

**MSW FOUNDATION FIELD  
PLACEMENT EVALUATION—Spring 2018**

**Instructions**

The **MSW Field Foundation 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 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](mailto: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.

[Remove Instruction Sheet upon Submission]

**MSW FOUNDATION FIELD PLACEMENT  
EVALUATION—Spring 2018**

**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 descriptor 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.

# Governors State University | Social Work Program

## Evaluation Criteria – grading rubric\*

The drop down menu will provide you with a number. Please select the number that corresponds with the description next to it.

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 move to advanced placement or beginning practitioner level.
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><b>This rating requires examples be provided to show evidence of gross and incompetent practice behaviors.</b></p>
9	N/A	No opportunities for assessment

**MSW Foundation** students are expected to develop competencies as evidenced by practice behaviors associated with the 9 competencies. **MSW Foundation** students should consistently practice skills related to social work practice, values/ethics and professionalism. MSW students should learn skills related to interviewing, intake and assessment, contracting for services with the client, agency documentation, and other services deemed beginning level at the field site. MSW students must also learn the NASW Code of Ethics and discuss them in supervision.

**Competency 1: Demonstrate ethical and professional behavior**

*Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. (CSWE, 2015).*

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

**Practice Behavior** (PB) 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.

**F.I.**

PB 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. **F.I.**

PB3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. **F.I.**

PB 4. Use technology ethically and appropriately to facilitate practice outcomes.

**F.I.**

PB 5. Use supervision and consultation to guide professional judgment and behavior.

**F.I.**

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

**Competency 2: Engage Diversity and Difference in Practice**

*Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. (CSWE, 2015)*

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

PB1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. **F.I.**

PB 2. Present themselves as learners and engage clients and constituencies as experts of their own experiences. **F.I.**

PB3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. **F.I.**

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

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

*Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. (CSWE, 2015).*

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

PB1: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. **F.I.**

PB 2: Engage in practices that advance social, economic, and environmental justice. **F.I.**

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

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**

*Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. (CSWE, 2015)*

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

PB 1: Use practice experience and theory to inform scientific inquiry and research. **F.I.**

PB 2: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. **F.I.**

PB3: Use and translate research evidence to inform and improve practice, policy, and service delivery. **F.I.**

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



**Competency 5: Engage in Policy Practice**

*Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. (CSWE, 2015).*

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

PB 1: Identify social policy at the local, state, and federal level that impact well-being, service delivery, and access to social services. **F.I.**

PB 2: Assess how social welfare and economic policies impact the delivery of and access to social services. **F.I.**

PB 3: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic. **F.I.**

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

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

*Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. (CSWE, 2015)*

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

PB 1: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. **F.I.**

PB 2: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. **F.I.**

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

***Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities***

*Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. (CSWE, 2015).*

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

PB 1: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. **F.I.**

PB 2: 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. **F.I.**

PB 3: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. **F.I.**

PB 4: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. **F.I.**

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

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

*Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. (CSWE, 2015).*

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

PB 1: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. **F.I.**

PB 2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. **F.I.**

PB 3: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. **F.I.**

PB 4: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. **F.I.**

PB 5: Facilitate effective transitions and endings that advance mutually agreed-on goals. **F.I.**

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

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

*Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness.*

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

PB 1: Select and use appropriate methods for evaluation of outcomes. **F.I.**

PB 2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. **F.I.**

PB 3: Critically analyze, monitor, and evaluate intervention and program processes and outcomes. **F.I.**

PB 4: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. **F.I.**

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

**Summary Statement – Field Supervisor**

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 concern.

**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:**

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 instructor 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 that I have reviewed with my field instructor.

I have reviewed the evaluation with my field instructor and choose to attach a written response.

\_\_\_\_\_  
Signature of student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of **agency** field instructor

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

Adapted from Boston University School of Social Work Rating Categories