**STOCKTON UNIVERSITY**

**SOCIAL WORK PROGRAM**

**SENIOR FIELD PLACEMENT EVALUATION FORM**

**Social Work 4901-Fall/4902-Spring**

Name of Student: 

Agency: 

Field Instructor: 

REMINDER: THIS EVALUATION NEEDS TO BE SUBMITTED ON TK20 BY FIELD INSTRUCTOR, THEN INTERN SUBMITS SIGNATURE FORM.

[ ]  Field Work I (SOWK 4901) [ ]  Field Work II (SOWK 4902)

Total Hours Student Completed in Field:  (200 Hours Required for Each Semester)

This evaluation provides an opportunity for field instructors to assess the student’s knowledge, skills, and acquisition of competencies in field. The learning contract completed in the beginning of the semester should be the guide for assessing student performance. The evaluation should be a mutual process, with the student actively involved and signing this form once completed. Field instructors should write a brief narrative addressing Items I through V below and complete the ***Performance Outcome Grid*** on the following pages.

I. Briefly list or describe the activities the student has been involved in during the semester. 

II. Identify the student’s strengths as you observed his/her field activities.



III. What areas do you think the student needs to improve?



IV. What is the student’s potential for working in the profession of social work?



V. Other comments:

**Rating Scale for Evaluation of Field Placement Performance**

***Instructions:*** The standard by which an intern is to be compared is that of a new *beginning-level social worker*. The 9 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several practice behaviors that we ask you to rate according to the following criteria:

 5 = The intern excelled in consistently understanding and applying this practice behavior.

 4 =The intern performed above expectations most of the time in understanding and application.

 3 =The intern met the expectations for interns in demonstrating a basic understanding and application of this behavior.

 2 =The intern has not as yet met the expectations in this area for understanding and/or application, but gives

 Indication s/he will do so in the near future.

 1 =The intern has not met the expectations in this area, and does not give

 Indication s/he will do so in the near future.

The Field Coordinator has responsibility for assigning the grade for the Field Seminar. The grade that is assigned will be based on: overall evaluation of the student’s performance in field considering both the field instructor’s evaluation and other submitted materials such as seminar participation and assignments that integrate field with classroom instruction. Please check the number of the response that best represents your assessment of the student’s performance in the competency area specified. Field instructors are encouraged to write comments to expand upon any competency rating, if they so desire. All items need at minimum a number rating.

**\*Note**: Please rate the student accurately according to their demonstrated performance as this highlights areas for student growth and provides a fair comparison to other students preparing to graduate as generalist social work professionals.

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| **Competency 1: Demonstrate Ethical and Professional Behavior**  | **Comments:** |
| Practice Behavior 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 |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Practice Behavior 2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Practice Behavior 3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Practice Behavior 4: Use technology ethically and appropriately to facilitate practice outcomes. |  [ ]  [ ]  [ ]  [ ]  [ ]  5 4 3 2 1  |  |
| Practice Behavior 5: Use supervision and consultation to guide professional judgment and behavior. |  [ ]  [ ]  [ ]  [ ]  [ ]  5 4 3 2 1  |  |
| **Competency 2: Engage Diversity and Difference in Practice** |  |
| Practice Behavior 6: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Practice Behavior 7: Present themselves as learners and engage clients and constituencies as experts of their own experiences. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Practice Behavior 8: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice** |  |
| Practice Behavior 9: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Practice Behavior 10: Engage in practices that advance social, economic, and environmental justice. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| **Competency 4: Engage in Practice-informed research and Research-informed Practice** |  |
| Practice Behavior 11: Use practice experience and theory to inform scientific inquiry and research. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Practice Behavior 12: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Practice Behavior 13: Use and translate research evidence to inform and improve practice, policy, and service delivery. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| **Competency 5: Engage in Policy Practice** |  |
| Practice Behavior 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Practice Behavior 15: Assess how social welfare and economic policies impact the delivery of and access to social services. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Practice Behavior 16: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| **Competency 6:  Engage with Individuals, Families, Groups, Organizations, and Communities** |  |
| Practice Behavior 17: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Practice Behavior 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities** |  |
| Practice Behavior 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Practice Behavior 20: 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. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Practice Behavior 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.  |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Practice Behavior 22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** | **Comments:** |
| Practice Behavior 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Practice Behavior 24: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. |  [ ]  [ ]  [ ]  [ ]  [ ]  5 4 3 2 1  |  |
| Practice Behavior 25 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Practice Behavior 26: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Practice Behavior 27: Facilitate effective transitions and endings that advance mutually agreed-on goals. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| **Competency 9: Evaluate Practice with individuals, Families, Groups, organizations, and Communities** |  |
| Practice Behavior 28: Select and use appropriate methods for evaluation of outcomes.  |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Practice Behavior 29: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Practice Behavior 30: Critically analyze, monitor, and evaluate intervention and program processes and outcome. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Practice Behavior 31: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. |   [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |

Please check one of the following:

[ ]  This intern has excelled in field placement by performing above expectations for interns.

[ ]  This intern has met the expectations of the field placement.

[ ]  This intern is not yet ready for beginning level social work practice.

[ ]  This intern is not yet ready for beginning level social work practice, and has demonstrated

 serious problems in performance, and perhaps should be encouraged to pursue another field of interest.

Recommended Grade: 

The field internship grade will be determined jointly between the student, field instructor and Coordinator of Field based on the student’s performance in completing all tasks agreed upon as specified in their learning contract. Absenteeism, no calls and no shows will result in deductions from your field internship grade. In order to successfully pass the Field Seminar class you must receive a passing grade from both the class and the internship experience. Likewise, you must pass both the Field Seminar and Senior Seminar classes in order to finish the sequence or graduate. If you fail either, you will need to repeat both coincidently.

Comments: 

**Signature of Field Instructor**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**: 

**THE FOLLOWING SECTION SHOULD BE COMPLETED BY THE INTERN:**

My field instructor and Coordinator of Field have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows: (Please Check the Appropriate Response)

[ ]  I agree with the evaluation.

[ ]  I do not agree with the evaluation.

**Intern’s Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**: 

**\*\*\*Note:** If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to the field instructor and Coordinator of Field Education, The Richard Stockton College of New Jersey, Social Work Program, within 3 days of receiving the evaluation. A meeting between the student, Coordinator of Field, and faculty members as appropriate will then be held to discuss the disagreement.