

**Eastern Michigan University School of Social Work
BSW and Foundation Year MSW Field Evaluation**

Directions: The student should come (prepared with *behavioral examples*) to a meeting with the supervisor. The student and supervisor are to complete the evaluation together.

PLEASE NOTE: Please save this form frequently; the form will automatically “time out” 24 hours after you log in. If you are using more than one session to complete the form, you will need to log in again and return to your saved form. You must complete all of the identification information on this page before you can save the form.

Student Name:

Student Email Address:

Student Degree Program: drop-down menu for BSW or MSW

Student Course: drop-down menu for 488, 489, 595, 596

Agency Name:

Name of Student’s Supervisor at the Agency (Person completing this form with the student):

Email Address of Student’s Supervisor at the Agency:

Name of EMU Faculty Member Teaching the Student’s Field Seminar:

Email Address of EMU Faculty Member Teaching the Student’s Field Seminar:

Evaluation Semester: Fall Winter Summer

Evaluation Year:

Brief agency description:

Description of any conditions at the agency (loss of funding, staff cuts, etc.) that may have adversely affected the student’s placement:

Assessment Scale

Rate the degree to which the student has met the expectations for each area of competence based upon your assessment of their performance of the specific practice behaviors identified below. Your assessment should be based on whether the student meets the expectations for a student at the BSW or Foundation MSW level.

Please use the following scale to provide your assessment:

4 Exceeds Expectations	<i>Student exceeds expectations for a student at this level</i>
3 Meets Expectations	<i>Student consistently meets the expectations for a student at this level</i>
2 Needs Improvement	<i>Student demonstrates limited capacity to meet the expectations for a student at this level and requires improvement</i>
1 Does Not Meet Expectations	<i>Student does not meet the expectations for a student at this level</i>
N/O No Opportunity***	<i>Student has not yet had an opportunity to demonstrate this competency; please explain all N/O's in the first semester of field. There should not be any N/O's in the final semester of field</i>

*****NOTE:** Whenever there is a rating of **2 or less** at midterm, the student, field instructor, and field liaison should modify the learning contract to promote student improvement. Whenever there is an **N/O** at midterm, plans should be made to ensure that there will be an opportunity for the student to exhibit the behavior before the conclusion of the field placement. **N/O's should not appear in the final evaluation.**

PLEASE NOTE: You must respond to each item.

1. Demonstrate Ethical and Professional Behavior

Social workers demonstrate a professional social work identity and exhibit self-awareness regarding the ways in which their personal identity, experiences, and values impact their approach to social work practice. Social workers understand social work ethics and values and recognize the distinctions between personal and professional values. Social workers understand the profession's history, its mission, the roles and responsibilities of the profession, inter-professional collaboration, as well as the ethical use of technology in social work practice.

1.1 Student intern makes 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.

1.2 Student intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Definition: Student demonstrates a capacity to differentiate their personal and professional values, is able to consider the impact(s) of their personal values and experiences on their social work practice, and insures that their social work practice is consistent with the values described in the NASW Code of Ethics.

1.3 Student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.

1.4 Student uses technology ethically and appropriately to facilitate practice outcomes.

Definition: Student is able to utilize technology, including but not limited to email, texting, and social media sites, appropriate to their placement context and in a manner that protects privacy, confidentiality, as well as all ethical standards as described the NASW Code of Ethics.

1.5 Student uses supervision and consultation to guide professional judgment and behavior.

Definition: Student is a participant in the supervision experience, seeks supervisory guidance when appropriate, and incorporates supervisory feedback into their practice.

Student Comments:

Based on your field experience thus far, how has your understanding of ethics and professional behavior changed? Please identify examples of how you have demonstrated competency in this area:

Field Instructor Comments:

If there were any practice behaviors that were not addressed and/or if the student did not meet expectations or needs improvement, please explain. Any additional comments can also be added here:

2 Engage Diversity and Difference in Practice
--

Social workers recognize the centrality of diversity to identity and the ways in which experiences are influenced by such identity. Social workers can identify the multiple and intersectional contexts of

identity including age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers recognize and identify the complex interactions between such identities and experiences of oppression, poverty, and other forms of institutional, community-based, and individual level targeted violence and discrimination. In addition, social workers are able to identify the significance of dominant cultures' power and privilege in maintaining the marginalization of non-dominant cultures.

2.1 Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

2.2 Student presents themselves as learners and engage clients and constituencies as experts of their own experiences.

Definition: Student recognizes that the individuals, families, groups, organizations, and communities with whom they work are the experts of their own experiences and student approaches their practice with a sense of humility and curiosity.

2.3 Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Definition: Student demonstrates a capacity to reflect upon the ways in which their personal experiences and identity informs their perspectives and belief systems, particularly when working with individuals, families, groups, organizations, and communities who may differ from them; student is able to engage such individuals, families, groups, organizations, and communities with attention to preventing these biases from impacting their social work practice.

Student Comments:

Based on your field experience thus far, how has your understanding of engaging diversity and difference in practice changed? Please identify examples of how you have demonstrated competency in this area:

Field Instructor Comments:

If there were any practice behaviors that were not addressed and/or if the student did not meet expectations or needs improvement, please explain. Any additional comments can also be added here:

3. Advance Human Rights and Social, Economic, and Environmental Justice

Social workers acknowledge and seek to promote universal human rights, recognizing the global context of oppression and human rights violations. Students are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate institutional and other kinds of barriers that negatively impact equity and jeopardize civil, political, environmental, economic, social, and cultural human rights.

3.1 Student applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Definition: Student is able to identify violations of human rights when working with individuals, families, groups, organizations, and communities and takes action to advocate for the human rights of these constituencies.

3.2 Student engages in practices that advance social, economic, and environmental justice.

Definition: Student demonstrates a commitment to equity and justice in their practice with individuals, families, groups, organizations, and communities and seeks opportunities to strengthen social, economic, and environmental justice efforts.

Student Comments:

Based on your field experience thus far, how has your understanding of the advancement of human rights and social, economic, and environmental justice changed? Please identify examples of how you have demonstrated competency in this area:

Field Instructor Comments:

If there were any practice behaviors that were not addressed and/or if the student did not meet expectations or needs improvement, please explain. Any additional comments can also be added here:

4. Engage In Practice-informed Research and Research-informed Practice

Social workers understand the different types of evidence that can be collected to evaluate social work practice and to improve professional standards. Social workers can identify how such evidence can be collected and the ethical and culturally informed considerations that should be taken into account when conducting such research. Social workers understand that there are multiple ways of knowing and

respect the various sources of inquiry that guide social work research and evaluation. Social workers recognize that social work knowledge is enhanced by multi-disciplinary research and research findings are used to improve social work practice.

4.1 Student uses practice experience and theory to inform scientific inquiry and research.

Definition: Student is able to identify relevant research/evaluation questions based on their social work theory and practice knowledge. The focus of such questions could center on identifying ways to improve agency services or appropriate interventions to address particular challenges, among other examples.

4.2 Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

Definition: Student is able to question the applicability and relevance of research findings to their practice with individuals, families, groups, organizations, and communities and to consider whether the research has been conducted ethically with attention to culturally informed practice, inclusiveness, and unanticipated outcomes.

4.3 Student use and translate research evidence to inform and improve practice, policy, and service delivery.

Definition: Student is able to apply research/evaluation findings to their practice with individuals, families, groups, organizations, and communities so that they can improve social work services, policies, and/or interventions.

Student & Field Instructor Comments:

Student Comments:

Based on your field experience thus far, how has your understanding of engaging in practice-informed research and research-informed practice changed? Please identify examples of how you have demonstrated competency in this area:

Field Instructor Comments:

If there were any practice behaviors that were not addressed and/or if the student did not meet expectations or needs improvement, please explain. Any additional comments can also be added here:

5. Engage in Policy Practice

Social workers understand that federal, state, and local policies and their implementation have significant implications for human rights, social welfare, and social justice and are knowledgeable about how policy is created, critiqued, implemented, and evaluated. Social workers acknowledge their role in analyzing, creating and implementing policy and consider the ways in which agency policies impact social work practice at all levels. Social workers are also knowledgeable about the variety of influences on policy creation and implementation, including but not limited to, historical, social, cultural, economic, organizational, environmental, and global influences.

5.1 Student identifies social policy at the local, state, and federal level that impacts well being, service delivery, and access to social services.

5.2 Student assesses how social welfare and economic policies impact the delivery of and access to social services.

Definition: Student is able to identify the ways in which policies at the federal, state, local, and/or agency level may affect their practice with individuals, families, groups, organizations, and communities.

5.3 Student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Definition: Student is able to consider how policy changes might enhance human rights and social, economic, and environmental justice, propose policy changes, and advocate for such changes.

Student Comments:

Based on your field experience thus far, how has your understanding of engaging in policy practice changed? Please identify examples of how you have demonstrated competency in this area:

Field Instructor Comments:

If there were any practice behaviors that were not addressed and/or if the student did not meet expectations or needs improvement, please explain. Any additional comments can also be added here:

6. Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers value relationships and understand that engagement is essential to relationship-based work with individuals, families, groups, organizations, and communities. Social workers recognize that engagement requires an ongoing commitment to building relationships and enhancing inter-professional collaborations. Social workers utilize theories of human behavior and the social environment to identify appropriate strategies for engagement and critique such theories for their applicability to particular individuals, families, groups, organizations, and communities. Social workers remain self-aware to identify the ways in which their personal values and experiences may influence their engagement efforts.

6.1 Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

Definition: Student identifies the ways in which specific social work theories and frameworks can be used to identify the practice strategies associated with engagement. For example, a student might identify systems theories as appropriate to understanding their engagement with a child in foster care, their caregivers, and the other professionals working with the family.

6.2 Student uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Student Comments:

Based on your field experience thus far, how has your understanding of engagement with **Individuals, Families, Groups, Organizations, and Communities** changed? Please identify examples of how you have demonstrated competency in this area:

Field Instructor Comments:

If there were any practice behaviors that were not addressed and/or if the student did not meet expectations or needs improvement, please explain. Any additional comments can also be added here:

7. Assess Individuals, Families, Groups, Organizations, and Communities

Social workers recognize that assessment requires an ongoing commitment to relationship-based and collaborative practice with individuals, families, groups, organizations, and communities. Social workers utilize theories of human behavior and the social environment to conduct assessments of individuals, families, groups, organizations, and communities. Social workers remain self-aware to identify the ways

in which their personal values and experiences may influence their assessment efforts and value the importance of inter-professional collaboration in assessment. Social workers are knowledgeable about the various assessment approaches and strategies and the ways in which assessment informs intervention.

7.1 Student collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.

Definition: Student is able to develop and articulate a thoughtful assessment based on information collected from a variety of sources.

7.2 Student applies 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.

Definition: Student identifies the ways in which specific social work theories and frameworks can be used in assessment of individuals, families, groups, organizations, and communities. For example, a student might identify systems theories as an appropriate theoretical foundation to use when conducting an assessment of a child in foster care, including the micro, mezzo, and macro level factors impacting the child's strengths and areas of need.

7.3 Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

7.4 Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Student Comments:

Based on your field experience thus far, how has your understanding of assessment of Individuals, Families, Groups, Organizations, and Communities changed? Please identify examples of how you have demonstrated competency in this area:

Field Instructor Comments:

If there were any practice behaviors that were not addressed and/or if the student did not meet expectations or needs improvement, please explain. Any additional comments can also be added here:

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers recognize that intervention requires an ongoing commitment to relationship-based and collaborative practice with individuals, families, groups, organizations, and communities. Social workers utilize theories of human behavior and the social environment to identify relevant interventions to meet the goals of individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions and are able to critically evaluate whether such interventions meet the needs of the individuals, families, groups, organizations, and communities with whom they work. Social workers recognize the importance of collaborating with other systems and inter-professional networks to design, implement, and support successful interventions.

8.1 Student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.

Definition: Student is able to identify and utilize appropriate interventions to address the goals of the individuals, families, groups, organizations, and communities with whom they work. For example, after conducting a needs assessment at their agency placement, a student learns that many of the consumers do not have access to fresh produce. The student researches community gardens and collaborates with a local non-profit that supports the development of community gardens; the student facilitates the creation of a community garden at the agency where consumers are able to volunteer and also use the garden produce.

8.2. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Definition: Student identifies the ways in which specific social work theories and frameworks can be used to guide the use of interventions with individuals, families, groups, organizations, and communities. For example, in response to a goal to coordinate the services for a child in foster care, a student might use systems theories as the foundation for an intervention focused on the use of a specific communication plan that coordinates communication among the caregivers, teachers, child welfare professionals, and guardian ad litem to address the needs of a foster care child.

8.3 Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

8.4 Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.

8.5 Student facilitates effective transitions and endings that advance mutually agreed-on goals.

Definition: Student is able to facilitate a transfer and/or terminate services with an individual, family, group, organization and community when goals have been met or in other cases where such endings are deemed necessary while maintaining attention to the

relationship-based nature of social work practice by facilitating a goodbye process and supporting the transition to the next provider if applicable.

Student Comments:

Based on your field experience thus far, how has your understanding of intervention with Individuals, Families, Groups, Organizations, and Communities changed? Please identify examples of how you have demonstrated competency in this area:

Field Instructor Comments:

If there were any practice behaviors that were not addressed and/or if the student did not meet expectations or needs improvement, please explain. Any additional comments can also be added here:

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers recognize the importance of evaluating their practice processes and practice outcomes to provide information about the ways in which their practice meets and does not meet the needs of individuals, families, groups, organizations, and communities. Social workers understand that such evaluation can guide the development and/or modification of existing practice approaches and interventions, policies, and service delivery systems. Social workers utilize relevant theories of human behavior and the social environment to evaluate practice outcomes and are familiar with both qualitative and quantitative evaluation methods that can be used in this context.

9.1 Student selects and uses appropriate methods for evaluation of outcomes.

9.2 Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Definition: Student identifies relevant social work theories and frameworks to guide the evaluation process. For example, a student uses systems theories to conceptualize the different types of outcomes they will need to evaluate and the different sources of data they will need to collect in order to assess their practice in a foster care agency. Such outcomes might include outcomes specific to the foster care child, outcomes specific to the foster parent(s), outcomes specific to the birth parent(s), etc. and sources of data would come from a variety of systems including but not limited to the child's school, the child's therapist, the caregivers, etc.

9.3 Student critically analyzes, monitors, and evaluates intervention and program processes and outcomes.

9.4 Student applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Definition: The student uses the results of the evaluation to modify or create new practice approaches to better meet the needs of individuals, families, groups, organizations, and communities.

Student Comments:

Based on your field experience thus far, how has your understanding of evaluation of practice with Individuals, Families, Groups, Organizations, and Communities changed? Please identify examples of how you have demonstrated competency in this area:

Field Instructor Comments:

If there were any practice behaviors that were not addressed and/or if the student did not meet expectations or needs improvement, please explain. Any additional comments can also be added here:

10. Overall rating of student's performance:

Field Instructor Comments:

Provide a summary of your overall impression of the student's progress and recommendations for future learning goals:

Student Comments:

Based on your field placement experience thus far, how would you describe your learning progress? What needs to be the focus for your future learning goals?

The evaluation must be reviewed in a meeting of the field instructor and the student (this could be during the regularly scheduled supervision session) and signed by both the field instructor and the student. The student's signature does not imply agreement, only that the student has read the evaluation. In situations where the student disagrees with the evaluation the instructor may want to

include the student's view in context. If the student wishes to submit an addendum to the evaluation, that will be shared with the field instructor and become part of the student's permanent record as well.

Field Instructor Signature

Date

Student Signature

Date

Faculty Liaison Signature

Date

Council on Social Work Education (2015). *Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs*. Alexandria, VA: CSWE.