

MSW Foundation (FND)

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 objective evaluation is helpful to the student and the School.

Brief Program Description: The first year of the graduate program is one of Foundation and is the same for all MSW students. Major conceptual frameworks used include: Ecological systems, theories of human behavior, empowerment, solution finding from a strengths perspective, and practice with specific attention to populations of the Southwest.

As derived from the curriculum content of the Human Behavior courses (501 and 502) the Diversity course (533), the Foundation Practice courses (510, 511, and 585), the Research course (519) and Policy course (531), the focus of the **Foundation-year** field placement is: Establishment of professional identity, the context of the agency and the community, relationship building skills, strategies of empowerment practice, and awareness and responsiveness to the diversity of peoples of the Southwest.

The targeted client systems are those of the individual, family and small groups as viewed within various organization, community and sociocultural contexts. The **Foundation year** is designed to prepare students for advanced training in their area of concentration. It focuses on generalist social work practice with individuals, groups, families, agencies, and communities as "client systems."

Procedures: This evaluation form follows the same learning objectives as outlined in the student's learning contract.

1. Evaluate the student's performance within the context of the student's stated evaluation criteria documented on the learning contract.
2. The student and field instructor complete the performance evaluation form together in the electronic data management system.
3. Comments are required with an example of how each skill was demonstrated to support the performance score.
4. The field instructor completes the final copy of the evaluation form and saves it on the data management system.
6. The field liaison meets with the student and field instructor to review the performance evaluation and award the grade.
7. The liaison assures that all electronic signatures are completed on the data management system and reports the grade to the Field Education Office for posting.

Student's Name:

ASU ID Number:

Semester/Year:

Course No. (Check one):

Field Agency:

___ SWG 541 (1st Semester)

Field Instructor:

___ SWG 542 (2nd Semester)

Field Liaison:

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

Rating Scale:

| 1 | 2 | 3 | 4 | 5 |
|---|---|--|--|---|
| 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 Foundation level. | Student consistently demonstrated expected competency at the MSW Foundation level. | Student exceeded performance expected of an MSW Foundation student at this phase of professional formation. |

1. Professional Values and Ethics

Educational Policy 2.1.2 – 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.

Practice Behaviors:

1. Recognize and manage personal values in a way that allows professional values to guide practice.
2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.
3. Tolerate ambiguity in resolving ethical conflicts.
4. Apply strategies of ethical reasoning to arrive at principled decisions.

| | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1a. 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"/> |
| 1b. Knowledgeable about NASW core values and ethical principles, and conducts self in accordance with the NASW <i>Code of Ethics</i> . | <input type="checkbox"/> |
| 1c. Demonstrates ability to identify and critically analyze an ethical dilemma and apply an ethical decision-making model to assigned cases. | <input type="checkbox"/> |
| Comments: | | | | | |

2. Professional Relationship Skills and Professional Roles

Educational Policy 2.1.1 – 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.

Practice Behaviors:

1. Advocate for client access to the services of social work.
2. Practice personal reflection and self-correction to assure continual professional development.
3. Attend to professional roles and boundaries.
4. Demonstrate professional demeanor in behavior, appearance and communication.
5. Engage in career-long learning. (also cited in #10. Professional Development and Renewal)
6. Use supervision and consultation.

Rating Scale:

| 1 | 2 | 3 | 4 | 5 |
|---|---|--|--|---|
| 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 Foundation level. | Student consistently demonstrated expected competency at the MSW Foundation level. | Student exceeded performance expected of an MSW Foundation student at this phase of professional formation. |

| | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 2a. Practices Social Work values of advocacy and client self-determination and non-judgmental attitude towards clients and others. | <input type="checkbox"/> |
| 2b. Appropriately uses supervision and consultation, that is, student prepares for supervision, accepts supervision in a constructive manner, is self-reflective and able to self-correct and follow up with recommendations. | <input type="checkbox"/> |
| 2c. Demonstrates knowledge and competency in the various professional roles necessary in foundation practice, e.g., advocate, broker, case manager, community organizer, and exhibits appropriate boundaries with colleagues, supervisor(s), and clients. | <input type="checkbox"/> |
| 2d. Demonstrates professional demeanor in behavior (including use of self and time management), appearance, and communication. | <input type="checkbox"/> |
| Comments: | | | | | |

3. Responsiveness to Multicultural Client Systems

Educational Policy 2.1.4 – 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.

Practice Behaviors:

1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, create or enhance privilege and power.
2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
3. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
4. View themselves as learners and engage those with whom they work as informants.

Rating Scale:

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| | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3a. Able to articulate an understanding of the impact of stereotypes and prejudice on clients, their families, and their community, particularly as it relates to agency population or local minority community, and identify the forms of discrimination and oppression. | <input type="checkbox"/> |
| 3b. Demonstrates ability to acknowledge and examine own personal biases and reflect on their potential impact on clients, and to seek supervision when appropriate. | <input type="checkbox"/> |
| 3c. Critically analyzes and applies knowledge of culturally responsive best practice interventions with agency populations. | <input type="checkbox"/> |
| 3d. Demonstrates an ability to establish relationships with clients and others from diverse backgrounds and demonstrates an understanding of and respect for the positive value of diversity. | <input type="checkbox"/> |
| Comments: | | | | | |

4. Application of Theories Human Behavior and Practice Frameworks

Educational Policy 2.1.7 – 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.

Practice Behaviors:

1. Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation.
2. Critique and apply knowledge to understand person and environment.

| | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 4a. Critically analyzes and applies knowledge of bio-psycho-social-spiritual variables that affect human development and behavior. | <input type="checkbox"/> |
| 4b. Uses theoretical frameworks to understand the interactions among client systems and between clients and social systems (i.e., families, groups, organizations, and communities). | <input type="checkbox"/> |
| Comments: | | | | | |

Rating Scale:

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5. Promoting Social and Economic Justice

Educational Policy 2.1.5 – 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.

Practice Behaviors:

1. Understand the forms and mechanisms of oppression and discrimination.
2. Advocate for human rights and social and economic justice.
3. Engage in practices that advance social and economic justice.

| | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 5a. Demonstrate awareness of forms and mechanisms of oppression and discrimination experienced by a population observed or one served by the agency. | <input type="checkbox"/> |
| 5b. Demonstrates ability to identify and analyze human rights and social/economic justice issues and barriers to service and design an advocacy intervention strategy. | <input type="checkbox"/> |
| 5c. Demonstrates ability to analyze the role of the agency in ameliorating social problems. | <input type="checkbox"/> |
| Comments: | | | | | |

6. Client Systems (Individual, Family and Small Group)

Educational Policy 2.1.10 (a-d) – 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 skills 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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6A. Educational Policy 2.1.10(a) – Engagement

Practice Behaviors:

1. Substantively and affectively prepare for action with individuals, families, groups, organizations and communities.
2. Use empathy and other interpersonal skills.
3. Develop a mutually agreed-on focus and desired outcomes.

Note: First Semester SWG 541 Student completed either audio or videotape. If not allowed at agency, student completed a mock interview with an agency staff member. The tape is reviewed by the field instructor and student for debriefing. The tape is not submitted to the SSW Field Education Office.

Comments:

| | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 6A-1. Demonstrates effective and appropriate documentation skills and adherence to professional standards of confidentiality and mandated reporting. | <input type="checkbox"/> |
| 6A-2. Demonstrates effective engagement strategies when interviewing clients and demonstrates competence in applying empathy and basic communication skills and techniques in a client interview. | <input type="checkbox"/> |
| 6A-3. Demonstrates effective culturally appropriate communication skills in collecting data towards mutually agreed-on outcomes through the engagement/interview process. | <input type="checkbox"/> |
| Comments: | | | | | |

6B. Educational Policy 2.1.10(b) – Assessment

Practice Behaviors:

1. Collect, organize and interpret client data.
2. Assess client strengths and limitations.
3. Develop mutually agreed-on intervention goals and objectives.
4. Select appropriate intervention strategies.

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| | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 6B-1. Demonstrates ability to report data in a non-biased manner and effectively articulates an understanding of client’s issues, circumstances and needs. | <input type="checkbox"/> |
| 6B-2. Formulates written assessments and psychosocial histories based on appropriate attention to socioeconomic, ethnic and cultural factors, including strengths and limitations. | <input type="checkbox"/> |
| 6B-3. Collaborates with clients in setting goals and strategies for change. | <input type="checkbox"/> |
| 6B-4. Demonstrates ability to apply ecological systems/strengths framework in formulating intervention plans that respond to the needs and preferences of the specific client or client system. | <input type="checkbox"/> |
| Comments: | | | | | |

6C. Educational Policy 2.1.10(c) – Intervention

Practice Behaviors:

1. **Initiate actions to achieve organizational goals.**
2. **Implement prevention interventions that enhance client capacities.**
3. **Help clients resolve problems.**
4. **Negotiate, mediate and advocate for clients.**
5. **Facilitate transitions and endings.**

| | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 6C-1. Demonstrates an understanding of organizational goals in the implementation of interventions that support client capacities. | <input type="checkbox"/> |
| 6C-2. Demonstrates knowledge and ability to apply culturally grounded generalist practice methods such as negotiation, mediation, and advocacy to help clients solve problems. | <input type="checkbox"/> |
| 6C-3. Demonstrates knowledge of intervention plans that support client goal attainment and resolve problems. | <input type="checkbox"/> |
| 6C-4. Demonstrates knowledge of factors involved in termination (transition or discharge) and appropriately terminates cases consistent with professional standards and risk management protocols. | <input type="checkbox"/> |
| Comments: | | | | | |

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6D. Educational Policy 2.1.10(d) – Evaluation

Practice Behaviors:

1. Social workers critically analyze, monitor and evaluate interventions.

| | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 6D-1. Demonstrates ability to discuss, analyze and evaluate with client the expected outcomes. | <input type="checkbox"/> |
| 6D-2. Demonstrates ability to apply evaluation methods in analyzing and critiquing the validity of practice interventions. | <input type="checkbox"/> |
| 6D-3. Student critiques own intervention in a constructive manner and seeks feedback from supervisor. | <input type="checkbox"/> |
| Comments: | | | | | |

7. Community Analysis, Organizational Analysis and Macro/Societal Intervention Skills [EPAS 2.1.9]

7A. Educational Policy 2.1.9 – 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.

Practice Behaviors:

1. Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services.
2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

7A. Community Analysis

| | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 7A-1. Demonstrates ability to identify community strengths and needs and recommend change strategies. | <input type="checkbox"/> |
| 7A-2. Demonstrates ability to identify and analyze gaps in service delivery system. | <input type="checkbox"/> |
| 7A-3. Effectively utilizes appropriate community resources to meet client needs. | <input type="checkbox"/> |
| Comments: | | | | | |

Rating Scale:

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7B. Organizational Analysis

| | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 7B-1. Understands and is able to articulate the agency or organization’s purpose, mission, governance structure, history, and funding. | <input type="checkbox"/> |
| 7B-2. Understands and is able to apply appropriately the agency’s/organization’s policies, procedures, and protocols. | <input type="checkbox"/> |
| Comments: | | | | | |

7C. Macro/Societal Intervention Skills

| | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 7C-1. Able to identify and analyze a change opportunity and design a change strategy. <u>Note:</u> The intervention strategy identifies community and organizational resources and assets from a strengths-based perspective. | <input type="checkbox"/> |
| 7C-2. Able to identify relevant resources to support sustainability of change strategy. | <input type="checkbox"/> |
| Comments: | | | | | |

8. Social Policy

Educational Policy 2.1.8 – 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.

Practice Behaviors:

1. Analyze, formulate and advocate for policies that advance social well-being.
2. Collaborate with colleagues and clients for effective policy action.

| | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 8a. Recognizes and analyzes the impact of a selected policy relevant to field placement client systems, workers and/or social service agencies. | <input type="checkbox"/> |
| 8b. Able to collaborate with colleagues and clients to address issues relevant to the selected policy. | <input type="checkbox"/> |
| 8c. Demonstrates ability to advocate for the selected policy in order to advance social well-being. | <input type="checkbox"/> |
| Comments: | | | | | |

Rating Scale:

| 1 | 2 | 3 | 4 | 5 |
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9. Professional Research Skills

Educational Policy 2.1.6 – 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.

Practice Behaviors:

1. Use practice experience to inform scientific inquiry.
2. Use research evidence to inform practice.

| | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 9a. Demonstrates an ability to access and apply current social work research to inform social work practice. | <input type="checkbox"/> |
| 9b. Demonstrates an understanding and ability to articulate the relationship between research and generalist practice. | <input type="checkbox"/> |
| Comments: | | | | | |

10. Professional Development and Renewal

Educational Policy 2.1.1 – 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.

Practice Behaviors:

1. Advocate for client access to the services of social work.
2. Practice personal reflection and self-correction to assure continual professional development. (cited in #2).
3. Attend to professional roles and boundaries (cited in #2).
4. Demonstrate professional demeanor in behavior, appearance and communication (cited in #2).
5. Engage in career-long learning.
6. Use supervision and consultation (cited in #2).

| | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 10a. Student maintains a strategy for promoting personal/professional balance and self-care skills and implements it. | <input type="checkbox"/> |
| 10b. Student is able to identify and articulate the factors and issues involved in compassion fatigue and professional burnout. | <input type="checkbox"/> |
| 10c. Recognizes and plans for personal growth in relation to professional development and career long learning. | <input type="checkbox"/> |
| Comments: | | | | | |

MSW Foundation Student Performance Evaluation Grade

RECOMMENDED GRADE:

Please check grade:

Pass (Y): Student met the MSW Foundation performance standards.
Field Instructor endorses that the student has demonstrated competency in their field placement. Competency is reflected in the student's ability to engage in professional conduct and to synthesize and integrate practice knowledge, values, and skills required of a foundation-level MSW student.

First Semester (SWG 541): Student achieved a **minimum score of three (3) on all items** on the student performance evaluation for the first semester.

Second Semester (SWG 542): Student achieved a **minimum score of four (4) on all items** on the student performance evaluation for the second semester.

Fail (E): Student did not meet the MSW Foundation performance standards.

Comments:

Field Instructor's Signature: _____ **Date:** _____

Student's Signature: _____ **Date:** _____

Field Liaison's Signature: _____ **Date:** _____