# letterhead-01.jpgBSW Program Senior Year, Field Performance Evaluation

Hunter College School of Social Work

City University of New York

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| **Student’s Name:** |  |
| **Field Instructor:** |  |
| **Field Education Agency:** |  |
| **Academic/Field Advisor:** |  |
| **Date of Evaluation:** |  |

Semester: \_\_\_\_\_\_ Fall \_\_\_\_\_\_Spring

Area of BSW Specialization: \_\_\_\_\_\_ Child Welfare \_\_\_\_\_\_ Care Coordination

**Instructions for Completing the Field Performance Evaluation\***

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|  | | **Section I:** ***Student Learning Opportunities*** – please provide a narrative describing the student’s learning opportunities in the agency during the semester this evaluation covers.  **Section II: *Competency/ Behavior Ratings* –** please utilize the rating scale provided to rate the student’s field performance for each practice behavior and then overall for each competency.  **Section III:** ***Field Instructor Narrative Evaluation*** – please provide a brief narrative summary of the student’s field performance over the course of the semester. The Evaluation should reflect the student’s progress in the developing the foundational competencies as exemplified through the practice behaviors and associated tasks outlined in their Educational Plan.  **Section IV:** ***Overall Rating of Student’s Field Performance*** – please complete the overall rating scale which corresponds to the semester to which this evaluation applies. If this is a second semester evaluation, please have an agency executive or HR representative complete the Statement of Employment Viability.  **Section V**: ***Signatures*** – The evaluation must be signed by both student and field instructor indicating that they have reviewed it.  **Submission:** Submit the original to the student’s Academic/Field Advisor after it has been reviewed.The Academic/Field Advisor assigns the grade for the *Field Practicum* course based in large part on the written evaluation.  **\***Additional information on completing the Field Performance Evaluation can be found in the  *BSW Program Academic & Field Education Manual*  **Section 1: Student Learning Opportunities**  Please describe agency services and summarize student assignments and additional educational experiences. Please note that the term ‘client’ may refer to an individual, family, group, constituency, or entity with which the student is working. *Use an additional page if necessary.* | | | |
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| **Section 2: Competency/Demonstrated Skills Ratings**  **Utilizing the following scale, please rate the student’s *current* competency in demonstrating the practice skills and behaviors. Please rate the student as a beginning BSW student practitioner.** | | |
| **5** = Field performance considerably exceeds standard. (The student expertly demonstrates knowledge, awareness, and skills in this area with superior proficiency). | | |
| **4** = Field performance exceeds standard (The student consistently demonstrates knowledge, awareness, and skills in this area; does so with confidence and as an integral part of her/his practice). | | |
| **3** = Field performance meets standard of emerging competence (The student demonstrates beginning knowledge, awareness, and skills; this area is becoming more integrated in her/his practice). | | |
| **2** = Field performance needs improvement, there has been limited progress in developing competence in this area. (The student inconsistently demonstrates awareness, knowledge, and skill). | | |
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**CSWE EPAS Competencies and Demonstrated Professional and Skills Behaviors**

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| --- | --- | --- |
| **COMPETENCY** | **BEHAVIORS** | **RATING** |
| **#1: Demonstrate Ethical and Professional Behavior**  Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers: | * 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 NA |
| * use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. | 5 4 3 2 1 NA |
| * demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication | 5 4 3 2 1 NA |
| * use technology ethically and appropriately to facilitate practice outcomes; and | 5 4 3 2 1 NA |
| * use supervision and consultation to guide professional judgment and behavior. | 5 4 3 2 1 NA |
|  | **COMPETENCY #1 OVERALL** | **5 4 3 2 1 NA** |
| **#2: Engage Diversity and Difference in Practice**  Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, because of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers: | * 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 NA |
| * present themselves as learners and engage clients and constituencies as experts of their own experiences; and | 5 4 3 2 1 NA |
| * 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 NA |
|  | **COMPETENCY #2 OVERALL** | **5 4 3 2 1 NA** |
| **#3: Advance Human Rights and Social, Economic, and Environmental Justice**  Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers: | * apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and | 5 4 3 2 1 NA |
| * engage in practices that advance social, economic, and environmental justice. | 5 4 3 2 1 NA |
|  | **COMPETENCY #3 OVERALL** | **5 4 3 2 1 NA** |
| **#4: Engage In Practice-informed Research and Research-informed Practice**  Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers: | * use practice experience and theory to inform scientific inquiry and research. | 5 4 3 2 1 NA |
| * apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and | 5 4 3 2 1 NA |
| * use and translate research evidence to inform and improve practice, policy, and service delivery. | 5 4 3 2 1 NA |
|  | **COMPETENCY #4 OVERALL** | **5 4 3 2 1 NA** |
| **#5: Engage in Policy Practice**  Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers: | * 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 NA |
| * assess how social welfare and economic policies impact the delivery of and access to social services. | 5 4 3 2 1 NA |
| * 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 NA |
|  | **COMPETENCY #5 OVERALL** | **5 4 3 2 1 NA** |
| **#6: Engage with Individuals, Families, Groups, Organizations, and Communities**  Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers: | * apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and | 5 4 3 2 1 NA |
| * use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. | 5 4 3 2 1 NA |
|  | **COMPETENCY #6 OVERALL** | **5 4 3 2 1 NA** |
| ***#*7: Assess Individuals, Families, Groups, Organizations, and Communities**  Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers: | * collect and organize data and apply critical thinking to interpret information from clients and constituencies. | 5 4 3 2 1 NA |
| * 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 NA |
| * develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and | 5 4 3 2 1 NA |
| * select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. | 5 4 3 2 1 NA |
|  | **COMPETENCY #7 OVERALL** | **5 4 3 2 1 NA** |
| **#8: Intervene with Individuals, Families, Groups, Organizations, and Communities**  Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers: | * critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. | 5 4 3 2 1 NA |
| * 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 NA |
| * use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. | 5 4 3 2 1 NA |
| * negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and | 5 4 3 2 1 NA |
| * facilitate effective transitions and endings that advance mutually agreed-on goals. | 5 4 3 2 1 NA |
|  | **COMPETENCY #8 OVERALL** | 5 4 3 2 1 NA |
| **#9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers: | * select and use appropriate methods for evaluation of outcomes. | 5 4 3 2 1 NA |
| * 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 NA |
| * critically analyze, monitor, and evaluate intervention and program processes and outcomes; and | 5 4 3 2 1 NA |
| * apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. | 5 4 3 2 1 NA |
|  | **COMPETENCY #9 OVERALL** | **5 4 3 2 1 NA** |

**Section 3: Field Instructor Narrative Evaluation**

Briefly summarize student’s field performance over the course of the semester. Discuss strengths and needs in this area; please comment on any activities or projects the student has undertaken and, on the student’s, overall performance. (Feel free to add an additional page if necessary).

**Section 4: Overall Rating of Student’s Field Performance**

**First Semester (completed by Field Instructor) Fall**

* Field performance is ***considerably above expectations*** for the beginning BSW student practitioner
* Field performance is ***above expectations*** for the beginning BSW student practitioner
* Field performance is ***on par with expectations*** for the beginning BSW student practitioner
* Field performance has ***not yet met expectations*** for beginning BSW student practitioner, **BUT** there are indications that she/he may be approaching emerging competency
* Field performance is ***currently below expectations*** for beginning BSW student practitioners; there is considerable question about the ability to achieve emerging competency within the field placement year. A meeting with the Academic/Field Advisor is warranted to explore the next steps

**Second Semester (completed by Field Instructor) Spring**

* Field performance has been ***considerably above expectations*** for beginning BSW student practitioners. The student is exceptionally well prepared for advanced graduate study and/or entry-level employment.
* Field performance has been ***above expectations*** for beginning BSW student practitioners. The student is very well prepared for advanced graduate study and/or entry-level employment.
* Field performance has been ***on par with expectations*** for beginning BSW student practitioners. The student is prepared for advanced graduate study and/or entry-level employment.
* Field performance has ***not yet achieved emerging competency*** for beginning BSW student practitioner, but the student may be prepared for graduate study (2-year program) with considerable field instructor/school support or entry-level BSW practice with close supervision.
* Field performance has ***continued to fall below expectations*** for beginning BSW student practitioners; the student is not prepared to assume entry-level BSW practice at this time. Students should meet with their Academic/Field Advisor to explore alternative options.

**Statement of Employment Viability\***

\*Completed by Agency Executive or Human Resources Representative at the End of Field Practicum.

***Student’s field performance has been such that:***

* She/he would be considered a viable candidate for employment in an entry-level BSW position within our organization at this time.
* She/he would not be considered a viable candidate for employment in an entry-level BSW position within our organization at this time.

**Agency Representative’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\*Signature not to be construed as either an offer or declination of employment and in no way obligates the organization to grant a job interview

**Section 5: Signatures**

I have read and discussed this evaluation: \_\_\_\_\_\_\_\_ (student initial)

**To the Student: In the event that you have a different perspective on any aspect of this evaluation, please indicate your specific comments by completing an addendum to the evaluation.**

Date: \_\_\_\_\_\_\_\_\_\_\_Signature of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Date: \_\_\_\_\_\_\_\_\_\_\_Signature of Academic/Field Advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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