Date: 1\textsuperscript{st} Sem:_________ 2\textsuperscript{nd} Sem: __________  Student ID # : ______________________

Student Name: ___________________________ Field Liaison/Seminar Instructor: ____________________

Field Instructor, Degree & Title: _____________________________________________________________________

Agency/Program: ______________________________________________________________________

Instructions:

1. MAKE 4 COPIES OF THIS EVALUATION: 1 for student; 1 for field instructor; 1 for Integrative Seminar Instructor/liaison; and the original for the Office of Field Education. The original and a copy are handed in to the Seminar Instructor, who in turn submits the original to the Office of Field Education.

2. Please attach copy of your Log of Field Hours to the evaluation for the Office of Field Education.

3. In the Spring Semester, use the saved copy of the Fall Semester Evaluation and write scores in 2\textsuperscript{nd} Semester column.

GENERAL EXPLANATION OF EVALUATION FORM

The Evaluation Form is a tool designed to assess the level of a student’s mastery of practice behaviors in 10 Core Competencies established by the Council on Social Work Education (CSWE).

We suggest that the field instructor and student meet to review the student’s performance and review the internship experience thus far. The field instructor should then evaluate the student, using ratings and narrative. The student should summarize tasks/activities and add comments where requested. The Evaluation Form should then be discussed and signed/dated by field instructor and student, and submitted to the Seminar Instructor. The Seminar Instructor assigns a grade for the semester, based on seminar performance and performance in field, as evaluated by field instructor.

The field instructor is asked to indicate how the student is performing at the present time, i.e. is s/he performing below, at, or above the expected level for a student at that point in that semester. Important: If a student will not have experience working toward a particular practice behavior listed on the evaluation form, please indicate that by writing NA (Not Applicable). If a student has had too little experience to be evaluated on a particular practice behavior, please indicate that by writing IE (Insufficient Experience) rather than a numerical score.

Grading Instructions:
The Final Field Evaluation, due at the end of the first and second semesters, provides a thorough assessment of students’ mastery of skills. By completing the spring semester evaluation in the 2\textsuperscript{nd} column on a copy of the first semester evaluation, both field instructor and student can readily view and discuss the student’s progress. In addition to designating a numerical evaluation on each of the instrument items, the field instructor writes a narrative summary of the student’s strengths and growth as well as a summary of educational gaps and difficulties. After discussion and signature by field instructor and student, 2 copies of the Field Evaluation are submitted to the Seminar instructor (one will be handed in to the Office of Field Education).

Fall Semester Final Field Evaluation

1. If a student receives ratings of No in any of the 4 Essential Professional Behaviors AND/OR five or more scores of 1 or 2 in benchmark areas (these are the competencies that appear in bold), a Field Meeting will be held. If, in addition, there are four or more scores of 1 or 2 in other Areas of Competence, a Student Review is likely to be held.
   a. A Field Meeting is attended by: student, field liaison, Office of Field Education director or associate director, program chairperson, and field instructor (in person or by phone).
   b. When there have been ongoing concerns, as reflected in the Early Assessment, a Student Review may be convened.

2. If the student continues in field subsequent to a Field Meeting or Student Review, completion of an Early Assessment will be required in the spring semester.
Spring Semester Final Field Evaluation

1. A Student Review will be convened if a student receives ratings of **No** in any *Essential Professional Behavior*, AND/OR five or more scores of 1 or 2 in benchmark areas. If there are four or more scores of 1 or 2 in other Areas of Competence in addition to any scores of 1 or 2 in benchmark areas, a Student Review is likely to be held.

Students are expected to behave professionally in their field placements. Four *Essential Professional Behaviors* have been identified. Please rate and discuss with your student whether they are exhibiting all of these behaviors:

<table>
<thead>
<tr>
<th>Essential Professional Behaviors</th>
<th>Yes (Fall)</th>
<th>No (Fall)</th>
<th>Yes (Spring)</th>
<th>No (Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student reports to field on time.</td>
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<td>2. Student attends field regularly.</td>
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<td>3. Student is receptive and open to feedback from field instructor.</td>
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<td>4. Student handles absences and/or unavoidable lateness responsibly.</td>
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</table>

Please use the ratings below to guide your scoring – please write your score in the box to the right of the practice behavior:

1 = This practice behavior has **not yet emerged as expected**

2 = This practice behavior is demonstrated at a **low and inconsistent level** of competence

3 = This practice behavior is demonstrated at an **emerging level** of competence

4 = This practice behavior is demonstrated at a **good level** of competence

5 = This practice behavior is demonstrated at a **very good level** of competence

6 = This practice behavior is demonstrated at a **high level** of competence

NA = Not applicable to internship experience

IE = Too little experience up to this point to be able to assign any rating

TEN AREAS OF COMPETENCE

The 5 Areas of Competence where **all Practice Behaviors are in bold** are considered benchmark competencies.

I. Identify as a PROFESSIONAL SOCIAL WORKER and conduct oneself accordingly.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>1st Sem</th>
<th>2nd Sem</th>
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</thead>
<tbody>
<tr>
<td>1. Student demonstrates consistent ability for self reflection, self-correction (based on supervisory feedback) and professional use of self.</td>
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<tr>
<td>2. Student advocates for client access to social work services as appropriate within particular setting, including identifying client needs, identifying barriers to service, providing referrals for unmet needs, and working collaboratively with others within and outside the agency to address systemic barriers to service.</td>
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<tr>
<td>3. Student takes responsibility for using supervision and consultation effectively, and functions at an appropriate level of independence.</td>
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<td>4. Student consistently demonstrates initiative and resourcefulness in his or her own learning process.</td>
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<td>5. Student consistently identifies personal biases, values, and differences, and keeps them from impeding on the clinical relationship.</td>
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<tr>
<td>6. Student consistently demonstrates professional accountability in communication, both oral and written (e.g. documentation).</td>
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<tr>
<td>7. Student demonstrates knowledge of the field agency's history, mission, values, purpose, funding, and organizational structure.</td>
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<tr>
<td>8. Student demonstrates an understanding of the strengths and limitations of the social worker's role within the agency.</td>
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<tr>
<td>9. Student's behavior reflects respect for and accountability toward the agency, including adhering to agency policies and presenting in a professional manner, e.g. dressing appropriately for the setting, being present and punctual, and managing emotions.</td>
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<tr>
<td>10. Student identifies areas for additional growth, and discusses appropriate strategies to</td>
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</table>
remain current on clinical and social issues and new interventions and models of practice.

II. Apply social work ETHICAL PRINCIPLES to guide professional practice.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Sem</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Sem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student consistently demonstrates an understanding of the National Association of Social Workers (NASW) Code of Ethics (and, as applicable, the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles) and connects the values and principles set forth in the Code of Ethics.</td>
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<tr>
<td>2. Student is knowledgeable about, and abides by, laws relevant to social work practice, including mandatory reporting, informed consent, HIPAA, and confidentiality.</td>
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<tr>
<td>3. Student demonstrates ability to tolerate ambiguity in resolving ethical conflicts.</td>
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<tr>
<td>4. Student recognizes and manages personal values, so that professional values guide practice, particularly when personal values and professional values are in conflict.</td>
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<tr>
<td>5. Student demonstrates consistent ability to identify ethical dilemmas, apply the Code of Ethics to practice situations, and to arrive at principled decisions.</td>
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</tbody>
</table>

III. Apply CRITICAL THINKING to inform and communicate professional judgments.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Sem</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Sem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student demonstrates effective oral and written communication, particularly in synthesizing and integrating multiple sources of information when producing a written document (psychosocial assessment, treatment plan, memorandum, etc.), or in giving a presentation or briefing on a particular issue.</td>
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<tr>
<td>2. Student is able to transfer knowledge and skills learned from field instructor and/or other staff and apply to practice situations.</td>
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<tr>
<td>3. Student demonstrates consistent ability to critically analyze different sources of information to assess credibility or to identify strengths and weakness based on research and practice wisdom.</td>
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<tr>
<td>4. Student demonstrates growing ability to analyze models of assessment, prevention, intervention, and evaluation.</td>
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<tr>
<td>5. Student effectively represents the social work profession’s unique view of individuals, couples, families and groups when in an interdisciplinary setting.</td>
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</table>

IV. Engage DIVERSITY AND DIFFERENCE in practice.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Sem</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Sem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student strives to be culturally competent through self-awareness around issues of diversity, privilege, and the use of appropriate practice approaches.</td>
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<tr>
<td>2. Student effectively keeps differences and personal values from impeding the social work process.</td>
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<tr>
<td>3. Student recognizes the inherent dignity and worth of the people served by the agency, and thus, recommends policies, plans, and other interventions that build on client strengths and draws on the expertise of those affected by the problem in forming those interventions.</td>
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<tr>
<td>4. Student demonstrates an understanding of the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
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<tr>
<td>5. Student understands and can discuss the importance of difference in shaping life experiences, and knows how such experiences should inform clinical and macro practice.</td>
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<tr>
<td>6. Student is able to understand and appropriately addresses differences between clinician and client(s), as well as the power dynamics inherent in the social work relationship with the client.</td>
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</tbody>
</table>

V. Advance HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Sem</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Sem</th>
</tr>
</thead>
</table>
1. Student understands that each person, regardless of position in society, is entitled to basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care and education.

2. Student understands the forms and mechanisms of oppression and discrimination.

3. Student has a critical understanding of how agency practice supports the social and economic justice of the population it serves.

4. Student engages in practice supportive of social and economic justice, advocating with/on behalf of clients for macro change at the organizational, community, and social policy levels.

5. Student demonstrates an awareness of how labeling de-humanizes and stigmatizes clients, and uses person-first language when discussing clients’ challenges in functioning.

VI. Engage in RESEARCH-INFORMED PRACTICE and PRACTICE-INFORMED RESEARCH.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>1st Sem</th>
<th>2nd Sem</th>
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</thead>
<tbody>
<tr>
<td>1. Student is able to connect research on evidence-based practice to the interventions being used with clients.</td>
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<tr>
<td>2. Student has a solid understanding of how to apply the evaluation continuum from assessment to interventions to outcomes related to the treatment plan.</td>
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<tr>
<td>3. Student is able to apply research knowledge to the development of a research question and research plan.</td>
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<tr>
<td>4. Student demonstrates ability to critically analyze and assess practice or program evaluation research.</td>
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<tr>
<td>5. The student can articulate the ethical issues related to conducting research within social service and advocacy organizations.</td>
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</tbody>
</table>

VII. Apply KNOWLEDGE OF HUMAN BEHAVIOR and the social environment.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>1st Sem</th>
<th>2nd Sem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student demonstrates understanding of human behavior, including biological, psychological, social, cultural, and spiritual development and uses that understanding to shape or recommend change goals and processes.</td>
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<tr>
<td>2. In supervision, student demonstrates ability to critique and apply human behavior theories to understand person and environment (e.g., psychodynamic theories, cognitive theory, systems theory, organizational theory, etc.)</td>
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<tr>
<td>3. Student applies appropriate practice techniques and/or change theories to facilitate the change goals.</td>
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<tr>
<td>4. Student is able to discuss the difference between expected (“normal”) growth and development and psychopathology and mental health disorders, and the role of normal cultural experiences in making the differentiation.</td>
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</tbody>
</table>

VIII. Engage in POLICY PRACTICE to advance social and economic well-being and to deliver effective social work services.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>1st Sem</th>
<th>2nd Sem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student clearly links policy to clinical social work practice.</td>
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<tr>
<td>2. Student is knowledgeable about current social policies and services relevant to field agency.</td>
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<tr>
<td>3. Student collaborates with colleagues and clients for effective policy implementation and action.</td>
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<tr>
<td>4. Student participates in agency efforts to influence policy, funding, and social programs that benefit the populations served (testifying, giving briefings, helping to organize rallies, convening meetings, etc)</td>
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IX. Respond to CONTEXTS THAT SHAPE PRACTICE.

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<thead>
<tr>
<th>Practice Behaviors</th>
<th>1st Sem</th>
<th>2nd Sem</th>
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<tbody>
<tr>
<td>1. Student engages in productive discussion about the current political, economic, social and cultural climate and how it affects the work of the agency and/or shapes the experiences of the populations ultimately benefiting from agency functions.</td>
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</tbody>
</table>
2. Student seeks necessary information about micro/mezzo/macro matters that may affect completion of tasks when he or she does not have it in advance (e.g., internal politics, and factors external to the agency)

3. Student demonstrates ability to respond to changes and emerging trends relevant to the functions of the agency.

X. ENAGE, ASSESS, INTERVENE, AND EVALUATE individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>1st Sem</th>
<th>2nd Sem</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engagement</strong></td>
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<tr>
<td>1. Student engages new client systems to set the appropriate therapeutic frame for the clinical relationship.</td>
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<td>2. Student effectively uses empathy and other interpersonal skills in the process of engagement.</td>
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<tr>
<td>3. Student interacts to help the client system(s) set mutually agreed-on focus of work, achievable and measurable goals, and desired outcomes.</td>
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<tr>
<td><strong>Assessment</strong></td>
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<tr>
<td>4. Student demonstrates consistent ability to assess client system based on relevant literature, explanatory theory, considerations of the current practice context, and agency’s guidelines for intervention.</td>
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<tr>
<td>5. Student utilizes interviewing skills to explore and assess psychosocial functioning.</td>
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<td>6. Student demonstrates ability to assess target system, utilizing appropriate clinical diagnostic information (e.g. DSM-IV-TR).</td>
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<tr>
<td><strong>Intervention</strong></td>
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<td>7. Student utilizes increasing knowledge and skills to practice collaboratively with groups, organizations, and/or communities.</td>
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<td>8. Following assessment, student can determine and apply appropriate interventions or strategies to facilitate change.</td>
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<tr>
<td>9. Student consistently demonstrates skill in helping clients utilize strengths, resilience, and resources in the environment to reach their goals.</td>
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<tr>
<td><strong>Evaluation</strong></td>
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<tr>
<td>10. Student monitors and evaluates the change process to determine if goals have been met, or if they need to be changed.</td>
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<td>11. Student effectively addresses termination throughout the clinical relationship and helps the client effectively process the end of the treatment.</td>
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**PRACTICE BEHAVIORS SPECIFIC TO LEARNING PLAN:**

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>1st Sem</th>
<th>2nd Sem</th>
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<tbody>
<tr>
<td>In this section, list Practice Behaviors identified in the Learning Plan.</td>
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<td>1.</td>
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<td>8.</td>
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</table>
To be completed by student:

**FALL SEMESTER:** In the space below, please describe tasks and responsibilities during the Fall Semester. Include information about caseload (number, nature, etc.).

**SPRING SEMESTER:** In the space below, please describe new tasks and responsibilities that were assigned during the Spring Semester.
To be completed by field instructor:

FALL SEMESTER NARRATIVE  (Feel free to attach page)

I. Briefly describe the most clearly demonstrated areas of strength and demonstrated areas of ability and development this semester.

II. Briefly describe areas where student should focus on for continued growth and development. Specifically discuss any areas of concern.

III. Fall semester only: Please describe areas of focus in the 2\textsuperscript{nd} semester.

Complete as part of Fall semester evaluation:

Please check one of the following:

- [ ] Intern is functioning well above midyear expectations of competence for interns.
- [ ] Intern is functioning above the midyear expectations of competence for interns.
- [ ] Intern is functioning at the midyear expectations of competence for interns.
- [ ] Intern is functioning below the midyear expectations of competence for interns.

Recommended P/F grade for fall semester: __________

Optional: Recommended letter grade for fall semester: _______  Field instructor signature  Date

Student’s Signature  Date  Agree w/Evaluation: [ ]  *Disagree: [ ]

*In the event that student does not agree with any aspect of this evaluation, he/she may append a statement describing specific disagreements and reasons for them.
To be completed by field instructor:

SPRING SEMESTER NARRATIVE  (Feel free to attach page)

I. Briefly describe the most clearly demonstrated areas of strength and demonstrated areas of ability and development this semester.

II. Briefly describe areas where student should focus on for continued growth and development. Specifically discuss any areas of concern.

Complete as part of Spring semester evaluation:

FINAL OVERALL EVALUATION:
Please check one of the following at the end of the spring semester:

☐ Intern has excelled in field placement by performing well above expectations.
☐ Intern has exceeded field placement performance expectations.
☐ Intern has met field placement expectations.
☐ Intern has demonstrated significant problems in performance in key areas of the foundation year placement.

Recommended P/F grade for spring semester: ___________

Optional: Recommended grade for spring semester: ________________________________________________

Field instructor signature    Date

_______________________________________________________________________________________________

Student’s Signature    Date    Agree w/Evaluation: □    *Disagree: □

*In the event that student does not agree with any aspect of this evaluation, he/she may append a statement describing specific disagreements and reasons for them.