**STOCKTON UNIVERSITY**

**MSW SOCIAL WORK PROGRAM**

**FOUNDATION YEAR FIELD PLACEMENT EVALUATION FORM**

**Social Work 5901-Fall/5902-Spring**

Name of Student: 

Agency: 

Field Instructor: 

[ ]  Field Work I (SOWK 5901) [ ]  Field Work II (SOWK 5902)

Total Hours Student Completed in Field:  (200 Hours Required for Each Semester)

This evaluation provides an opportunity for field instructors to assess the student’s knowledge, skills, and acquisition of competencies in field. The learning contract completed in the beginning of the semester should be the guide for assessing student performance. The evaluation should be a mutual process, with the student actively involved and signing this form once completed. Field instructors should write a brief narrative addressing Items I through V below and complete the ***Performance Outcome Grid*** on the following pages.

I. Briefly list or describe the activities the student has been involved in during the semester. 

II. Identify the student’s strengths as you observed his/her field activities.



III. What areas do you think the student needs to improve?



IV. What is the student’s potential for working in the profession of social work?



V. Other comments:

**Rating Scale for Evaluation of Field Placement Performance**

***Instructions:*** The standard by which an intern is to be compared is that of a new beginning-level social worker. The 10 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

 5 = The intern has excelled in this area.

 4 =The intern is functioning above expectations for interns in this area.

 3 =The intern has met the expectations for interns in this area.

 2 =The intern has not as yet met the expectations in this area, but gives

 indication s/he will do so in the near future.

 1 =The intern has not met the expectations in this area, and does not give

 indications/he will do so in the near future.

The Field Coordinator has responsibility for assigning the final grade for field instruction. The grade that is assigned will be based on: overall evaluation of the student’s performance in field in conjunction with the field instructor’s evaluation and other submitted materials such as seminar participation; assignments that integrate field with classroom instruction. Please circle the number of the response that best represents your assessment of the student’s performance in the competency area specified. Field instructors are encouraged to write comments to expand upon any competency statement, if they so desire.

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| --- | --- |
| **Competency 1: Intern Identifies as a social worker and conducts self accordingly** | **Comments:** |
| Foundation Practice Behavior 1: Advocates for client access to the services of social work. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior 2: Practices personal reflection and self-correction to assure continual professional development. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior 3: Attends to professional roles and boundaries. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior 4: Demonstrates professional demeanor in behavior, appearance, and communication |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior 5: Engages in career-long learning. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior 6: Uses supervision and consultation.  |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| **Competency 2: Intern applies social work ethical principles to guide professional practice** |  |
| Foundation Practice Behavior 7: Recognizes and manages personal values in a way that allows professional values to guide practice. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior 8: Makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work, Statement of Principles. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior 9: Tolerates ambiguity in resolving ethical conflicts. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior 10: Applies strategies of ethical reasoning to arrive at principled decisions. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| **Competency 3: Intern applies critical thinking to inform and communicate professional judgments** |  |
| Foundation Practice Behavior 11: Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior 12: Analyzes models of assessment, prevention, intervention, and evaluation. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior 13: Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| **Competency 4: Intern engages diversity and difference in practice** |  |
| Foundation Practice Behavior 14: Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior 15: Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior 16: Recognizes and communicates their understanding of the importance of difference in shaping life experiences. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior 17: Views themselves as learners and engages those with whom they work as informants. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| **Competency 5: Intern advances human rights and social and economic justice** |  |
| Foundation Practice Behavior 18: Understands the forms and mechanisms of oppression and discrimination. |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior 19: Advocates for human rights and social and economic justice |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior 20: Engages in practices that advance social and economic justice |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| **Competency 6:  Intern engages in research-informed practice and practice-informed research** |  |
| Foundation Practice Behavior 21: Uses practical experience to inform scientific inquiry |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior 22: Uses research evidence to inform practice |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| **Competency 7: Intern applies knowledge of human behavior and the social environment** |  |
| Foundation Practice Behavior 23: Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior 24: Critiques and applies knowledge to understand person and environment |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| **Competency 8: Intern engages in policy practice to advance social and economic well-being and to delivery effective social work services** | **Comments:** |
| Foundation Practice Behavior 25: Analyzes, formulate, and advocates for policies that advance social well-being |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior 26: Collaborates with colleagues and clients for effective policy action |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| **Competency 9: Intern responds to contexts that shape practice** |  |
| Foundation Practice Behavior 27: Continuously discovers, appraises and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior 28: Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| **Competency 10: Intern (a) Engages, (b) assesses, (c) intervenes, and (d) evaluates with individuals, families, groups, organizations, and communities** |  |
| Foundation Practice Behavior (a)29: Substantively and affectively prepares for action with individuals, families, groups, organizations, and communities |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior (a) 30: Uses empathy and other interpersonal skills |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior (a) 31: Develops a mutually agreed-on focus of work and desired outcomes  |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior (b) 32: Collects, organizes, and interprets client data |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior (b) 33: Assesses client strengths and limitations |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior (b) 34: Develops mutually agreed-on intervention goals and objectives |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior (b) 35: Selects appropriate intervention strategies |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior (c) 36: Initiates actions to achieve organizational goals |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior (c) 37: Implements prevention interventions that enhance client capacities |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior (c) 38: Helps clients resolve problems |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior (c) 39: Negotiates, mediates, and advocates for clients |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior (c) 40: Facilitates transitions and ending |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |
| Foundation Practice Behavior (d) 41: Critically analyzes, monitors and evaluates interventions |  [ ]  [ ]  [ ]  [ ]  [ ]   5 4 3 2 1  |  |

Please check one of the following:

[ ]  This intern has excelled in field placement by performing above expectations for interns.

[ ]  This intern has met the expectations of the field placement.

[ ]  This intern is not yet ready for beginning level social work practice.

[ ]  This intern is not yet ready for beginning level social work practice, and has demonstrated

 serious problems in performance, and perhaps should be encouraged to pursue another field of interest.

Recommended Grade: 

**Grading: Pass/Fail**

The field internship grade will be determined jointly between the student, field instructor and Coordinator of Field based on the student’s performance in completing all tasks agreed upon as specified in their learning contract. Absenteeism, no calls and no shows will result in deductions from your field internship grade. In order to successfully pass the field practicum you must receive a passing grade from both the seminar and the internship experience. Likewise if you fail the seminar you will automatically fail the internship experience as well.

Comments: 

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

**THE FOLLOWING SECTION SHOULD BE COMPLETED BY THE INTERN:**

My field instructor and Coordinator of Field have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows: (Please Check the Appropriate Response)

[ ]  I agree with the evaluation.

[ ]  I do not agree with the evaluation.

Intern’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: 

**\*\*\*Note:** If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to the field instructor and Stockton University’s Coordinator of MSW Field Education, within 3 days of receiving the evaluation. A meeting between the student, Coordinator of Field, and faculty members as appropriate will then be held to discuss the disagreement.