

Clinical Practice with Individuals, Families

& Small Groups

Advanced Field Practicum Evaluation

This Evaluation Form is **ONLY** For:

1. Full time Program Students in Year #2
2. Accelerated Program Students in Year #2
3. Advanced Standing Program Students
4. OYR Program Time Frame II Students in **Second** Semester of field
5. Dual Degree/Bank Street Program Students in **Second** Semester of field

# FIELD INSTRUCTORS:

Once you and the student have completed and signed this evaluation form, please upload the form to our database: <https://tinyurl.com/SSSWFieldEvalUpload>

Please email a copy to the Field Advisor as well. They are responsible for submitting the final grade for the student.

**Student's First and Last Name:**

**Field Instructor (First and Last Name):**

**Field Practicum Agency:**

**Field Advisor (First and Last):**

ASSESSMENT SCALE
Use the following scale to assess the student's performance in the ten core areas of social work competency identified by the Council on Social Work Education:

|  |  |  |
| --- | --- | --- |
| **5 (HC)** | The student is *fully able to perform* the practice behavior with a wide range of client types and situations without any direction needed. | **Highly Competent** |
| **4** | The student is able to perform the practice behavior *with many client types* and situations and with minimal direction needed. | **Consistently Competent** |
| **3 (C)** | The student is able to perform the practice behavior *with some client types* and situations and with minimal direction needed. | **Competent**  |
| **2** | The student is *sometimes able to perform* the practice behavior when considerable direction is provided. | **Approaching Competency** |
| **1 (NC)** | The student is *not able to perform* the practice behavior at all. | **Not Competent**  |
| **NR** | Use this rating if you had insufficient evidence to rate this competency. | **Not Rated** |
| **NO** | Use this rating if the student did not have the opportunity to perform the practice behavior. | **No Opportunity** |

At mid-year, although the student may already be competent in some areas, many areas may still be developing.

Even at graduation, it is unlikely that many students will be highly competent in all of the practice behaviors you are evaluating.

All ratings should be substantiated through specific examples.

2.1.1 PROFESSIONAL IDENTITY

*The student 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's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NR** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **NO** |
| 1. Demonstrate initiative and innovation in advocating for client access to social work services.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 2: Demonstrate commitment to and application of the values and ethics of the profession in practice.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

Provide at least one example of how the student has demonstrated competency in professional identity:

2.1.2 ETHICAL PRACTICE
*The student 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's ability to:*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NR** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **NO** |  |
| 1. Apply differential use of self in engaging a variety of client systems or organizational stakeholders in professional helping relationships.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |  |
| 2: Apply ethical values and principles to complex practice situations involving, for example, the duty to warn, child welfare reporting, and informed consent.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |  |

Provide at least one example of how the student has demonstrated competency in ethical practice:

2.1.3 CRITICAL THINKING

*The student 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's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NR** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **NO** |
| 1. Collect and interpret information from multiple sources of data.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 2: Based on integration of multiple sources of knowledge, propose new models of assessment, prevention, intervention, and evaluation.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 3: Demonstrate capacity to effectively communicate findings with a broader audience.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 4: Think critically about practice approaches and decisions.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

Provide at least one example of how the student has demonstrated competency in critical thinking:

2.1.4 DIVERSITY AND DIFFERENCE IN PRACTICE
*The student 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, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NR** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **NO** |  |
| 1. Formulate differential intervention strategies in verbal and written form that reflect recognition of client motivation, capacity, and opportunity.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |  |
| 2: Demonstrate use of self in implementing intervention models for specific case parameters.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |  |
| 3: Individualize clients who vary in cultural, religious, or ethnic affiliation; race; sexual orientation; gender identity; socioeconomic status; age; physical characteristics; and social/emotional development.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |  |

Provide at least one example of how the student has demonstrated competency in engaging diversity and difference in practice:

2.1.5 HUMAN RIGHTS AND SOCIAL ECONOMIC JUSTICE
*The student 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's ability to:*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NR** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **NO** |  |
| 1: Critically assess how your CPIFG practice advances social and economic justice.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |  |
| 2: Address the service needs of oppressed and vulnerable populations.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |  |
| 3: Use social justice framework in advancing clinical practice with individuals, families, and groups.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |  |

Provide at least one example of how the student has demonstrated competency in advancing human rights and social and economic justice:

2.1.6 RESEARCH & PRACTICE

*The student 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's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NR** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **NO** |
| 1: Synthesize practice experience to develop research agenda.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 2: Conduct research to inform practice.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 3: Evaluate and modify effectiveness of interventions in practice | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 4. Utilize research to inform practice. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 5: Evaluate and modify effectiveness of interventions in practice.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

Provide at least one example of how the student has demonstrated competency in engaging in research-informed practice and practice-informed research:

2.1.7 HUMAN BEHAVIOR INTHE SOCIAL ENVIRONMENT

*The student 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's ability to:*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NR** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **NO** |  |
| 1: Differentially apply conceptual frameworks to guide the processes of assessment, intervention, and evaluation.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |  |
| 2: Comprehensively assess the factors that influence human development and behavior (biological, psychological, social, spiritual and environmental).  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |  |

Provide at least one example of how the student has demonstrated competency in applying knowledge of human behavior and the social environment:

2.1.8 POLICY PRACTICE
*The student 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 they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

*Assess the student's ability to:*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NR** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **NO** |  |
| 1: Synthesize impact of CPIFG policy or policies to advance social well-being.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |  |
| 2: Critically evaluate relevant city, state, and federal social policies and programs that govern service delivery.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |  |

Provide at least one example of how the student has demonstrated competency in engaging in policy practice to advance social and economic well-being and to deliver effective social work service:

2.1.9 PRACTICE CONTEXT

*The student 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's ability to:*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NR** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **NO** |  |
| 1: Contribute to the knowledge base of how context impacts practice.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |  |
| 2: Work with a range of client populations and in a variety of community contexts.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |  |

Provide at least one example of how the student has demonstrated competency in responding to contexts that shape practice:

2.1.10(a-d) 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. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.In the following questions the term "clients" can refer to *individuals, families, groups, organizations, and communities* as relevant to the assessment of the particular student and their work.

2.1.10a ENGAGEMENT

 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NR** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **NO** |  |
| 1: Differentially engage diverse individuals, families, and groups.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |  |

2.1.10b ASSESSMENT

 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NR** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **NO** |  |
| 1: Conduct a differential assessment of clients through the integrated use of theoretical concepts in examining the dynamic interplay of bio-psycho-social variables.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |  |
| 2: Formulate a differential treatment plan of clients that is enhanced by clients’ input in examining their cognitive formulations of personal constructs, schemas and world views.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |  |

2.1.10c INTERVENTION

 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NR** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **NO** |  |
| 1: Identify, critically evaluate, select, apply evidence-based change strategies across the stages of Clinical Practice with clients.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |  |
| 2: Adapt change strategies and treatment applications across stages of Clinical Practice with clients.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |  |
| 3. Select, integrate and apply appropriate interventions from various theoretical models in practice with clients of diverse backgrounds.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |  |

2.1.10d EVALUATION

 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NR** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **NO** |  |
| 1: Differentially evaluates practice effectiveness and modifies interventions accordingly or brings work to closure. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |  |

**2.1.10(a-d)** Examples of how the student evinces proficiency in engagement, assessment, intervention, and evaluation with individuals, families, groups, organizations, and communities:

## OVERALL STUDENT RATING

[ ]  Unsatisfactory

[ ]  Poor

[ ]  Good

[ ]  Very Good

[ ]  Excellent

## STUDENT'S STRENGTHS/LIMITATIONS

## DIRECTIONS AND GOALS FOR STUDENT'S FUTURE LEARNING

## RECOMMENDED GRADE

[ ]  No Credit

[ ]  Credit

[ ]  Honors

## STUDENT SELF EVALUATION

**How would you rate your:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Unacceptable | Needs Improvement | Achieves Standard | Exceeds Standard | Outstanding |
| 1. participation in the learning process?  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 2. growth in the development of professional values and ethics?  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 3. growth in the development of knowledge and skills for agency-based practice.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 4. overall learning experience?  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

**COMMENTS**

# SIGNATURES

By ***TYPING-IN YOUR FULL NAME*** you certify that the information in this evaluation is true and correct to the best of your knowledge and that all necessary parties have been informed of this evaluation.

Students please also include your EMPL ID for verification. (*The EMPL ID can be found on your Hunter ID Card.*)

**Field Instructor's Name:**

**Student's Name**:

**Student's EMPL ID:**