

**Rowan University · Master of Social Work Program
Generalist Field Education Placement Evaluation Form
STUDENT SELF-EVALUATION FORM
*STUDENT VERSION***

Student Name		Date	
Site Supervisor		Total Semester Hours Completed	
Agency		<input type="checkbox"/> SWK 01550 (Fa)	<input type="checkbox"/> SWK 01551 (Sp)

Instructions for Rating Interns on the Nine (9) Competencies:

The standard by which an intern is to be compared is that of a generalist level social worker. The nine (9) competencies specified in this evaluation form are those established by Council on Social Work Education (CSWE). Under each competency statement are skills that have been identified by the school as desirable for a student in an MSW generalist-practice placement. **The student behaviors that were assigned through the Learning Contract are the behaviors that become the basis for assessing the student’s skills at the end of the semester.**

Students are *not* expected to demonstrate all skills, and it is expected that there will be additional behaviors that are more appropriate to the agency and student learning that will be assigned to the student. The completion of this evaluation by the field instructor and the student can serve as a teaching-learning tool. It serves as a basis for assessing the student’s professional growth, performance, and level of skill attained.

Rating Scale for Evaluation

1 Developing	The student is approaching readiness but has not yet met basic expectations
2 Competent	The intern has met the expectations for interns in this area.
3 Advanced Competent	The intern is functioning above expectations for interns in this area.
4 Excels	The intern is functioning above expectations for social workers in this area

Comments may be made under any competency statement if desired. Please make sure to indicate those areas in which you think the intern is particularly strong and those areas in which the intern’s areas of improvement. This evaluation is intended to give the intern feedback about their performance. The field instructor’s rating of these items will be used to calculate 50% of the grade that is given to the student. The field education office has the responsibility of assigning the grade for field instruction. The grade that is assigned will be based on: the field instructor’s overall evaluation of the student’s performance in field placement in conjunction with the field seminar course attendance/participation and other submitted materials such as: timesheets, learning contract, reflections logs and process recordings. Please place comments under as many competencies as possible.

COMPETENCY 1: Demonstrate Ethical and Professional Behavior		Experienced by student during this placement? Yes or No	Level of skill at the end of the learning activity? (1) Developing (2) Competent (3) Advanced Competent (4) Excels			
1.1	Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4
1.2	Demonstrate professional behavior; appearance; and oral, written, and electronic communication;	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4
1.3	Use technology ethically and appropriately to facilitate practice outcomes	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4
1.4	Use supervision and consultation to guide professional judgment and behavior.	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4

Comments:

COMPETENCY 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice		Experienced by student during this placement? Yes or No	Level of skill at the end of the learning activity? (1) Developing (2) Competent (3) Advanced (4) Excels			
2.5	Advocate for human rights at the individual, family, group, organizational, and community system levels;	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4
2.6	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4

Comments:

COMPETENCY 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice		Experienced by student during this placement? Yes or No	Level of skill at the end of the learning activity? (1) Developing (2) Competent (3) Advanced (4) Excels			
3.7	Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels;	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4
3.8	Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4

Comments:

COMPETENCY 4: Engage in Practice-Informed Research and Research-Informed Practice		Experienced by student during this placement? Yes or No	Level of skill at the end of the learning activity? (1) Developing (2) Competent (3) Advanced (4) Excels			
4.9	Apply research findings to inform and improve practice, policy, and programs;	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4
4.10	Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4

Comments:

COMPETENCY 5: Engage in Policy Practice		Experienced by student during this placement? Yes or No	Level of skill at the end of the learning activity? (1) Developing (2) Competent (3) Advanced Competent (4) Excels			
5.11	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services;	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4
5.12	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4

Comments:

COMPETENCY 6: Engage with Individuals, Families, Groups, Organizations, and Communities		Experienced by student during this placement? Yes or No	Level of skill at the end of the learning activity? (1) Developing (2) Competent (3) Advanced Competent (4) Excels			
6.13	Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies;	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4
6.14	Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4

Comments:

COMPETENCY 7: Assess Individuals, Families, Groups, Organizations, and Communities		Experienced by student during this placement? Yes or No	Level of skill at the end of the learning activity? <i>(please circle/highlight one)</i> (1) Developing (2) Competent (3) Advanced Competent (4) Excels			
7.15	Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies;	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4
7.16	Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4

Comments:

COMPETENCY 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		Experienced by student during this placement? Yes or No	Level of skill at the end of the learning activity? (1) Developing (2) Competent (3) Advanced Competent (4) Excels			
8.17	Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals;	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4
8.18	Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	<input type="checkbox"/> Yes <input type="checkbox"/> No	1	2	3	4

Comments:

COMPETENCY 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		Experienced by student during this placement? Yes or No	Level of skill at the end of the learning activity? (1) Developing (2) Competent (3) Advanced Competent (4) Excels			
9.19	Select and use culturally responsive methods for the evaluation of outcomes;	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>		
9.20	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	<input type="checkbox"/> Yes <input type="checkbox"/> No				

Comments:

EVALUATION OF PROFESSIONAL READINESS

Please use this scale to answer questions below (circle or highlight):

(4) Very well prepared, (3) Well prepared, (2) Adequately prepared, (1) Poorly prepared

1. How prepared was student to “engage” with clients?
2. How prepared was student for basic job readiness (punctuality, response to written communication, actively engaged in job responsibilities, professional attire)?
3. How prepared was student to provide well written documentation (i.e., case notes and assessments)?
4. How prepared was student in their ability to communicate in a professional manner (written and verbal)?
5. How prepared was student to recognize diversity, equity and inclusion needs of clients?
6. How prepared was student to apply feedback and direction given to them from the field instructor?
8. How prepared was student to provide an evaluation of their own strengths and areas of improvement?
9. How prepared was the student to apply problem-solving skills at your agency?
10. How would you rate student’s overall readiness and potential to become a social worker

Overall End of Semester Evaluation

Please check one of the following:

	The student is excelling in all areas of agency internship
	The student is functioning above expectations for interns at the agency
	The student has met the expectations for interns at the agency
	The student is approaching readiness but has not yet met basic expectations

Student Signature: _____

Date: _____

Field Instructor Signature: _____

Date: _____

Date of supervision meeting when evaluation was discussed: _____

Field Education Dept Signature: _____

Date: _____