**TWU-UNT Joint MSW Program**

**Field Instructor Evaluation of Student Performance**

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| --- | --- |
| **Student Name:** | **Date:** |

**GENERALIST YEAR 🞏 ADVANCED YEAR 🞏**

**MIDTERM 🞏 FINAL 🞏**

|  |  |
| --- | --- |
| **Rating Scale for Evaluation of Field Placement Performance** | |
| ***Directions - Circle the appropriate response to the student’s performance on each identified practice behavior utilizing the following key:*** | |
| **Rating** | **Description** |
| **4** | Complete mastery of key behavior; *excellent with little room for improvement* |
| **3** | Fully demonstrated mastery of key behavior; *above average with some room for improvement* |
| **2** | Adequate mastery of key behavior; *good but with room for improvement* |
| **1** | Nearing mastery of key behavior; *average with considerable room for improvement* |
| **0** | Failed to demonstrate mastery of key behavior; *below average with significant room for improvement* |

Please provide comments under any competency statement that is scored at the highest or lowest levels, and otherwise as desired. Your critical feedback is invaluable to students as they learn to assess their own progress as a practitioner, as well as learn to use feedback from supervision. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. This evaluation is intended to give the intern feedback about her or his performance.

The field instructor’s rating of these items will be considered when calculating the grade that is given to the intern; however, the faculty liaison has the responsibility of assigning the grade for the course. Course grades will be based on the faculty liaison’s overall evaluation of the student’s performance in placement in conjunction with the field instructor’s evaluation; intern logs; seminar participation; and other assignments throughout the semester.

The following scale may be helpful when determining will be used:

**4 is equivalent to 100 (excellent with little room for improvement)**

**3 is equivalent to a 95 (above average with some room for improvement)**

**2 is equivalent to 85 (good but with room for improvement)**

**1 is equivalent to 75 (average with considerable room for improvement)**

**0 is equivalent to 60 (below average with significant room for improvement)**

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| **I. COMPETENCY AREAS:**  **Please refer to the learning contract and evaluate the completion and quality of specific tasks performed in each of the following areas. Please rate both mastery of the overall competence area and individual practice behaviors.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency I: Demonstrate Ethical and Professional Behavior** | | 0 | 1 | 2 | 3 | 4 |
| Multi-dimensional assessment: | | | | | | |
| Skills | | 0 | 1 | 2 | 3 | 4 |
| Values | | 0 | 1 | 2 | 3 | 4 |
| Knowledge | | 0 | 1 | 2 | 3 | 4 |
| Self-Reflection | | 0 | 1 | 2 | 3 | 4 |
| **Behaviors:** | | | | | | |
| 1. | 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 | 0 | 1 | 2 | 3 | 4 |
| 2. | Use reflection and self-regulation to manage personal values and  maintain professionalism in practice situations | 0 | 1 | 2 | 3 | 4 |
| 3. | Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication | 0 | 1 | 2 | 3 | 4 |
| 4. | Use technology ethically and appropriately to facilitate practice outcomes | 0 | 1 | 2 | 3 | 4 |
| 5. | Use supervision and consultation to guide professional judgment and behavior | 0 | 1 | 2 | 3 | 4 |

**Comments:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency II: Engage Diversity and Difference in Practice** | | 0 | 1 | 2 | 3 | 4 |
| Multi-dimensional assessment: | | | | | | |
| Skills | | 0 | 1 | 2 | 3 | 4 |
| Values | | 0 | 1 | 2 | 3 | 4 |
| Knowledge | | 0 | 1 | 2 | 3 | 4 |
| Self-Reflection | | 0 | 1 | 2 | 3 | 4 |
| **Behaviors:** | | | | | | |
| 6. | Apply and communicate understanding of the importance of diversity  and difference in shaping the experiences in practice at the micro,  mezzo, and macro levels | 0 | 1 | 2 | 3 | 4 |
| 7. | Present themselves as learners and engage clients and  constituencies as experts of their own experiences | 0 | 1 | 2 | 3 | 4 |
| 8. | Apply self-awareness and self-regulation to manage the influence of  personal biases and values in working with diverse clients and  constituencies | 0 | 1 | 2 | 3 | 4 |

**Comments:**

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| --- | --- | --- | --- | --- | --- | --- |
| **Competency III: Advance Human Rights and Social, Economic, and Environmental Justice** | | 0 | 1 | 2 | 3 | 4 |
| Multi-dimensional assessment: | | | | | | |
| Skills | | 0 | 1 | 2 | 3 | 4 |
| Values | | 0 | 1 | 2 | 3 | 4 |
| Knowledge | | 0 | 1 | 2 | 3 | 4 |
| Self-Reflection | | 0 | 1 | 2 | 3 | 4 |
| **Behaviors:** | | | | | | |
| 9. | Apply their understanding of social, economic, and environmental  justice to advocate for human rights at the individual and system  levels | 0 | 1 | 2 | 3 | 4 |
| 10. | Engage in practices that advance social, economic, and  environmental justice | 0 | 1 | 2 | 3 | 4 |

**Comments:**

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| --- | --- | --- | --- | --- | --- | --- |
| **Competency IV: Engage in Practice-Informed Research and Research-Informed Practice** | | 0 | 1 | 2 | 3 | 4 |
| Multi-dimensional assessment: | | | | | | |
| Skills | | 0 | 1 | 2 | 3 | 4 |
| Values | | 0 | 1 | 2 | 3 | 4 |
| Knowledge | | 0 | 1 | 2 | 3 | 4 |
| Self-Reflection | | 0 | 1 | 2 | 3 | 4 |
| **Behaviors:** | | | | | | |
| 11. | Use practice experience and theory to inform scientific inquiry  and research | 0 | 1 | 2 | 3 | 4 |
| 12. | Apply critical thinking to engage in analysis of qualitative and  quantitative research methods and research findings | 0 | 1 | 2 | 3 | 4 |
| 13. | Use and translate research evidence to inform and improve  practice, policy, and service delivery | 0 | 1 | 2 | 3 | 4 |

**Comments:**

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| --- | --- | --- | --- | --- | --- | --- |
| **Competency V: Engage in Policy Practice** | | 0 | 1 | 2 | 3 | 4 |
| Multi-dimensional assessment: | | | | | | |
| Skills | | 0 | 1 | 2 | 3 | 4 |
| Values | | 0 | 1 | 2 | 3 | 4 |
| Knowledge | | 0 | 1 | 2 | 3 | 4 |
| Self-Reflection | | 0 | 1 | 2 | 3 | 4 |
| **Behaviors:** | | | | | | |
| 14. | Identify social policy at the local, state and federal level that  impacts well-being, service delivery, and access to social services | 0 | 1 | 2 | 3 | 4 |
| 15. | Assess how social welfare and economic policies impact the delivery  of and access to social services | 0 | 1 | 2 | 3 | 4 |
| 16. | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice | 0 | 1 | 2 | 3 | 4 |

**Comments:**

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| --- | --- | --- | --- | --- | --- | --- |
| **Competency VI: Engage with Individuals, Families, Groups, Organizations and Communities** | | 0 | 1 | 2 | 3 | 4 |
| Multi-dimensional assessment: | | | | | | |
| Skills | | 0 | 1 | 2 | 3 | 4 |
| Values | | 0 | 1 | 2 | 3 | 4 |
| Knowledge | | 0 | 1 | 2 | 3 | 4 |
| Self-Reflection | | 0 | 1 | 2 | 3 | 4 |
| **Behaviors:** | | | | | | |
| 17. | Apply knowledge of human behavior and the social  environment, person-in-environment, and other  multidisciplinary theoretical frameworks to engage with  clients and constituencies | 0 | 1 | 2 | 3 | 4 |
| 18. | Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies | 0 | 1 | 2 | 3 | 4 |

**Comments:**

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| --- | --- | --- | --- | --- | --- | --- |
| **Competency VII: Assess Individuals, Families, Groups, Organizations and Communities** | | 0 | 1 | 2 | 3 | 4 |
| Multi-dimensional assessment: | | | | | | |
| Skills | | 0 | 1 | 2 | 3 | 4 |
| Values | | 0 | 1 | 2 | 3 | 4 |
| Knowledge | | 0 | 1 | 2 | 3 | 4 |
| Self-Reflection | | 0 | 1 | 2 | 3 | 4 |
| **Behaviors:** | | | | | | |
| 19. | Collect and organize data, and apply critical thinking to  interpret information from clients and constituencies | 0 | 1 | 2 | 3 | 4 |
| 20. | 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 | 0 | 1 | 2 | 3 | 4 |
| 21. | Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies | 0 | 1 | 2 | 3 | 4 |
| 22. | Select appropriate intervention strategies based on  the assessment, research knowledge, and values  and preferences of clients and constituencies | 0 | 1 | 2 | 3 | 4 |

**Comments:**

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| --- | --- | --- | --- | --- | --- | --- |
| **Competency VIII: Intervene with Individuals, Families, Groups, Organizations and Communities** | | 0 | 1 | 2 | 3 | 4 |
| Multi-dimensional assessment: | | | | | | |
| Skills | | 0 | 1 | 2 | 3 | 4 |
| Values | | 0 | 1 | 2 | 3 | 4 |
| Knowledge | | 0 | 1 | 2 | 3 | 4 |
| Self-Reflection | | 0 | 1 | 2 | 3 | 4 |
| **Behaviors:** | | | | | | |
| 23. | Critically choose and implement interventions to achieve  practice goals and enhance capacities of clients and  constituencies | 0 | 1 | 2 | 3 | 4 |
| 24. | Apply knowledge of human behavior and the social  environment, person-in-environment, and other  multidisciplinary theoretical frameworks in interventions with  clients and constituencies | 0 | 1 | 2 | 3 | 4 |
| 25. | Use inter-professional collaboration as appropriate to achieve  beneficial practice outcomes | 0 | 1 | 2 | 3 | 4 |
| 26. | Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies | 0 | 1 | 2 | 3 | 4 |
| 27. | Facilitate effective transitions and endings that advance  mutually agreed-on goals | 0 | 1 | 2 | 3 | 4 |

**Comments:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency IX: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities** | | 0 | 1 | 2 | 3 | 4 |
| Multi-dimensional assessment: | | | | | | |
| Skills | | 0 | 1 | 2 | 3 | 4 |
| Values | | 0 | 1 | 2 | 3 | 4 |
| Knowledge | | 0 | 1 | 2 | 3 | 4 |
| Self-Reflection | | 0 | 1 | 2 | 3 | 4 |
| **Behaviors:** | | | | | | |
| 28. | Select and use appropriate methods for evaluation of outcomes | 0 | 1 | 2 | 3 | 4 |
| 29. | Apply knowledge of human behavior and the social  environment, person-in-environment, and other  multidisciplinary theoretical frameworks in the evaluation of outcomes | 0 | 1 | 2 | 3 | 4 |
| 30. | Critically analyze, monitor, and evaluate intervention and  program processes and outcomes | 0 | 1 | 2 | 3 | 4 |
| 31. | Apply evaluation findings to improve practice effectiveness at  the micro, mezzo, and macro levels | 0 | 1 | 2 | 3 | 4 |
| **Comments:**  **II. PROFESSIONAL BEHAVIOR (no written explanations necessary for this section)**  **KEY: 0 = Poor**  **1 = Needs Improvement**  **2 = Adequate**  **3 = Good**  **4 = Excellent** | | | | | | |
|  | **Punctuality** | 0 | 1 | 2 | 3 | 4 |
|  | **Dependability** | 0 | 1 | 2 | 3 | 4 |
|  | **Appropriate appearance and attire** | 0 | 1 | 2 | 3 | 4 |
|  | **Adherence to agency policies and procedures** | 0 | 1 | 2 | 3 | 4 |
|  | **Writing ability** | 0 | 1 | 2 | 3 | 4 |
|  | **Interaction with co-workers, supervisors and (if appropriate) other students** | 0 | 1 | 2 | 3 | 4 |
|  | **Willingness to be a team player and cooperate with others** | 0 | 1 | 2 | 3 | 4 |
|  | **Assertiveness** | 0 | 1 | 2 | 3 | 4 |
|  | **Attitude** | 0 | 1 | 2 | 3 | 4 |
|  | **Ability to accept supervision** | 0 | 1 | 2 | 3 | 4 |
|  | **Gives proper notification if work or a meeting will be missed** | 0 | 1 | 2 | 3 | 4 |
|  | **Timeliness in submitting reports and other material** | 0 | 1 | 2 | 3 | 4 |
|  | **Demonstrates appropriate respect for supervisors** | 0 | 1 | 2 | 3 | 4 |
|  | **Handles adversity appropriately** | 0 | 1 | 2 | 3 | 4 |
|  | **Neatness in presented and written material** | 0 | 1 | 2 | 3 | 4 |
|  | **Takes responsibility for his or her own behavior** | 0 | 1 | 2 | 3 | 4 |
|  | **Motivation** | 0 | 1 | 2 | 3 | 4 |
|  | **Emotional maturity** | 0 | 1 | 2 | 3 | 4 |
|  | **Originality** | 0 | 1 | 2 | 3 | 4 |
|  | **Overall, his or her presentation is professional** | 0 | 1 | 2 | 3 | 4 |

**Brief Summary Statement regarding student progress toward learning objectives and suitability for practice as a beginning generalist social worker:**

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Field Instructor's Signature

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Student's Signature