then meet together to review the evaluation. Final recommendations regarding this evaluation should 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 submitting the completed signed evaluation form along with their time sheets directly to the field liaison at the end of the semester by the designated due date. **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.**

All of the above documents shall be submitted by the student. The student must submit all documentation in a *large manila envelope*. The field supervisor (agency site supervisor) must sign the back of the sealed envelope to ensure that all intended documents are enclosed.

**Student's Name:** \_\_\_\_\_

**Academic Semester / Year:** \_\_\_\_\_

**Agency:** \_\_\_\_\_

**Field Instructor:** \_\_\_\_\_

**Field Liaison:** \_\_\_\_\_

**Demographics**

Please indicate the number of cases assigned from each group below

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 evaluated according to specific criteria based on a five point rating scale. Circle the rating which best reflects the student’s level of performance. The explanation of each rating is as follows:

<b>AC</b>	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.
<b>C</b>	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 move to advanced placement or beginning practitioner level.
<b>EC</b>	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.
<b>PC</b>	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.
<b>IC</b>	Incompetency	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. Student clearly violates NASW professional ethics, does not exercise professional boundaries or fails to follow agency policies. <b>IC – requires examples to be provided to show evidence of gross and incompetent practice behaviors.</b>
<b>N/O</b>		No opportunities for assessment.

Social Policy and Organizational Services – Competencies below	Please Circle					
1. Understands the purpose, function and structure of the school setting (2.1.9)	IC	PC	EC	C	AC	N/O
2. Understands the role of social work as it relates to the purpose, function, and structure of the educational environment (2.1.1)	IC	PC	EC	C	AC	N/O
3. Able to identify and assess social, economic, and political factors that influence the educational environment in terms of its mission, programs, and practice with children and families (2.1.9)	IC	PC	EC	C	AC	N/O
4. Understands school policies and procedures (2.1.8)	IC	PC	EC	C	AC	N/O
5. Maintains current knowledge base of federal and state laws and regulations which govern school social work practice (e.g. disability, confidentiality, child and adolescent rights, mandated reporting) (2.1.9)	IC	PC	EC	C	AC	N/O
6. Identifies policies and regulations that result in the inequitable distribution of resources to underserved groups (2.1.8; 2.1.9)	IC	PC	EC	C	AC	N/O
7. Able to locate resources within the community network to ensure greater access to needed resources (2.1.8; 2.1.9)	IC	PC	EC	C	AC	N/O
8. Able to critically evaluate school policies, procedures and practice in accordance with social work values and ethics (2.1.2; 2.1.5; 2.1.8)	IC	PC	EC	C	AC	N/O
9. Identifies service gaps (2.1.10)	IC	PC	EC	C	AC	N/O
10. Suggests alternative policies to address service gaps (2.1.6)	IC	PC	EC	C	AC	N/O
11. Participates in school district activities (2.1.8; 2.1.9; 2.1.10)	IC	PC	EC	C	AC	N/O

**Comments** [Please list any evidence the student’s progress]

<b>Social Work Knowledge (SWK) - Competencies below</b>	<b>Please Circle</b>					
1. Identifies and applies specific theories and practice models to practice with children, adolescents, families, groups, organizations, and communities (2.1.3; 2.1.6; 2.1.7; 2.1.10)	IC	PC	EC	C	AC	N/O
2. Integrates knowledge of the biological, social, psychological, cultural and developmental factors in practice with children, adolescents, and family members in the school setting (2.1.7)	IC	PC	EC	C	AC	N/O
3. Understands theories of exceptional development in early and middle childhood, adolescence, and early adulthood (2.1.7)	IC	PC	EC	C	AC	N/O
4. Understands effects of exceptionalities (e.g. learning disabilities, mental retardation, communication disorders) and mental illnesses identified in the Diagnostic and Statistical Manual (DSM V) on students' ability to participate in learning (2.1.7)	IC	PC	EC	C	AC	N/O
5. Demonstrates knowledge of current technologies in practice with children and families (2.1.9)	IC	PC	EC	C	AC	N/O
6. Integrates evidence-based knowledge to inform practice (2.1.6)	IC	PC	EC	C	AC	N/O
7. Incorporates principles of equity and justice to all groups when evaluating programs and policies (2.1.5; 2.1.10)	IC	PC	EC	C	AC	N/O
8. Understands legal and ethical issues in practice with children, adolescents, and families in the school setting (2.1.2)	IC	PC	EC	C	AC	N/O
9. Understands the principles, practices, and processes of individual and organizational consultation (2.1.10)	IC	PC	EC	C	AC	N/O
10. Understands the interdisciplinary approach to service delivery within the educational system (2.1.9)	IC	PC	EC	C	AC	N/O
11. Understands the role of diagnostic tools used by other professionals in the schools (2.1.7; 2.1.9)	IC	PC	EC	C	AC	N/O
12. Understands how attitudes within the learning community impact the behavior of individuals, groups, and families	IC	PC	EC	C	AC	N/O
13. Uses a multi-cultural perspective to understand the impact of psychosocial factors on learning and performance in the educational environment (2.1.4)	IC	PC	EC	C	AC	N/O

**Comments** [Please list any evidence the student's progress:

<b>Social Work Practice (SWP) – Competencies below</b>	<b>Please Circle</b>					
1. Effectively engages with clients (2.1.10)	IC	PC	EC	C	AC	N/O
2. Identifies presenting issues and underlying concerns of students and family members (2.1.10)	IC	PC	EC	C	AC	N/O
3. Incorporates strengths-based perspective in assessment and planning processes (2.1.10)	IC	PC	EC	C	AC	N/O
4. Works collaboratively with students to establish realistic and achievable goals (2.1.10)	IC	PC	EC	C	AC	N/O
5. Integrates information about students' families, cultures, and communities in assessments, interventions, and evaluations of student progress (2.1.4; 2.1.10)	IC	PC	EC	C	AC	N/O
6. Conducts diagnostic assessments, using a variety of nondiscriminatory tools, in preparation for eligibility conferences for special education and other programmatic options (e.g. parent conferences, educational planning conferences) (2.1.10)	IC	PC	EC	C	AC	N/O
7. Plans interventions that integrate student's individual life experiences and future career goals when appropriate (2.1.10)	IC	PC	EC	C	AC	N/O
8. Plans and implements intervention strategies with individuals to enhance success in educational process (2.1.10)	IC	PC	EC	C	AC	N/O
9. Plans and implements interventions with groups to enhance success in educational process (2.1.10)	IC	PC	EC	C	AC	N/O
10. Plans and implements collaborative interventions with family members to enhance success in the educational process (2.1.10)	IC	PC	EC	C	AC	N/O
	IC	PC	EC	C	AC	N/O

<b>Social Work Practice (SWP) – Competencies below</b>	<b>Please Circle</b>					
11. Plans and implements interventions in accordance with school and legal policies and procedures (e.g. Child abuse laws, individual educational plan) (2.1.9)						
12. Empowers children, family members, educators, and colleagues to effectively use school and community resources (2.1.5; 2.1.10)	IC	PC	EC	C	AC	N/O
13. Promotes equity, social justice, and systems improvement in practice with students, families, colleagues and communities (2.1.5; 2.1.10)	IC	PC	EC	C	AC	N/O
14. Encourages and promotes a positive and inclusive learning community (2.1.4)	IC	PC	EC	C	AC	N/O
15. Demonstrates competence in implementing purposeful and focused intervention strategies (2.1.10)	IC	PC	EC	C	AC	N/O
16. Initiates referrals and linkages to community services (2.1.10)	IC	PC	EC	C	AC	N/O
17. Participates in conflict resolution program using students as responsible decision makers (2.1.10)	IC	PC	EC	C	AC	N/O
18. Provides consultation and training to teachers, administrators, parents, and or community agencies (2.1.10)	IC	PC	EC	C	AC	N/O
19. Uses technology for assessments, interventions, and information management (2.1.9)	IC	PC	EC	C	AC	N/O
20. Implements appropriate termination or transfer process with client system (2.1.10)	IC	PC	EC	C	AC	N/O
21. Evaluates effectiveness of interventions on achieving client goals (2.1.10)	IC	PC	EC	C	AC	N/O
22. Uses research literature to inform, evaluate, and modify practice (2.1.16)	IC	PC	EC	C	AC	N/O
23. Modifies practice strategies based on results of practice evaluation (2.1.6; 2.1.10)	IC	PC	EC	C	AC	N/O
24. Provides crisis intervention counseling to school community (2.1.10)	IC	PC	EC	C	AC	N/O

**Comments** [Please list any evidence the student's progress]

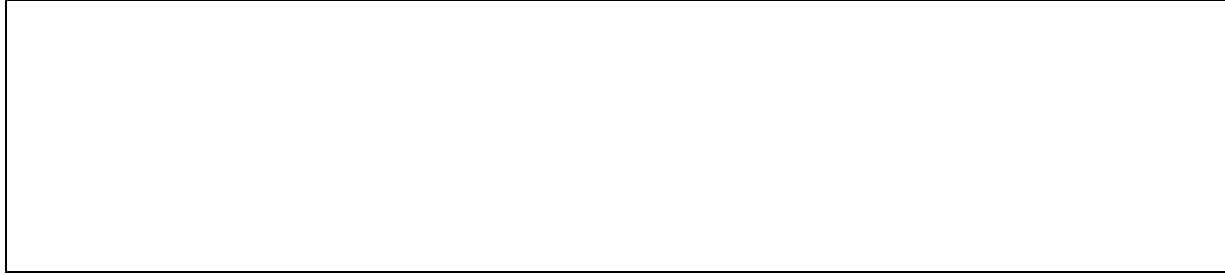


Social Work Values and Ethics (SWVE) – Competencies below	Please Circle					
1. Demonstrates knowledge of social work values and ethics (2.1.2)	IC	PC	EC	C	AC	N/O
2. Follows the professional code of conduct and implements ethical practice guidelines stated in the NASW Standards for School Social Work Services (2.1.1; 2.1.2)	IC	PC	EC	C	AC	N/O
3. Protects confidentiality and models ethical practices for confidential information (2.1.2)	IC	PC	EC	C	AC	N/O
4. Obtains informed consent for interventions (2.1.2)	IC	PC	EC	C	AC	N/O
5. Displays sensitivity to conditions of inequality and injustice that constrain community and family life (2.1.5; 2.1.6)	IC	PC	EC	C	AC	N/O
6. Demonstrates internalization of core social work values in resolution of ethical dilemmas (2.1.2)	IC	PC	EC	C	AC	N/O
7. Recognizes and seeks consultation for ethical dilemmas (2.1.1; 2.1.2)	IC	PC	EC	C	AC	N/O
8. Facilitates a learning environment in which individual differences are respected (2.1.5; 2.1.10)	IC	PC	EC	C	AC	N/O
9. Protects students' right to self-determination and incorporate this right in development of intervention strategies (2.1.5; 2.1.10)	IC	PC	EC	C	AC	N/O

**Comments** [Please list any evidence the student's progress]

Professionalism and Use of Self (PUS) – Competencies below	Please Circle					
1. Represents the assigned school(s) competently (2.1.1)	IC	PC	EC	C	AC	N/O
2. Operates effectively as a member of an interdisciplinary team (2.1.1)	IC	PC	EC	C	AC	N/O
3. Collaborates and/or consults with colleagues, parents/guardians, and community personnel about students' needs (2.1.10)	IC	PC	EC	C	AC	N/O
4. Prepares for and participates in supervision (2.1.1)	IC	PC	EC	C	AC	N/O
5. Utilizes constructive criticism and feedback (2.1.1)	IC	PC	EC	C	AC	N/O
6. Pro-actively seeks help of supervisor or field instructor when having difficulties in field practicum (2.1.1)	IC	PC	EC	C	AC	N/O
7. Meets assignment deadlines consistently (2.1.1)	IC	PC	EC	C	AC	N/O
8. Attends to all school functions as required (2.1.1)	IC	PC	EC	C	AC	N/O
9. Consistently handles self professionally with students, colleagues, supervisors, and others (2.1.1)	IC	PC	EC	C	AC	N/O
10. Presents case material in a thoughtful, well-organized, focused manner (2.1.3)	IC	PC	EC	C	AC	N/O
11. Reflects on own biases and re-evaluates them in terms of ethical and effective social work practice (2.1.1)	IC	PC	EC	C	AC	N/O
12. Recognizes significance of his/her own class, power, identity, and culture as a critical component in the worker/client relationship (2.1.1; 2.1.4)	IC	PC	EC	C	AC	N/O
13. Effectively communicates orally and in writing (2.1.3)	IC	PC	EC	C	AC	N/O
14. Effectively organizes and manages workload (2.1.1)	IC	PC	EC	C	AC	N/O
15. Takes responsibility for actions, including mistakes (2.1.1)	IC	PC	EC	C	AC	N/O
16. Recognize the limits and boundaries of the professional role (2.1.1)	IC	PC	EC	C	AC	N/O
17. Demonstrates commitment to ongoing professional growth and development (e.g. conferences, professional memberships (2.1.1)	IC	PC	EC	C	AC	N/O

**Comments** [Please list any evidence the student's progress]



**Summary Statement – Field Instructor**

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.

**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.

**Recommended grade:**

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 field instructor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of GSU field liaison

\_\_\_\_\_  
Date