



# MSW DIRECT PRACTICE CONCENTRATION FIELD EVALUATION

*Direct Practice with Individuals, Families, and Small Groups*

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: Amiee Washington  
3. Concentration (1 = Direct Practice; 2 = COSA) 1  
4. Peoplesoft ID: \_\_\_\_\_  
5. Field Liaison: Mr. Smith

6. Field Instructor Name: Sharon Singer  
7. Field Instructor Phone: 412-555-5555  
8. Field Instructor Email: email@email.com

9. Task Supervisor Name (if applicable): \_\_\_\_\_  
10. Task Supervisor Phone: \_\_\_\_\_  
11. Task Supervisor Email: \_\_\_\_\_

12. Name of Agency/Organization: \_\_\_\_\_  
13. Department: \_\_\_\_\_  
14. Site Address: \_\_\_\_\_

<b>EVALUATION GRADE</b> (See pages 2-3 for explanation, to be entered upon completion of evaluation)		
Overall Grade Recommended	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> 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/>

## 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

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

Learning Dimension			SCALE				
			5	4	3	2	1
K,V,S	a	Analyzes ethical decisions by applying the standards of the NASW <i>Code of Ethics</i> , relevant laws & regulations, models for ethical decision-making, ethical conduct of research, & additional codes of ethics for interventions with individuals, families & small groups;	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V,S	b	Applies relevant laws and regulations, models for ethical decision- making,	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	c	Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K,V,S,C	d	Evaluates the ethical & appropriate use of technology to facilitate practice outcomes with individuals, families & small groups;	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K,V,S,C	e	Utilizes clinical supervision & consultation to guide professional judgment & behavior to promote effective outcomes with individuals, families & small groups.	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF COMPETENCY #1		SCALE				
		5	4	3	2	1
f	OVERALL EVALUATION OF THE DEMONSTRATION OF ETHICAL AND PROFESSIONAL BEHAVIOR IN THE FIELD PLACEMENT	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	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? Student is doing well, able to describe and apply Megan's Law, beginning to become familiar with agency policies and is following HIPPA guidelines. Treats peers and consumers with respect					
h	If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.					

## COMPETENCY #2:

### ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1

Learning Dimension			SCALE				
			5	4	3	2	1
S,V	a	Demonstrates understanding of the importance of intersecting diversities and differences in shaping life experiences with individuals, families & small groups	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	b	Presents self as a learner and engages clients and constituencies as experts of their own experiences	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S,A,C	c	Applies self-awareness & self-regulation to manage the influence of personal biases & values in working with diverse individuals, families & small groups.	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF COMPETENCY #2		SCALE				
		5	4	3	2	1
d	OVERALL EVALUATION OF THE ENGAGEMENT OF DIVERSITY AND DIFFERENCE IN PRACTICE IN THE FIELD PLACEMENT	<input type="checkbox"/>	x <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? Student has shown a great ability to work with diverse internal and external stakeholders. Uses active Listening and is very self-aware of biases and is able to process these in supervision.					
f	If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.					

### COMPETENCY #3:

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

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1

Learning Dimension	SCALE				
	5	4	3	2	1
K,S,V a	Recognizes when global social, economic, & environmental issues impact human rights at the individual, family, and small group levels and advocates through micros, mezzo, and macro strategies;				
	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K,S,V b	Identifies appropriate diverse indicators and measures of well-being that advance social, economic, & environmental justice for individuals, families, and small groups.				
	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF COMPETENCY #3		SCALE				
		5	4	3	2	1
c	OVERALL EVALUATION OF THE ADVANCEMENT OF HUMAN RIGHTS, AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE IN THE FIELD PLACEMENT	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	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? Student is beginning to be able to describe barriers for consumers and is starting to identify ways to empower and advocate for consumers.					
e	If you gave the student a score of 1 or 2, please comment on these areas directly and how they can improve.					

## COMPETENCY # 4:

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

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1

Learning Dimension			SCALE				
			5	4	3	2	1
K,C	a	Uses theory and experiences in the field to inform scientific inquiry & research to identify best practices for working with individuals, families and small groups;	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K,C,S	b	Applies critical thinking to engage in analysis of quantitative & qualitative research methods & research findings, and develop informed practice initiatives, while working with individuals, families, and small groups;	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K,C,S	c	Analyzes, translates, & applies research evidence to inform & improve practice, policy, & service delivery to individuals, families, and small groups.	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF COMPETENCY #4		SCALE				
		5	4	3	2	1
d	OVERALL EVALUATION OF THE ENGAGEMENT OF PRACTICE INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE IN THE FIELD PLACEMENT	<input type="checkbox"/>	<input type="checkbox"/>	x <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>This term the student is looking at disparities and the allocation of services provided to consumers- next term she will assist in creating and administering a consumer satisfaction survey.</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 #5:

### ENGAGE IN POLICY PRACTICE

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1

Learning Dimension			SCALE				
			5	4	3	2	1
K	a	Identifies the evolution of social policies at the local, state, & federal level and analyze how they impact well-being, service delivery, & access to social services for individuals, families, and small groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K,S,C	b	Identifies and applies a framework that assesses how social welfare & economic policies impact the delivery of & access to social services for individual, families, and small groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C,S,V	c	Demonstrates critical thinking to analyze, formulate, & advocate for policies that advance human rights & social, economic, & environmental justice for individuals, families, and small groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF COMPETENCY #5		SCALE				
		5	4	3	2	1
d	OVERALL EVALUATION OF THE ENGAGEMENT IN POLICY PRACTICE IN THE FIELD PLACEMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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? Student is working to identify and discuss a social justice issue impacting the society on a monthly basis during supervision with a final summary of what was learned next 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 #6:**

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

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1

Learning Dimension			SCALE				
			5	4	3	2	1
S	a	Identifies and integrates theoretical frameworks to prepare for and build relationships with individuals, families, and small groups;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C,A	b	Uses empathy, reflection, interpretation, and/or other clinical interpersonal skills to effectively engage diverse individuals, families, and small groups.	<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
c	OVERALL EVALUATION OF THE ENGAGEMENT 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"/>
d	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? Student is displaying trauma informed care sensitivities when working with all clients student is applying person centered approaches in all treatment planning. Shows great empathy to consumers					
e	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

Learning Dimension			SCALE				
			5	4	3	2	1
C,S	a	Utilizes evidence-based screening and assessment tools to collect and synthesize data about strengths and challenges for individuals, families and small groups;	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K,C,S	b	Applies knowledge of human behavior & the social environment, person-in- environment, & other multidisciplinary theoretical frameworks in the analysis of assessment data from individuals,	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K,S	c	Develops mutually agreed-on measurable intervention goals & objectives based on the critical assessment of strengths, needs, & challenges with individuals, families, and small	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K,S,V	d	Selects evidence-based and other social work intervention strategies, weighing the risks and benefits based on the assessment, research knowledge, values, and preferences of individuals, families, and small groups	<input type="checkbox"/>	<input type="checkbox"/>	x <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"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	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? student will engage strongly to obtain all bio-psycho-social information from clients for assessment needs for an 8-10 consumer caseload					
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

Learning Dimension			SCALE				
			5	4	3	2	1
C,S	a	Initiates and leads actions to achieve client-directed goals; implement prevention interventions that enhance client capacities; build on client strengths to solve problems with individuals, families, and small groups;	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K,S	b	Demonstrates knowledge of social work intervention model(s) with individuals, families and small group;	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S	c	Effectively collaborates with other professionals, such as through inter-professional treatment teams, to achieve beneficial practice outcomes for individuals, families, and small groups;	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S,V	d	Distinguishes when it is appropriate to advocate rather than broker on behalf of individuals, families, and small groups to build client capacity to negotiate and advocate for themselves;	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S,V	e	Distinguishes when it is appropriate to advocate rather than broker on behalf of individuals, families, and small groups to build client capacity to negotiate and advocate for themselves;	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF COMPETENCY #8			SCALE				
			5	4	3	2	1
f	OVERALL EVALUATION OF THE APPLICATION OF THE INTERVENTION WITH INDIVIDUALS, FAMILIES, ROUPS, ORGANIZATIONS, AND COMMUNITIES IN THE FIELD PLACEMENT		<input type="checkbox"/>	<input type="checkbox"/>	x <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? student is interacting with all treatment team members weekly in the treatment team meeting and student will continue to work with clients regarding treatment plan updates and carry and 8-10 case caseload</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>						

## COMPETENCY # 9:

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

Advanced	Proficient	Competent	Insufficient Competence	Unacceptable Progress
5	4	3	2	1

Learning Dimension			SCALE				
			5	4	3	2	1
K,S	a	Selects & applies evidence-based methods for evaluation of outcomes for individual, families, and small groups and programs that serve them;	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K,C	b	Applies knowledge of human behavior & the social environment, person-in- environment, & other multidisciplinary theoretical frameworks in the evaluation of outcomes;	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S	c	Synthesizes the process and outcome data from practice with individuals, families, and small groups to improve program and agency practice.	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL EVALUATION OF COMPETENCY #9		SCALE				
		5	4	3	2	1
d	OVERALL EVALUATION OF PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES IN THE FIELD PLACEMENT	<input type="checkbox"/>	<input type="checkbox"/>	x <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? will discuss behaviors of consumers as they arise and stay relevant to the treatment needs of the population and use appropriate evaluation techniques					
f	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:**

**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: \_\_\_\_\_

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

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

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									
<b>TOTAL</b>									

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 can end more than two weeks early in any term.

Comments \_\_\_\_\_