



***Competency #1: Student identifies as a professional social worker and conducts oneself accordingly***

1.1	Advocates for client access to the services of social work	1	2	3	4	5	NA
1.2	Practices personal reflection and self-correction to assure continual professional development	1	2	3	4	5	NA
1.3	Attends to professional roles and boundaries	1	2	3	4	5	NA
1.4	Demonstrates professional demeanor in behavior and communication	1	2	3	4	5	NA
1.5	Demonstrates professional demeanor in appearance	1	2	3	4	5	NA
1.6	Engages in/committed to career-long learning and growth	1	2	3	4	5	NA
	<i>Uses supervision and consultation:</i>						
1.7	Comes prepared for supervisory sessions	1	2	3	4	5	NA
1.8	Uses supervision to develop knowledge, values, and practice skills	1	2	3	4	5	NA
1.9	Uses feedback, criticism, and suggestions constructively	1	2	3	4	5	NA

Comments:

***Competency #2: Student applies social work ethical principles to guide professional practice***

2.1	Recognizes and manages personal values in a way that allows professional values to guide practice	1	2	3	4	5	NA
2.2	Makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics	1	2	3	4	5	NA
2.3	Tolerates ambiguity in resolving ethical conflicts	1	2	3	4	5	NA
2.4	Applies strategies of ethical reasoning to arrive at principled decisions	1	2	3	4	5	NA

Comments:

***Competency #3: Student applies critical thinking to inform and communicate professional judgments***

3.1	Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom	1	2	3	4	5	NA
3.2	Analyzes models of assessment, prevention, intervention, and evaluation	1	2	3	4	5	NA
3.3	Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues	1	2	3	4	5	NA
3.4	Demonstrates effective written communication in working with individuals, families, groups, organizations, communities, and colleagues	1	2	3	4	5	NA

Comments:

***Competency #4: Student engages diversity and difference in practice***

4.1	Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	1	2	3	4	5	NA
4.2	Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	1	2	3	4	5	NA
4.3	Recognizes and communicates understanding of the importance of difference in shaping life experiences	1	2	3	4	5	NA
4.4	Views her/himself as a learner and engages those with whom he/she works as informants	1	2	3	4	5	NA

Comments:

***Competency #5: Student advances human rights and social and economic justice***

5.1	Understands the forms and mechanisms of oppression and discrimination	1	2	3	4	5	NA
5.2	Advocates for human rights and social and economic justice	1	2	3	4	5	NA
5.3	Engages in practices that advance social and economic justice	1	2	3	4	5	NA

Comments:

***Competency #6: Student engages in research-informed practice and practice-informed research***

6.1	Uses practice experience to inform scientific inquiry	1	2	3	4	5	NA
6.2	Uses research evidence to inform practice	1	2	3	4	5	NA

Comments:

***Competency #7: Student applies knowledge of human behavior and the social environment***

7.1	Utilizes conceptual frameworks to guide process of assessment	1	2	3	4	5	NA
7.2	Utilizes conceptual frameworks to guide process of intervention	1	2	3	4	5	NA
7.3	Utilizes conceptual frameworks to guide process of evaluation	1	2	3	4	5	NA
7.4	Critiques and applies knowledge to understand person and environment	1	2	3	4	5	NA

Comments:

***Competency #8: Student engages in policy practice to advance social and economic well-being and to deliver social work services***

8.1	Demonstrates understanding of agency policies and procedures	1	2	3	4	5	NA
8.2	Demonstrates understanding of social policies that impact clients and service delivery	1	2	3	4	5	NA
8.3	Analyzes, formulates, and advocates for policies that advance social well-being	1	2	3	4	5	NA
8.4	Collaborates with colleagues and clients for effective policy action	1	2	3	4	5	NA

Comments:

***Competency #9: Student responds to contexts that shape practice***

9.1	Informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts	1	2	3	4	5	NA
9.2	Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends in order to provide relevant services	1	2	3	4	5	NA
9.3	Promotes sustainable changes in service delivery and practice to improve the quality of social services	1	2	3	4	5	NA

Comments:

**Competency #10: Student engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations, and communities**

<b>Engagement with Individuals (Micro level):</b>							
10.1	Substantively and affectively prepares for action with individuals	1	2	3	4	5	NA
10.2	Uses empathy and other interpersonal skills	1	2	3	4	5	NA
10.3	Develops a mutually agreed-on focus of work and desired outcomes	1	2	3	4	5	NA
<b>Engagement with Families and Groups (Mezzo level):</b>							
10.4	Substantively and affectively prepares for action with families and groups	1	2	3	4	5	NA
10.5	Uses empathy and other interpersonal skills	1	2	3	4	5	NA
10.6	Develops a mutually agreed-on focus of work and desired outcomes	1	2	3	4	5	NA
<b>Engagement with Organizations and Communities (Macro level):</b>							
10.7	Substantively and affectively prepares for action with organizations and communities	1	2	3	4	5	NA
10.8	Uses empathy and other interpersonal skills	1	2	3	4	5	NA
10.9	Develops mutually agreed-on focus of work and desired outcomes	1	2	3	4	5	NA
<b>Assessment with Individuals (Micro level):</b>							
10.10	Collects, organizes, and interprets client data	1	2	3	4	5	NA
10.11	Assesses client strengths and limitations	1	2	3	4	5	NA
10.12	Develops mutually agreed-on intervention goals and objectives	1	2	3	4	5	NA
10.13	Selects appropriate intervention strategies	1	2	3	4	5	NA
<b>Assessment with Families and Groups (Mezzo level):</b>							
10.14	Collects, organizes, and interprets client data	1	2	3	4	5	NA
10.15	Assesses client strengths and limitations	1	2	3	4	5	NA
10.16	Develops mutually agreed-on intervention goals and objectives	1	2	3	4	5	NA
10.17	Selects appropriate intervention strategies	1	2	3	4	5	NA
<b>Assessment with Organizations and Communities (Macro level):</b>							
10.18	Collects, organizes, and interprets client data	1	2	3	4	5	NA
10.19	Assesses client strengths and limitations	1	2	3	4	5	NA
10.20	Develops mutually agreed-on intervention goals and objectives	1	2	3	4	5	NA
10.21	Selects appropriate intervention strategies	1	2	3	4	5	NA
<b>Intervention with Individuals (Micro level):</b>							
10.22	Initiates actions to achieve organizational goals	1	2	3	4	5	NA
10.23	Implements prevention interventions that enhance client capacities	1	2	3	4	5	NA
10.24	Helps clients resolve problems and challenges	1	2	3	4	5	NA
10.25	Negotiates, mediates, and advocates for clients	1	2	3	4	5	NA
10.26	Facilitates transitions and endings	1	2	3	4	5	NA

<b><i>Intervention with Families and Groups (Mezzo level):</i></b>							
10.27	Initiates actions to achieve organizational goals	1	2	3	4	5	NA
10.28	Implements prevention interventions that enhance client capacities	1	2	3	4	5	NA
10.29	Helps clients resolve problems and challenges	1	2	3	4	5	NA
10.30	Negotiates, mediates, and advocates for clients	1	2	3	4	5	NA
10.31	Facilitates transitions and endings	1	2	3	4	5	NA
<b><i>Intervention with Organizations and Communities (Macro level):</i></b>							
10.32	Initiates actions to achieve organizational goals	1	2	3	4	5	NA
10.33	Implements prevention interventions that enhance client capacities	1	2	3	4	5	NA
10.34	Helps clients resolve problems and challenges	1	2	3	4	5	NA
10.35	Negotiates, mediates, and advocates for clients	1	2	3	4	5	NA
10.36	Facilitates transitions and endings	1	2	3	4	5	NA
<b><i>Evaluation with Individuals (Micro):</i></b>							
10.37	Critically analyzes, monitors, and evaluates interventions	1	2	3	4	5	NA
<b><i>Evaluation with Families and Groups (Mezzo):</i></b>							
10.38	Critically analyzes, monitors, and evaluates interventions	1	2	3	4	5	NA
<b><i>Evaluation with Organizations and Communities (Macro):</i></b>							
10.39	Critically analyzes, monitors, and evaluates interventions	1	2	3	4	5	NA

Comments:

**GRADE:** Please assign a letter grade that reflects the student's performance in field placement. Refer to the grading criteria as outlined below. You may choose to give a + or – with the letter grade (e.g., A-, B+, B-, C+, C-). Note: A letter grade of "F" does not get a plus or minus; an "A+" grade is not an option.

The following criteria shall be used in the determination of a student's final field placement grade:

<b>A</b>	90-100	Represents excellent work. The student demonstrates superior abilities in field. The student is almost always consistent in his/her field performance and in meeting the educational objectives.
<b>B</b>	80-89	Represents good work. The student demonstrates solid progress in field. The student is consistent in his/her field performance and in meeting the educational objectives.
<b>C</b>	70-79	Represents below average work. The student demonstrates limited professional competency. The student is somewhat inconsistent in his/her field performance and in meeting the educational objectives.
<b>F</b>	less than 69	Represents failing work. The student has demonstrated incompetence in his/her field performance. The student has not met field expectations and educational objectives.

**The student's assigned grade for field placement this semester is:** \_\_\_\_\_

**Field Supervisor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Faculty Liaison's Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(when providing social work supervision)

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I have read and have had the opportunity to discuss this evaluation with my field supervisor.

I have attached an addendum to this evaluation:                    \_\_\_ Yes    \_\_\_ No

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_