SCHOOL OF SOCIAL WORK

FIELD PLACEMENT PERFORMANCE EVALUATION:

FOUNDATION YEAR GENERALIST PLACEMENT – MSW STUDENTS

This evaluation is an opportunity for the field instructor and student, in collaboration with each other, to assess the student’s knowledge and skills, using the learning contract as a guide. The completed evaluation form goes to the student’s faculty liaison/academic advisor who assigns the grade.

Student:­­­­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field instructor(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field placement agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s field liaison/academic advisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This evaluation covers the period from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Next to each statement, please circle the item that best represents this student’s performance, given your understanding of where a typical foundation-level student would be at this point in a foundation year field placement.

Please use this scale:

5 4 3 2 1

Student’s Student’s Student’s

Performance Performance Performance

Exceeds expectations meets expectations falls below expectations

For a typical student for a typical student of a typical student

Every student must complete a *minimum* of two process recordings per semester. Please specify the dates when these were handed in:

Fall semester: \_\_\_\_\_\_\_\_\_ first \_\_\_\_\_\_\_\_\_\_\_ second

Spring Semester: \_\_\_\_\_\_\_\_\_ first \_\_\_\_\_\_\_\_\_\_\_ second

Please specify the agency’s expectations of the student regarding holidays, illness, personal leave requests, make-up time for time lost, coverage during absences:

Instructions: The purpose of the first year MSW field placement is to help students understand and use the generalist perspective. Below is the list of generalist concepts and skills that were included in the first year MSW learning contract. Next to each of the areas in which the student worked, please specify (a) the learning activity in which the student engaged and then (b) rate the student’s learning of the concept or skill.

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

|  |  |  |
| --- | --- | --- |
| **Mid-year**  **Evaluation**  **(1-5)** | **Final**  **Evaluation**  **(1-5)** | **Foundation Level Practice Behaviors** |
|  |  | Demonstrate effective use of supervision |
|  |  | Demonstrate professional workplace skills, including time management, written and oral communication skills and professional demeanor |
|  |  | Demonstrate practice that reflects self-awareness and ability to use self appropriately |
|  |  | Recognize how your personal values affect your professional practice |
|  |  | Demonstrate understanding of the ethical standards and principles in the NASW Code of Ethics, and practice accordingly |
|  |  | Demonstrate ethical reasoning to analyze ethical dilemmas. |

**Competency 2: Engage Diversity and Difference in Practice**

|  |  |  |
| --- | --- | --- |
| **Mid-year**  **Evaluation**  **(1-5)** | **Final**  **Evaluation**  **(1-5)** | **Foundation Level Practice Behaviors** |
|  |  | Show knowledge and respect for clients who differ by such factors such as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. |
|  |  | Show self-awareness in recognizing the influence of one’s own personal biases and values in working with diverse groups. |

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

|  |  |  |
| --- | --- | --- |
| **Mid-year**  **Evaluation**  **(1-5)** | **Final**  **Evaluation**  **(1-5)** | **Foundation Level Practice Behaviors** |
|  |  | Demonstrate understanding of the dynamics of oppression and discrimination |
|  |  | Actively participate in promoting human rights and/or social and economic justice to improve the well-being of client systems |

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

|  |  |  |
| --- | --- | --- |
| **Mid-year**  **Evaluation**  **(1-5)** | **Final**  **Evaluation**  **(1-5)** | **Foundation Level Practice Behaviors** |
|  |  | Use evidence-based research to inform practice |
|  |  | Use practice wisdom to develop questions for empirical analysis |
|  |  | Be a critical consumer of published research and practice wisdom |

**Competency 5: Engage in Policy Practice**

|  |  |  |
| --- | --- | --- |
| **Mid-year**  **Evaluation**  **(1-5)** | **Final**  **Evaluation**  **(1-5)** | **Foundation Level Practice Behaviors** |
|  |  | Analyze social policy |
|  |  | Show understanding of the connections among social policy, clients’ well-being, and service delivery |
|  |  | Collaborate with colleagues and client systems for effective policy action |

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

|  |  |  |
| --- | --- | --- |
| **Mid-year**  **Evaluation**  **(1-5)** | **Final**  **Evaluation**  **(1-5)** | **Foundation Level Practice Behaviors** |
|  |  | Demonstrate proficiency in relationship building skills**.** |
|  |  | Establish a helping relationship (one that is collaborative, egalitarian, strengths-based with shared goals, and clear mutual expectations) with individuals, families, groups organizations and communities |

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

|  |  |  |
| --- | --- | --- |
| **Mid-year**  **Evaluation**  **(1-5)** | **Final**  **Evaluation**  **(1-5)** | **Foundation Level Practice Behaviors** |
|  |  | Collect information to identify clients’ strengths, needs, perspectives, challenges, capacities and limitations |
|  |  | Use the above information to identify target problems and intervention strategies |

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

|  |  |  |
| --- | --- | --- |
| **Mid-year**  **Evaluation**  **(1-5)** | **Final**  **Evaluation**  **(1-5)** | **Foundation Level Practice Behaviors** |
|  |  | Formulate an intervention plan in collaboration with client that illustrates SMART goals (i.e., the goals are specific, measurable, achievable, relevant and time-bound). |
|  |  | Implement intervention strategies identified in the assessment |
|  |  | Demonstrate skills for transition and terminations |

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

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| --- | --- | --- |
| **Mid-year**  **Evaluation**  **(1-5)** | **Final**  **Evaluation**  **(1-5)** | **Foundation Level Practice Behaviors** |
|  |  | Monitor progress towards achievement of goals |

Field instructor: Please write a narrative evaluation of the student’s work this semester in field. Delineate the student’s strengths. Identify specific skills for the student to develop, and the plan for working on them.

Note: The signatures at the end of this form certify that:

1. The student has received a minimum of two hours per week of supervision this semester. At least one hour has been one-on-one; the second hour has been either individual or group supervision.
2. The student has completed at least 240 hours in field this semester.
3. The student has kept a log of field hours and the field instructor has reviewed the log
4. The student has completed a minimum of two process recordings this semester
5. The student has participated in this evaluation.

Student, please check one:

“I agree with this evaluation.” \_\_\_\_ yes \_\_\_\_no

Student’s comments (optional)