Bridgewater State University

School of Social Work

2018-2019

**Field Evaluation BSW Senior and MSW Generalist Year**

This evaluation presents an opportunity for the student and field instructor to evaluate the student’s growth and development during her/his senior/generalist year field placement. It is organized according to the nine competency areas developed by the Council on Social Work Education, on which the student’s Learning Contract is based. The standard by which an intern is to be assessed is her/his progress towards the skills or competencies required to enter the MSW generalist year or to practice as an entry-level BSW social worker. The form should be signed by the supervisor and the student and returned to the faculty liaison/advisor.

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Liaison: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester: 🞏 Fall 🞏 Spring 🞏 BSW 🞏 MSW

For each evaluation item, please rate the student according to the following scale:

|  |  |
| --- | --- |
| 1 | The intern has not met the expectations in this area, and there is concern about her/his ability to do so in the near future.  |
| 2 | The intern has not as yet met expectations in this area, but it is anticipated that the intern will meet the expectations in the near future. (Fall only: Please explain how and when this will be addressed in the spring semester. This can only be used in the first semester.) |
| 3 | The intern is meeting the expectations for interns in this area |
| 4 | The intern is functioning above expectations for interns in this area |
| 5 | The intern is excelling in this area |

Comments may be made under any competency section, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement, since this evaluation is intended to give the intern feedback about her or his performance. The agency supervisor’s rating of these items will not directly be used to calculate the grade that is given to the intern. The faculty supervisor/field liaison has the responsibility of assigning the grade for the course. Please give special attention to any ratings of 1 or 2, noting plans for improvement, as well as on ratings of 5 with special recognition for the student excellent work.

1=unlikely to meet expectations; 2=likely to meet expectations; 3=meets expectations; 4=above expectations; 5=student excels

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| **Competency #1: Demonstrate Ethical and Professional Behavior** |
| Makes ethical decisions by applying the NASW code of Ethics | 1 | 2 | 3 | 4 | 5 |
| Uses reflection and self-regulation to manage personal values and maintain professionalism in practice | 1 | 2 | 3 | 4 | 5 |
| Demonstrates professional demeanor in behavior; appearance, oral, written and electronic communication | 1 | 2 | 3 | 4 | 5 |
| Uses technology ethically and appropriately to facilitate practice outcomes | 1 | 2 | 3 | 4 | 5 |
| Uses supervision and consultation to guide practice | 1 | 2 | 3 | 4 | 5 |

Comments:

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| **Competency #2: Engage Diversity and Difference in Practice** |
| Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels | 1 | 2 | 3 | 4 | 5 |
| Presents as a learner and engages clients and constituencies as experts of their own experiences | 1 | 2 | 3 | 4 | 5 |
| Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies | 1 | 2 | 3 | 4 | 5 |

Comments:

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| **Competency #3: Advances Human Rights and Social, Economic, and Environmental Justice** |
| Applies understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels | 1 | 2 | 3 | 4 | 5 |
| Engages in practices that advance social, economic and environmental justice | 1 | 2 | 3 | 4 | 5 |

Comments:

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| **Competency #4: Engage in Practice-Informed Research and Research-Informed Practice** |
| Uses practical experience and theory to inform scientific inquiry and research | 1 | 2 | 3 | 4 | 5 |
| Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings | 1 | 2 | 3 | 4 | 5 |
| Uses and translate research evidence to inform and improve practice, policy and service delivery | 1 | 2 | 3 | 4 | 5 |

Comments:

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| **Competency #5: Engage in Policy Practice** |
| Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services | 1 | 2 | 3 | 4 | 5 |
| Assesses how social welfare and economic policies impact the delivery of and access to social services | 1 | 2 | 3 | 4 | 5 |
| Applies critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic and environmental justice | 1 | 2 | 3 | 4 | 5 |

Comments:

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| **Competency #6: Engage with Individuals, Families, Groups, Organizations and Communities** |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks to engage with clients and constituencies | 1 | 2 | 3 | 4 | 5 |

Comments:

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| **Competency #7: Assess Individuals, Families, Organizations and Communities** |
| Collects and organize data, and apply critical thinking to interpret information from clients and constituencies | 1 | 2 | 3 | 4 | 5 |
| Applies knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies | 1 | 2 | 3 | 4 | 5 |
| Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies | 1 | 2 | 3 | 4 | 5 |
| Selects appropriate intervention strategies based on assessment, research knowledge, and values and preferences of clients and constituencies | 1 | 2 | 3 | 4 | 5 |

Comments:

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| **Competency #8: Intervene with Individuals, Families, Groups, Organizations and Communities** |
| Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies | 1 | 2 | 3 | 4 | 5 |
| Applies knowledge of human behavior and the social environment, person–in environment, and other multi-disciplinary theoretical frameworks in interventions with clients and constituencies | 1 | 2 | 3 | 4 | 5 |
| Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes | 1 | 2 | 3 | 4 | 5 |
| Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies | 1 | 2 | 3 | 4 | 5 |
| Facilitates effective transitions and endings that advance mutually agreed-on goals | 1 | 2 | 3 | 4 | 5 |

Comments:

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| **Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities** |
| Selects and uses appropriate methods for evaluation of outcomes | 1 | 2 | 3 | 4 | 5 |
| Applies knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the evaluation of outcomes | 1 | 2 | 3 | 4 | 5 |
| Critically analyzes, monitors, and evaluates intervention and program processes and outcomes | 1 | 2 | 3 | 4 | 5 |
| Applies evaluation findings to improve practice effectiveness at the micro, mezzo and macro level | 1 | 2 | 3 | 4 | 5 |

Comments:

Additional comments on student’s practice skills (engagement, assessment, intervention and evaluation):

Student’s overall strengths:

Student’s areas for improvement with plans for the spring semester:

Student’s Comments:

SIGNATURES

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Secondary Supervisor (if applicable): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Liaison: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(If the student does not agree with parts or all of the evaluation, an addendum written by the student should be attached.)