**SCHOOL OF SOCIAL WORK**

**FIELD EDUCATION DEPARTMENT**

**socialwork.adelphi.edu/field**

# JUNIOR BSW FIELD EVALUATION

Fall  Spring  Summer Date: Click here to enter a date.

Student: Click here to enter text. Agency: Click here to enter text.

Field Instructor: Click here to enter text. Field Instructor E-mail: Click here to enter text.

Phone #: Click here to enter text.

Individual, Couple or Family Assignments:

Describe Assignment

Click here to enter text.

Group Assignments:

Describe Assignment

Click here to enter text.

Community Organization Assignments:

Describe Assignment

Click here to enter text.

Have the assignments, as described above, changed from the descriptions provided on the Six Week Assignment Form completed at the mid-semester?  Yes  No

If yes, please explain: Click here to enter text.

**Will the student have satisfied minimum hour requirements (300 hours for 1st or 2nd year students; 450 hours for OYR students; 200 hours for Seniors; 150 hours for Juniors) by the evaluation due date for your student?  Yes  No**

If not, how many hours will the student have completed by the due date? Click here to enter text.

Hours will be completed by: Click here to enter a date.

Is the attendance sheet attached? Yes  No

**The student read and discussed this evaluation with the field instructor on** Click here to enter a date.

Click here to enter text.

***Student Signature***

Click here to enter text.

***Field Instructor Signature***

**Field Evaluation – Junior Level BSW**

**Student Name:**Click here to enter text.

* Please evaluate your student’s performance in relation to the following Core Competencies and associated Practice Behaviors.
* Provide comments to illustrate the rating you have selected.
* Please utilize the following scale
* **Low competence (Student not demonstrating continuous progress)**
* **Developing/Emerging Competence (Student demonstrates beginning knowledge, value, skill development)**
* **Competent (Student demonstrating continuous progress towards developing knowledge, values, skills)**
* **High competence (Student clearly demonstrates competence in knowledge, values, skills)  
  N/A=Not applicable**

**Core Competency #1: Identify as a professional social worker and conduct oneself 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.

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| **Student demonstrates beginning level of understanding of advocacy practice behaviors in the following areas:** | Low Competence | Developing/Emerging  Competence | Competent | High Competence | Not Applicable |
| * The ability to assist clients in obtaining needed resources |  |  |  |  |  |
| * Advocating for the rights of clients through direct intervention or empowerment |  |  |  |  |  |
| * Awareness of the illogical and unfair systems in order to promote social justice |  |  |  |  |  |
| **Student demonstrates beginning practice behaviors in personal self-reflection and self-correction to assure continual professional development** |  |  |  |  |  |
| * Student is able to reflect on his/her personal attitudes, values, and beliefs with regard to how they affect their thoughts, behavior and relationships. |  |  |  |  |  |
| * Student is able to consider ethical issues and practice dilemmas that emerge in practice with clients |  |  |  |  |  |
| * Student is able to make a commitment to the essential values of social work |  |  |  |  |  |
|  | Low Competence | Developing/Emerging Competence | Competent | High Competence | Not Applicable |
| **Student demonstrates beginning a beginning level of understanding in attending to a professional role (counselor, advocate, educator, negotiator, mediator, facilitator, organizer, researcher, case manager) and boundaries (with clients and colleagues)** |  |  |  |  |  |
| * Student demonstrates the ability to empathize with clients |  |  |  |  |  |
| * Student demonstrates authenticity |  |  |  |  |  |
| * Student considers client’s well-being and needs to be of primary concern |  |  |  |  |  |
| * Student is able to establish professional boundaries with clients to ensure that the focus remains on issues for which clients are seeking help |  |  |  |  |  |
| * Student demonstrates the ability to form productive relationships with colleagues within the agency setting. |  |  |  |  |  |
| * Student demonstrates the ability to be goal directed with clients and does not expect to have own emotional needs met through these relationships |  |  |  |  |  |
| **Student demonstrates beginning level of understanding in displaying professional demeanor in behavior, appearance and communication** |  |  |  |  |  |
| * Student is able to communicate effectively. |  |  |  |  |  |
| * Student is able to develop positive and cooperative relationships with clients, colleagues, supervisors, faculty and peers |  |  |  |  |  |
| * Student is able to be responsible, reliable and self-directed |  |  |  |  |  |
| * Student is able to exercise self-discipline and control over his/her own emotions |  |  |  |  |  |
| **Student demonstrates beginning level of understanding and interest in engaging in career-long learning** |  |  |  |  |  |
| * Student is able to identify gaps in knowledge and seek relevant information to achieve competence |  |  |  |  |  |
| * Student is able to demonstrate ability to seek out learning and professional development opportunities |  |  |  |  |  |
| * Student is able to develop and enhance professional expertise (NASW Code of Ethics) |  |  |  |  |  |
| * Student is able to contribute to the knowledge base of the profession (NASW Code of Ethics) |  |  |  |  |  |
| * Student demonstrates initiative and willingness to take on responsibilities and assignments |  |  |  |  |  |
|  | Low Competence | Developing/Emerging Competence | Competent | High Competence | Not Applicable |
| **Student demonstrates beginning level of understanding of the use of Supervision and Consultation** |  |  |  |  |  |
| * Student prepares an agenda for supervision and asks questions that reveal a desire to learn |  |  |  |  |  |
| * Student is able to demonstrate the ability to accept and utilize constructive feedback during supervision regarding their work, practice behaviors, and attitude in order to improve their performance. |  |  |  |  |  |
| * Demonstrates capability to link practice with theory |  |  |  |  |  |
| * Demonstrates ability to carry over from supervisory conference to practice |  |  |  |  |  |

**Comments:**

**Core Competency #2: Apply 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.**

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| **Student demonstrates beginning understanding in:** | Low Competence | Developing/Emerging Competence | Competent | High Competence | Not Applicable |
| * The ability to recognize and manage personal values in a way that allows professional values to guide practice |  |  |  |  |  |
| * Making ethical decisions by applying standards of the NASW Code of Ethics |  |  |  |  |  |
| * The ability to tolerate ambiguity in resolving ethical conflicts |  |  |  |  |  |
| * The ability to apply strategies of ethical reasoning to arrive at principled decisions. |  |  |  |  |  |
| * Knowledge about the value base of the profession, its ethical standards, and relevant law. |  |  |  |  |  |
| * Conducts themselves ethically and engages in ethical decision making. |  |  |  |  |  |

**Comments:**

**Core Competency #3: Apply 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.

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| **Student demonstrates beginning understanding of:** | Low Competence | Developing/Emerging Competence | Competent | High Competence | Not Applicable |
| * The competency to access, distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom |  |  |  |  |  |
| * Considering and developing the capacity to analyze various models of assessment, prevention, intervention, and evaluation |  |  |  |  |  |
| * Effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. |  |  |  |  |  |

**Comments:**

**Core Competency #4: Engage 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.

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| **Student demonstrates beginning understanding of:** | Low Competence | Developing/Emerging Competence | Competent | High Competence | Not Applicable |
| * The intersectionality of age, class, race, culture, disability, gender, gender identity and expression, immigration status, political ideology, religion, sex and sexual orientation. |  |  |  |  |  |
| * Appreciating the importance of multicultural identities in the lives of people. |  |  |  |  |  |
| * Understanding how one’s own culture, values and beliefs has an impact on their work with clients. |  |  |  |  |  |
| * Acknowledging 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. |  |  |  |  |  |
| * Developing knowledge of self and understanding about the history, values, traditions, artistic expressions and family systems (without generalizing) of the clients they serve |  |  |  |  |  |

**Comments:**

**Core Competency #5: Advance 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.

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| **Student demonstrates beginning understanding of:** | Low Competence | Developing/Emerging Competence | Competent | High Competence | Not Applicable |
| * The application of knowledge in the forms and mechanisms of oppression and discrimination. |  |  |  |  |  |
| * Identifying issues of oppression and discrimination in work with one’s clients |  |  |  |  |  |
| * Student is knowledgeable about practices that advance human rights, social and economic justices |  |  |  |  |  |
| * Advocating for social justice issues. |  |  |  |  |  |

**Comments:**

**Core Competency #6: Engage 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.

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| **Student demonstrates beginning understanding of:** | Low Competence | Developing/Emerging Competence | Competent | High Competence | Not Applicable |
| * Distinguishing between fact and opinion in evaluating data and their own practice. |  |  |  |  |  |
| * The ability to use practice experience to inform scientific inquiry. |  |  |  |  |  |
| * Understanding the potential ways in which research evidence can be used to inform practice. |  |  |  |  |  |
| * The ability to review developments in individual cases, group or organization and use the framework of ‘evaluation’ to assess the work that has occurred. |  |  |  |  |  |

**Comments:**

**Core Competency # 7: Apply 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.

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| **Student demonstrates beginning understanding of:** | Low Competence | Developing/Emerging Competence | Competent | High Competence | Not Applicable |
| * The application of knowledge about human behavior across the life span |  |  |  |  |  |
| * Using this knowledge for guidance in the process of assessment, intervention, and evaluation of their client |  |  |  |  |  |
| * Knowledge of social systems and its impact on clients |  |  |  |  |  |
| * Critiquing and applying knowledge to understand person and environment. |  |  |  |  |  |

**Comments:**

**Core Competency #8: Engage 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.

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| **Student demonstrates beginning understanding of:** | Low Competence | Developing/Emerging Competence | Competent | High Competence | Not Applicable |
| * Understanding and demonstrating how policy affects the well-being of clients |  |  |  |  |  |
| * Analyzing, formulating and advocating for policies that advance the social well-being of all people |  |  |  |  |  |
| * Advocacy for clients |  |  |  |  |  |
| * Collaborating professionally with colleagues and clients for effective social and policy action. |  |  |  |  |  |

**Comments:**

**Core Competency #9: Respond 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.

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| **Student demonstrates beginning understanding of:** | Low Competence | Developing/Emerging Competence | Competent | High Competence | Not Applicable |
| * Seeking out different learning opportunities |  |  |  |  |  |
| * The ability to be flexible with the ever changing nature of practice |  |  |  |  |  |
| * The ability to tolerate ambiguity |  |  |  |  |  |
| * The ability to manage technology, including but not |  |  |  |  |  |
| * Limited to e-mail, electronic medical records, etc. |  |  |  |  |  |
| * Understanding the mission, structure and function of the agency |  |  |  |  |  |
| * Understanding how legislation and social policy influence the work of the agency |  |  |  |  |  |
| * Leadership and the willingness to take on tasks |  |  |  |  |  |
| * Understands and demonstrates flexibility in Social Work roles |  |  |  |  |  |

**Comments:**

**Core Competency #10: Engage, assess, intervene, and evaluate 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 practice behaviors 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.

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| **Student demonstrates beginning understanding of:** | Low Competence | Developing/Emerging Competence | Competent | High Competence | Not Applicable |
| ***Engagement:*** Student engages with Individuals, Families, Groups, Organizations and Communities |  |  |  |  |  |
| * Substantively and effectively preparing for action with individuals, families, groups, organizations and communities by seeking out existing sources of data, and identifying multiple influences that may be affecting the client system |  |  |  |  |  |
| * Uses empathy, genuineness, non-judgmental acceptance and other interpersonal practice behaviors to establish an environment of warmth. |  |  |  |  |  |
| * Conveys interest, concern and respect towards their clients |  |  |  |  |  |
| * Develops a mutually agreed-upon focus of work and desired outcome |  |  |  |  |  |
| * Determines how to enter beginning situations, how to present self and interpret service and one’s role in working with the client |  |  |  |  |  |
| ***Assessment:***  Student assesses Individuals, Families, Groups, Organizations and Communities   1. **Student demonstrates beginning practice behaviors in:** |  |  |  |  |  |
| * Collecting, organizing and interpreting client data, taking into account factors including physiological, psychological socio-cultural, developmental, cognitive, economic, environmental, political, organizational and client readiness |  |  |  |  |  |
| * Assessing client strengths and limitations |  |  |  |  |  |
| * Recognizing diversity issues including age, class, color, culture, disability, ethnicity, family structure, marital status, national origin, race, religion, sex and sexual orientation |  |  |  |  |  |
| * Learning about clients using: psychosocial histories, genograms, ecomaps |  |  |  |  |  |
| * Assessing possible strategies (feasibility vs. constraints) |  |  |  |  |  |
| * Developing mutually agreed on goals and objectives |  |  |  |  |  |
| * Selecting appropriate intervention strategies |  |  |  |  |  |
| ***Intervention:*** Student utilizes intervention strategies with Individuals, Families, Groups, Organizations and Communities   1. **Student demonstrates beginning practice behaviors in:** |  |  |  |  |  |
| * Recognizing different uses of varied intervention techniques such as legitimizing, reassuring, universalizing, reflection, role-play, confrontation, insight giving, etc. in working with clients. |  |  |  |  |  |
| * Understanding the connection between organizational goals and client-oriented interventions. |  |  |  |  |  |
| * Recognizing the differential application of the practice behaviors of negotiating, mediating and advocating. |  |  |  |  |  |
| * Demonstrating the capacity to engage in professional transitions and terminations with clients. |  |  |  |  |  |
| ***Evaluation:*** Student evaluates his/her work with Individuals, Families, Groups, Organizations and Communities |  |  |  |  |  |
| * Developing an understanding of basic evaluation concepts. |  |  |  |  |  |
| * Demonstrating competence in accessing research knowledge relevant to their practice. |  |  |  |  |  |
| * Using research knowledge for the purposes of measurement and monitoring client outcomes. |  |  |  |  |  |
| * Recognizing the importance of on-going evaluation of their practice. |  |  |  |  |  |

**Comments:**

**Summary and Future Learning Needs:**

**(Summarize major themes of the evaluation, and highlight the student's development over the semester. Specify future learning needs and tasks) Has the student been moving towards achieving the Core Competencies?**

**Please e-mail the evaluation to the Assistant Director of the Campus your student attends.**

**Return, the signed original of the field evaluation and the attendance sheet to:**

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