**STOCKTON UNIVERSITY**

**MSW SOCIAL WORK PROGRAM**

**CONCENTRATION YEAR FIELD PLACEMENT EVALUATION FORM**

**Social Work 5903-Fall/5904-Spring**

Name of Student: 

Agency: 

Field Instructor: 

☐ Field Work III (SOWK 5903) ☐ Field Work IV (SOWK 5904)

Total Hours Student Completed in Field:  (250 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 10 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 items that we ask that you rate according to the following criteria.

 5 = The intern has excelled in this area.

 4=The intern is functioning above expectations for interns in this area.

 3=The intern has met the expectations for interns in this area.

 2=The intern has not as yet met the expectations in this area, 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 field instruction. The grade that is assigned will be based on: overall evaluation of the student’s performance in field in conjunction with the field instructor’s evaluation and other submitted materials such as seminar participation; assignments that integrate field with classroom instruction. Please circle 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 statement, if they so desire.

|  |  |
| --- | --- |
| **Competency 1: Identify as a social worker and conduct self accordingly** | **Comments:** |
| Advanced Practice Behavior 1: Advocate for increased access to social services, especially for marginalized groups |  ☐ ☐ ☐ ☐ ☐  5 4 3 2 1  |  |
| Advanced Practice Behavior 2: Demonstrate personal reflection, self-awareness, self-correction, and comfort about different customs and worldviews in social work practice |  ☐ ☐ ☐ ☐ ☐  5 4 3 2 1  |  |
| Advanced Practice Behavior 3: Use supervision and consultation appropriate to autonomous practice with diverse individuals, families and communities |  ☐ ☐ ☐ ☐ ☐  5 4 3 2 1  |  |
| **Competency 2: Apply social work ethical principles to guide professional practice** |  |
| Advanced Practice Behavior 4: Apply ethical guidelines to complex ethical dilemmas involving diverse individuals, families, and communities to arrive at ethically-informed decisions |  ☐ ☐ ☐ ☐ ☐  5 4 3 2 1  |  |
| Advanced Practice Behavior 5: Address barriers to ethical practice in human service policies, programs, and organizations, especially in relation to issues of diversity |  ☐ ☐ ☐ ☐ ☐  5 4 3 2 1  |  |
| **Competency 3: Apply critical thinking to inform and communicate professional judgments** |  |
| Advanced Practice Behavior 6: Use current research and practice wisdom critically to evaluate and implement models of assessment, prevention, intervention, and evaluation appropriate for practice with diverse individuals, families, and communities |  ☐ ☐ ☐ ☐ ☐  5 4 3 2 1  |  |
| Advanced Practice Behavior 7: Demonstrate culturally sensitive oral and written communication with individuals, families, groups, organizations, communities and colleagues |  ☐ ☐ ☐ ☐ ☐  5 4 3 2 1  |  |
| **Competency 4: Engage diversity and difference in practice** |  |
| Advanced Practice Behavior 8: Identify specific personal biases and/or cultural structures and values that may oppress, marginalize, alienate or create or enhance privilege and power |  ☐ ☐ ☐ ☐ ☐  5 4 3 2 1  |  |
| Advanced Practice Behavior 9: Integrate an understanding of how difference shapes the life experiences and behaviors of individuals, families, and communities into practice approaches with diverse individuals, families, and communities |  ☐ ☐ ☐ ☐ ☐  5 4 3 2 1  |  |
| **Competency 5: Advance human rights and social and economic justice** |  |
| Advanced Practice Behavior 10: Articulate the forms and mechanisms of oppression and discrimination that affect diverse individuals, families, and communities |  ☐ ☐ ☐ ☐ ☐  5 4 3 2 1  |  |
| Advanced Practice Behavior 11: Advocate for and work towards change in social policies when those policies fail adequately to protect human rights and advance social and economic justice for diverse individuals, families, and communities |  ☐ ☐ ☐ ☐ ☐  5 4 3 2 1  |  |
| Advanced Practice Behavior 12: Advocate for and work towards change in organizations and service delivery systems when they fail adequately to protect human rights and advance social and economic justice for diverse individuals, families, and communities |  ☐ ☐ ☐ ☐ ☐  5 4 3 2 1  |  |
| **Competency 6:  Engage in research-informed practice and practice-informed research** |  |
| Advanced Practice Behavior 13: Use practice experiences to formulate research questions relevant to diverse populations, and apply research skills to these questions  |  ☐ ☐ ☐ ☐ ☐  5 4 3 2 1  |  |
| Advanced Practice Behavior 14: Identify and evaluate current advances in evidence-based practice with diverse populations |  ☐ ☐ ☐ ☐ ☐  5 4 3 2 1  |  |
| **Competency 7: Apply knowledge of human behavior and the social environment** |  |
| Advanced Practice Behavior 15: Apply specialized theoretical perspectives creatively and with minimal direction in working with diverse individuals, families, and communities |  ☐ ☐ ☐ ☐ ☐  5 4 3 2 1  |  |
| Advanced Practice Behavior 16: Apply knowledge of biological, psychological, environmental, and social variables creatively and with minimal direction in working with diverse individuals, families, and communities |  ☐ ☐ ☐ ☐ ☐  5 4 3 2 1  |  |
| **Competency 8: Engage in policy practice to advance social and economic well-being and to delivery effective social work services** | **Comments:** |
| Advanced Practice Behavior 17: Critically analyze and evaluate the impact of social policies on diverse communities, client  |  ☐ ☐ ☐ ☐ ☐  5 4 3 2 1  |  |
| systems, workers, and agenciesAdvanced Practice Behavior 18: Critically analyze, evaluate, and advocate for social policies that advance social well-being, while respecting the cultural values, norms, and behaviors of diverse individuals, families, and communities |  ☐ ☐ ☐ ☐ ☐  5 4 3 2 1  |  |
| **Competency 9: Respond to contexts that shape practice** |  |
| Advanced Practice Behavior 19: Continuously attend to the changing context in which social services are provided, paying particular attention to how effectively the needs of diverse populations are being addressed, providing leadership and advocating for changes as necessary |  ☐ ☐ ☐ ☐ ☐  5 4 3 2 1  |  |
| **Competency 10: (a) Engage, (b) assess, (c) intervene, and (d) evaluate with individuals, families, groups, organizations, and communities** |  |
| Advanced Practice Behavior 20: Apply knowledge of how diverse client systems seek help |  ☐ ☐ ☐ ☐ ☐  5 4 3 2 1  |  |
| Advanced Practice Behavior 21: Apply understanding of language, communication, and other needs of diverse individuals, families, and communities in engaging client systems |  ☐ ☐ ☐ ☐ ☐  5 4 3 2 1  |  |
| Advanced Practice Behavior 22 : Adopt a stance of “not knowing” with client systems in order to collaboratively discover culturally appropriate approaches to engagement of diverse individuals, families, and communities |  ☐ ☐ ☐ ☐ ☐  5 4 3 2 1  |  |
| Advanced Practice Behavior 23: Use knowledge of assessment models to develop and implement comprehensive assessments for use with diverse populations |  ☐ ☐ ☐ ☐ ☐  5 4 3 2 1  |  |
| Advanced Practice Behavior 24: Empower client systems to engage in a collaborative process of developing culturally acceptable goals and outcomes |  ☐ ☐ ☐ ☐ ☐  5 4 3 2 1  |  |
| Advanced Practice Behavior 25: Work collaboratively with client systems to design and implement culturally appropriate interventions |  ☐ ☐ ☐ ☐ ☐  5 4 3 2 1  |  |
| Advanced Practice Behavior 26 : Facilitate transitions and endings that meet the cultural needs of client systems |  ☐ ☐ ☐ ☐ ☐  5 4 3 2 1  |  |
| Advanced Practice Behavior 27 : Using critical thinking, apply research methodologies to evaluate practice interventions with diverse individuals, families, and communities |  ☐ ☐ ☐ ☐ ☐  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: 

**Grading: Pass/Fail**

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 practicum you must receive a passing grade from both the seminar and the internship experience. Likewise if you fail the seminar you will automatically fail the internship experience as well.

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 Stockton University’s Coordinator of MSW Field Education 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.