

**Eastern Michigan University School of Social Work  
Advanced MSW Health & Aging Services Field Evaluation**

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**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 Course: drop-down menu for 695, 696

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

Evaluation Year:

Brief agency description:

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

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## 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 Advanced MSW level.

Please use the following scale to provide your assessment:

<b>4 Exceeds Expectations</b>	<i>Student exceeds expectations for a student at this level</i>
<b>3 Meets Expectations</b>	<i>Student consistently meets the expectations for a student at this level</i>
<b>2 Needs Improvement</b>	<i>Student demonstrates limited capacity to meet the expectations for a student at this level and requires improvement</i>
<b>1 Does Not Meet Expectations</b>	<i>Student does not meet the expectations for a student at this level</i>
<b>N/O No Opportunity***</b>	<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 in Health & Aging Practice

Social work practitioners in health and aging services apply social work values and ethics in health care delivery systems and those systems that specifically work with the older adult population. Students in the Health and Aging specialization sequence build upon their foundation competencies through applying professional knowledge, values, and ethical principles in the context of specific roles common in health and aging services. Students use critical thinking to strengthen their use of ethical principles ensuring that their practice strategies and skills respond to the vulnerabilities that emerge in the interplay of priorities between society, social systems, older adults, adult family members, and health care delivery systems. Within the framework of social work values and ethics, students acquire skills for analyzing and challenging the unique ethical challenges that undermine wellbeing in health and aging

settings when conflicting priorities emerge in practice. Values and ethics-related practice behaviors include:

- 1.1 Students demonstrate the ability to identify and articulate, and when applicable, resolve interpersonal, interprofessional, structural, and technology-focused ethical challenges that emerge in health & aging practice.**
- 1.2 Students demonstrate the ability to solicit, accept and integrate feedback from clients, instructors/supervisors, and consultants into skill, intervention, and competence improvements.**
- 1.3 Students demonstrate the capacity to maintain professionalism and self-awareness when working practice in health care delivery systems and with older adults, and when working interprofessionally, or in host- settings.**

**Student Comments:**

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

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**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:**

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**2. Engage Diversity and Difference in Practice in Health & Aging Services**

Social work practitioners in health and aging services understand and apply knowledge about how diversity and difference influences in health care delivery systems and with older adults. Students in the Health and Aging specialization sequence are aware that there is intersectionality among multiple factors including, but not limited to, age, class, color, culture, disability/ability, ethnicity, gender, gender identity and expression, geographic regions, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. This knowledge is applied as students learn how to adjust their approach to practice in response to the diversity that is present when working in health care delivery systems and with older adults, ensuring the unique needs are met. Students engage with, and learn from, family members to identify how multiple forms of diversity and difference intersect in each family. Students demonstrate an ability to adjust their actions, skills, and strategies in response to diverse health and aging needs. Specific practice behaviors include:

- 2.1 Students demonstrate the ability to select appropriate intervention strategies based on current evidence-supported practices that are responsive to the needs of diverse clients and constituencies.**
- 2.2 Students demonstrate the capacity to tailor intervention strategies to meet needs of diverse populations in health care delivery systems and those systems that specifically work with older adults.**
- 2.3 Students demonstrate self-awareness, curiosity, and humility in their interpersonal exchanges with diverse populations in health care delivery systems and those systems that specifically work with older adults.**
- 2.4 Students demonstrate the ability to identify and manage biases that emerge in their interactions with health care delivery systems, older adults, other professionals, organizations, and communities.**

**Student Comments:**

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

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**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:

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**3. Advance Human Rights and Social, Economic, and Environmental Justice in Health & Aging Services**

Social work practitioners in health and aging services identify human rights violations and injustices that compromise the wellbeing of older adults and health care delivery systems. Students in the Health and Aging specialization sequence use professional knowledge and critical thinking to expose justifications and rationalizations while identifying the negative impact and inherent harm that emerges from systemic, organizational, and procedural injustices. They further demonstrate an ability to partner with others in targeting specific procedures, structures, and individuals bringing awareness, scrutiny, and motivation to change situations that infringe on the rights of those interacting with health care delivery systems and of older adults. The health and aging social-justice-related professional behaviors include:

- 3.1 Students demonstrate the capacity to identify and analyze organizational, systemic, and procedural structures, policies, and actions that infringe on the rights of those interacting with health care delivery systems and those systems that specifically work with older adults.**

- 3.2 Students demonstrate the ability to identify and engage constituency groups and representatives within the community and/or service system who are willing, able, and/or mandated to take action to protect the human rights of those interacting with health care delivery systems and those systems that specifically work with older adults.**
- 3.3 Students demonstrate the ability to develop and implement an advocacy plan in response human rights violations/infringements that compromise the wellbeing of those interacting with health care delivery systems and those systems that specifically work with older adults.**

**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 in health and aging services changed? Please identify examples of how you have demonstrated competency in this area:

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**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:

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**4. Engage in Practice-informed Research and Research-informed Practice in Health & Aging Services**

Social work practitioners in health and aging services understand and use empirical knowledge and evidence informed approaches in practice to anchor professional interventions. Students in the Health and Aging specialization sequence apply critical thinking to understand and evaluate empirical findings and evidence supported practices. This knowledge is applied to practice-based decisions and adjustments to professional skill sets used in their work in health care delivery systems and those systems that specifically work with older adults. Students demonstrate the use of evidence supported interpersonal skills in health and/or aging and family interventions, use theoretical frameworks developed and sustained through ongoing research, and apply techniques based on evidentiary support. Students in the health and aging sequence further demonstrate a capacity to develop practice informed research questions and empirical investigations to adjust and expand professional knowledge of effective practice in health care delivery systems and those systems that specifically work with older adults. Specific research related practice behaviors include:

- 4.1 Students demonstrate the ability to critically think and apply evidence-supported health and aging practices to ensure that practice is appropriate given the life stage specific needs and the family background, diversity, and needs.**

- 4.2 Students demonstrate the capacity to use practice experience with diverse health and aging systems to conceptualize, develop, and implement research and/or evaluation practices that can improve services for people across the lifespan.
- 4.3 Students demonstrate the ability to implement research, practice, and/or evaluation protocols that are appropriate for any given life stage.
- 4.4 Students demonstrate the ability to identify ethical problems and resolutions in research questions, protocols, and reporting in health and aging research.

**Student Comments:**

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

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**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:

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<p><b>5. Engage in Policy Practice in Health &amp; Aging Services</b></p>
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Social work practitioners in health and aging services possess a knowledge and understanding of government, local, and agency policies that mandate and structure health and aging services. They use this understanding to evaluate, critique, and propose changes to service systems. Students in the Health and Aging specialization sequence learn the development and operational principles of federal, state, and local policy structures that influence the delivery of health and aging services. Students use critical thinking to evaluate policies and identify policy-elements and procedures that interfere with the achievement of the intended purposes. Students are able to identify shortcomings within current health and aging services policy and propose solutions to improve service delivery.

- 5.1 Students demonstrate the ability to use critical thinking skills to analyze and understand the impact of policy in health care delivery systems and those systems that specifically work with older adults on child/family/individual wellbeing.
- 5.2 Students identify how procedures within service delivery systems impact policy intent and impact health and aging outcomes.
- 5.3 Students demonstrate the capacity to collaborate with community, interprofessional, and/or organizational colleagues to formulate and propose policy changes that can improve the effectiveness of policies and systems that govern the delivery of health and aging interventions.

**Student Comments:**

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

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**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:

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**6. Engage with Individuals, Families, Groups, Organizations, and Communities in Health & Aging Services**

Social work practitioners in health and aging services select relevant and evidence supported health and aging theory/knowledge frameworks to guide their engagement activities with adult children, families, older adults, health care delivery systems, groups, organizations, and communities. These frameworks are understood within the context of social and economic justice and health and aging diversity and difference. Students in the Health and Aging specialization sequence use these theory/knowledge frameworks to guide their actions and interactions with family members through developing a collaborative and focused working alliance in health care delivery systems and those systems that specifically work with older adults. Students develop their interpersonal skills to effectively manage the challenges of engaging health care delivery systems, older adults, adult children, family members, interprofessional partners, organizational representatives, and community members into a collaborative working alliance. The engagement-related advanced practice behaviors include:

- 6.1 Students demonstrate the capacity to apply evidence-informed and supported actions within the engagement process with health care delivery systems, adult children, family members, groups, organizations, and communities.**
- 6.2 Students demonstrate the effective use of interpersonal skills to have positive interactions with health care delivery systems, older adults, adult children, and family members identify their assets, strengths, resilience, current needs, and challenges including organizational/systemic barriers.**
- 6.3 Students will demonstrate the ability to identify, ethically engage, and maintain a collaborative working alliance with health care delivery systems, older adults, adult children, and family members, group, informal/formal community members, and interprofessional/ organizational supports as necessary to enhance the capacity for successfully achieving their goals.**

**Student Comments:**

**Based on your field experience thus far, how has your understanding of engagement with individuals, families, groups, organizations, and communities in health and aging services changed? Please identify examples of how you have demonstrated competency in this area:**

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**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:**

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**7. Assess Individuals, Families, Groups, Organizations, and Communities in Health & Aging Services**

Social work practitioners in health and aging services apply relevant and evidence supported theory/knowledge frameworks to inform assessment decisions. The application of these frameworks is used to identify and frame health care delivery systems, older adults, adult children, family, group, organization, and community problems, goals, and objectives. These knowledge frameworks concurrently guide intervention decisions with health care delivery systems, older adults, adult children, and other family members through understanding the underlying needs as they emerge during the assessment phase of service. Students in the Health and Aging specialization sequence use evidence-supported knowledge to identify linkages among the needs and experiences of each family member to create a dynamic understanding of family problems. They concurrently use evidence-supported health and aging theories/knowledge to shape goals and select intervention strategies. The assessment-related health and aging practice behaviors include:

- 7.1 Students demonstrate the ability to integrate individual and family theories, child, family, group, organizational, and/or community dynamics and needs to collaboratively work with health care delivery systems, older adults, adult children, and the family to develop a flexible, evolving, and mutually endorsed assessment.**
- 7.2 Students demonstrate the ability to assess health care delivery systems, older adults, organizations, and communities to identify dynamics and/or structures that influence the capacity to thrive and also identify assets and supports to enhance intervention outcomes.**
- 7.3 Students demonstrate the ability to use a mutually developed, comprehensive understanding of the health care delivery systems, older adults, adult children, and family, group, organization and/or community situation to develop measurable and inclusive treatment/service goals.**

**Student Comments:**

Based on your field experience thus far, how has your understanding of assessment of individuals, families, groups, organizations, and communities in aging and health services changed? Please identify examples of how you have demonstrated competency in this area:

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**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:

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**8. Intervene with Individuals, Families, Groups, Organizations, and Communities in Health & Aging Services**

Social work practitioners in health and aging services use their evidence-supported health and aging knowledge frameworks to guide their practice with health care delivery systems, older adults, adult children, family, groups, organizations, and/or communities. These frameworks inform student understanding and targeting of intervention activities. Students in the Health and Aging specialization sequence use cognitive-affective and interpersonal skillsets/strategies that emerge from the knowledge frameworks. Students are able to articulate rationales for their interventions based on clearly identified rationales that emerge from their understanding of the theory/knowledge frameworks.

- 8.1 Students demonstrate the ability to apply evidenced-supported theory and interpersonal practices to guide goal-focused approaches with health care delivery systems, older adults, adult children, and family, group, organizational, and community interventions with, and/or on behalf of older adults, health care delivery systems, adult children, and families.**
- 8.2 Students demonstrate the ability to use evidence-supported theories and interpersonal practice skills that can influence cognitive, affective, interpersonal, relational, and behavioral health and aging dynamics.**
- 8.3 Students demonstrate the capacity to engage in reflective practice that includes thoughtful examination of their responses to practice with health care delivery systems, older adults, adult children, and families and how such responses influence relationships and interventions with in health care delivery systems and those systems that specifically work with older adults.**

**Student Comments:**

Based on your field experience thus far, how has your understanding of intervention with individuals, families, groups, organizations, and communities in health and aging services changed? Please identify examples of how you have demonstrated competency in this area:

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**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:

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<b>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities in Health &amp; Aging Services</b>
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Social work practitioners in health and aging services use goal operationalization, measurement, and evaluation skills to assess practice outcomes at the individual, family, group, organization, and/or community level. Students in the Health and Aging specialization sequence use research-based knowledge and skills to inform the intervention contract. They use measurable goals to monitor and evaluate individual, family, group, organization, and community progress achieved through intervention. Outcomes are used to inform future professional practices, shape programs, and promote practice-focused research. As intervention ends, students assess outcomes and plan to sustain the outcomes as in interactions with health care delivery systems and those systems that specifically work with older adults.

- 9.1 Students demonstrate the ability to use the measurable intervention goals and methods identified during assessment to monitor and evaluate intervention progress and outcomes.**
- 9.2 Students demonstrate an understanding of how evaluation data can serve as an advocacy tool for additional services, program development, and/or funding within an organization and/or community.**

**Student Comments:**

Based on your field experience thus far, how has your understanding of evaluation of practice with individuals, families, groups, organizations, and communities in health and aging services changed? Please identify examples of how you have demonstrated competency in this area:

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**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:

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**10. Overall rating of student's performance:** drop down for:

- 1: Student does not meet expectations
- 2: Student demonstrates limited capacity to meet expectations
- 3: Student consistently meets the expectations for a student at this level
- 4: Student exceeds expectations

**Field Instructor Comments:**

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

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**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?

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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.

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**Field Instructor Signature**

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**Date**

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**Student Signature**

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**Date**

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**Faculty Liaison Signature**

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**Date**

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