

Field Practicum Evaluation Form

Foundation-Level

This Evaluation Form is **ONLY** For:

1. Full time Program Students in Year #1
2. Accelerated Program Students in Year #1
3. Advanced Standing Program Students
4. OYR Program Time Frame II Students in **First** Semester of field
5. Dual Degree/Bank Street Program Students in **First** Semester of field

# STUDENTS:

Please complete the **STUDENT INFORMATION** section (page 2). Be sure to indicate your field advisor and their email address. Go to page 15 and complete the STUDENT SELF-EVALUATION. Once completed save the document using last name first initial semester (F/Sp) year (20XX) eval (ex: anyonej.F23eval) and send to your field instructor for completion.

# FIELD INSTRUCTORS:

Your student will send you the saved document with their information completed. Please complete your assessment of the student, save the document when completed, review with student, sign by typing in names (yours and student types theirs), save again. Submit by pressing the button on the webpage and entering the information requested. You will need to type in the student information as provided then upload the saved document.

**STUDENT INFORMATION (to be completed by the student)**

**Evaluation for Semester: FALL      SPRING       SUMMER       Year:**

|  |  |  |
| --- | --- | --- |
| **Today’s Date:** |  |  |
| **Student First and Last Name:** |  |
| **Student's EMPL ID:** |  |  |
| **Field Instructor (First and Last Name):** |  |  |
| **Field Practicum Agency:** |  |  |
| **Field Advisor (First and Last):** |  |  |
| **Field Advisor Email:** |  |  |

ASSESSMENT SCALE
Use the following scale to assess the student's performance in the ten core areas of social work competency identified by the Council on Social Work Education:

|  |  |  |
| --- | --- | --- |
| **5 (HC)** | The student is *fully able to perform* the practice behavior with a wide range of client types and situations without any direction needed. | **Highly Competent** |
| **4** | The student is able to perform the practice behavior *with many client types* and situations and with minimal direction needed. | **Consistently Competent** |
| **3 (C)** | The student is able to perform the practice behavior *with some client types* and situations and with some direction needed. | **Competent**  |
| **2** | The student is *sometimes able to perform* the practice behavior when considerable direction is provided. | **Approaching Competency** |
| **1 (NC)** | The student is *not able to perform* the practice behavior at all. | **Not Competent**  |
| **NR** | Use this rating if you had insufficient evidence to rate this competency. | **Not Rated** |
| **NO** | Use this rating if the student does not have the opportunity to perform the practice behavior. | **No Opportunity** |

* At mid-year, although the student may already be competent in some areas, many areas may still be developing.
* All ratings should be substantiated through specific examples.

2.1.1 PROFESSIONAL IDENTITY

*The student identifies as a professional social worker and conducts self accordingly*. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Rated** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **No Opportunity** |
| 1. Advocate for client access to social work services.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 2. Practice personal reflection and self-correction to assure continual professional development.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 3. Attend to professional roles and boundaries.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 4. Demonstrate professional demeanor in behavior, appearance, and communication.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 5. View self as being at the start of a life-long learning process as a professional social worker.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 6. Use supervision and consultation.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

Please provide at least one example of how the student has demonstrated competency in professional identity:

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2.1.2 ETHICAL PRACTICE

*The student applies social work ethical principles to guide professional practice.* Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Rated** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **No Opportunity** |
| 7. Recognize and manage personal values in a way that allows professional values to guide practice.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 8. Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the IFSW/IASSW Ethics in Social Work, Statement of Principles.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 9. Tolerate ambiguity in resolving ethical conflicts.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 10. Apply strategies of ethical reasoning to arrive at principled decisions.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

Please provide at least one example of how the student has demonstrated competency in ethical practice:

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2.1.3 CRITICAL THINKING

*The student applies critical thinking to inform and communicate professional judgments.* Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

*Assess the student's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Rated** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **No Opportunity** |
| 11. Distinguish among, appraise, and integrate multiple sources of knowledge (including research-based knowledge) and practice wisdom.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 12. Analyze models of assessment, prevention, intervention, and evaluation.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

Please provide at least one example of how the student has demonstrated competency in critical thinking:

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2.1.4 DIVERSITY AND DIFFERENCE IN PRACTICE

*The student engages diversity and difference in practice.* Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Rated** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **No Opportunity** |
| 14. Recognize the extent to which a culture's structures and values may oppress, marginalize, or alienate, and/or create or enhance privilege and power.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 16. Recognize and communicate an understanding of the importance of difference in shaping life experiences.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 17. View self as a learner and clients as informants.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

Please provide at least one example of how the student has demonstrated competency in engaging diversity and difference in practice:

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2.1.5 HUMAN RIGHTS AND SOCIAL ECONOMIC JUSTICE

*The student advances human rights and social and economic justice.* Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Rated** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **No Opportunity** |
| 18. Understand the forms and mechanisms of oppression and discrimination. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 19. Advocate for human rights and social and economic justice. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 20. Engage in practices that advance social and economic justice | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

Please provide at least one example of how the student has demonstrated competency in advancing human rights and social and economic justice:

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2.1.6 RESEARCH & PRACTICE
*The student engages in research-informed practice and practice-informed research.* Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

*Assess the student's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Rated** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **No Opportunity** |
| 21. Use practice experience to inform scientific inquiry.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 22. Use research evidence to inform practice.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

Please provide at least one example of how the student has demonstrated competency in engaging in research-informed practice and practice-informed research:

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2.1.7 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

*The student applies knowledge of human behavior and the social environment.* Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Rated** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **No** **Opportunity** |
| 23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 24. Critique and apply knowledge to understand person and environment.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

Please provide at least one example of how the student has demonstrated competency in applying knowledge of human behavior and the social environment:

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2.1.8 POLICY PRACTICE
*The student engages in policy practice to advance social and economic well-being and to deliver effective social work services.* Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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.

 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Rated** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **No Opportunity** |
| 25. Critically analyze policies that advance social well-being.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 26. Collaborate with colleagues and clients for effective policy action.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

Please provide at least one example of how the student has demonstrated competency in engaging in policy practice to advance social and economic well-being and to deliver effective social work service:

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2.1.9 PRACTICE CONTEXT

*The student responds to contexts that shape practice.*
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Rated** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **No Opportunity** |
| 27 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 28. Recognize the leadership role that professional social workers play in promoting sustainable changes in service delivery and practice to improve the quality of social services.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

Please provide at least one example of how the student has demonstrated competency in responding to contexts that shape practice:

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|  |

2.1.10(a-d) ENGAGEMENT, ASSESSMENT, INTERVENTION, EVALUATION

*The student social worker (a) engages, (b) assesses, (c) intervenes, and (d) evaluates with individuals, families, groups, organizations, and communities.*
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

2.1.10a ENGAGEMENT

 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Rated** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **No** **Opportunity** |
| 29. Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 30. Use empathy and other interpersonal skills.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 31. Develop a mutually agreed-on focus of work and desired outcomes.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

2.1.10b ASSESSMENT
 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Rated** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **No** **Opportunity** |
| 32. Collect, organize, and interpret client data.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 33. Assess client strengths and limitations.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 34. Develop mutually agreed-on intervention goals and objectives.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 35. Select appropriate intervention strategies.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

2.1.10c INTERVENTION

 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Rated** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **No** **Opportunity** |
| 36. Initiate actions to achieve organizational goals.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 37. Implement prevention interventions that enhance client capacities.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 38. Help clients resolve problems.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 39. Negotiate, mediate, and advocate for clients.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 40. Facilitate transitions and endings.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

2.1.10d EVALUATION

 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Not Rated** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **No** **Opportunity** |
| 41. Critically analyze, monitor, and evaluate interventions.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

Please provide at least one or two examples of how the student has demonstrated competency in engagement, assessment, intervention, and evaluation with individuals, families, groups, organizations, and communities:

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**OVERALL STUDENT RATING**

* Reminder, it is unlikely that many students will be highly competent in all of the practice behaviors you are evaluating particularly after just one semester or practice.

[ ]  Not Competent

[ ]  Approaching Competency

[ ]  Competent

[ ]  Consistently Competent

[ ]  Highly Competent

**THIS FEEDBACK YOU PROVIDE IS CRUCIAL TO THE STUDENT’S PROFESSIONAL DEVELOPMENT (Please be as detailed as possible).**

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**SECTION FOR ADVISOR**

## STUDENT'S STRENGTHS/LIMITATIONS

INCLUDE NOTES ON ATTENDANCE AND PARTICIPATION IN PRACTICUM SEMINARS (particularly if student is receiving an INCOMPLETE- what are the expectations for change of grade? Be specific with hours and date of completion; for grade of INCOMPLETE, must include INCOMPLETE CONTRACT).

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## ADDITIONAL COMMENTS, DIRECTIONS AND GOALS FOR FUTURE LEARNING

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|  |

FOR ADVISOR: FINAL GRADE\_\_\_\_\_\_\_\_\_\_\_\_\_

STUDENT SELF-EVALUATION

**How would you rate your:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Unacceptable | Needs Improvement | Achieves Standard | Exceeds Standard | Outstanding |
| 1. Participation in the learning process?  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 2. Growth in the development of professional values and ethics?  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 3. Growth in the development of knowledge and skills for agency-based practice.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 4. Overall learning experience?  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

**COMMENTS**

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# SIGNATURES

By ***TYPING-IN YOUR FULL NAME*** you certify that the information in this evaluation is true and correct to the best of your knowledge and that all necessary parties have been informed of this evaluation.

Students please also include your EMPL ID for verification. (*The EMPL ID is located on your Hunter ID card.*)

|  |  |  |
| --- | --- | --- |
| **Student's Signature**:  |  |  |
| **Student's EMPL ID:**  |  |  |
| **Field Instructor's Signature:** |  | **Date:** |  |