

MSW Advanced Generalist (AG)
(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: The Advanced Generalist Concentration prepares practitioners to exercise the professional autonomy, leadership, and creativity necessary for multi-dimensional contextual and ethical practice in rapidly changing social environments. Advanced generalist practitioners have the skills to deliver culturally competent, ethical practice that ranges from complex case management and practice with individuals, families and groups through organization, administration, policy development, and community practice. Students initially learn generalist practice in the foundation year, moving to more complex client systems, issues, problems, theories and interventions, as the scope and depth of their professional preparation increases. In the concentration year, classes and field instruction address Advanced Generalist competencies and objectives in order to meet the practice demands students encounter. Upon graduation, students are ready to assume the roles proper to direct practice and leadership operating within and between multiple systems. The competencies are based on the Council on Social Work Education 2015 Educational Policy and Accreditation Standards.

Procedures:

1. Please note that this evaluation form follows the same learning objectives as outlined in the student’s learning contract.
2. The student and field instructor complete the evaluation form independently.
3. The student and field instructor compare and discuss their respective evaluations.
4. The field instructor fills out an electronic copy of the final copy of the evaluation form on the data management system.
5. The field liaison will meet with the student and field instructor to review and approve the student performance evaluation.
6. The student, field instructor and liaison provide electronic signatures on the final evaluation.

Student’s Name:

ASU ID No.:

Semester/Year:

Circle Course No.: SWG 645 **OR** SWG 646

Agency Name:

Field Instructor:

Field Liaison:

Note: Please provide electronic signatures on the last page of this evaluation form.

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 was completed in the prior semester.

1. Demonstrate Ethical and Professional Behavior [2015 EPAS]:

Click with electronic cursor.

Area of Competency	1	2	3	4	5	NA
1a) Makes ethical decisions by applying the standards of the NASW <i>Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b) Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c) Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d) Uses technology ethically and appropriately to facilitate practice outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e) Uses supervision and consultation to guide professional judgment and behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

2. Engage Diversity and Difference in Practice [2015 EPAS]:

Click with electronic cursor.

Area of Competency	1	2	3	4	5	NA
2a) Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b) Presents self as a learner and engage clients and constituencies as experts if their own experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c) Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

3. Advance Human Rights and Social, Economic, and Environmental Justice [2015 EPAS]:

Click with electronic cursor.

Area of Competency	1	2	3	4	5	NA
3a) Applies understanding of social, economic, and environmental justice to advocate for human rights at the individual <u>and</u> system levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b) Engages in practices that advance social, economic, and environmental justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Rating Scale

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4. Engage in Practice-Informed Research and Research-Informed Practice [2015 EPAS]:

Click with electronic cursor.

Area of Competency	1	2	3	4	5	NA
4a) Uses practice experience and theory to inform scientific inquiry and research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b) Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c) Uses and translates research evidence to inform and improve practice, policy, and service delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

5. Engage in Policy Practice [2015 EPAS]:

Click with electronic cursor.

Area of Competency	1	2	3	4	5	NA
5a) Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5b) Assesses how social welfare and economic policies impact the delivery of and access to social services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5c) Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

6. Engage with Individuals, Families, Groups, Organizations, and Communities [2015 EPAS]:

Click with electronic cursor.

Area of Competency	1	2	3	4	5	NA
6a) Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6b) Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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7. Assess Individuals, Families, Groups, Organizations, and Communities [2015 EPAS]:

Click with electronic cursor.

Area of Competency	1	2	3	4	5	NA
7a) Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7b) Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7c) Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7d) Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

8. Intervene with Individuals, Families, Groups, Organizations, and Communities [2015 EPAS]:

Click with electronic cursor.

Area of Competency	1	2	3	4	5	NA
8a) Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8b) Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8c) Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8d) Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8e) Facilitates effective transitions and endings that advance mutually agreed-on goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Rating Scale

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9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities [2015 EPAS]:

Click with electronic cursor.

Area of Competency	1	2	3	4	5	NA
9a) Selects and uses appropriate methods for evaluation of outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9b) Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9c) Facilitates effective transitions and endings that advance mutually agreed-on goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

10. Professional Growth and Development:

Click with electronic cursor.

Area of Competency	1	2	3	4	5	NA
10a) Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10b) Negotiates, mediates and advocates with and on behalf of diverse client and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10c) Engages in practice that demonstrates integration of self-care strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Recommended Grade for the MSW-Advanced Generalist Field Placement:

Please check grade:

Pass (Y): Student met the Advanced Generalist 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 645):** Student achieved a **minimum score of three (3) on all items** on the student performance evaluation.
- Second Semester (SWG 646):** 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:** _____