

**Radford University**  
**SCHOOL OF SOCIAL WORK**  
**MSW**  
**Foundation Year**  
**Final Field EVALUATION**

_____SOWK 641	_____SOWK 642
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Student: \_\_\_\_\_ Ph# \_\_\_\_\_

Field Liaison: \_\_\_\_\_

Field Instructor(s): \_\_\_\_\_

Name of Agency: \_\_\_\_\_ Ph/ Fax # \_\_\_\_\_

Date Evaluation Completed \_\_\_\_\_

___ Child Welfare	___ Mental Health	<input type="checkbox"/> ___ School	<input type="checkbox"/> ___ Other
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**INSTRUCTIONS FOR COMPLETING EVALUATION: The areas of evaluation reflect School of Social Work goals and objectives that are used as a framework in evaluating the student in field practicum. Please rate each competency area based on the criteria listed on the scale. The total scores reflected in each area, including the overall evaluation score, are for research purposes only. The final semester grade is assigned by School of Social Work Field Liaison and is based on the Field Instructor recommendation and academic performance in the seminar class.**

- Competency I: Professional Ethics**
- Competency II: Cultural Competence**
- Competency III: Promote Social and Economic Justice**
- Competency IV: Function within Structure of Organization**
- Competency V: Generalist Practice Model**

Space is provided at the end of each Evaluation Area for your comments and should include a description of the student’s strengths and areas for improvement. Written comments are critical in that they allow the student to receive direct feedback from the Field Instructor, and should include plans for how certain objectives might be improved. For each area of evaluation, the Field Instructor should indicate the score which best represents the student’s current level of mastery.

**The Field Instructor and student must review and discuss both the self evaluation and the written evaluation prior to meeting with the field liaison.** Failure to do so prior to the meeting will result in the field liaison rescheduling the meeting and may result in delay of grade. The evaluation **MUST** be signed by the Field Instructor, Field Liaison, and student.

## Competency I

**Professional ethics. Delineate the values and ethics of the social work profession, including:**

<b>Skill Areas:</b>	<b>Examples of Essential Skills</b>	<b>Rating</b>
<b>A. Identifying and articulating one's own personal values.</b>	Student is observed to at least begin recognizing differences between own personal values and those of client populations.	
<b>B. Recognizing how one's own values impact assessment and intervention.</b>	Student to at least begin to show effort to reconcile personal values and the expected values of social work.  Student is observed privileging client values over own values.	
<b>C. Identifying how the NASW Code of Ethics relates to social work practice.</b>	Student is observed to understand and reflect on the NASW Code of Ethics on a regular basis.	
<b>D. Identifying ethical dilemmas affecting practice and services to clients.</b>	Student exhibits an increasing ability to identify ethical dilemmas observed and experienced in the field placement.  Student exhibits increasing ethical decision-making skills.	
<b>E. Recognizing that ethical dilemmas can be resolved through appropriate decision-making processes.</b>	Student maintains client and agency confidentiality at all times.  Student is observed to understand the difference between field and class work; it is expected that situations are brought to class and confidentiality will be rigorously protected.	
<b>F. Engaging in continued professional growth and development.</b>	Student accepts all appropriate and professional feedback and suggestions for improvement with out defensiveness or negativity.  Student is observed to make concrete plans for improvement of deficits and to maximize strengths.  Student is observed taking the opportunity to attend training sessions, observe work in other areas of the agency, interview other professionals at the agency.  Student does not plagiarize or copy the work of others. This includes the work or ideas of co-workers.	

**Agency Instructor's comments should include a description of the student's strengths and areas for improvement within this section. Please elaborate on any objectives that warrant attention. If there are any objectives that the student did not have an opportunity to practice, please explain.**

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<p><b>Unacceptable (never or rarely meets criteria)</b></p> <p><b>1</b></p>	<p><b>Needs improvement (meets criteria inconsistently)</b></p> <p><b>2</b></p>	<p><b>Satisfactory (meets criteria most of the time)</b></p> <p><b>3</b></p>	<p><b>Very good (consistently meets criteria)</b></p> <p><b>4</b></p>	<p><b>Outstanding (consistently exceeds criteria)</b></p> <p><b>5</b></p>	<p><b>Not Applicable or no significant opportunity to apply skill</b></p> <p><b>Z</b></p>
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**TOTAL SCORE FOR COMPETENCY AREA I: \_\_\_\_\_  
(For research purposes only)**

## Competency II

**Cultural competence. Develop culturally competent techniques for work in diverse cultural contexts, by:**

<b>Skill Areas</b>	<b>Examples of Essential Skills</b>	<b>Rating</b>
<b>A. Recognizing diversity within and between groups.</b>	Recognizing diversity within and between groups.	
<b>B. Recognizing the forms and mechanisms of racism, oppression, and discrimination and their impact on client systems.</b>	Student begins to express understanding of diversity and the contributions various populations at risk contribute to a whole healthy society.	
<b>C. Critically analyzing and applying culturally appropriate theories and knowledge about client systems within environmental contexts.</b>	Student shows an increasing ability to discuss and apply various culturally appropriate theories to a variety of field situations.  Student begins to incorporate client/system strengths and resiliencies into intervention plan.	
<b>D. Demonstrating knowledge of how the ecological perspective works with diverse client systems.</b>	When introduced to populations of diversity with which the student is unfamiliar, student is observed to learn enough to work competently with that population.  Student unfailingly speaks to, and of, others in a respectful manner.  Student does not refer to others in a disparaging or biased manner.	

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<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Z</b>

**TOTAL SCORE FOR COMPETENCY AREA II: \_\_\_\_\_**  
(For research purposes only)

### Competency III

**Use practice knowledge and skill to promote alleviation of poverty, oppression, and other forms of social and economic injustice, by:**

Skill Area:	Examples of Essential Skills	Rating
<b>A. Analyzing historical and current trends in social welfare policy and service delivery.</b>	<p>Student begins to exhibit a working knowledge of historical and current trends in social welfare policy and service delivery and begins to discuss these issues during supervision.</p> <p>Student exhibits the ability to discuss how policy is influenced and shaped by political, economic, historical, social, and cultural factors in supervision.</p>	
<b>B. Analyzing research relevant to service delivery.</b>	<p>If appropriate, protect the well being of research participants in accord with IRB human subjects' protection guidelines.</p> <p>Student begins to find relevant research in appropriate journals to apply to field situations and supervision discussions.</p>	

<b>C. Using knowledge of economic, political, and organizational systems to analyze, implements and influence policies consistent with social work values.</b>	Using the beginning students knowledge of economic, political, and organizational systems, and the policies that impact on those systems, the student demonstrates an increasing ability to articulate strategies for change of client systems.	
<b>D. Advocate for and advance change on behalf of vulnerable populations.</b>	Student begins to demonstrate the necessary skills to implement change to client systems.	

**Agency Instructor's comments should include a description of the student's strengths and areas for improvement within this section. Please elaborate on any objectives that warrant attention. If there are any objectives that the student did not have an opportunity to practice, please explain.**

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<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Z</b>

**TOTAL SCORE FOR COMPETENCY AREA III: \_\_\_\_\_**  
**(For research purposes only)**

## Competency IV

### Function effectively within the structure of organizations and across service delivery systems, including:

Skill Area:	Examples of Essential Skills	Rating
<b>A. Using appropriate practice-relevant technologies within the context of organizational resources and facilities.</b>	<p>Student is observed to be computer literate.</p> <p>If appropriate, student is introduced to computerized programs such as computer based assessment or online prevention assessment and is willing to attempt use and mastery.</p>	
<b>B. Using supervision and consultation appropriately to improve practice and enhance services to clients.</b>	<p>Student brings relevant issues to Supervision.</p> <p>Student is open to professional guidance and direction.</p> <p>Student is on time for appointments.</p> <p>If unavoidably delayed, student contacts appropriate people.</p> <p>Student is appropriately dressed.</p> <p>Student keeps appropriate records based on agency requirements.</p> <p>During agency meetings, student contributes in professional manner.</p>	
<b>C. Coordinating with and within service delivery systems, using internal and external resources professionally.</b>	<p>Student demonstrates an increasing knowledge of community organizations and resources.</p> <p>Student is observed developing appropriate collaborative relationships with relevant community resource organizations.</p> <p>Student has read and critically discussed agency policies and procedures.</p>	
<b>D. Analyze and comprehend service delivery systems.</b>	<p>Student is observed making appropriate client referrals to community resources.</p>	

**Agency Instructor's comments should include a description of the student's strengths and areas for improvement within this section. Please elaborate on any objectives that warrant attention. If there are any objectives that the student did not have an opportunity to practice, please explain.**

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<b>TOTAL SCORE FOR COMPETENCY AREA IV:</b> _____ <b>(For research purposes only)</b>
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## Competency V

**Demonstrate how the generalist practice model can work with client systems of all sizes, including individuals, families, groups, organizations, and communities, by:**

Skill Areas	Examples of Essential Skills	Rating
<b>A. Using knowledge and theories of individual, family, group, organizations, and community to assess interactions among individuals and other social systems.</b>	Student begins to actively, and spontaneously apply increasing knowledge of relevant social work theory to field situations.	
<b>B. Appropriately applying relevant research findings to social work practice.</b>	Student begins to reflect on relevant research findings obtained from journals and agency discussions.  Student begins to demonstrate the ability to articulate strategies for change of client systems.	
<b>C. Employing evidence-based best practices when using professional knowledge and skills.</b>	Student begins to understand and attempts to apply evidence based best practice to field situations.	
<b>D. Using communication skills appropriate to client systems, colleagues, and community members.</b>	Student demonstrates the necessary skills to implement change to client systems.	
<b>E. Applying critical thinking skills within the context of social work practice.</b>	Student's reasoning begins to reflect a comprehensive analysis that distinguishes fact from inference.  Students conclusions and assigned meanings are increasingly grounded in relevant data, information and evidence.	
<b>F. Working collaboratively with professionals from other disciplines nationally and internationally.</b>		
<b>G. Evaluating one's own practice effectiveness and sharing findings appropriately.</b>		
<b>H. Employing appropriate social work roles with client systems to include advocate, case manger, broker, enabler, organizer, facilitator, counselor, mediator, educator, and evaluator.</b>		

**Agency Instructor's comments should include a description of the student's strengths and areas for improvement within this section. Please elaborate on any objectives that warrant attention. If there are any objectives that the student did not have an opportunity to practice, please explain.**

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Unacceptable (never or rarely meets criteria)	Needs improvement (meets criteria inconsistently)	Satisfactory (meets criteria most of the time)	Very good (consistently meets criteria)	Outstanding (consistently exceeds criteria)	Not Applicable or no significant opportunity to apply skill
1	2	3	4	5	Z

**TOTAL SCORE FOR COMPETENCY AREA V: \_\_\_\_\_**  
**(For research purposes only)**

To assist the School of Social Work with research regarding our program goals and objectives, please add the total score from *each* competency area, and then record the total score from each competency area in the box below. Thank you for your assistance.

**TOTAL SCORE FOR ALL COMPETENCY AREAS: \_\_\_\_\_**  
**(For research purposes only)**

**FIELD INSTRUCTOR SECTION**

**Describe the method(s) and process used for evaluating student's progress, (i.e. direct observation, review of case records, audio/video-taped sessions, client or staff feedback, supervisory sessions, etc.).**

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**Grade Recommendation:** \_\_\_\_\_

**Elaborate on grade recommendation in the space provided.**

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**Field Instructor Signature**

\_\_\_\_\_ **Date** \_\_\_\_\_

**Co-Agency Instructor Signature (If applicable)**

\_\_\_\_\_ **Date** \_\_\_\_\_

**FIELD LIAISON SECTION**

**State reasons for supporting/not supporting Field Instructor's recommendation.**

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**Field Liaison Signature**

\_\_\_\_\_ **Date** \_\_\_\_\_

**STUDENT SECTION**

**I, \_\_\_\_\_ (agree) \_\_\_\_\_ (disagree) with the evaluation. Use space below for additional comments.**

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**Student Signature**

\_\_\_\_\_ **Date** \_\_\_\_\_

Revised 06/09

Please return to your Faculty Liaison at the School of Social Work, Radford University. Liaisons, please submit to the Field Coordinator to be filed in student's field folder. **Students should retain a copy for their files.**