**FIELD PERFORMANCE EVALUATION**

**APPENDIX B:**

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Agency Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Faculty Field Liaison: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Type of Assessment: \_\_\_ MIDTERM or \_\_\_ FINAL

Please base your assessment of how well the BSW/MSW student demonstrates ability in each of the following 9 competency areas using the rating scale shown below. The standard for comparison is that of a beginning level social worker. The 9 competencies specified in this assessment form are those established by our national accrediting organization, the Council on Social Work Education.

We ask that you rate each competency statement according to the following criteria, as it is appropriate to your agency setting. You are encouraged to share examples for each competency area in which you think the student is particularly strong, as well as those in which the student needs improvement. The Field Instructor’s grade recommendations are considered, along with the students required field assignments; however the Faculty Field Liaison determines the student’s final grade with approval from the Field Director.

Rating Grade

|  |  |
| --- | --- |
| 4 | Very Good A |
| 3 | Good B |
| 2 | Adequate C |
| 1 | Unsatisfactory D |
| 0 | Failing F |
| N/A | Not applicable, as the student has not had the opportunity to demonstrate competence in this area. If an n/a is used during the ***midterm***, please comment on when the student will have the opportunity to demonstrate the practice behavior. ***There should be no n/a ratings on the final assessment.*** |

\*Note: EVALUATION SHOULD BE COMPLETED TOGETHER (Field Instructor and Student).

|  |  |
| --- | --- |
| **Competency #1: Demonstrate Ethical and Professional Behavior** | **Rating** |
| a. 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. |  |
| b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. |  |
| c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. |  |
| d. Use technology ethically and appropriately to facilitate practice outcomes. |  |
| e. Use supervision and consultation to guide professional judgment and behavior. |  |
| Total |  |

**Comments:**

|  |  |
| --- | --- |
| **Competency #2: Engage Diversity and Difference in Practice** | **Rating** |
| a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. |  |
| b. Present themselves as learners and engage clients and constituencies as experts of their own experiences. |  |
| c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. |  |
| Total |  |

**Comments:**

|  |  |
| --- | --- |
| **Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice** | **Rating** |
| a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. |  |
| b. Engage in practices that advance social, economic, and environmental justice. |  |
| Total |  |

**Comments:**

|  |  |
| --- | --- |
| **Competency #4: Engage In Practice-informed Research and Research-informed Practice** | **Rating** |
| a. Use practice experience and theory to inform scientific inquiry and research. |  |
| b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. |  |
| c. Use and translate research evidence to inform and improve practice, policy, and service delivery. |  |
| Total |  |

**Comments:**

|  |  |
| --- | --- |
| **Competency #5: Engage in Policy Practice** | **Rating** |
| a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. |  |
| b. Assess how social welfare and economic policies impact the delivery of and access to social services. |  |
| c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. |  |
| Total |  |

**Comments:**

|  |  |
| --- | --- |
| **Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities** | **Rating** |
| a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. |  |
| b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. |  |
| Total |  |

**Comments:**

|  |  |
| --- | --- |
| **Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities** | **Rating** |
| a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. |  |
| b. 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. |  |
| c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. |  |
| d. Elect appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. |  |
| Total |  |

**Comments:**

|  |  |
| --- | --- |
| **Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities** | **Rating** |
| a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. |  |
| b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. |  |
| c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. |  |
| d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. |  |
| e. Facilitate effective transitions and endings that advance mutually agreed-on goals. |  |
| Total |  |

**Comments:**

|  |  |
| --- | --- |
| **Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** | **Rating** |
| a. Select and use appropriate methods for evaluation of outcomes. |  |
| b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. |  |
| c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes. |  |
| d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. |  |
| Total |  |

**Comments:**

Additional Comments/Follow up needed/Recommendations: Add all of the rating section totals and divide by how many sections you provide a number for. N/A just leave blank. Do not give the section a zero since that will impact the total score.

Please evaluate the student’s performance at midterm by providing a numeric score using the following scale. Intermediate scores are welcome and encouraged (i.e. 3.8; 4.6, etc.).

3.1- 4.0=A 2.1-3.0=B 1.1-2.0=C 0.0-1.0=D/F ***Score***

|  |  |  |
| --- | --- | --- |
| 3.1-4.0 | The intern is exceeding expectations in internship. |  |
| 2.1-3.0 | The intern meets expectations in internship. |  |
| 1.1-2.0 | The intern’s performance is below expectations in internship. |  |
| 0.0-1.0 | The intern failed to meet expectations in internship. |  |

**LETTER GRADE:  *Given by Field Instructor***

***NUMBER OF HOURS COMPLETED AS OF TODAY \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

My field instructor has discussed this evaluation with me and I have received a copy.

I agree with the Field Instructor’s evaluation

I do not agree with the Field Instructor’s evaluation

Student’s Signature Date

\_\_\_ I have read the evaluation and discussed it with my supervisor

Student Comments:

\_\_\_\_\_

Agency Field Instructor’s Signature Date

Supervisors comments

Faculty Field Liaison’s Signature Date

Faculty Comments: