

**MSW Advanced Clinical Concentration  
Field Evaluation I**

Rating Scale for Evaluation of Field Placement Performance

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| Name of Intern: |  |
| Field Instructor: |  |
| Date: |  |

***Instructions for Rating Interns on the 9 Competencies:***

The standard by which an intern is to be compared is that of a beginning-level MSW social worker. The 9 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

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| 5 | The intern has excelled in this area |
| 4 | The intern is functioning above expectations for interns in this area |
| 3 | The intern has met the expectations for interns in this area |
| 2 | The intern has not as yet met the expectations in this area, but gives indication s/he will do so in the near future. |
| 1 | The intern has not met the expectations in this area, and does not give indication s/he will do so in the near future. |
| N/O | No opportunity, as the intern has not had the opportunity to demonstrate competence in this area. |

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas in which the student needs improvement.

This evaluation is intended to give the intern feedback about her or his performance. The field instructor's rating of these items will not directly be used to calculate the grade given to the intern. The faculty liaison/field seminar instructor has the responsibility of assigning the grade for field instruction. The grade that is assigned will be based on: the faculty liaison's overall evaluation of the student's performance in field placement in conjunction with the field instructor's evaluation and other submitted materials such as: intern logs; seminar participation; papers that integrate field with classroom instruction.

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| **Competence #1: Demonstrate Ethical and Professional Behavior.** | | |
| 1.1 | Demonstrate professional use of self with client(s). |  |

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| 1.2 | Demonstrate the ability to recognize professional strengths, limitations and challenges by proactively engaging and collaborating with members of other professions in inter-professional teams. |  |
| 1.3 | Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives. |  |
| 1.4 | Apply ethical decision making skills to issues specific to clinical social work, including practice with advanced technologies. |  |
| 1.5 | Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats. |  |
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| **Competence #2: Engage Diversity and Difference in Practice.** | | |  |
| 2.1 | Research and apply knowledge of diverse populations to enhance client wellbeing. |  |  |

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| 2.2 | Work effectively with diverse populations. |  |
| 2.3 | Identify and use practitioner/client differences from strengths perspectives. |  |
| 2.4 | Practice ethically with diverse groups, using a cultural humility and social justice practice paradigm. |  |
| 2.5 | Use evidence-based practice and practice-based evidence in advocacy for policies that advance social, economic and environmental well-being of diverse populations. |  |
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| **Competence #3: Advance Human Rights and Social, Economic, and Environmental Justice.** | | |  |
| 3.1 | Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention. |  |  |

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| 3.2 | Advocate at the micro, mezzo and macro level for mental health parity and reduction of health disparities for diverse populations. |  |
| 3.3 | Actively promote and engage in inter-professional collaborations and co-learning environments that enhance social, environmental and economic justice for clients at the micro, mezzo and macro levels. |  |
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| **Competence #4: Engage In Practice-informed Research and Research-informed Practice.** | | |  |
| 4.1 | Use the evidence-based practice process in clinical assessment and intervention with clients. |  |  |

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| 4.2 | Use research methodology to evaluate clinical practice assessment and intervention with clients. |  |
| 4.3 | Participate in the generation of new clinical knowledge, through research and practice. |  |
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| **Competence #5: Engage in Policy Practice.** | | |  |
| 5.1 | Communicate and educate stakeholders about the implication of policies and policy change in the lives of diverse clients. |  |  |

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| 5.2 | Use knowledge from multiple sources (e.g., empirical data, historical, social, cultural, economic, organizational, environmental, and global influences) in advocacy for policies that advocate social and economic well-being and environmental justice. |  |
| 5.3 | Advocate with and inform administrators and legislators to influence social, economic, and environmental policies that impact clients and services in diverse practice settings. |  |
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| **Competence #6: Engage with Individuals, Families, Groups, Organizations, and Communities.** | | |  |
| 6.1 | Develop a culturally responsive therapeutic relationship. |  |  |

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| 6.2 | Attend to the interpersonal dynamics and cultural and contextual factors that both strengthen and potentially threaten the therapeutic alliance. |  |
| 6.3 | Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes. |  |
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| **Competence #7: Assess Individuals, Families, Groups, Organizations, and Communities.** | | |  |
| 7.1 | Use multidimensional bio-psycho-social-spiritual assessment tools. |  |  |

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| 7.2 | Assess clients' readiness for change. |  |
| 7.3 | Assess client coping strategies and capacities within their broader context to reinforce and improve adaption to life situations, circumstances and events. |  |
| 7.4 | Select and modify appropriate intervention strategies based on continuous clinical assessment. |  |
| 7.5 | Use current diagnostic categories in conjunction with scientific evidence and clients’ cultural biopsychosocial spiritual histories to effectively assess client symptoms. |  |
| 7.6 | Consult with medical professionals as part of the larger practice context to confirm diagnosis and/or to monitor medication in the treatment process. |  |
| 7.7 | Demonstrate the ability to assess client systems using a culturally grounded approach. |  |
| 7.8 | Utilize current technology systems to collect, organize and interpret health and behavioral health data. |  |
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| **Competence #8: Intervene with Individuals, Families, Groups, Organizations, and Communities.** | | |  |
| 8.1 | Critically evaluate, select, and apply best practice and evidence-based interventions. |  |  |

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| 8.2 | Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed. |  |
| 8.3 | Collaborate with other professionals to coordinate treatment interventions. |  |
| 8.4 | Synthesize and differentially apply theories of human behavior and social environment to guide clinical practice. |  |
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| **Competence #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.** | | |  |
| 9.1 | Conduct process and/or outcome evaluations to develop empirically-informed clinical practice interventions for a range of bio-psycho-social-spiritual conditions. |  |  |

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| 9.2 | Critically apply theoretical frameworks and evaluation methods to advance research informed practice. |  |
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| Average Score |  |

**Overall Evaluation**

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|  | This intern is excelling in field placement by performing above expectations for interns. |
|  | This intern is meeting the expectations of a field placement intern. |
|  | This intern is functioning somewhat below the expectations of a field placement intern. |
|  | There is a question whether this intern will be ready for beginning level social work practice by the end of placements |
|  | This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major. |

Comments/elaboration:  
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Field Instructor:

   Agency:

Field Seminar Instructor:

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| ***The following section should be completed by the intern:*** My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows: |

Intern's Signature If this intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should be held to discuss the disagreement.

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