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**SW 689 – Field Education IV**

**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# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Full-time student \_\_\_\_\_\_\_\_\_\_\_ Part-time student\_\_\_\_\_\_\_\_\_\_

60-credit Concentration year: \_\_\_\_\_ 32-credit Advanced-standing: \_\_\_\_\_

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

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

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| **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

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| **Identifies as a professional social worker and conduct oneself accordingly (EPAS 2.1.1).** |
| Fall\_\_\_\_ | Spring\_\_\_\_ | Summer\_\_\_\_ |  |  |
|  |  |  | 4 | Develops, manages and maintains therapeutic relationships with clients within the person-in environment and strengths perspectives |
|  |  |  |  |  |
| **Applies social work ethical principles to guide professional practice (EPAS 2.1.2).** |
| Fall\_\_\_\_ | Spring\_\_\_\_ | Summer\_\_\_\_ |  |  |
|  |  |  | 6 | Employs strategies of ethical reasoning to address the use of technology in clinical practice and its impact on client rights |
|  |  |  | 7 | Identifies and uses knowledge of relationship dynamics, including power differentials |
|  |  |  | 8 | Recognizes and manages personal biases as they affect the therapeutic relationship in the service of the client's well-being |
|  |  |  |  |  |
| **Applies critical thinking to inform and communicate professional judgments (EPAS 2.1.3)** |
| Fall\_\_\_\_ | Spring\_\_\_\_ | Summer\_\_\_\_ |  |  |
|  |  |  | 9 | Engages in reflective practice. |
|  |  |  | 12 | Evaluates the strengths and weaknesses of multiple theoretical perspectives and differentially applies them to client situations |
|  |  |  | 13 | Communicates professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats. |
|  |  |  |  |  |
| **Engages in diversity and difference in practice (EPAS 2.1.4).** |
| Fall\_\_\_\_ | Spring\_\_\_\_ | Summer\_\_\_\_ |  |  |
|  |  |  | 14 | Researches and applies knowledge of diverse populations to enhance client well-being. |
|  |  |  | 15 | Works effectively with diverse populations. |
|  |  |  | 16 | Identifies and uses practitioner/client differences from a strengths perspective. |
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| **Advances human rights and social and economic justice (EPAS 2.1.5).** |
| Fall\_\_\_\_ | Spring\_\_\_\_ | Summer\_\_\_\_ |  |  |
|  |  |  | 17 | Uses knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention |
|  |  |  | 18 | Advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations |
| **Engages in research-informed practice and practice-informed research (EPAS 2.1.6)** |
| Fall\_\_\_\_ | Spring\_\_\_\_ | Summer\_\_\_\_ |  |  |
|  |  |  | 19 | Uses the evidence-based practice in clinical assessment and intervention with clients |
|  |  |  | 20 | Participates in the generation of new clinical knowledge, through research and practice |
|  |  |  | 21 | Use research methodology to evaluate clinical practice effectiveness and/or outcomes |
|  |  |  |  |  |
| **Applies knowledge of human behavior and the social and environment (EPAS 2.1.7)** |
| Fall\_\_\_\_ | Spring\_\_\_\_ | Summer\_\_\_\_ |  |  |
|  |  |  | 22 | Synthesizes and differentially applies theories of human behavior and the social environment to guide clinical practice |
|  |  |  |  |  |
| **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 | Communicates to stakeholders the implications of policies and policy change in the lives of clients |
|  |  |  | 26 | Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being |
|  |  |  | 27 | Advocate with and inform administrators and legislators to influence policies that affect clients and service |
|  |  |  |  |  |
| **Responds to contexts that shape practice (EPAS 2.1.9).** |
| Fall\_\_\_\_ | Spring\_\_\_\_ | Summer\_\_\_\_ |  |  |
|  |  |  | 28 | Assesses the quality of clients' interactions within their social contexts. |
|  |  |  | 29 | Develop intervention plans to accomplish systemic change |
|  |  |  | 30 | Work collaboratively with others to effect systemic change that is sustainable |
| **Engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations and communities (EPAS 2.1.10a - d)** |
| Fall\_\_\_\_ | Spring\_\_\_\_ | Summer\_\_\_\_ |  |  |
|  |  |  | 31 | Develop a culturally responsive therapeutic relationship **(a: Engagement)** |
|  |  |  | 32 | Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance **(a: Engagement)** |
|  |  |  | 33 | Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes **(a: Engagement)** |
|  |  |  | 35 | Assesses clients' readiness for change. **(b: Assessment)** |
|  |  |  | 36 | Assesses client's coping strategies to reinforce and improve adaption to life's situations, circumstances, and events **(b: Assessment)** |
|  |  |  | 39 | Critically evaluates, selects, and applies best practices and evidence-based interventions **(c: Intervention)** |
|  |  |  | 42 | Contributes to the theoretical knowledge base of the social work profession through practice-based research **(d: Evaluation)** |
|  |  |  | 44 | Applies advanced clinical knowledge of the effects of trauma in multidimensional assessment, intervention and evaluation **(BUSSW 1)** |
|  |  |  | 45 | Demonstrates professional practice reflecting the profession's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence **(BUSSW 2)** |
|  |  |  | 46 | Demonstrates the ability to apply interventions that are responsive to all dimensions of diversity **(BUSSW 3)** |
|  |  |  | 47 | Responds to factors that produce and constrain the strengths and resilience found in transactions among people, their communities, and the larger social environment, based on differential assessment of risks and protective factors **(BUSSW 4)** |
|  |  |  | 48 | Demonstrates leadership in addressing the range of political, economic and environmental factors that affect clinical social work practice **(BUSSW 5)** |
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**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

If no, please elaborate on your reason(s) in the space below.

1. Discuss the extent to which the student has demonstrated competency in the practice behaviors sufficient to practice social work at the MSW clinical level.
2. Given your knowledge of the student’s demonstrated practice skills, would you recommend the student for hire in your own agency? Yes \_\_ No\_\_

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

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

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

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