

**Radford University**  
**SCHOOL OF SOCIAL WORK**  
**MSW**  
**Concentration Year/Advanced Standing**  
**FINAL FIELD EVALUATION**

_____ 791 FALL SEMESTER	_____ 792 SPRING SEMESTER
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**Student:** \_\_\_\_\_ **Ph#** \_\_\_\_\_

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

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

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

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

<input type="checkbox"/> ___ Child Welfare	<input type="checkbox"/> ___ Mental Health	<input type="checkbox"/> ___ School	___ 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 Area I: Professional Role Development**

**Competency Area II: Social and Economic Justice**

**Competency Area III: Competency in Ethnic/Cultural Diversity**

**Competency Area IV: Practice: Knowledge & Skills**

**Competency Area V: Application of Information Technology**

**Competency Area VI: Knowledge of Research Skills and Design**

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 Role Development; analyze, intervene, and evaluate, with a high degree of autonomy and proficiency.**

Skill Areas:	Examples of Essential Skills	Rating
<b>A. Demonstrates an advanced level of autonomy, responsibility, and timeliness in organizing, planning and carrying out assignments.</b>	<b>Reports are completed as scheduled.</b>  <b>Takes initiative when appropriate.</b>	
<b>B. Demonstrates ability to problem-solve (when applicable) and self-advocate in the role of student intern.</b>	<b>Ensure client access to the services of social work.</b>  <b>Tolerate ambiguity in resolving ethical conflicts.</b>	
<b>C. Demonstrates ability to monitor own progress, and identify own strengths and weaknesses, as well as areas of professional growth.</b>	<b>Engage in self-reflection, self-monitoring, and self-correction, through use of progress notes.</b>	
<b>D. Demonstrates professionalism by attending practicum placement with minimal tardiness and absences. Keeps scheduled appointments with clients and other professionals. Attends supervisory and other meetings as required.</b>		
<b>E. Establishes and maintains collegial and mutually respectful relationships with other professionals within and outside the organization.</b>	<b>Attend to professional roles and boundaries.</b>	
<b>F. Demonstrates ability to work collaboratively with other professionals on behalf of clients/community and agency; is a "team player".</b>	<b>Apply insights on the human experience derived from the humanities and from the social, behavioral and life sciences.</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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<b>Unacceptable (never or rarely meets criteria)</b>	<b>Needs improvement (meets criteria inconsistently)</b>	<b>Satisfactory (meets criteria most of the time)</b>	<b>Very good (consistently meets criteria)</b>	<b>Outstanding (consistently exceeds criteria)</b>	<b>Not Applicable or no significant opportunity to apply skill</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Z</b>

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

## Competency II

**Promote social and economic justice; to confront injustice and oppression; and to work to eliminate poverty and social problems with individuals, families, groups, and organizations, locally, nationally and globally.**

<b>Skill Areas</b>	<b>Examples of Essential Skills</b>	<b>Rating</b>
<b>A. Analyzing historical and current trends in social welfare policy and service delivery. 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.</b>	<b>Recognize and communicate an in depth knowledge of difference in life experiences.</b>  <b>Recognize the extent to which the dominant culture's structure and values may oppress, marginalize, alienate, or create or enhance privilege and power.</b>	
<b>B. Analyzing research relevant to service delivery. Student begins to find relevant research in appropriate journals to apply to field situations and supervision discussions.</b>	<b>Distinguish, appraises and integrate multiple sources of knowledge.</b>	

<p><b>C. Use knowledge of economic, political, and organizational systems to analyze, implement and influence policies consistent with social work values locally, nationally and globally.</b></p>	<p><b>Advocate for human rights and social and economic justice.</b></p> <p><b>Analyze, influence, formulate, and advocate for policies that advance societal well-being.</b></p>	
<p><b>D. Advocate for and advance change on behalf of vulnerable populations. Student should demonstrate the necessary skills to implement change to client systems.</b></p>	<p><b>Collaborate with colleagues and clients for effective policy action.</b></p>	

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

## Competency III

**Competency in Ethnic/Cultural Diversity. Demonstrate reciprocity in their practice, as a part of the ecological perspective, collaborating, communicating, and consulting at every level; joining with allies to confront oppression, engage in social change, and affect policy; practicing empowering, strengths-based multicultural practice with individuals, families, groups, organizations, and communities.**

Skill Area:	Examples of Essential Skills	Rating
<b>A. Demonstrates skills and awareness in understanding the cultural differences in the client/community system's expression of help seeking, problem solving, and in the severity of the problem(s).</b>	<b>Understands the forms and mechanisms of oppression and discrimination.</b>	
<b>B. Demonstrates cultural sensitivity with clients utilizing relevant interviewing techniques, which consider the levels of intrusiveness, directness, social distance, formality and forms of address, particularly with Hispanics and American Indians.</b>	<b>Use empathy and other interpersonal skills.</b>	
<b>C. Demonstrates advanced understanding of how ethnic/cultural differences can impact the definition and how the problem is perceived by the client/community and thus impacts method of assessment and design of intervention.</b>	<b>Use an understanding personal biases and values as they relate to diverse groups.</b>  <b>Substantively &amp; affectively prepare for action with individuals, families, groups, communities, and organizations based on ethnic/cultural differences.</b>  <b>Critique and apply knowledge to understand person and environment.</b>	
<b>D. Demonstrates cultural self-assessment and its implications for forming helping relationships and designing interventions working with culturally diverse clients/communities.</b>	<b>View themselves as learners and engage those with whom they work as informants.</b>	

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

### Competency IV

**Practice: Knowledge & Skills. Critically evaluate and modify the quality of their own practice, analyzing their own values and those of the profession.**

<b>Skill Area:</b>	<b>Examples of Essential Skills</b>	<b>Rating</b>
<b>A. Demonstrates advanced MSW knowledge of various assessment approaches (to include knowledge and use of DSM-IV), with individuals, families, couples, and small groups, recognizing implications of age, class, culture, ethnicity, race, religion, physical and mental ability, sexual orientation, national origin, and gender.</b>	<b>Analyze models of assessment and models of intervention.</b>  <b>Collect, organize, and interpret client data.</b>	
<b>B. Demonstrates advanced MSW intervention skills, and is able to employ a range of change modalities, strategies, and techniques with individuals, families, couples, and small groups. Demonstrates ability to identify strengths, resources, and needs of clients, and incorporates these into interventions or goals.</b>	<b>Implement interventions that enhance client capacities.</b>	

<b>C. Evaluates and modifies intervention strategies (client system change) and monitors own role performance through supervisory process.</b>	<b>Negotiate, mediate, and advocate for client systems.</b>	
<b>D. Utilizes supervision, consultation, and feedback effectively to improve practice, and develop an understanding of clinical supervision.</b>	<b>Facilitate transitions and endings.</b>	

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

## Competency V

**Apply advanced information technology to inform community based family practice.**

Skill Areas	Examples of Essential Skills	Rating
<b>A. Using appropriate practice-relevant technologies within the context of organizational resources and facilities.</b>	<p><b>Observed to be computer literate.</b></p> <p><b>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.</b></p>	
<b>B. Utilizes ethics of technology.</b>	<p><b>Understands agency policy regarding the electronic submission of client records.</b></p> <p><b>Adheres to agency policy regarding the appropriate use and sharing of client information in agency database systems.</b></p>	
<b>C. Application of agency data base systems.</b>	<b>Student can effectively navigate agency data base systems.</b>	

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

## Competency VI

**Demonstrate skills in research design, analysis, and knowledge dissemination; and assume accountability for ethical practice.**

<b>Skill Area:</b>	<b>Examples of Essential Skills</b>	<b>Rating</b>
<b>A. Utilize practice experience to inform research, employ evident-based practices, evaluation their own practice.</b>	<b>Use research evident to inform practice.</b>	
<b>B. Use research finding to improve practice, policy, and social service delivery.</b>	<b>Use practice experience to inform scientific inquiry.</b>	
<b>C. Knowledge of the literature, policy, and ethics.</b>	<b>Three empirical articles reviewed with the Field Instructor.</b>	
<b>D. Applies evidence based practice to the setting.</b>		
<b>E. Evaluates own practice through case planning, time frame, measurable, and objective.</b>		

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<b>TOTAL SCORE FOR COMPETENCY AREA VI:</b> _____ <b>(For research purposes only)</b>
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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.

<b>TOTAL SCORE FOR ALL COMPETENCY AREAS:</b> _____ <b>(For research purposes only)</b>
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<b>FIELD INSTRUCTOR SECTION</b>
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**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** \_\_\_\_\_

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.**