



## MSW COSA CONCENTRATION FIELD EVALUATION

*Community, Organization, and Social Action*

School of Social Work  
University of Pittsburgh

Date of Evaluation: \_\_\_\_\_

Term: \_\_\_\_\_

Year: \_\_\_\_\_

1. Evaluation Level: (Check One): \_\_\_\_\_ First Term \_\_\_\_\_ Second Term \_\_\_\_\_ Final Term

2. Student Name: \_\_\_\_\_

3. Concentration (1 = Direct Practice; 2 = COSA) \_\_\_\_\_

4. Peoplesoft ID: \_\_\_\_\_

5. Field Liaison: \_\_\_\_\_

6. Field Instructor Name: \_\_\_\_\_

7. Field Instructor Phone: \_\_\_\_\_

8. Field Instructor Email: \_\_\_\_\_

9. Task Supervisor Name  
(if applicable): \_\_\_\_\_

10. Task Supervisor Phone: \_\_\_\_\_

11. Task Supervisor Email: \_\_\_\_\_

12. Name of Agency/Organization: \_\_\_\_\_

13. Department: \_\_\_\_\_

14. Site Address: \_\_\_\_\_

### EVALUATION GRADE

(See pages 2-3 for explanation, to be entered upon completion of evaluation)

Overall Grade Recommended  Satisfactory  No Credit

(Final grade will be determined by Field Liaison)

Field Evaluation Due Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Field Instructor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Field Liaison Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Online: <http://www.socialwork.pitt.edu/academic-programs/field-education/>

Revised 6/2016

## INTRODUCTION

The end of term evaluation of the student's performance in the field practicum represents a summation of the field instructor's feedback and assessment of the student's performance for the specified term. A field placement activity time sheet is attached to the end of the evaluation form.

Both the student and the field instructor should have a copy of the instrument at the start of the field practicum. This is done so that both may be familiar with the criteria of the evaluation instrument and so that the selection of learning tasks and assignments can take these attributes into consideration.

The evaluation is designed to measure outcomes in achieving program competencies. While there are many variables that contribute to outcomes, it is the student's quality and nature of performance activity, timeliness and practice behaviors that are assessed. The student must be involved in the process and both the field instructor and the student should be familiar with the program competencies. The evaluation measures where the student is relative to the student's growth and development in relation to the competencies.

End of term evaluation consists of:

Review of the Field Learning Plan with a focus on what was accomplished, what was not, the quality of the student's work, the student's strengths and weaknesses, and further learning that is suggested for the student's professional development. Following a review and discussion with the student, the field instructor completes this instrument. If the student wishes, he or she may append an additional statement to the instrument. Finally, the field instructor and student both sign and date the instrument electronically and it is the student's responsibility to submit the instrument to the Office of Field Education by the due date via Qualtrics. The Office of Field Education forwards the form to the field liaison who reviews and confirms the grade recommendation.

Completion of the evaluation instrument with emphasis on the quality and performance level of the student as it relates to competencies as outlined under the headings below:

Nine competencies are measured in the evaluation:

1. Engage in Diversity and Difference in Practice
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed research and Research-informed practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Each competency has related practice behaviors that are rated on a 5-point Likert scale that ranges from "Advanced Competence" to "Unacceptable Progress". Additionally, each practice behavior contains learning dimensions of the behaviors that are involved in developing competence throughout the field placement.

The 5 Learning Dimensions are:

1. Knowledge – learned facts, information, theories
2. Values – ethics and standards/principles
3. Skills – behavior, application, execution, abilities
4. Cognitive – reasoning, understanding, insight
5. Affective – attitude, perception, feeling, empathy

**Learning Dimensions: Each of the Nine Competencies contain dimensions of the practice behaviors necessary for learning and developing competence throughout the field placement**

**Please note that the following Learning dimensions have been assigned to the practice behaviors throughout the document using the following key:**

Knowledge (learned facts, information, theories) (K)

Values (ethics and standards/principles) (V)

Skills (behavior/application/execution/abilities) (S)

Cognitive: (reasoning/understanding/insight) (C)

Affective: (attitude/ perception/feeling/empathy) (A)

Competencies

**1. Engage Diversity and Difference in Practice**

Knowledge (K)

Values (V)

Skills (S)

Cognitive (C)

Affective (A)

**2: Engage Diversity and Difference in Practice**

Knowledge

Values

Skills

Cognitive

Affective

**3: Advance Human Rights and Social, Economic, and Environmental Justice**

Knowledge

Values

Skills

Cognitive

Affective

**4: Engage In Practice-informed Research and Research-informed Practice**

Knowledge

Values

Skills

Cognitive

Affective

**5: Engage in Policy Practice**

Knowledge

Values

Skills

Cognitive

Affective

**6: Engage with Individuals, Families, Groups, Organizations, and Communities**

**Knowledge**

Values

Skills

Cognitive

Affective

**7: Assess Individuals, Families, Groups, Organizations, and Communities**

**Knowledge**

Values

Skills

Cognitive

Affective

**8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Knowledge

Values

Skills

Cognitive

Affective

**9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Knowledge

Values

Skills

Cognitive

Affective

EXAMPLE

## COMPETENCIES / EVALUATION INSTRUMENT

### Instructions for Rating Interns on the 9 Competencies in the First Part of the Evaluation

The standard by which an intern is to be compared is that of a new beginning-level social worker. The 9 competencies that are specified in this evaluation form are those established in 2015 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:

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
<input type="checkbox"/>				

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 that need improvement. This evaluation is intended to give the intern feedback about her or his performance. The agency supervisor's rating of these items will not directly be used to calculate the grade that is given to the intern.

**The faculty liaison/ practicum lab instructor has the responsibility of assigning the grade for the course based on overall evaluation of the student's performance in placement in conjunction with the agency field instructor's evaluation; intern journal; seminar participation; and assigned papers.**

Please do not equate this scale to the traditional letter grading scale. At the Concentration level, a **score of three or "competent" constitutes a passing grade.** Students are not expected to have fives or many fours by the end of the *first* term.

Please note that if the student receives a score of 1 or 2 on any of the competencies within the educational goals on the overall score for that goal the student should not receive an overall score for that section beyond a 3. **For the second term of Concentration placement, students are expected to have all fours and fives.**

A score of 1 or 2 in any of the overall goals constitutes an unsatisfactory grade.

Please add any comments and/ or suggestions regarding the skills for each section.

For additional guidance in using this scale, please contact the Office of Field Education. Ratings for each learning objective must be supported in the narrative by evidence to support the rating and if needed, indicate ways in which the specific learning objective can be further addressed.

**The field instructor is required to complete an electronic copy of the field evaluation at the end of each term of field placement. The field instructor and student should meet to discuss the performance ratings. Any specific plans for the student's improvement should be noted in the narrative section. One completed evaluation (done by the Field Instructor and reviewed by the student) is forwarded to the Field Education Office via Qualtrics, which then informs the faculty liaison of its arrival. The student may be given a copy of the final evaluation if requested.**

## COMPETENCY #1:

### DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
<input type="checkbox"/>				

Learning Dimension			SCALE				
			5	4	3	2	1
V,S	a	Works with communities and organizations by applying ethical reasoning, professional social work standards, and laws for social work practice.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K,C,V,S	b	Provides leadership in organizations and communities for ethical interventions that improve the wellbeing of individuals, families, and organizations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C,S,K	c	Designs organizational and community intervention based on: (a) synthesized multiple frameworks and (b) professional judgments.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S,V	d	Makes use of technological and scientific advancements that contribute to solving problems that are affecting organizations and communities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C,A	e	Demonstrates professional demeanor in behavior; appearance; & oral, written, & electronic communication with consumers, colleagues & agencies in COSA settings;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C,V	f	Utilizes clinical supervision & consultation to guide professional judgment & behavior to promote effective outcomes with organizations and communities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S,V	g	Makes use of technological and scientific advancements that contribute to solving problems that are affecting organizations and communities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V,C,A	h	Uses supervision and consultation to guide professional judgment and behavior and using a journal, student will note any personal biases and values and discuss these in supervision as they relate to the population/community served.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K,C	i	Investigates resources that support lifelong learning (ex. NASW chapter events, continuing education opportunities, alumni mentoring).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF COMPETENCY #1		SCALE				
		5	4	3	2	1
j	OVERALL EVALUATION OF THE DEMONSTRATION OF ETHICAL AND PROFESSIONAL BEHAVIOR IN THE FIELD PLACEMENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k	Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?					
l	<p>Ms. Student is building a solid rapport with the staff and participants at our agency. She is always professional and maintains strong ethical values that align with the NASW Code Of Ethics. She is prompt and has strong discussions during supervision. I have encouraged her to use a journal during supervision (See below). Ms. Student has been an active observer and is starting to participate in agency meetings.</p> <p><b>If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.</b></p> <p>Currently, we discuss recent happenings and events however, the student is not journaling her experiences to get and personal and individual perspective of her experiences at the placement. It would be helpful to have her be conscious of her personal experiences so that she is better able to address and own, in her own way, actions/steps to improve particular situations as they arise.</p>					

## COMPETENCY #2:

### ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
<input type="checkbox"/>				

Learning Dimension			SCALE				
			5	4	3	2	1
K,C,S,V	a	Based on strength of diversity, articulates how to develop inclusive communities, and multicultural organizations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K,V	b	Articulates social and ethnic constructs that shape realities for different groups/people.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S,V	c	Develops organizational and social action by engaging diverse participation of marginalized community and organizational constituents.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C,A	d	Presents themselves as learners & engage with organizations and communities as experts of their own experiences;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C,A,S	e	Applies self-awareness & self-regulation to manage the influence of personal biases & values in working with diverse organizations and communities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF COMPETENCY #2		SCALE				
		5	4	3	2	1
f	OVERALL EVALUATION OF THE ENGAGEMENT OF DIVERSITY AND DIFFERENCE IN PRACTICE IN THE FIELD PLACEMENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>Ms. Student is very self-aware. She discusses during supervision how her personal biases could impact her interactions. She is able to identify barriers to our agencies services and has made thoughtful recommendations for changes to overcome these barriers.</p>					
h	<p>If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.</p> <p>n/a</p>					

### COMPETENCY #3:

## ADVANCE HUMAN RIGHTS; SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
<input type="checkbox"/>				

Learning Dimension			SCALE				
			5	4	3	2	1
K,V	a	Identifies the potentials and limits of civil rights laws and human rights treaties/conventions, and standards for achieving social change.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S,V	b	Advances human rights principles for eliminating social, economic and environmental injustice within communities, organizations, institutions and society.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C,A,V	c	Identifies indicators and measures of well-being for communities and organizations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S,V	d	Develops and implements strategies that help eliminate oppressive structural barriers, in reference to ensuring equitable distribution of social goods, rights, and responsibilities, and protecting civil, economic, political, cultural and environmental human rights.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF COMPETENCY #3		SCALE				
		5	4	3	2	1
e	OVERALL EVALUATION OF THE ADVANCEMENT OF HUMAN RIGHTS, AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE IN THE FIELD PLACEMENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	<p><b>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</b></p> <p>Ms Student has discussed during supervision barriers to our services. She is working closely with me on several projects that will help eliminate some of the oppressive barriers to our agencies services. She is able to identify how these projects will affect the communities we serve.</p>					
g	<p><b>If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.</b></p>					

## COMPETENCY # 4:

### ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
<input type="checkbox"/>				

Learning Dimension			SCALE				
			5	4	3	2	1
K,C	a	Develops community and organizational interventions based on theories of community and organizational behavior, and best practice research.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S	b	Conducts community- and organization-based research that engages the constituencies of communities and organizations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K,C,S	c	Utilizes contextually unique community and organizational factors for adopting and evaluating practice.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K,C,S	d	. Analyzes and articulates community-based practices based on multi-disciplinary perspectives and theories.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF COMPETENCY #4		SCALE				
		5	4	3	2	1
e	OVERALL EVALUATION OF THE ENGAGEMENT OF PRACTICE INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE IN THE FIELD PLACEMENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>Ms. Student has gained a strong foundation within our agency over this first term. She has attended trainings offered internally on supervision and has discussed these during supervision. Ms. Student has a strong understanding of the agency's history and has been attending stakeholder and board meetings. Next term I anticipate Ms. Student to be an active participant during these meetings.</p>					
g	<p>If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.</p>					

## COMPETENCY #5:

### ENGAGE IN POLICY PRACTICE

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
<input type="checkbox"/>				

Learning Dimension			SCALE				
			5	4	3	2	1
K	a	Identifies the multiple levels at which policy is made (i.e., agency, local, state, national, international) and assess where changes are needed to occur, recommend strategies for policy reform.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C,V	b	Assesses the role that social, cultural, economic and political forces play in shaping and policy, with a focus on how contemporary ideologies shape policy formation and implementation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C,V	c	Develops recommendations for policy reform including strategies for achieving these reforms.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C,S,V	d	Works in collaborative advocacy and lobbying efforts on policies that improve the effectiveness of social services, enhance the well-being of people, and ensure social and economic justice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF COMPETENCY #5		SCALE				
		5	4	3	2	1
e	OVERALL EVALUATION OF THE ENGAGEMENT IN POLICY PRACTICE IN THE FIELD PLACEMENT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	<p><b>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</b></p> <p>This is a very strong area for Ms. Student. She has been very active in our agency social action forum. She has thoughtful research behind each issue that she presents and we discuss in supervision the actions she has taken (letter to the editor regarding a local issue and letters to elected officials on local and national issues). Ms. Student has also identified and attended several community forums where social justice issues were being addressed and has attended events and town hall meetings in locally affected communities.</p>					
g	<p><b>If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.</b></p>					

## COMPETENCY #6:

### ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
<input type="checkbox"/>				

Learning Dimension			SCALE				
			5	4	3	2	1
K,C	a	Identifies and define groups, organizations and communities as client systems.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S	b	Applies theories of human behavior and social environment and other multidisciplinary frameworks to engage diverse client systems and constituencies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C,A	c	Understands and applies intervention strategies (including empathy, reflection and interpersonal skills) to effectively build relationships and engage diverse client systems and constituencies.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF COMPETENCY #6		SCALE				
		5	4	3	2	1
d	OVERALL EVALUATION OF THE ENGAGEMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES IN THE FIELD PLACEMENT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?  Ms. Student has become a welcome part of our meetings with community collaborators. She is building relationships with them and conducts herself professionally. I have watched Ms. Student's confidence as a professional social worker grow significantly during this term.					
f	If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.					

## COMPETENCY #7:

### ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
<input type="checkbox"/>				

Learning Dimension			SCALE				
			5	4	3	2	1
K,C,S	a	Identifies and critically assesses organizational and community needs and assets.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S	b	Engages client systems and constituencies by application of theories of human behavior and social environment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S	c	Facilitate the development of mutually agreed goals and outcomes for communities and organizations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K,C,S	d	Enhances organizational and community efficacy based on collaboration on the development and selection of strategies for organizational and community interventions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF COMPETENCY #7		SCALE				
		5	4	3	2	1
e	OVERALL EVALUATION OF THE ASSESSMENT OF INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES IN THE FIELD PLACEMENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>Ms. Student is working with me to prepare for our annual program evaluation. She has reviewed data from previous evaluations and made constructive recommendations for changes. She is able to complete a welcome interview appointment for new participants independently.</p>					
g	If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.					

## COMPETENCY # 8:

### INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
<input type="checkbox"/>				

Learning Dimension			SCALE				
			5	4	3	2	1
C,S	a	Identifies, analyzes and implements evidence informed and theory driven interventions to develop client system and constituency goals and outcomes.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C,S,V	b	Develops, monitors, and/or strengthens to achieve desirable organizational and community outcomes based on collaborative relationships.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C,S,V	c	Engages in leadership activities to negotiate, mediate, & advocate in partnership with diverse client systems and constituencies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF COMPETENCY #8	SCALE				
		5	4	3	2	1
d	OVERALL EVALUATION OF INTERVENTION WITH INDIVIDUALS, FAMILIES, ROUPS, ORGANIZATIONS, AND COMMUNITIES IN THE FIELD PLACEMENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>Ms. Student has been working with me to coordinate and plan our next fundraising event. She has secured sponsors and assisted with marketing for the event.</p>					
f	If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.					

## COMPETENCY # 9:

### EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1
<input type="checkbox"/>				

Learning Dimension			SCALE				
			5	4	3	2	1
K,S,A	a	Identifies the ethical dilemmas of conducting evaluation research in organizational and community settings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K,S,V	b	Collaborates with community stakeholders and organizations to analyze and identify community/organizational assets and needs based on scientifically sound evaluation methods.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K,C,V	c	Produces evidence-based intervention process and outcomes evaluation findings, and generate recommend future actions with focus on how cost-efficient and optimal benefits can be achieved.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S	d	Evaluates outcomes and practice effectiveness based on qualitative and quantitative methods.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF COMPETENCY #9		SCALE				
		5	4	3	2	1
e	OVERALL EVALUATION OF PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES IN THE FIELD PLACEMENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>Ms. Student has worked on several evaluation projects in our agency. Over the next term she will help to organize and analyze the data from these evaluations and help research best practice based on the results.</p>					
g	If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.					

## OVERALL END OF TERM EVALUATION

Question 1: Please check ONE of the following at the end of term evaluation:

- Unacceptable progress:** 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.
- Insufficient competence:** 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 placement.
- Competent:** This intern is meeting the expectations of a field placement intern.
- Proficient:** This intern is excelling in field placement by performing above expectations for interns.
- Advanced:** This intern is performing exceedingly beyond expectations in field placement.

**Comments/Elaboration:** Ms. Student has been an excellent addition to our agency. She is well regarded by everyone in our office as well as by our stakeholders. She presents herself in a professional manner and it is easy to forget that she is still a student. I have watched her confidence grow over this term and know that over the next term she will continue to sharpen her skills. It is a pleasure to work with her and watch her grow. Over the next term she will have the opportunity to grow in the areas of research and evaluation and her base understanding from the first term of the programs and participants will give her a strong foundation while doing this work.

The one area for improvement for Ms. Student would be to journal. She is very insightful and during supervision we have great discussions about many topics. I would like to see her journal about some of these topics so that she can gain further insight into her personal feelings.

Question 2: Please check ONE of the following at the final evaluation. Only complete this section at the end of the field practicum.

- Unacceptable progress:** 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.
- Insufficient competence:** 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 placement.
- Competent:** This intern is meeting the expectations of a field placement intern.
- Proficient:** This intern is excelling in field placement by performing above expectations for interns.
- Advanced:** This intern is performing exceedingly beyond expectations in field placement.

**Final Comments/Elaboration:**

The following section should be completed by the intern:

My agency field instructor and faculty liaison or practicum lab instructor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

I agree with the evaluation

I do not agree with evaluation

Intern's Pitt ID number (PeopleSoft's 7 digit ID#): \_\_\_\_\_

Today's date-- Day: \_\_\_\_\_ Month: \_\_\_\_\_ Year: 20\_\_\_\_\_

**NOTE: If the 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. The disagreement should be specific and should also relate to the items in the evaluation.**

EXAMPLE



Field Education  
 School of Social Work  
 University of Pittsburgh

<http://www.socialwork.pitt.edu/academic-programs/field-education/>

### MSW FIELD PLACEMENT TIME SHEET

Student Name: \_\_\_\_\_ Field Placement Site: \_\_\_\_\_

Semester (Check one):  Fall  Spring  Summer Year \_\_\_\_\_  
 Field Instructor: \_\_\_\_\_

Week #	Dates	Mon	Tues	Wed	Thurs	Fri	Sa/Su	Weekly Total	Field Instructor Initials
		HOURS WORKED							
EXAMPLE	Sept 7-11	8-3	9-5	----	9-5	8-3	----	28 hours	
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
TOTAL									

Minimum Hours Required: (MSW 1<sup>st</sup> Year --144 fall term -- 216 spring term) (MSW 2<sup>nd</sup> Year or Adv Standing – 360 per term)

STUDENT SIGNATURE	_____	DATE:	_____
FIELD INSTRUCTOR'S SIGNATURE:	_____	DATE:	_____

\*Students are required to submit a completed time sheet at the end of the term. The signature of the field instructor and the student reflects that the student has met the required hours for the term. If the student needs to clock more hours after the end of the term to achieve the minimum hours required, please note this in the below comments section. No placement may end more than two weeks early in any term.

Comments \_\_\_\_\_