



UNIVERSITY OF WISCONSIN
WHITEWATER

Department of Social Work - Field Program

STUDENT FIELD EVALUATION MSW FIRST YEAR (Non-Advanced)

Name of Student: _____

Date: _____

Student ID#: _____

Evaluation Period: Midterm Final

Faculty Field Liaison: _____

Hours Completed to Date: _____ /480

Agency Name: _____

Field Instructor Name: _____

Agency Address: _____

FOR OFFICE USE ONLY: CSWE Field Placement Category: _____

Background: The Council on Social Work Education (CSWE), the accrediting body on social work education, requires first year master’s level social work (MSW) students demonstrate competency in 9 areas. Associated with these competencies is a set of 31 behaviors. The social work field placement is an area in which the student is expected to demonstrate competency of the behaviors. To ensure the student develops the requisite behaviors, field supervisors are asked to evaluate the student at the mid-point and final week of the field.

DIRECTIONS

Please reflect back over the evaluation period and evaluate the extent to which the competencies have been met, using the 5-point rating scale indicated below (1=poor to 5=excellent). Indicate your response by placing an “x” in the box that corresponds to the observed behavior listed in the second column labeled *assessed indicators*. For each competency area, compute the *Mean Score* by summing all items for each behavior that received a numeric score (1 – 5) and dividing by the number of items that were scored. Please include comments for items that were marked N.O. Feel free to include additional comments that support ratings in the competency areas. Where the word **client** or **clients** is used, it is meant to represent, groups, communities, organizations. *Mean Score in Competencies should be completed by the Field Instructor.*

| Rating | Categories | Definition of Categories |
|--------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Poor | The student is functioning significantly below expectations for students in this area. |
| 2 | Fair | The student is functioning somewhat below expectations for students in this area. |
| 3 | Good | The student has met the expectations for students in this area. |
| 4 | Very Good | The student is functioning somewhat above expectations for students in this area. |
| 5 | Excellent | The student has excelled in this area. |
| N.O. | Not Observed | Did not observe the practice behavior. Student did not have the opportunity to demonstrate competence in this area. (Do not include in mean score) |

STUDENT FIELD EVALUATION

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

| Behavior Specified by CSWE | Assessed Indicators | 1 Poor | 2 Fair | 3 Good | 4 Very Good | 5 Excellent | N.O. Not Observed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 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 | 1. Employ ethical decision making when working with clients. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 2. Adhere to agency policies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 3. Consider state or federal laws when working with clients. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations | 4. Show personal reflection through areas such as supervision meetings or daily logs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 5. Correct practice mistakes once they are recognized. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication | 6. Demonstrate professional social work behavior. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 7. Dress appropriately for the professional social work environment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 8. Act professionally when verbally communicating with clients. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 9. Act professionally when verbally communicating with other professionals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 10. Demonstrate professionalism when using non-verbal communication with clients. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Use technology ethically and appropriately to facilitate practice outcomes | 11. Demonstrate professionalism when using non-verbal communication with other professionals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 12. Demonstrate basic competency in word processing programs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 13. Use technology effectively to facilitate positive practice outcomes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 14. Demonstrate professionalism when using technology, such as cell phone, email, or social media. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Use supervision and consultation to guide professional judgment and behavior | 15. Abide by specific agency policies regarding use of all technologies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 16. Use supervision appropriately. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 17. Consult with supervisor regarding clients. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p align="center">Mean Score in Competency</p> <p>Add scored items – those that received 1, 2, 3, 4, or 5, and divide by total number of scored items. (Remember: N.O. is not a scored item)</p> | | | | | | | |

Comments:

STUDENT FIELD EVALUATION

COMPETENCY 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

| Behavior Specified by CSWE | Assessed Indicators | 1 Poor | 2 Fair | 3 Good | 4 Very Good | 5 Excellent | N.O. Not Observed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels | 1. Demonstrate a commitment to culturally competent practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 2. Practice ethnic sensitive social work practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Present themselves as a learners and engage clients and constituencies as experts of their own experiences | 3. Treat clients with dignity. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 4. Act courteously towards clients. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 5. Treat clients fairly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 6. Actively engage clients in the problem solving process. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies | 7. Recognize individual biases when serving diverse clients. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 8. Exhibit respectful non-biased behaviors towards diverse client populations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p align="center">Mean Score in Competency Add scored items – those that received 1, 2, 3, 4, or 5, and divide by total number of scored items. (Remember: N.O. is not a scored item)</p> | | | | | | | |

Comments:

STUDENT FIELD EVALUATION

COMPETENCY 3: ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC & ENVIRONMENTAL JUSTICE

| Behavior Specified by CSWE | Assessed Indicators | 1 Poor | 2 Fair | 3 Good | 4 Very Good | 5 Excellent | N.O. Not Observed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. | 1. Demonstrate a commitment to addressing social injustices. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 2. Model a commitment to economic justice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Engage in practices that advance social, economic, and environmental justice | 3. Consider client characteristics, such as race, culture, ethnicity, gender, or lifestyle in assessments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 4. Show an understanding of client characteristics as factors that limit access to resources. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p align="center">Mean Score in Competency</p> <p>Add scored items – those that received 1, 2, 3, 4, or 5, and divide by total number of scored items. (Remember: N.O. is not a scored item)</p> | | | | | | | |

Comments:

STUDENT FIELD EVALUATION

COMPETENCY 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

| Behavior Specified by CSWE | Assessed Indicators | 1 Poor | 2 Fair | 3 Good | 4 Very Good | 5 Excellent | N.O. Not Observed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Use practice experience and theory to inform scientific inquiry and research | 1. Share information with colleagues regarding the effectiveness of services used with clients. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 2. Develop practice questions that might be addressed by research. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings | 3. Evaluate quantitative research studies to guide professional work with clients. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 4. Analyze qualitative research studies to guide professional work with clients. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Use and translate research evidence to inform and improve practice, policy, and service delivery | 5. Use professional social work literature to identify appropriate support services or interventions for clients. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 6. Continuously evaluate client outcomes to inform ongoing practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 7. Draw upon the knowledge of colleagues to identify appropriate support services for clients. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p align="center">Mean Score in Competency</p> <p>Add scored items – those that received 1, 2, 3, 4, or 5, and divide by total number of scored items. (Remember: N.O. is not a scored item)</p> | | | | | | | |

Comments:

STUDENT FIELD EVALUATION

COMPETENCY 5: ENGAGE IN POLICY PRACTICE

| Behavior Specified by CSWE | Assessed Indicators | 1 Poor | 2 Fair | 3 Good | 4 Very Good | 5 Excellent | N.O. Not Observed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services | 1. Identify agency policies that affect client outcomes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 2. Recognize local, state, or federal policies that impact client outcomes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assess how social welfare and economic policies impact the delivery of and access to social services | 3. Assess the extent to which social or agency policies affect the delivery of services to clients. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice | 4. Advocate for strategies to address social or economic barriers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 5. Promote activities that center on social justice or equality. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p align="center">Mean Score in Competency</p> <p>Add scored items – those that received 1, 2, 3, 4, or 5, and divide by total number of scored items. (Remember: N.O. is not a scored item)</p> | | | | | | | |

Comments:

STUDENT FIELD EVALUATION

COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

| Behavior Specified by CSWE | Assessed Indicators | 1 Poor | 2 Fair | 3 Good | 4 Very Good | 5 Excellent | N.O. Not Observed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies | 1. Identify the impact of systems on clients' lives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 2. Understand how the environment affects clients. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 3. Use the person-in-environment perspective to develop client plans. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies | 4. Show empathy when engaging with clients. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 5. Demonstrate effective interpersonal skills with clients. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 6. Use reflection as a tool to engage clients. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 7. Positively interact with other professionals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p align="center">Mean Score in Competency Add scored items – those that received 1, 2, 3, 4, or 5, and divide by total number of scored items. (Remember: N.O. is not a scored item)</p> | | | | | | | |

Comments:

STUDENT FIELD EVALUATION

COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

| Behavior Specified by CSWE | Assessed Indicators | 1 Poor | 2 Fair | 3 Good | 4 Very Good | 5 Excellent | N.O. Not Observed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Collect and organize data, and apply critical thinking to interpret information from clients and constituencies | 1. Adhere to agency policy regarding data collection. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 2. Use agency data appropriately. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 | 3. Use theory to interpret client assessment data. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies | 4. Collaborate with clients to develop mutually agreed upon goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 5. Work with clients to identify mutually agreed upon interventions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies | 6. Recommend appropriate interventions for individual clients. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p align="center">Mean Score in Competency Add scored items – those that received 1, 2, 3, 4, or 5, and divide by total number of scored items. (Remember: N.O. is not a scored item)</p> | | | | | | | |

Comments:

STUDENT FIELD EVALUATION

COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

| Behavior Specified by CSWE | Assessed Indicators | 1 Poor | 2 Fair | 3 Good | 4 Very Good | 5 Excellent | N.O. Not Observed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies | 1. Discuss prevention strategies to assist clients with avoiding future problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies | 2. Utilize theory to recommend appropriate interventions to clients. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes | 3. Work closely with other professionals (employed internally or externally) to achieve client goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies | 4. Use negotiation skills effectively with clients. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 5. Effectively use mediation skills with clients. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 6. Use advocacy skills effectively to enhance client outcomes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Facilitate effective transitions and endings that advance mutually agreed-on goals | 7. Effectively use transition skills to move clients from intake to termination. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 8. Terminate client relationships effectively. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mean Score in Competency Add scored items – those that received 1, 2, 3, 4, or 5, and divide by total number of scored items. (Remember: N.O. is not a scored item) | | | | | | | |

Comments:

STUDENT FIELD EVALUATION

COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

| Behavior Specified by CSWE | Assessed Indicators | 1 Poor | 2 Fair | 3 Good | 4 Very Good | 5 Excellent | N.O. Not Observed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Select and use appropriate methods for evaluation of outcomes | 1. Identify appropriate methods for evaluating client or program outcomes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 2. Use appropriate methods to evaluate client or program outcomes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes | 3. Utilize theory in the evaluation of client or program outcomes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Critically analyze, monitor, and evaluate intervention and program processes and outcomes | 4. Analyze the effectiveness of interventions prior to making recommendations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 5. Monitor clients' progress to ensure recommended interventions are appropriate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels | 6. Discuss outcomes with clients. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 7. Share findings from practice or program evaluations with agency stakeholders. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p align="center">Mean Score in Competency</p> <p>Add scored items – those that received 1, 2, 3, 4, or 5, and divide by total number of scored items. (Remember: N.O. is not a scored item)</p> | | | | | | | |

Comments:

STUDENT FIELD EVALUATION

OVERALL EVALUATION

Evaluation Period: Midterm Final

| Mean Competency Scores* | Competency | Description |
|------------------------------------------------------------|-----------------------------|----------------------------------------------------------------------------------------------------|
| | COMPETENCY 1 | Demonstrate Ethical and Professional Behavior |
| | COMPETENCY 2 | Engage Diversity and Difference In Practice |
| | COMPETENCY 3 | Advance Human Rights and Social, Economic & Environmental Justice |
| | COMPETENCY 4 | Engage In Practice-informed Research And Research-informed Practice |
| | COMPETENCY 5 | Engage In Policy Practice |
| | COMPETENCY 6 | Engage With Individuals, Families, Groups, Organizations, and Communities |
| | COMPETENCY 7 | Assess Individuals, Families, Groups, Organizations, and Communities |
| | COMPETENCY 8 | Intervene with Individuals, Families, Groups, Organizations, and Communities |
| | COMPETENCY 9 | Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities |
| * Copy the mean competency scores from the previous pages. | | |
| | OVERALL MEAN SCORE** | ** To compute <i>Overall Mean Score</i> , add mean scores from 9 competency areas and divide by 9. |

Comments:

Agency Field Instructor Name: _____ Date: _____

Signature of Agency Field Instructor: _____

STUDENT FIELD EVALUATION

~ This section to be completed by the student ~

My field instructor and faculty field liaison have discussed this evaluation with me, and I have received a copy. Please check level of agreement.

| | |
|---------------------------------|--------------------------|
| I agree with the evaluation | <input type="checkbox"/> |
| I do not agree with evaluation* | <input type="checkbox"/> |

Comments:

Student Name: _____ Date: _____

Signature of Student: _____

*If the student disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency Field Instructor and the Faculty Field Liaison. The disagreement should be specific and should also relate to items included in this evaluation.

~ This section to be completed by the Faculty Field Liaison ~

I have discussed the student's performance with all parties. Each part has received a copy of the evaluation. I am in the following level of agreement.

| | |
|---------------------------------|--------------------------|
| I agree with the evaluation | <input type="checkbox"/> |
| I do not agree with evaluation* | <input type="checkbox"/> |

Comments:

Faculty Field Liaison Name: _____ Date: _____

Signature of Faculty Field Liaison: _____