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**SW 577 – Field Education II**

**Assessment of Student Competency in Field Education**

Student performance in the Field practicum is formally evaluated at the completion of the field course. The final assessment will assist the Field Advisor in recommending the Student’s final grade and the Director of Field Education in determining the student’s Field practicum grade.

**Use of this form:** This is the form to use at the end of the student’s field placement. It is important that assessment of the student be a shared process and that you and the student discuss variations and similarities in your assessments of the student’s demonstration of competence on all identified practice behaviors. The form consists of three sections; please fully complete all sections before signing and submitting it to the School.

It is the student’s responsibility to initiate the assessment process. The student submits the form to the agency Field Educator who will complete the assessment and then submit the copy to the Field Advisor. Once the Student, Field Educator and Field Advisor complete their review, it is then mailed or hand delivered to **Barry University, Field Education, 11300 NE Second Avenue, Miami Shores, Florida, 33161**. **NO FAX COPY WILL BE ACCEPTED.** Student and agency Field Educator must review the assessment together during weekly supervision, using this opportunity to identify strategies for strengthening skills.

**Section 1: Student Information**

Date of Evaluation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Final Semester Field Hours (completed): \_\_\_\_\_\_\_\_

Number of Supervision Sessions (End of Semester): \_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Section 2: Assessment of Student Competency in Field Education**  This is a summative evaluation. Please evaluate the degree to which the student demonstrated a practice behavior using the following rating scale: | | | |
| 4 | Above average demonstration of practice behavior |
| 3 | Average demonstration of practice behavior |
| 2 | Below average demonstration of practice behavior |
| 1 | Unsatisfactory demonstration of practice behavior |
| 0 | No basis for judgment\* |

**\***Data collected for Program evaluation process only

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Identifies as a professional social worker and conduct oneself accordingly (EPAS 2.1.1).** | | | | |
| Fall\_\_\_\_ | Spring\_\_\_\_ | Summer\_\_\_\_ |  |  |
|  |  |  | 1 | Advocates for client access to the services of social work. |
|  |  |  | 2 | Practices personal reflection and self-correction to assure continual professional development. |
|  |  |  | 3 | Attends to professional roles and boundaries. |
|  |  |  | 4 | Demonstrates professional demeanor in behavior, appearance, and communication. |
|  |  |  | 5 | Engages in career-long learning. |
|  |  |  | 6 | Uses supervision and consultation. |
|  |  |  |  |  |
| **Applies social work ethical principles to guide professional practice (EPAS 2.1.2).** | | | | |
| Fall\_\_\_\_ | Spring\_\_\_\_ | Summer\_\_\_\_ |  |  |
|  |  |  | 7 | Recognizes and manages personal values in a way that allows professional values to guide practice. |
|  |  |  | 8 | Makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics. |
|  |  |  | 9 | Tolerates ambiguity in resolving ethical conflicts. |
|  |  |  | 10 | Applies strategies of ethical reasoning to arrive at principled decisions. |
|  |  |  |  |  |
| **Applies critical thinking to inform and communicate professional judgments (EPAS 2.1.3)** | | | | |
| Fall\_\_\_\_ | Spring\_\_\_\_ | Summer\_\_\_\_ |  |  |
|  |  |  | 11 | Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom. |
|  |  |  | 12 | Analyzes models of assessment, prevention, and evaluation. |
|  |  |  | 13 | Demonstrates effective oral and written communication with individuals, families, groups, organizations, communities, and colleagues. |
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| **Engages in diversity and difference in practice (EPAS 2.1.4).** | | | | | |
| Fall\_\_\_\_ | Spring\_\_\_\_ | Summer\_\_\_\_ |  |  |  |
|  |  |  | 14 | Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. | |
|  |  |  | 15 | Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. | |
|  |  |  | 16 | Recognizes and communicates his or her understanding of the importance of differences in shaping life experiences. | |
|  |  |  | 17 | Views self as a learner and engages those with whom they work as informants. | |
|  |  |  |  |  | |
| **Advances human rights and social and economic justice (EPAS 2.1.5).** | | | | | |
| Fall\_\_\_\_ | Spring\_\_\_\_ | Summer\_\_\_\_ |  |  | |
|  |  |  | 18 | Understands the forms and mechanisms of oppression and discrimination. | |
|  |  |  | 19 | Advocates for human rights and social and economic justice. | |
|  |  |  | 20 | Engages in practices that advance social and economic justice. | |
|  |  |  |  |  | |
| **Engages in research-informed practice and practice-informed research (EPAS 2.1.6)** | | | | | |
| Fall\_\_\_\_ | Spring\_\_\_\_ | Summer\_\_\_\_ |  |  | |
|  |  |  | 21 | Uses practice experience to inform scientific inquiry. | |
|  |  |  | 22 | Uses research evidence to inform practice. | |
|  |  |  |  |  | |
| **Applies knowledge of human behavior and the social and environment (EPAS 2.1.7)** | | | | | |
| Fall\_\_\_\_ | Spring\_\_\_\_ | Summer\_\_\_\_ |  |  | |
|  |  |  | 23 | Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation. | |
|  |  |  | 24 | Critiques and applies knowledge to understand person and environment. | |
|  |  |  |  |  | |
| **Engages in policy practice to advance social and economic well-being and to deliver effective social work services (EPAS 2.1.8)** | | | | | |
| Fall\_\_\_\_ | Spring\_\_\_\_ | Summer\_\_\_\_ |  |  | |
|  |  |  | 25 | Analyzes, formulates, and advocates for policies that advance social well-being. | |
|  |  |  | 26 | Collaborates with colleagues and clients for effective policy action. | |

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| **Responds to contexts that shape practice (EPAS 2.1.9).** | | | | | |
|  | | | | | |
| Fall\_\_\_\_ | Spring\_\_\_\_ | Summer\_\_\_\_ |  |  |  |
|  |  |  | 27 | Continuously discovers, appraises, and attends to changing locales, populations, scientific, and technological developments and emerging societal trends to provide relevant services. | |
|  |  |  | 28 | Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. | |
|  |  |  |  |  | |
| **Engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations and communities (EPAS 2.1.10a - d)** | | | | | |
| Fall\_\_\_\_ | Spring\_\_\_\_ | Summer\_\_\_\_ |  |  | |
|  |  |  | 29 | Substantively and affectively prepares for action with individuals, families, groups, organizations, and communities **(a: Engagement).** | |
|  |  |  | 30 | uses empathy and other interpersonal skills **(a: Engagement)** | |
|  |  |  | 31 | Develops a mutually agreed-on focus of work and desired outcomes **(a: Engagement).** | |
|  |  |  | 32 | Collects, organizes, and interprets client data **(b: Assessment).** | |
|  |  |  | 33 | Assesses client strengths and limitations **(b: Assessment).** | |
|  |  |  | 34 | Develops mutually agreed-on intervention goals and objectives **(b: Assessment).** | |
|  |  |  | 35 | Selects appropriate intervention strategies **(b: Assessment).** | |
|  |  |  | 36 | Initiates actions to achieve organizational goals **(c: Intervention).** | |
|  |  |  | 37 | Implements prevention interventions that enhance client capabilities (b: Intervention). | |
|  |  |  | 38 | Helps clients resolve problems **(c: Intervention).** | |
|  |  |  | 39 | Negotiates, mediates, and advocates for clients **(c: Intervention).** | |
|  |  |  | 40 | Facilitates transitions and endings in his or her relationships with clients **(c: Intervention).** | |
|  |  |  | 41 | Critically analyzes, monitors, and evaluates interventions (d: Evaluation). | |

**Section 3: Narrative Feedback**

The agency Field Educator should use the narrative section of the Assessment of Student Competency in Field Education to support and clarify the assessment outcomes.

1. Based on your evaluation of the student demonstration of competency on the above practice behaviors, do you recommend a grade of credit for the course? \_\_\_\_\_\_\_\_\_\_\_\_Yes \_\_\_\_\_\_\_\_\_\_\_\_\_\_No
2. If no, please elaborate on your reason(s) in the space below.
3. Discuss whether the student has demonstrated competency in the generalist practice behaviors sufficient to matriculation into a clinical Concentration field setting.

Response to Question 3 continued:

Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Educator Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Advisor Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Education received \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_