



**SWK 572/573**  
**Field Evaluation for Specialized Practice**

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

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

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

**Semester:** \_\_\_ Fall \_\_\_ Spring \_\_\_ Summer      **Year:** \_\_\_\_\_

**Note to the Field Instructor**

This evaluation form is based on the social work competencies and behaviors that have been defined by the Council on Social Work Education (CSWE), our national accrediting association. Your student may not have had field practice responsibilities related to every item. Please identify those competencies and behaviors that your student had opportunities to demonstrate, and rate each item on the scale below. *If your student did not have responsibilities related to a particular behavior, then please check "nbj" (no basis for judgement).*

Please submit to TK20 by the last Friday in December for fall semester; last Friday in April for spring.

**Rating Scale**

|            |  |
|------------|--|
| <b>1</b>   | <b>Absence of skill</b><br>Unable to perform skill; unwilling to develop skill; shows little or no understanding     |
| <b>2</b>   | <b>Needs improvement</b><br>Performs skill with much structure, supervision, and prompting; shows some understanding |
| <b>3</b>   | <b>Meets expectation</b><br>Performs skill with minimal structure, supervision, or prompting; shows understanding    |
| <b>4</b>   | <b>Exceeds expectation</b><br>Performs skill autonomously with full understanding                                    |
| <b>nbj</b> | <b>No basis for judgement</b><br>Student did not have opportunity to demonstrate this behavior                       |

| Competency 1<br>Demonstrate ethical and professional behavior   | 1<br>Absence of Skill | 2<br>Needs Improvement | 3<br>Meets Expectations | 4<br>Exceeds Expectations | nbj<br>No basis for judgement |
|---|-----------------------|------------------------|-------------------------|---------------------------|-------------------------------|
| Generalist behaviors  | 1                     | 2                      | 3                       | 4                         | nbj                           |
| <b>1.1</b><br>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context |                       |                        |                         |                           |                               |
| <b>1.2</b><br>Identify and reflect on the intersectionality of one’s personal beliefs and social identities within the social context of one’s practice   |                       |                        |                         |                           |                               |
| <b>1.3</b><br>Use reflection and self-regulation to align one’s practice actions with the profession’s values   |                       |                        |                         |                           |                               |
| <b>1.4</b><br>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communications   |                       |                        |                         |                           |                               |
| <b>1.5</b><br>Use technology ethically and appropriately to facilitate practice outcomes  |                       |                        |                         |                           |                               |
| <b>1.6</b><br>Identify and assess one’s professional strengths, limitations, and challenges; and use supervision and consultation to guide professional growth  |                       |                        |                         |                           |                               |

| <b>Specialized Behaviors<br/>In one's field of practice:</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|---|----------|----------|----------|----------|----------|
| <b>1.7</b><br>Demonstrate ethical decision-making with appreciation for the complexity and diversity of practice situations |          |          |          |          |          |
| <b>1.8</b><br>Identify and practice within laws, regulations, and policies while upholding ethical obligations to clients   |          |          |          |          |          |

Comments:

| <b>Competency 2<br/>Engage diversity and difference<br/>in practice</b>   | <b>1<br/>Absence<br/>of Skill</b> | <b>2<br/>Needs<br/>Improvement</b> | <b>3<br/>Meets<br/>Expectations</b> | <b>4<br/>Exceeds<br/>Expectations</b> | <b>nbj<br/>No basis<br/>for<br/>judgement</b> |
|---|-----------------------------------|------------------------------------|-------------------------------------|---------------------------------------|---|
| <b>Generalist behaviors</b>   | <b>1</b>                          | <b>2</b>                           | <b>3</b>                            | <b>4</b>                              | <b>nbj</b>                                    |
| <b>2.1<br/>Identify how the intersection of<br/>diversity and power impacts<br/>individual and social well-being<br/>and social justice</b>   |                                   |                                    |                                     |                                       |   |
| <b>2.2<br/>Apply and communicate<br/>understanding of the importance<br/>of diversity and difference in<br/>shaping life experiences in practice<br/>at the micro, mezzo, and macro<br/>levels</b>  |                                   |                                    |                                     |                                       |   |
| <b>2..3<br/>Develop and apply cultural<br/>humility by presenting oneself as a<br/>learner and engaging clients and<br/>constituencies as experts of their<br/>own experiences</b>  |                                   |                                    |                                     |                                       |   |
| <b>2.4<br/>Apply self-awareness and self-<br/>regulation to address personal<br/>biases and values that are<br/>inconsistent with values of the<br/>profession</b>  |                                   |                                    |                                     |                                       |   |
| <b>Specialized Behaviors<br/>In one's field of practice:</b>  | <b>1</b>                          | <b>2</b>                           | <b>3</b>                            | <b>4</b>                              | <b>5</b>                                      |
| <b>2.5<br/>Develop and apply cultural<br/>humility and understanding (as in<br/>the history, traditions, values,<br/>beliefs, family systems, artistic<br/>expressions, spiritual practices,<br/>and community resources) as<br/>related to practice with diverse<br/>populations</b> |                                   |                                    |                                     |                                       |   |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
| <b>2.6</b><br><b>Communicate effectively with various client populations with attention to language access, literacy levels, and preferred styles of communication</b> |  |  |  |  |  |
|  |  |  |  |  |  |

**Comments:**

| <b>Competency 3</b><br><b>Advance human rights and social, economic, and environmental justice</b>   | <b>1</b><br>Absence of Skill | <b>2</b><br>Needs Improvement | <b>3</b><br>Meets Expectations | <b>4</b><br>Exceeds Expectations | nbj<br>No basis for judgement |
|--|------------------------------|-------------------------------|--------------------------------|----------------------------------|-------------------------------|
| <b>Generalist behaviors</b>  | <b>1</b>                     | <b>2</b>                      | <b>3</b>                       | <b>4</b>                         | <b>nbj</b>                    |
| <b>3.1</b><br>Apply understanding of the historical and current contexts associated with social, economic, and environmental injustice to advocate for human rights at the individual level  |                              |                               |                                |                                  |                               |
| <b>3.2</b><br>Apply understanding of the historical and current contexts associated with social, economic, and environmental injustice to identify patterns of injustice and engage in practices that advance social, economic, and environmental justice at organization and community levels |                              |                               |                                |                                  |                               |
|  |                              |                               |                                |                                  |                               |
| <b>Specialized Behaviors</b><br>In one's field of practice:  | <b>1</b>                     | <b>2</b>                      | <b>3</b>                       | <b>4</b>                         | <b>5</b>                      |
| <b>3.3</b><br>Protect the rights and self-determination of persons who are legally incompetent, undocumented, or otherwise disenfranchised   |                              |                               |                                |                                  |                               |

Comments:

| <b>Competency 4</b><br><b>Engage in practice-informed research and research-informed practice</b>   | <b>1</b><br>Absence of Skill | <b>2</b><br>Needs Improvement | <b>3</b><br>Meets Expectations | <b>4</b><br>Exceeds Expectations | <b>Nbj</b><br>No basis for judgement |
|---|------------------------------|-------------------------------|--------------------------------|----------------------------------|--------------------------------------|
| <b>Generalist behaviors</b>   | <b>1</b>                     | <b>2</b>                      | <b>3</b>                       | <b>4</b>                         | <b>nbj</b>                           |
|   |                              |                               |                                |                                  |                                      |
| <b>4.1</b><br>Use practice experience and knowledge of diversity and oppression to inform scientific inquiry and research   |                              |                               |                                |                                  |                                      |
|   |                              |                               |                                |                                  |                                      |
| <b>4.2</b><br>Use knowledge of research, diversity and oppression to engage in critical analysis of quantitative and qualitative research methods and research findings |                              |                               |                                |                                  |                                      |
|   |                              |                               |                                |                                  |                                      |
| <b>4.3</b><br>Use and translate research evidence to inform and improve practice, policy, and service delivery  |                              |                               |                                |                                  |                                      |
|   |                              |                               |                                |                                  |                                      |
| <b>Specialized Behaviors</b><br>In one's field of practice:   | 1                            | 2                             | 3                              | 4                                | 5                                    |
|   |                              |                               |                                |                                  |                                      |
| <b>4.4</b><br>Participate in community-engaged research related to promoting health, resiliency, and access to services   |                              |                               |                                |                                  |                                      |
|   |                              |                               |                                |                                  |                                      |
| <b>4.5</b><br>Abide by ethical principles and policies for the protection of human and animal participants in research  |                              |                               |                                |                                  |                                      |

Comments:

| <b>Competency 5<br/>Engage in policy practice</b>   | <b>1<br/>Absence<br/>of Skill</b> | <b>2<br/>Needs<br/>Improvement</b> | <b>3<br/>Meets<br/>Expectations</b> | <b>4<br/>Exceeds<br/>Expectations</b> | <b>nbj<br/>No basis<br/>for<br/>judgement</b> |
|---|-----------------------------------|------------------------------------|-------------------------------------|---------------------------------------|---|
| <b>Generalist behaviors</b>   | <b>1</b>                          | <b>2</b>                           | <b>3</b>                            | <b>4</b>                              | <b>nbj</b>                                    |
| <b>5.1<br/>Identify the ways that social policy at the local, state, and federal level differentially impacts well-being, service delivery, and access to social services</b> |                                   |                                    |                                     |                                       |   |
| <b>5.2<br/>Assess how social welfare and economic policies differentially impact the delivery of and access to social services for clients</b>                                |                                   |                                    |                                     |                                       |   |
| <b>5.3<br/>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</b>             |                                   |                                    |                                     |                                       |   |
| <b>Specialized behaviors<br/>In one's field of practice:</b>  | <b>1</b>                          | <b>2</b>                           | <b>3</b>                            | <b>4</b>                              | <b>nbj</b>                                    |
| <b>5.4<br/>Identify the disparate impact of agency policies on diverse client populations or staff populations</b>  |                                   |                                    |                                     |                                       |   |
| <b>5.5<br/>Join with professional and community groups in advocating for policies that advance human rights and social, economic, and environmental justice</b>               |                                   |                                    |                                     |                                       |   |

Comments:



| <b>Competency 6<br/>Engage with individuals,<br/>families, groups, organizations,<br/>and communities</b>   | <b>1<br/>Absence<br/>of Skill</b> | <b>2<br/>Needs<br/>Improvement</b> | <b>3<br/>Meets<br/>Expectations</b> | <b>4<br/>Exceeds<br/>Expectations</b> | <b>nbj<br/>No basis<br/>for<br/>judgement</b> |
|---|-----------------------------------|------------------------------------|-------------------------------------|---------------------------------------|---|
| <b>Generalist behaviors</b>   | <b>1</b>                          | <b>2</b>                           | <b>3</b>                            | <b>4</b>                              | <b>nbj</b>                                    |
| <b>6.1<br/>Recognize how one’s positionality<br/>impacts engagement with diverse<br/>clients and constituencies</b>   |                                   |                                    |                                     |                                       |   |
| <b>6.2<br/>Apply knowledge of human<br/>behavior and the social<br/>environment, diversity and<br/>oppression, and other<br/>multidisciplinary theoretical<br/>frameworks to engage with clients<br/>and constituencies</b> |                                   |                                    |                                     |                                       |   |
| <b>6.3<br/>Use empathy, reflection, cultural<br/>humility, and interpersonal skills to<br/>engage diverse clients and<br/>constituencies</b>  |                                   |                                    |                                     |                                       |   |
| <b>Specialized Behaviors<br/>In one’s field of practice:</b>  | <b>1</b>                          | <b>2</b>                           | <b>3</b>                            | <b>4</b>                              | <b>5</b>                                      |
| <b>6.4<br/>Communicate effectively for<br/>purposes of engagement</b>   |                                   |                                    |                                     |                                       |   |
| <b>6.5<br/>In social work with groups, attend<br/>to members’ engagement with the<br/>group and one another</b>   |                                   |                                    |                                     |                                       |   |

Comments:

| <b>Competency 7</b><br><b>Assess individuals, families, groups, organizations, and communities</b>  | <b>1</b><br>Absence of Skill | <b>2</b><br>Needs Improvement | <b>3</b><br>Meets Expectations | <b>4</b><br>Exceeds Expectations | nbj<br>No basis for judgement |
|---|------------------------------|-------------------------------|--------------------------------|----------------------------------|-------------------------------|
| <b>Generalist behaviors</b>   | <b>1</b>                     | <b>2</b>                      | <b>3</b>                       | <b>4</b>                         | <b>nbj</b>                    |
| <b>7.1</b><br>Apply knowledge of human behavior and the social environment, diversity and oppression, and other multidisciplinary theoretical frameworks to determine what data is required from clients and other participants |                              |                               |                                |                                  |                               |
| <b>7.2</b><br>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies   |                              |                               |                                |                                  |                               |
| <b>7.3</b><br>Apply knowledge of human behavior and the social environment, diversity and oppression, and other multidisciplinary theoretical frameworks to assess data from clients and constituencies                         |                              |                               |                                |                                  |                               |
| <b>7.4</b><br>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies   |                              |                               |                                |                                  |                               |
| <b>7.5</b><br>Select appropriate intervention strategies with clients and other participants based on the assessment, research knowledge, and values and preferences of clients and constituencies                              |                              |                               |                                |                                  |                               |
|   |                              |                               |                                |                                  |                               |

| Specialized Behaviors<br>In one's field of practice:   | 1 | 2 | 3 | 4 | nbj |
|--|---|---|---|---|-----|
| 7.6<br>Critically select, apply, and adapt<br>assessment tools and approaches<br>to particular client systems and<br>circumstances |   |   |   |   |     |

Comments

| <b>Competency 8</b><br><b>Intervene with individuals, families, groups, organizations, and communities</b>  | <b>1</b><br>Absence of Skill | <b>2</b><br>Needs Improvement | <b>3</b><br>Meets Expectations | <b>4</b><br>Exceeds Expectations | nbj<br>No basis for judgement |
|---|------------------------------|-------------------------------|--------------------------------|----------------------------------|-------------------------------|
| <b>Generalist behaviors</b>   | <b>1</b>                     | <b>2</b>                      | <b>3</b>                       | <b>4</b>                         | <b>nbj</b>                    |
| <b>8.1</b><br>Using cultural humility, critically select and implement interventions in collaboration with clients and other participants to achieve practice goals and to enhance capacities of clients and constituencies |                              |                               |                                |                                  |                               |
| <b>8.2</b><br>Apply knowledge of human behavior and the social environment, diversity and oppression, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies                   |                              |                               |                                |                                  |                               |
| <b>8.3</b><br>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes   |                              |                               |                                |                                  |                               |
| <b>8.4</b><br>Using cultural humility, negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies  |                              |                               |                                |                                  |                               |
| <b>8.5</b><br>Facilitate effective transitions and endings that advance mutually agreed-on goals  |                              |                               |                                |                                  |                               |

| Specialized Behaviors<br>In one's field of practice:  | 1 | 2 | 3 | 4 | nbj |
|---|---|---|---|---|-----|
| 8.6<br>Prepare written reports and documentation that are clear, concise, well-organized, and comprehensive in accordance with agency protocols and needs   |   |   |   |   |     |
| 8.7<br>Apply knowledge and understanding of group processes and relationships when facilitating curriculum-based groups   |   |   |   |   |     |
| 8.8<br>Critically select and apply current literature and empirically supported prevention strategies, including formal research methodologies, in promoting health and positive development among individuals, families, and communities |   |   |   |   |     |

Comments:

| <b>Competency 9</b><br><b>Evaluate practice with individuals, families, groups, organizations, and communities</b>   | <b>1</b><br>Absence of Skill | <b>2</b><br>Needs Improvement | <b>3</b><br>Meets Expectations | <b>4</b><br>Exceeds Expectations | <b>Nbj</b><br>No basis for judgement |
|--|------------------------------|-------------------------------|--------------------------------|----------------------------------|--------------------------------------|
| <b>Generalist behaviors</b>  | <b>1</b>                     | <b>2</b>                      | <b>3</b>                       | <b>4</b>                         | <b>Nbj</b>                           |
| <b>9.1</b><br>In collaboration with clients and other participants, select and use appropriate methods for evaluation of outcomes  |                              |                               |                                |                                  |                                      |
| <b>9.2</b><br>Apply knowledge of human behavior and the social environment, diversity and oppression, and other multidisciplinary theoretical frameworks in the evaluation of outcomes |                              |                               |                                |                                  |                                      |
| <b>9.3</b><br>Critically analyze, monitor, and evaluate intervention and program processes and outcomes  |                              |                               |                                |                                  |                                      |
| <b>9.4</b><br>Apply evaluation of findings to improve practice effectiveness at the micro, mezzo and macro levels  |                              |                               |                                |                                  |                                      |
| <b>Specialized Behaviors</b><br>In one's field of practice:  | <b>1</b>                     | <b>2</b>                      | <b>3</b>                       | <b>4</b>                         | <b>5</b>                             |
| <b>9.5</b><br>Collaborate with evaluators and other researchers to assess the effectiveness of programs and services   |                              |                               |                                |                                  |                                      |

Comments:

## Overall Rating of Student Performance

**SWK 572 evaluation:**

“Meets Standard” means students have demonstrated behaviors with an average rating of 2.5 or higher.

**SWK 573 evaluation:**

“Meets Standard” means students have demonstrated behaviors with an average rating of 3.0 or higher.

|   |                                   |   |
|---|-----------------------------------|---|
| <input type="checkbox"/> Does Not Meet Standard | <input type="checkbox"/> Marginal | <input type="checkbox"/> Meets Standard |
|---|-----------------------------------|---|

**Note to the Student**

Practice evaluation is an essential part of professional social work. Your signature indicates that you have reviewed this evaluation, discussed it with your field instructor, and set goals for ongoing learning and professional growth. In the event that you do not agree with this field evaluation, please attach a statement that explains the areas of disagreement and the reasons why you disagree. Please note that this field evaluation is intended to provide you with guidance on your educational and professional development, however your grade for field practice will be determined by the faculty member who teaches your field seminar course.

**Field Instructor’s Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student’s Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Due Dates**

Please submit into TK20 by the last Friday in December for fall semester; last Friday in April for spring.

**Thank you for your assistance with the field evaluation process!**