



Department of Social Work  
 Hill Hall Rm 421  
 Newark College of Arts &  
 Sciences/University College  
 Rutgers, The State University of New Jersey  
 360 Dr. Martin L. King Jr. Blvd.  
 Newark, NJ 07102-1801

Lana Church, MSW, LCSW  
 Director of Field Instruction  
[rchurch@rutgers.edu](mailto:rchurch@rutgers.edu)  
 Ph: (973) 353-5867  
 Fax: (973) 353-1423

## END-OF-SEMESTER BSW SENIOR FIELD EVALUATION FORM

STUDENT: \_\_\_\_\_

AGENCY \_\_\_\_\_

NAME OF FIELD INSTRUCTOR: \_\_\_\_\_

CONTACT INFORMATION: Phone \_\_\_\_\_ E-mail \_\_\_\_\_

FALL SEMESTER   
 Due December 12

SPRING SEMESTER   
 Due May 1

YEAR 20 \_\_\_\_\_

### Grading Instructions

The nine (9) competencies, which are the basis for this evaluation form, have been established by the Council on Social Work Education. Each competency category includes related SOCIAL WORK practice behaviors for the beginning generalist social worker.

Please note that in **fall semester, only competencies 1,2,3 and 6,7,8 are rated; in spring semester, evaluation should include student's performance rating on all 9 competencies.**

Please evaluate how well the student performed in the practice behaviors listed below. The rating scale is qualitative, with 5 possible ratings per item. For each Practice Behavior, Circle the appropriate number on the scale, as follows:

- To achieve a "5," the student must demonstrate **superior achievement** on a consistent basis.
- A rating of "4" indicates that the student has demonstrated **very good achievement** on a frequent basis.
- A rating of "3" would indicate **average achievement**, in that the student is usually able to achieve outcome.
- A rating of "2" indicates that the student is **sometimes able** to achieve the outcome.
- A rating of "1" indicates a serious problem in that the student has shown **poor achievement**.
- **If a student will not have experience working towards a particular practice behavior listed on this evaluation form, please indicate that by checking "no option to observe (N/O)" rather than providing a numerical rating.**

## EVALUATION OF COMPETENCIES IN FIELD WORK

<b>Competency 1 (C1): Demonstrate Ethical and Professional Behavior</b>						
	N/O	1	2	3	4	5
C1.1 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:						
C1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situation:						
C1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication:						
C1.4 Use technology ethically and appropriately to facilitate practice outcomes:						
C1.5 Use supervision and consultation to guide professional judgment and behavior:						
<b>Competency 2 (C2): Engage Diversity and Difference in Practice</b>						
	N/O	1	2	3	4	5
C2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels:						
C2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences:						
C2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies:						
<b>Competency 3 (C3): Advance Human Rights and Social, Economic, and Environmental Justice</b>						
	N/O	1	2	3	4	5
C3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels:						
C3.2 Engage in practices that advance social, economic, and environmental justice:						
<b>Competency 4 (C4): Engage In Practice-informed Research and Research-Informed Practice - THIS COMPETENCY IS RESERVED FOR THE SPRING SEMESTER</b>						
	N/O	1	2	3	4	5
C4.1 Use practice experience and theory to inform scientific inquiry and research:						
C4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings:						
C4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery:						
<b>Competency 5 (C5): Engage in Policy Practice - THIS COMPETENCY IS RESERVED FOR THE SPRING SEMESTER</b>						
	N/O	1	2	3	4	5
C5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services:						
C5.2 Assess how social welfare and economic policies impact the delivery of and access to social services:						
C5.3 Apply, critically analyze, formulate, and promote policies that advance human rights at social, economic, and environmental justice:						

<b>Competency 6 (C6): Engage with Individuals, Families, Groups, Organizations, and Communities</b>						
	N/O	1	2	3	4	5
C6.1 Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies:						
C6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies:						
<b>Competency 7 (C7): Assess Individuals, Families, Groups, Organizations and Communities</b>						
	N/O	1	2	3	4	5
C7.1 Collect and organize data and apply critical thinking to interpret information from clients and constituencies:						
C7.2 Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies:						
C7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies:						
C7.4 Select appropriate intervention strategies based on the assessment, research knowledge and values and preferences of clients and constituencies:						
<b>Competency 8 (C8): Intervene with Individuals, Families, Groups, Organizations, and Communities</b>						
	N/O	1	2	3	4	5
C8.1 Critically choose and Implement interventions to achieve practice goals and enhance capacities of clients and constituencies:						
C8.2 Apply knowledge of human behavior & the social environment, person-in-environment & other multidisciplinary theoretical frameworks in interventions with clients & constituencies:						
C8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes:						
C8.4 Negotiate, mediate, and advocate with and on behalf of clients and constituencies:						
C8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals:						
<b>Competency 9 (C9): Evaluate Practice with Individuals, Families, Groups Organizations, and Communities- THIS COMPETENCY IS RESERVED FOR THE SPRING SEMESTER</b>						
	N/O	1	2	3	4	5
C9.1 Select and use appropriate methods for evaluation of outcomes:						
C9.2 Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the evaluation of outcomes:						
C9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes:						
C9.4 Apply evaluation findings to improve practice effectiveness at the micro and macro levels:						
<b>DEPARTMENT SPECIFIC COMPETENCIES</b>						
	N/O	1	2	3	4	5
A. Time management (punctuality, keeping appointments, submitting all work by due date, planning for emergencies)						
B. Professional Communication (student adjusts own verbal and non-verbal communication to improve rapport)						
C. Adaptability (willing to change self, adjust to changes, including but not limited to schedule change, work demands, supervisor's expectations, various personalities at the agency)						

### Questions for Brief Narrative:

Please attach a narrative discussion of your responses to the following questions including explanation for any evaluation items on which you were not able to rate the student at this time:

1. Briefly summarize the student's work activities for the semester. Include the size and variety of caseload with individuals and families, and the nature of any work with groups or communities.

2. Comment on performance areas in which the student was outstanding: s/he may be particularly effective with certain types of clients or methods of practice. Also identify area where student needs significant improvement.

The field internship grade of **Pass / Fail** will be determined jointly between the student, field instructor and the Director of Field based on the student's performance in completing all tasks agreed upon as specified in their learning contract.

Field Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*The following section should be completed by the intern:*

My field instructor and Director of Field have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows: (Please Check the Appropriate Response)

I agree with the evaluation

I do not agree with the evaluation.

Intern's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**\*\*\*Note:** If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to Lana Church, Director of Field Education, upon receiving the evaluation. A meeting between the student, field staff, and faculty members as appropriate will then be held to discuss the disagreement.

**Student must retain a copy of this evaluation for own record**

(it is needed for admission to MSW program).

**Student must upload fully signed and dated Evaluation to Canvas by  
12/12 for the fall semester and 5/1 for spring semester.**