

**Eastern Michigan University School of Social Work
Field Evaluation: MSW Advanced Concentration
Mental Illness and Chemical Dependency**

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:

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 each student on the degree to which she/he has exhibited beginning competence in performing each of the 42 behaviors listed. Please use the following scale. Note, "9" is not an allowable rating for the final evaluation. **Also note that some of the practice behaviors are complex; for example, the student is expected to meet exhibit the behavior with several groups or in several settings. To achieve a high rating, the student should have exhibited the behavior in all the ways listed.**

- 4 **Excellent** *Student consistently exceeds expectations regarding required performance*
- 3 **Above Average** *Student frequently exceeds expectations regarding required performance*
- 2 **Average** *Student consistently meets the requirements*
- 1 **Below Average** *Student occasionally fails to meet requirements; **must improve***
- 0 **Unsatisfactory** *Student frequently fails to meet requirements; **must improve***
- 9 *Student has not yet had an opportunity to exhibit this practice behavior*

*NOTE: Whenever there is a rating of 2 at midterm, the student, field instructor, and field liaison should modify the learning contract to promote student improvement; whenever there is a 9 at midterm, plans should be made to ensure there will be an opportunity for the student to exhibit the behavior before the conclusion of the field placement. **There must be no 9s at the final.** A student who has even a single 1 at final does not pass this field class.*

PLEASE NOTE: Students must be rated on every item.

1. Professional Identity

The student social worker identifies as a professional social worker and conducts self accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Assess the student social worker's ability to:

1.1 Advocate for client access to mental illness/chemical dependency social work services.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

1.2 Practice personal reflection and self-correction to assure continual professional development.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

1.3 Attend to professional roles and boundaries.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

1.4 Demonstrate professional demeanor in behavior, appearance, and communication.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

1.5 View self as being at the start of a life-long learning process as a professional social worker.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

1.6 Use supervision and consultation.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

1.7 Articulate unique roles of social work and ways in which social workers collaborate with other professionals in addressing challenges related to mental illness and chemical dependency.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

List one or more behavioral examples of how the student social worker has demonstrated competency in professional identity:

2. Ethical Practice

The student social worker applies social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Assess the student social worker's ability to:

2.1 Recognize and manage personal values in a way that allows professional values to guide practice.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

2.2 Apply strategies of ethical reasoning to arrive at principled decisions.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

2.3 Consistently perform in conformity with the NASW Code of Ethics while working with mental illness and chemical dependency systems.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

2.4 Articulate multiple ways that the NASW Code of Ethics can guide decision-making in situations involving mental illness and chemical dependency.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

List one or more behavioral examples of how the student social worker has demonstrated competency in ethical practice:

3. Critical Thinking

The student social worker applies critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Assess the student social worker's ability to:

3.1 Distinguish, appraise, and integrate multiple sources of knowledge concerning mental illness and chemical dependency, including research-based knowledge and practice wisdom.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

3.2 Analyze models of assessment, prevention, intervention, and/or evaluation used in working with clients experiencing mental illness/chemical dependency.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

3.4 Demonstrate leadership in interprofessional problem definition and solution concerning challenges related to mental illness and chemical dependency.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

List one or more behavioral examples of how the student social worker has demonstrated competency in critical thinking:

4. Diversity and Difference in Practice

The student social worker engages diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual

orientation. Social workers appreciate that, because of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Assess the student social worker's ability to:

4.1 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create/enhance privilege and power for clients experiencing mental illness/chemical dependency.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

4.2 Recognize and communicate an understanding of the importance of difference in shaping experiences of mental illness/chemical dependency.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

4.3 View self as learner and clients as informants about mental illness/chemical dependency.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

4.4 Carry out field placement assignments in ways that reflect sensitivity to diversity as it influences mental illness and chemical dependency.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

4.5 Document field placement activities in ways that reflect sensitivity to diversity as it influences mental illness and chemical dependency.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

4.6 Students will demonstrate the practice of cultural competence with humility, in the contexts of power and multiple dimensions of difference.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

List one or more behavioral examples of how the student social worker has demonstrated competency in engaging diversity and difference in practice:

5. Human Rights and Social and Economic Justice

The student social worker advances human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Assess the student social worker's ability to:

5.1 Understand the forms and mechanisms of oppression and discrimination linked to mental illness and chemical dependency.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

5.2 Articulate an understanding of human rights and social and economic justice for clients experiencing mental illness/chemical dependency.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

5.3 Engage in practices that advance human rights, social, and economic justice for clients experiencing mental illness/chemical dependency.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

5.4 Articulate ways in which mental illness/chemical dependency clients experience oppression and/or discrimination.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

5.5 Demonstrate effectiveness in advocating on behalf of clients experiencing mental illness and/or chemical dependency.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

List one or more behavioral examples of how the student social worker has demonstrated competency in advancing human rights and social and economic justice:

6. Research and Practice

The student social worker engages in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Assess the student social worker's ability to:

6.1 Use practice experience to systematically gather information about the clients and/or programs to influence program delivery.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

6.2 Use research evidence to inform practice with clients experiencing mental illness/chemical dependency.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

6.3 Research and articulate standards of practice with clients experiencing mental illness and/or chemical dependency.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

List one or more behavioral examples of how the student social worker has demonstrated competency in engaging in research-informed practice and practice-informed research:

7. Human Behavior and the Social Environment

The student social worker applies knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Assess the student social worker's ability to:

7.1 Use conceptual frameworks to guide the processes of assessment, intervention, and evaluation in work with clients experiencing mental illness/chemical dependency.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

7.2 Critique and apply knowledge to understand person and environment.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

7.3 Articulate ways in which agency practice reflects reciprocal interactions between clients experiencing mental illness and/or chemical dependency and these clients' social contexts.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

List one or more behavioral examples of how the student social worker has demonstrated competency in applying knowledge of human behavior and the social environment:

8. Policy Practice

The student social worker engages in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery and its impact on clients.

Assess the student social worker's ability to:

8.1 Critiquing and articulating the policies and their impact on clients experiencing mental illness and/or chemical dependency.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

8.2 Recognizing avenues for policy change within the agency.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

8.3 Demonstrate the ability to analyze problems facing the client group and communicate this analysis to policy makers

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

List one or more behavioral examples of how the student social worker has demonstrated competency in engaging in policy practice to advance social and economic well-being and to deliver effective social work services:

9. Practice Contexts

The student social worker responds to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Assess the student social worker's ability to:

9.1 Continuously discover and appraise changing locales, populations, scientific and technological developments, and emerging societal trends to provide services to clients experiencing mental illness/chemical dependency.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

9.2 Recognize the leadership role that professional social workers play in promoting sustainable changes in service delivery and practice to improve the quality of social services for clients experiencing mental illness/chemical dependency.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

9.3 Demonstrate understanding of the social/economic/ethnic/historical context that impacts clients experiencing mental illness/chemical dependency.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

List one or more behavioral examples of how the student social worker has demonstrated competency in responding to contexts that shape practice:

10. Engagement, Assessment, Intervention, Evaluation

The student social worker (a) engages, (b) assesses, (c) intervenes, and (d) evaluates with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. They apply practice knowledge in identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; use research and technological advances; evaluating program outcomes and practice effectiveness;

developing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

10a. Engagement

Assess the student social worker's ability to:

10.1 Substantively and affectively prepare for action with individuals, families, groups, organizations and communities.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

10.2 Use empathy and other interpersonal skills.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

10.3 Articulate how their understanding of the dynamics of mental illness and/or chemical dependency shapes engagement with client systems.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

10b. Assessment

Assess the student social worker's ability to:

10.4 Collect, organize, and interpret client data, particularly regarding mental health and/or chemical dependency history.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

10.5 Assess client strengths and limitations relative to a recovery plan.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

10.6 Develop mutually agreed-on intervention goals and objectives.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

10.7 Select appropriate intervention strategies that reflect current standards of practice with individuals experiencing mental illness and/or chemical dependency.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

10c. Intervention

Assess the student social worker's ability to:

10.8 Initiate actions to achieve organizational goals.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

10.9 Implement prevention interventions that enhance client capabilities.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

10.10 Demonstrate ability to adapt interventions to reflect the intersectionality of diversity dimensions when working with clients experiencing mental illness and/or chemical dependency.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

10.11 Negotiate, mediate, and advocate for clients to minimize barriers to recovery from mental illness and/or chemical dependency.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

10.12 Facilitate transitions and endings.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

10d. Evaluation

Assess the student social worker's ability to:

10.13 Critically analyze, monitor, and evaluate interventions.

Excellent Above Average Average Below Average Unsatisfactory No Opportunity

List one or more behavioral examples of how the student social worker has demonstrated competency in engagement, assessment, intervention, and evaluation with individuals, families, groups, organizations, and communities:

11.1 Overall rating of student's performance.

Excellent Above Average Average Below Average Unsatisfactory

Provide a summary of your overall impression of the student's progress and recommendations for 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

Student Signature

Date

Date