

MSW Advanced Direct Practice (ADP)
(2nd-Year MSW Field Placement)
Student Performance Evaluation in Field Education

This evaluation is designed to provide feedback to the student on the past semester’s performance, provide a basis and recommendation for the semester grade, and keep the School of Social Work informed about student performance in the field. Your honest evaluation is extremely helpful to the student and the School.

Brief Program Description:

Advanced direct practice concentration consists of three specializations that prepare students for professional practice with diverse populations in a wide variety of settings. Building on the foundation knowledge and skills obtained in the first year of the MSW program, advanced practice in the second year is designed to prepare students for enhanced competencies in working with individuals, families, small groups and communities. Across all specializations the curriculum is guided by the social work values that emphasize evidence-based practice, client strengths, social justice, and client empowerment. The primary MSW curriculum goals are to educate and train advanced social work practitioners who demonstrate the knowledge, skills, values and ethics of the profession and who are competent for specialized practice.

Specialization: Please Indicate ADP Specialization by checking one of the following:

Either check with ink pen or point and click with electronic cursor.

Public Child Welfare **Child/Youth and Families** **Health** **/Behavioral Health**

**If enrolled in a certificate program
please check the appropriate program.**

| | | |
|--|-------------------------------------|------------------------------------|
| Latino Certificate Program | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Gerontology Certificate Program | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Procedures:

1. Please note that this evaluation form follows the same learning objectives as outlined in the student’s learning contract.
2. Make two copies of the form to be used as an evaluation rough draft. Give one copy to the student for self evaluation
3. The student and field instructor complete the evaluation form independently.
4. The student and field instructor compare and discuss their respective evaluations.
5. The field instructor fills out the final copy of the evaluation form.
6. The field liaison will meet with the student and field instructor to review and finalize the evaluation and secure all signatures.

Student’s Name:

ASU ID No.:

Semester/Year:

Circle Course No.: SWG 641 OR SWG 642

Agency (Please print):

Field Instructor (Please print):

Field Liaison (Please print):

Note: Please sign on the last page of this evaluation form.

Rating Scale for # 1 through #5

| 1 | 2 | 3 | 4 | 5 | NA |
|---|---|--|--|---|--|
| Student consistently failed to engage in the learning process thus resulting in unacceptable performance. | Student occasionally demonstrated expected competency. Needs improvement. | Student satisfactorily demonstrated progress towards competency at the MSW advanced level. | Student consistently demonstrated expected competency at the MSW advanced level. | Student exceeded performance expected of an MSW advanced student at this phase of professional formation. | Student did not have the opportunity to implement assignment and will address in next semester, or the activity was completed in the prior semester. |

1. Professional Values and Ethics [EPAS 2.1.1; 2.1.2]:

Either check box with ink pen or point and click with electronic cursor.

| Area of Competency | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1a) Knowledgeable about NASW core values and ethical principles, and conducts self in accordance with the NASW <i>Code of Ethics</i> . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1b) In practice situations identifies and reflects on major values that both support and challenge his/her personal and professional practice of social work in accordance with the NASW <i>Code of Ethics</i> . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1c) Practices Social Work values of client self-determination and non-judgmental attitude towards clients and others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1d) Exhibits appropriate boundaries with colleagues, supervisor(s), and clients. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1e) Demonstrates ability to identify and critically analyze an ethical dilemma and apply an ethical decision-making model to assigned cases. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

2. Professional Relationship Skills [EPAS 2.1.1; 2.1.2; 2.1.3]:

Either check box with ink pen or point and click with electronic cursor.

| Area of Competency | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 2a) Engages in appropriate and effective communications skills with supervisors. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2b) Engages in appropriate and effective communications skills with staff. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2c) Demonstrates effective team participation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2d) Purposefully demonstrates and models the professional use of self (e.g. student's self awareness of personal attitudes about power, conflict resolution, communication style and solution finding patterns, and the impact of those attitudes on their professionalism.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2e) Appropriately uses supervision and consultation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2f) Demonstrates effective work habits and time management skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Rating Scale for # 1 through #5

| 1 | 2 | 3 | 4 | 5 | NA |
|---|---|--|--|---|--|
| Student consistently failed to engage in the learning process thus resulting in unacceptable performance. | Student occasionally demonstrated expected competency. Needs improvement. | Student satisfactorily demonstrated progress towards competency at the MSW advanced level. | Student consistently demonstrated expected competency at the MSW advanced level. | Student exceeded performance expected of an MSW advanced student at this phase of professional formation. | Student did not have the opportunity to implement assignment and will address in next semester, or the activity was completed in the prior semester. |

3. Professional Roles [EPAS 2.1.9; 2.1.10 (a)-(d)]:

Either check box with ink pen or point and click with electronic cursor.

| Area of Competency | 1 | 2 | 3 | 4 | 5 | NA |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3a) Demonstrates awareness and knowledge of state licensure procedures and when possible participates in professional associations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3b) Demonstrates awareness of various professional roles necessary in advanced practice, e.g., clinician, clinical supervisor, advocate, broker, and case manager. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

4. Responsiveness to Multicultural Client Systems [EPAS 2.1.4; 2.1.5; 2.1.8]:

Either check box with ink pen or point and click with electronic cursor.

| Area of Competency | 1 | 2 | 3 | 4 | 5 | NA |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 4a) Demonstrates an understanding of, and respect for the positive value of diversity, particularly as it relates to populations of the Southwest. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4b) Demonstrates an understanding of the forms and mechanisms of oppression and discrimination, and the role of the social worker in changing those conditions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4c) Demonstrates an ability to engage diverse client population. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

5. Application of Theories of Human Behavior and Practice Frameworks [EPAS 2.1.3; 2.1.7]:

Either check box with ink pen or point and click with electronic cursor.

| Area of Competency | 1 | 2 | 3 | 4 | 5 | NA |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 5a) Demonstrates skill in evaluating and applying culturally relevant theories and empirical evidence to assessment and intervention practice in their area of specialization. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5b) Demonstrates ability to assess and intervene with individuals, families and broader social networks. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

6. Therapeutic Relationship with Clients [EPAS 2.1.4; 2.1.5; 2.1.10 (a)-(d)]:

6a) Client Engagement:

| |
|--|
| Note: First Semester SWG 641 Student completed either audio or videotape. <input type="checkbox"/> |
|--|

Either check box with ink pen or point and click with electronic cursor.

| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
|---|---|--|---|--|
| Student consistently fails to engage clients. | Minimal engagement of clients. Student appears somewhat hesitant and lacks skill in interacting with clients. | Engages clients and identifies opportunities for improving client interviewing skills. Some inconsistency in interaction with clients. | Consistently and assertively engages clients. Student appears comfortable and open in his/her interaction with clients. | Student exceeds in effective engagement with clients. Successfully engages clients and significant others. |

6b) Protecting Client Confidentiality:

Either check box with ink pen or point and click with electronic cursor.

| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
|--|--|---|--|---|
| Student unaware of confidentiality issues relevant to clinical interviews. | Student is unclear about application of confidentiality requirements in conducting clinical interviews. Fails to seek supervision regarding confidentiality standards. | Student is knowledgeable of confidentiality requirements. Requires some structuring in applying confidentiality protocols | Student is aware and observes protocol involved in protecting client confidentiality. Appropriately seeks supervision in applying confidentiality protocols. | Student demonstrates advanced skills in managing confidentiality issues/dilemmas. |

Comments:

7. Clinical Assessment [EPAS 2.1.3; 2.1.4; 2.1.10 (a)-(d)]:

7a) Cultural Considerations in Formulating Assessments:

Either check box with ink pen or point and click with electronic cursor.

| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
|---|--|--|---|---|
| Student appears anxious and uncomfortable in addressing cultural factors involved in clinical cases and fails to identify cultural considerations in formulating an assessment. | Student appears somewhat hesitant about addressing cultural factors involved in clinical cases and rarely identifies cultural considerations in formulating assessments. | Student sometimes identifies cultural considerations in formulating assessments. Requires prompting in considering cultural factors when conducting assessments. | Student appears comfortable in addressing cultural factors involved in clinical cases and consistently identifies cultural considerations in formulating assessments. | Student demonstrates strong capacity for addressing cultural factors involved in clinical cases and effectively addresses these issues in formulating clinical assessments. |

7b) Data Collection and Synthesis:

Either check box with ink pen or point and click with electronic cursor.

| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
|--|---|--|--|--|
| Student assessment does not fit the assessment data. Conclusions suggest evaluator bias. | Student does not engage in ongoing assessment/data collection. There are some assumptions present in their conclusions. | There is an analysis of assessment data. However, the student's analysis is somewhat contradictory or confusing. | Student is consistent and reliable in organizing and synthesizing data in an effective manner. | Student exceeds expectations in actively collecting data and synthesizing data in a way that is trustworthy and logical. |

Comments:

8. Planning, Implementation & Evaluation of Interventions [EPAS 2.1.3; 2.1.6; 2.1.10 (a)-(d)]:

8a) Collaboration with Client in Planning Interventions:

Either check box with ink pen or point and click with electronic cursor.

| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
|---|---|--|--|--|
| Student is ineffective in goal setting and implementing treatment by over-managing the process or by failing to provide leadership. | Student sets goals and implements treatment without feedback from client and/or goals are not an integral part of the work. | Goals are set and treatment is implemented. However, the student has some difficulty in collaboration regarding goals and/or in using these to guide the work. | Student helps client to set goals, incorporates these into the treatment process, and implements the treatment plan. | Student collaborates with client to set goals that fit client desires. Goals are reviewed and used to guide the work resulting in effective implementation of the client's treatment plan. |

Comments:

9. Transition/Discharge/Termination [EPAS 2.1.10 (d)]:

9a) Directing Transition/Discharge Planning:

Either check box with ink pen or point and click with electronic cursor.

| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | N/A <input type="checkbox"/> Allowed only first semester (SWG 641) |
|---|--|--|--|---|--|
| Student has difficulty in setting direction/focus on preparation for client transition/discharge. | Student has some difficulty in directing and focusing on client transition/discharge. Student does not seek supervision regarding client transition/discharge. | Student is involved in directing/focusing client transition/discharge with minor distractions. Student demonstrates some uncertainty about application of appropriate risk management/legal protocols associated with client transition/discharge. | Student demonstrates appropriate planning and implementation of a client's transition/discharge. Student has a working familiarity of the appropriate risk management/legal protocols associated with client transition/discharge. | Student takes an effective role in facilitating the client's transition/discharge. Student is knowledgeable and observes appropriate risk management/legal protocols associated with client transition/discharge. | Student did not have the opportunity to demonstrate this characteristic or no opportunity to implement assignment. Only Allowed the first semester (SWG 641) |

Comments:

Remaining Items (10, 11, and 12) please use the following Rating Scale

| 1 | 2 | 3 | 4 | 5 | NA |
|---|---|--|--|---|--|
| Student consistently failed to engage in the learning process thus resulting in unacceptable performance. | Student occasionally demonstrated expected competency. Needs improvement. | Student satisfactorily demonstrated progress towards competency at the MSW advanced level. | Student consistently demonstrated expected competency at the MSW advanced level. | Student exceeded performance expected of an MSW advanced student at this phase of professional formation. | Student did not have the opportunity to implement assignment and will address in next semester, or the activity was completed in the prior semester. |

10. Organizational and Social Change Skills [EPAS 2.1.5; 2.1.8; 2.1.9; 2.1.10 (c):

Either check with ink pen or point and click with electronic cursor.

| Area of Competency | 1 | 2 | 3 | 4 | 5 | NA |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 10a) Demonstrates awareness of existing community strengths and needs, and facilitates client knowledge of and participation in change efforts in the community as appropriate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10b) Demonstrates awareness of organizational, program, and supervisory characteristics of the placement organization, and demonstrates ability to use organizational resources to enhance practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

11. Policy Practice [EPAS 2.1.4; 2.1.5; 2.1.8]:

Either check box with ink pen or point and click with electronic cursor.

| Area of Competency | 1 | 2 | 3 | 4 | 5 | NA |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 11a) Demonstrates awareness of policies affecting program design and service delivery (e.g., access, funding and equity) and is able to identify policy gaps from a social justice perspective. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11b) Demonstrates awareness of key policy issues for families and social networks that are unique to the Southwest such as extended families, clans, and compadrazgo. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

12. Professional Development and Renewal [EPAS 2.1.1; 2.1.2]:

Either check box with ink pen or point and click with electronic cursor.

| Area of Competency | 1 | 2 | 3 | 4 | 5 | NA |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 12a) Student developed a strategy for promoting personal/professional balance and self care skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12b) Student is able to identify and articulate the factors and issues involved in compassion fatigue and professional burnout. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12c) Recognizes and plans for personal growth in relation to professional development. For example increasing self-awareness, or enhancing professional work habits such as time management skills, or effective communications skills, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Recommended Grade for the MSW-ADP Field Placement:

Please check grade:

- Pass (Y):** Student met the Advanced Direct Practice Field objectives.
Field Instructor endorses that the student has demonstrated competency in their field placement.
- Fail (E):** Student did not meet the Advanced Direct Practice Field objectives.
-

Please check applicable semester:

- First Semester (SWG 641):** Student achieved a **minimum score of three (3) on all items** on the student performance evaluation.
- Second Semester (SWG 642):** Student achieved a **minimum score of four (4) on all items** on the student performance evaluation.
-

Comments:

Field Instructor's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

Field Liaison's Signature: _____ Date: _____