Bridgewater State University

School of Social Work

Field Evaluation MSW Specialized Year   
2018-2019

This evaluation is an important document in the student’s MSW experience. It is intended as the supervisor’s evaluation of the growth and development of the student, and should be part of an on-going dialogue. This tool is organized according to the nine competency areas developed by the Council on Social Work Education.

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

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

Agency Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Semester: 🞏 Fall 🞏 Spring Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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. (Fall only: Please explain how and when this will be addressed in the spring semester.) |
| 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.) |
| 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 are encouraged under each competency area, but are required for any designated rating of “1,” “2,” or “5, with specific examples. The student is expected to consider all feed-back offered.

The faculty member serving as the student’s field liaison provides a grade, and the supervisor’s evaluation is one important measure.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Comp. 1: **Demonstrate Ethical and Professional Behavior:** | | | | | |
| Demonstrates initiative to identify and seek consultation around ethical decision making and practice | 1 | 2 | 3 | 4 | 5 |
| Demonstrates insight into the social justice dimensions of ethical decision-making and is able to communicate rationale for actions | 1 | 2 | 3 | 4 | 5 |
| Demonstrates skill in intra-professional communication as evidenced by professional language, behavior and interpersonal manner. | 1 | 2 | 3 | 4 | 5 |

Comments:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Comp. 2: **Engage Diversity and Difference in Practice:** | | | | | |
| Applies understanding of cultural relevance in practice and engagement with clients and constituencies | 1 | 2 | 3 | 4 | 5 |
| Articulates and responds to the impact of discrimination, oppression, power, and privilege on individual clients and client systems | 1 | 2 | 3 | 4 | 5 |
| Develops and implements plans and interventions that are culturally informed | 1 | 2 | 3 | 4 | 5 |
| Utilizes the lens of intersectionality to consider clients and one’s own social position in interactions and interventions | 1 | 2 | 3 | 4 | 5 |

Comments:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Comp. 3: **Advances Human Rights and Social, Economic, and Environmental Justice:** | | | | | |
| Actively promotes education regarding social justice and equity and evaluates the impact of injustice on individuals, families, groups, organizations, and communities | 1 | 2 | 3 | 4 | 5 |
| Actively engages in advocacy to further human rights, social justice, and addresses economic and other forms of inequality across client systems | 1 | 2 | 3 | 4 | 5 |
| Applies complex analysis of how political and social systems influence policies on local and global levels | 1 | 2 | 3 | 4 | 5 |

Comments:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Comp. 4: **Engage in Practice-Informed Research and Research-Informed Practice** | | | | | |
| Uses practice experience to develop, design, and test hypotheses related to clients and agencies | 1 | 2 | 3 | 4 | 5 |
| Develops capacity to assess and disseminate evidence of culturally informed interventions in one’s social work practice | 1 | 2 | 3 | 4 | 5 |
| Uses practice informed research to identify and address gaps in services and impact of those disparities on populations | 1 | 2 | 3 | 4 | 5 |

Comments:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Comp. 5: **Engage in Policy Practice** | | | | | |
| Applies organizational and/or political contexts to social work practice | 1 | 2 | 3 | 4 | 5 |
| Develops policies and practices that respond to physical and mental health care disparities among individuals, families, groups, organizations, and communities and develop responsive policies and practices | 1 | 2 | 3 | 4 | 5 |
| Develops recommendations for policy changes based upon impact analysis for individuals, families, groups, organizations, and communities | 1 | 2 | 3 | 4 | 5 |

Comments:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Comp. 6: **Engage with Individuals, Families, Groups, Organizations and Communities** | | | | | |
| Effectively applies a range of knowledge, skill and theoretical perspectives to engage clients with a range of complex clinical issues | 1 | 2 | 3 | 4 | 5 |
| Displays a consistent ability to self-regulate emotional reactions and maintains focus on individual, family, group, organization, and community needs | 1 | 2 | 3 | 4 | 5 |
| Demonstrates cognitive flexibility and affect that is congruent with clinical context | 1 | 2 | 3 | 4 | 5 |
| Engages colleagues and community stakeholders in ongoing, effective collaborative relationships | 1 | 2 | 3 | 4 | 5 |

Comments:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Comp. 7**: Assess Individuals, Families, Organizations and Communities** | | | | | |
| Utilizes diagnostic and evaluative tools to ethically assess the multiple factors impacting individuals, families, groups, and communities | 1 | 2 | 3 | 4 | 5 |
| Demonstrates ability to incorporate biopsychosocial assessment to develop multi-dimensional understanding of client systems | 1 | 2 | 3 | 4 | 5 |
| Demonstrates ability to assess for risk including risk to self and others | 1 | 2 | 3 | 4 | 5 |
| Develops case conceptualization utilizing diagnostic tools and a variety of theoretical approaches | 1 | 2 | 3 | 4 | 5 |

Comments:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Comp. 8: **Intervene with Individuals, Families, Groups, Organizations and Communities** | | | | | |
| Articulates intervention strategies based on best interest of client and within agency and community guidelines | 1 | 2 | 3 | 4 | 5 |
| Implements intervention to enhance the well-being of client, family, group, organization, community | 1 | 2 | 3 | 4 | 5 |
| Incorporates creativity in the development, communication, and implementation of interventions | 1 | 2 | 3 | 4 | 5 |
| Works with intra-professional teams to develop and implement coherent and effective treatment plans for diverse populations | 1 | 2 | 3 | 4 | 5 |

Comments:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Comp. 9: **Evaluate Practice with Individuals, Families, Groups, Organizations and Communities:** | | | | | |
| Engage clients in the development and implementation of culturally relevant evaluation processes | 1 | 2 | 3 | 4 | 5 |
| Identifies and utilizes evaluative tools in collaboration with client systems to improve the outcome of service delivery | 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**

Supervisor (print and sign): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student (print and sign): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Liaison (print and sign): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
  
(If the student does not agree with parts or all of the evaluation, an addendum written by the student should be attached.)