**Student Field Evaluation: Specialized Practice - Clinical**

**Student Name:** Click or tap here to enter text.

**Agency/Program:** Click or tap here to enter text.

**Field Instructor, Degree and Title:** Click or tap here to enter text.

**Field Liaison/Seminar Instructor:** Click or tap here to enter text.

**Semester of Evaluation:** Choose an item.

This form evaluates the student’s mastery of the practice behaviors in the 9 Core Competencies established by the Council on Social Work Education (CSWE). At the end of the semester, student current progress and performance in the field placement should be reviewed by the student and field instructor. The Evaluation Form should be discussed, signed, and dated by field instructor and student, and submitted to the Seminar Instructor. The student receives a grade each semester for the 3-credit Field Instruction/Integrative Seminar. The final grade is based on Field Instruction (60%) and Seminar work (40%). Grade assignment is in accordance with the University grading system found in the CUA Student Handbook. Students must receive a grade of ‘C’ or above in Seminar and in Field in order to progress to the next semester of Field Instruction. The Seminar Instructor assigns a grade for the semester, based on seminar performance and performance in the field, as evaluated by the field instructor. The field evaluation makes up 60% of the grade for the course (a minimum grade of ‘C’ or above on field evaluation is equivalent to an average score of ‘3’ on field evaluation).

**Instructions for Rating Interns on the 9 Competencies in the Evaluation:**

*Please rate the student’s level of skill for each practice behavior based on the following scale:*

1 = This skill has not yet emerged

2 = This skill is emerging and is demonstrated at a low and inconsistent level

3 = This skill is achieved at a consistent and acceptable level

4 = This skill is performed at an advanced level

5 = This skill is exceptional

IE = Too little experience up to this point to be able to assign any rating (ONLY can be used at end of fall semester. If IE at fall, must make plan to attain this one in spring).

**Comments may be made under any competency statement, if desired. 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 their performance.**

**Competency 1: Ability to Demonstrate Ethical and Professional Behavior**

* Apply professional use of self as reflected in the NASW Code of Ethics and through principles of critical thinking to differentiate between professional and personal values in the context of cross-level practice.
* Recognize and balance the similarities and differences in the roles, objectives, and modes of intervention among other professions and paraprofessional helpers having different training backgrounds, professional value systems, and approaches to helping clients.
* Make appropriate use of supervision and other professional and inter-professional meetings to guide and further develop clinical practice skills and to build the basis for lifelong learning.
* Organize, prioritize, and meet workload demands, including completing all documentation and administrative tasks promptly and thoroughly.
* Identify and address ethical dilemmas typically encountered in advanced clinical practice.

**Assessment of the student social worker's ability to the expectations of this competency:**

* Fall Semester: Choose an item.
* Spring Semester: Choose an item.

**Comments**: Click or tap here to enter text.

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**Competency 2: Ability to Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

* Use knowledge of the effects of oppression, discrimination, historical trauma, and environmental injustice on clients and client systems to guide assessment, intervention, and evaluation planning.
* Advocate for practices and policies that advance human rights and social, economic, and environmental justice in a self-aware and culturally-sensitive manner.
* Facilitate coalition-building to promote social justice and reduce systemic inequities, particularly among marginalized communities.

**Assessment of the student social worker's ability to the expectations of this competency:**

* Fall Semester: Choose an item.
* Spring Semester: Choose an item.

**Comments**: Click or tap here to enter text.

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**Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

* Identify and address a broad range of variables (e.g., 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, tribal sovereign status) that can affect the person(s) seeking help, the service provider, and the helping relationship, and that can potentially interfere with the Advanced Clinical Practice social worker's ability to address these variables.
* Demonstrate the ability to engage culturally and ethnically diverse clients by assessing their own personal and implicit biases and identifying their personal experiences and affective reactions that may influence the services and supports that are provided to clients.
* Apply advanced clinical skills in a way that accounts for the role that power, race, oppression, and privilege (PROP) have in shaping life experiences for both clinician and clients, and that recognizes PROP's influence on the helping relationship.

**Assessment of the student social worker's ability to the expectations of this competency:**

* Fall Semester: Choose an item.
* Spring Semester: Choose an item.

**Comments**: Click or tap here to enter text.

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**Competency 4: Ability to Engage In Practice-Informed Research and Research-Informed Practice**

* Identify current evidence-based assessment, intervention, and prevention strategies and best practices for psychosocial problems faced by individuals, families, groups, organizations, and communities.
* Promote the inclusion of clients' voices and viewpoints in research processes and evaluations.
* Apply critical assessment to existing and developing conceptual frameworks in qualitative and quantitative research, taking note of how these might be impacted by practitioners' personal experiences and affective reactions.
* Organize client descriptive information into a format that allows for efficient retrieval and examination (e.g., progress notes, psychosocial summaries, case records, family system summaries).

**Assessment of the student social worker's ability to the expectations of this competency:**

* Fall Semester: Choose an item.
* Spring Semester: Choose an item.

**Comments**: Click or tap here to enter text.

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**Competency 5: Ability to Engage in Policy Practice**

* Critically analyze the relationship between social policy and organizational structures and its impact on the organization, implementation, and evaluation of clinical social work services.
* Identify and support developments in policy reform and legislation at the federal, state, and local levels that affect marginalized communities and others served by social work.
* Analyze and interpret organizational policies and programs as they relate to the implementation and delivery of social services, and how personal experiences and affective reactions can impact the process of implementation.
* Advocate for policies serving the needs of underrepresented and marginalized populations.

**Assessment of the student social worker's ability to the expectations of this competency:**

* Fall Semester: Choose an item.
* Spring Semester: Choose an item.

**Comments**: Click or tap here to enter text.

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**Competency 6: Ability to Engage with Individuals, Families, Groups, Organizations, and Communities**

* Engage in preparatory self-exploration to identify personal experiences and affective reactions, values, beliefs, worldviews, and personal and professional identities in relation to power, race, oppression, and privilege (PROP) that can positively or negatively affect the work.
* Recognize and adapt to the unique cultural nuances of clients in one's work and recognize how their own personal experiences and affective reactions may support or interfere with building and sustaining the clinical relationship.
* Apply advanced engagement skills that demonstrate culturally-sensitive and culturally-informed techniques, attend to multiple aspects of identity and intersectionality (e.g., 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), and consider issues of power, privilege, and oppression that affect how the work will be understood, approached, and communicated.
* Partialize and prioritize issues in work with clients to break down their concerns into more manageable units that can be addressed more readily.
* Identify and examine on an ongoing basis one's own positionality in relation to the client and environment to maximize the effectiveness and efficiency of providing meaningful services and connection, as well as client dignity.

**Assessment of the student social worker's ability to the expectations of this competency:**

* Fall Semester: Choose an item.
* Spring Semester: Choose an item.

**Comments**: Click or tap here to enter text.

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**Competency 7: Ability to Assess Individuals, Families, Groups, Organizations, and Communities**

* Identify various dimensions of clients' life situations: e.g., developmental stage and life tasks; physical health and illness; ego capacities; differential clinical features; social, economic, and cultural factors; lifestyles; and functional and dysfunctional features of the environment.
* Recognize how their personal experiences, history, biases, and affective reactions may affect their assessment and decision-making, and work to keep focus on the client's needs.
* Apply advanced assessment and case formulation skills that fulfill their organization's assessment requirements while simultaneously addressing the needs of the client.
* Implement assessments designed to guide selection of effective, appropriate, evidence-based clinical interventions as part of a client's care plan.
* Identify problems and strengths to plan interventions that dually emphasize person(s) and context.
* Identify resources and supports available to the client in the community, organizations, social networks, and the physical environment, and plan how to work with the client to access them.

**Assessment of the student social worker's ability to the expectations of this competency:**

* Fall Semester: Choose an item.
* Spring Semester: Choose an item.

**Comments**: Click or tap here to enter text.

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**Competency 8: Ability to Intervene with Individuals, Families, Groups, Organizations, and Communities**

* Balance client interests, capacities, and physical/psychosocial states in promoting clients' informed decisions regarding interventions.
* Synthesize and differentially apply theories and/or research of human behavior and social environments to guide advanced clinical practice, mitigating as needed the influence of their own personal experiences and affective reactions that might impact their practice.
* Apply advanced intervention skills that include a range of evidence-based techniques incorporating unique individual and cultural needs and resources.
* Use advocacy skills as an intervention tool to promote services and policies that benefit marginalized individuals, organizations, and communities.

**Assessment of the student social worker's ability to the expectations of this competency:**

* Fall Semester: Choose an item.
* Spring Semester: Choose an item.

**Comments**: Click or tap here to enter text.

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**Competency 9: Ability to Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

* Apply advanced evaluation skills that draw on theory and reflect both qualitative and quantitative methods to monitor and assess impact of clinical and community practice.
* Effectively examine and evaluate one's work with clients and organizations to arrive at a realistic assessment of one's practice strengths and weaknesses.
* Use evaluation to determine the risks and benefits of clinical and programmatic interventions in terms of individual client capacity, relevant environmental systems, and social contexts.

**Assessment of the student social worker's ability to the expectations of this competency:**

* Fall Semester: Choose an item.
* Spring Semester: Choose an item.

**Comments**: Click or tap here to enter text.

**Student Feedback:**

In the space below, describe tasks, responsibilities and learning opportunities available to you during the past semester. Students are encouraged to share areas of strength and growth from the past semester, as well as areas for future development. Click or tap here to enter text.

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**Supervisor Feedback:**

1. Briefly describe the most clearly demonstrated areas of strength and demonstrated areas of ability and development this semester. Click or tap here to enter text.
2. Briefly describe areas where this student should focus on for continued growth and development. Specifically discuss any items of concern. Click or tap here to enter text.

**Please provide your rating:**

1. At the end of the first semester, intern is functioning Choose an item.
2. At the end of the second semester, intern is functioning Choose an item.

**Recommended grade:** Choose an item.

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**Signatures (E-Signatures are Acceptable)**

**Student Signature:** Click or tap here to enter text.

**Field Instructor Signature:** Click or tap here to enter text.

**Date of Completion:** Click or tap here to enter text.

*\*\*In the event the student disagrees with their evaluation, they may append a statement of disagreement in writing and submit a copy to their Field Liaison/Seminar Instructor as well as the Director of Field Education. The disagreement should be specific and should also relate to the items in the evaluation.*