### ALBANY STATE UNIVERSITY MASTER OF SOCIAL WORK PROGRAM

#### DEPARTMENT OF SOCIAL WORK

## SOWK 7055/7056: MSW ADVANCED FIELD INTERNSHIP FIELD STUDENT EVALUATION

This evaluation is to be completed by the MSW Field Instructor and subsequently discussed with, and signed by, the MSW Student. It is to be turned in to the Student's MSW Faculty Field Liaison by the date noted on the MSW Field Internship calendar.

Please indicate: [ ] SOWK 7055 (Fall)	[ ] SOWK 7056 (Spring)	[ ] Mid-Term Evaluation	[ ] Final Evaluation
MSW Student:		W Field Instructor:	
Agency:	MS	W Faculty Liaison:	
Please provide a brief description of your age	ncy setting:		
<b>Guidelines for Evaluation Scale:</b> The descript	ions listed on the following pages ar	e the factors upon which the MSW Student	is to be evaluated. Circle the
number that most accurately describes the Stude achievement falls between the two numbers man	nt's professional development, using		
1 2 = Performance is generally unaccep 3 4 = Student has a beginning understa	table. (If this category is consisten		ulty Liaison immediately.)
5 6 = Performance meets basic expecta			
7 8 = Performance is generally beyond all Advanced Concentration year s	basic expectations for an Advance		level of achievement expected of
9 10 = Performance is exceptional for ar	Advanced Year Student and the	skill is an integrated part of the MSW Stu e contact Faculty Liaison immediately on	
MSW Field Instructor's Signature	Date — MS	W Student's Signature	- Date

Instructions: Five dimensions are listed after each behavioral competency the MSW student is to be evaluated on. Circle the description most accurately describing the MSW Student's professional development. Circle the first number in the box if the Student needs more experience in that area. Circle the second number in the box when the Student has met expectations fully at that level. If the Student's level of achievement falls between the two numbers, mark the dotted line appropriately. Mark N/A if item does not apply.

1.	N/A	Professional Identity	12	34	56	78	910
		The MSW Student readily identifies as a social work professional, particularly in multi- disciplinary settings.	Does not identify self as a social worker in multi-disciplinary settings. Does not view self primarily as a social worker.	Will identify self as a social worker if asked to do so. Views self as social worker but does not bring a social work perspective to multidisciplinary meetings or discussions.	Identifies self as a social worker in multi-disciplinary settings. Sometimes interjects a social work perspective into multidisciplinary meetings.	Frequently presents a social work perspective into multi-disciplinary settings. Readily identifies self as a social worker.	Consistently presents a social work perspective within multi-disciplinary settings. Proudly identifies self as a social worker. Clearly articulates the strengths the social work professional can bring to the treatment process.
<b>2.</b>	N/A	Professional Identity	12	34	56	78	910
		The MSW Student maintains professional roles and boundaries in practice with children, families, and vulnerable adults	Demonstrates questionable judgment in establishing professional boundaries with clients. Does not appear to know how to implement the roles of the professional social worker in the advanced practice setting.	Struggles in maintaining appropriate professional boundaries with clients. Can identify and implement some of the roles required of the advanced social work practitioner.	Demonstrates beginning awareness of professional boundaries in practice with children, families, and vulnerable adults.	Consistently demonstrates adherence to professional roles and boundaries in practice with children, families, and vulnerable adults.	Expertly demonstrates adherence to professional roles and boundaries in practice with children, families, and vulnerable adults.

<b>3.</b>	N/A	<b>Professional</b>	12	34	56	78	910
		Identity The MSW Student demonstrates professional leadership in advocating for children,	Never demonstrates professional leadership in advocating for children, families, and vulnerable adults.	Rarely demonstrates professional leadership in advocating for children, families, and vulnerable adults.	Demonstrates beginning awareness, knowledge, and skill in providing professional leadership in	Consistently demonstrates awareness, knowledge, and skill in providing professional leadership in	Expertly demonstrates awareness, knowledge, and skill in providing professional leadership in advocating for
		families, and vulnerable adults.			advocating for children, families, and vulnerable adults.	advocating for children, families and vulnerable adults.	children, families, and vulnerable adults.
<b>4.</b>	N/A	Professional Identity	12	34	56	78	910
		The MSW Student demonstrates increasing levels of autonomy and proficiency in social work practice.	Never demonstrates increasing levels of autonomy and proficiency in social work practice as an advanced social work intern.	Rarely demonstrates increasing levels of autonomy and proficiency in social work practice as an advanced social work intern.	Demonstrates emerging competence in engaging in increasing levels of autonomy and proficiency in social work practice as an advanced social work intern.	Consistently demonstrates competence in engaging in increasing levels of autonomy and proficiency in social work practice as an advanced social work intern.	Expertly demonstrates competence in engaging in increasing levels of autonomy and proficiency in social work practice as an advanced social work intern.
5.	N/A	Ethical Practice The MSW Student applies ethical decision-making skills to issues specific to clinical practice with children, families, and vulnerable adults.	Never demonstrates the ability to incorporate social work values, ethics, and principles into practice.	Rarely demonstrates incorporation of social work values, ethics and principles in practice with only occasional exceptions.	56  Demonstrates the emergent incorporation of social work values, ethics, and principles at an acceptable professional level.	Incorporation of social work values, ethics and principles demonstrated consistently in routine situations and sometimes in challenging situations.	Always guided by social work values, ethics, and principles. Readily articulates the application of values, ethics, and principles to practice situations, including those situations were ethical dilemmas are present.

<mark>6.</mark>	N/A	<b>Critical Thinking</b>	12	34	56	78	910
		The MSW	Never demonstrates the	Rarely demonstrates	Demonstrates an	Consistently	Expertly demonstrates
		Student critically	ability to critically evaluate	the ability to critically	emerging awareness	demonstrates	awareness,
		evaluates	the relevance of	evaluate the relevance	of how to critically	awareness,	knowledge, and skill
		the relevance of	commonly-utilized	of commonly-utilized	evaluate the	knowledge and skill	to critically evaluate
		commonly-	assessment tools and	assessment tools and	relevance of	to critically evaluate	the relevance of
		utilized	practices in terms of their	practices in terms of	commonly-utilized	the relevance of	commonly-utilized
		assessment tools	usefulness and	their usefulness and	assessment tools and	commonly-utilized	assessment tools and
		and practices in	appropriateness with	appropriateness with	practices in terms of	assessment tools and	practices in terms of
		terms of their	children, families, and	children, families, and	their usefulness and	practices in terms of	their usefulness and
		usefulness and	vulnerable adults from	vulnerable adults from	appropriateness with	their usefulness and	appropriateness with
		appropriateness	diverse backgrounds.	diverse backgrounds.	children, families,	appropriateness with	children, families, and
		with children,			and vulnerable	children, families,	vulnerable adults
		families, and			adults from diverse	and vulnerable	from diverse
		vulnerable adults			backgrounds.	adults from diverse	backgrounds.
		from diverse				backgrounds.	
		backgrounds.					
<b>7.</b>	N/A	<b>Diversity</b>	12	34	56	78	910
		The MSW	Never demonstrates the	Rarely demonstrates	Demonstrates the	Consistently	Expertly demonstrates
		Student	awareness, knowledge, or	the awareness,	emerging awareness,	demonstrates the	awareness,
		researches and	skill to research and utilize	knowledge, or skill to	knowledge, and skill	awareness,	knowledge, and skill
		utilizes culturally	culturally sensitive and	research and utilize	to research and	knowledge, and skill	in researching and
		sensitive and	effective services with	culturally sensitive and	utilize culturally	to research and	utilizing culturally
		effective	children, families, and	effective services with	sensitive and	utilize culturally	sensitive and effective
		services with	vulnerable adults at all	children, families, and	effective services	sensitive and	services with
		children,	levels of practice.	vulnerable adults at all	with children,	effective services	children, families, and
		families and		levels of practice.	families, and	with children,	vulnerable adults at
		vulnerable adults			vulnerable adults at	families, and	all levels of practice.
		at all levels of			all levels of practice.	vulnerable adults at	
		practice.				all levels of practice.	

<b>8.</b>	N/A	Diversity	12	34	56	78	910
		The MSW	Never demonstrates the	Rarely demonstrates	Demonstrates	Consistently	Expertly demonstrates
		Student	awareness, knowledge and	the awareness,	emerging awareness,	demonstrates	awareness, knowledge
		works effectively	skill to work effectively	knowledge and skill to	knowledge and skill	awareness,	and skill necessary to
		with children,	with children, families, and	work effectively with	necessary to work	knowledge and skill	work effectively with
		families,	vulnerable adults from	children, families, and	effectively with	necessary to work	children, families, and
		and vulnerable	diverse populations.	vulnerable adults from	children, families,	effectively with	vulnerable adults
		adults from		diverse populations.	and vulnerable adults from diverse	children, families, and vulnerable	from diverse
		diverse				and vulnerable adults from diverse	populations.
		populations.			populations.	populations.	
						populations.	
<mark>9.</mark>	N/A	Human Rights &	12	34	56	<mark>7</mark> 8	910
		Social and					
		<b>Economic</b>					
		<b>Justice</b>			_	~	
		The MSW	Never demonstrates the	Rarely demonstrates	Demonstrates an	Consistently	Expertly demonstrates
		Student uses	awareness or knowledge of	the awareness or	emerging awareness	demonstrates	awareness and
		knowledge of the effects of	the effects of oppression, discrimination, and	knowledge of the effects of oppression,	and knowledge of the effects of	awareness and	knowledge of the effects of oppression,
		oppression,	historical trauma on clients	discrimination, and	oppression,	knowledge of the effects of	discrimination, and
		discrimination,	and client systems.	historical trauma on	discrimination, and	oppression,	historical trauma on
		and historical	and enem systems.	clients and client	historical trauma on	discrimination, and	clients and client
		trauma on		systems.	clients and client	historical trauma on	systems.
		clients and client		-,	systems.	clients and client	Demonstrates
		systems to guide			Demonstrates	systems.	expertise in using that
		service planning			beginning skills in	Demonstrates skill in	knowledge to guide
		and provision			using that	using that	service planning and
		_			knowledge to guide	knowledge to guide	provision.
					service planning and	service planning and	
					provision.	provision.	

10.	N/A	Human Rights & Social and Economic Justice	12	34	56	78	910
		The MSW Student undertakes the roles and responsibilities of ethical professional leadership to enhance diversity and alleviate racial and ethnic disproportionality in services to children, families, and vulnerable adults.	Never undertakes the roles and responsibilities of ethical professional leadership to enhance diversity and alleviate racial and ethnic disproportionality in services to children, families, and vulnerable adults.	Rarely undertakes the roles and responsibilities of ethical professional leadership to enhance diversity and alleviate racial and ethnic disproportionality in services to children, families, and vulnerable adults.	Demonstrates emerging awareness, knowledge and skill in undertaking the roles and responsibilities of ethical professional leadership to enhance diversity and alleviate racial and ethnic disproportionality in services to children, families, and vulnerable adults.	Consistently demonstrates awareness, knowledge and skill in undertaking the roles and responsibilities of ethical professional leadership to enhance diversity and alleviate racial and ethnic disproportionality in services to children, families, and vulnerable adults.	Expertly demonstrates awareness, knowledge and skill in undertaking the roles and responsibilities of ethical professional leadership to enhance diversity and alleviate racial and ethnic disproportionality in services to children, families, and vulnerable adults.
<b>11.</b>	N/A	Research- Informed Practice	12	34	56	78	910
		The MSW Student uses evidence-based practices in assessments and interventions with children, families, and vulnerable adults.	Never demonstrates the awareness, knowledge, and skill in using evidence-based practices in assessments and interventions with children, families, and vulnerable adults.	Rarely demonstrates the awareness, knowledge, and skill in using evidence-based practices in assessments and interventions with children, families, and vulnerable adults.	Demonstrates emerging awareness, knowledge, and skill in using evidence- based practices in assessments and interventions with children, families, and vulnerable adults.	Consistently demonstrates awareness, knowledge, and skill in using evidence-based practices in assessments and interventions with children, families, and a vulnerable dults.	Expertly demonstrates awareness, knowledge, and skill in using evidence-based practices in assessments and interventions with vulnerable children, families, and vulnerable adults.

<b>12.</b>	N/A	<b>Human Behavior</b>	12	34	56	78	910
		The MSW	Never articulates or	Has limited ability to	Demonstrates an	Consistently applies	Expertly applies
		Student	demonstrates the use of	articulate the various	emerging	theory to	theory differentially
		synthesizes and	theoretical perspectives in	theoretical	competence in	assessments and	to assessments and
		differentially	practice. Does not appear	perspectives. Does not	synthesizing and	plans in routine	follows through with
		applies advanced	to understand theoretical	apply theory to	differentially	situations and, with	plans utilizing
		theories of human	perspectives used in	practice.	applying theories of	some difficulty, to	appropriate theories to
		behavior and the	agency or in best practices.		human behavior and	more complex	guide practice with
		social			the social	situations	children, families, and
		environment			environment to	encountered in	vulnerable adults.
		to guide clinical			practice situations.	practice with	
		practice			Usually is able to	children, families,	
		with children,			articulate the	and vulnerable	
		families,			application of theory	adults.	
		and vulnerable			to routine practice		
		adults.			situations with		
					children, families		
					and vulnerable		
					adults.		
13.	N/A	Policy Practice	12	34	56	78	910
13.		The MSW	Never demonstrates the	Rarely demonstrates	Demonstrates an	Consistently	Expertly demonstrates
		Student advocates	ability to inform and	the ability to inform	emerging awareness,	demonstrates the	the awareness,
		with colleagues,	advocate with	and advocate with	knowledge, and skill	awareness,	knowledge, and skill
		administrators	administrators and	administrators and	in informing and	knowledge, and skill	to inform and
		and legislators to	legislators to influence	legislators to influence	advocating with	to inform and	advocate with
		influence policies	policies that affect	policies that affect	administrators and	advocate with	administrators and
		that affect	children, families, and	children, families, and	legislators to	administrators and	legislators to
		children, families,	vulnerable adults and the	vulnerable adults and	influence policies	legislators to	influence policies that
		and vulnerable	services designed for them.	the services designed	that affect children,	influence policies	affect children,
		adults and	β	for them.	families, and	that affect children,	families, and
		services to them.			vulnerable adults	families, and	vulnerable adults and
					and the services	vulnerable adults	the services designed
					designed for them.	and the services	for them.
						designed for them.	
						designed for them.	

<b>14.</b>	N//A	<b>Practice Contexts</b>	12	34	56	78	910
14.	NATION AND ADDRESS OF THE PARTY	The MSW Student assesses the quality of clients' interactions within their social contexts.	Never demonstrates the ability to assess the quality of clients' interactions within their social contexts. Is unable to articulate how social conditions impinge on the ability of clients to attain the resources needed for their social and economic wellbeing.	Rarely demonstrates the ability to assess the quality of clients' interactions within their social contexts. Struggles to articulate how social conditions impinge on the ability of clients to attain the resources needed for their social and economic wellbeing.	Demonstrates an emerging awareness of how to assess the quality of clients' interactions within their social contexts. Is able to articulate how social conditions impinge on the ability of clients to attain the resources needed for their social and economic wellbeing.	Consistently demonstrates the awareness, knowledge, and skill to assess the quality of clients' interactions within their social contexts. Competently articulates how social conditions impinge on the ability of clients to attain the resources needed for their social and economic	Expertly demonstrates the awareness, knowledge and skill to assess the quality of clients' interactions within their social contexts. Articulately analyzes how social conditions impinge on the ability of clients to attain the resources needed for their social and economic wellbeing.
15	N/A	Engagement	1 2	3 1	5 6	wellbeing.	0 10
15.		Engagement The MSW Student develops a culturally responsive professional relationship with children, families and vulnerable adults.	Never is able to demonstrate the ability to develop a culturally responsive professional relationship with children, families, and vulnerable adults.	Never is able to demonstrate the ability to develop a culturally responsive professional relationship with children, families, and vulnerable adults.	Never is able to demonstrate the ability to develop a culturally responsive professional relationship with children, families, and vulnerable adults.	Never is able to demonstrate the ability to develop a culturally responsive professional relationship with children, families, and vulnerable adults.	Never is able to demonstrate the ability to develop a culturally responsive professional relationship with children, families, and vulnerable adults.

<b>16.</b>	N/A	Engagement	12	34	56	78	910
		The MSW	Never demonstrates skill in	Rarely demonstrates	Demonstrates	Consistently	Expertly demonstrates
		Student	interviewing children,	skill in interviewing	emerging awareness,	demonstrates	awareness,
		demonstrates skill	families, and vulnerable	children, families, and	knowledge, and skill	awareness,	knowledge, and skill
		in interviewing	adults during assessment,	vulnerable adults	in interviewing	knowledge, and skill	in interviewing
		children,	service planning,	during assessment,	children, families,	in interviewing	children, families, and
		families, and	intervention, evaluation	service planning,	and vulnerable	children, families,	vulnerable adults
		vulnerable adults	and/or for forensic	intervention, evaluation	adults during	and vulnerable	during assessment,
		for assessment,	purposes.	and/or for forensic	assessment, service	adults during	service planning,
		service planning,		purposes.	planning,	assessment, service	intervention,
		intervention,			intervention,	planning,	evaluation and/or for
		evaluation and/or			evaluation and/or for	intervention,	forensic purposes.
		for			forensic purposes.	evaluation and/or for	
		forensic purposes.				forensic purposes.	
<b>17.</b>	N/A	Assessment	12	34	56	78	910
		The MSW	Never demonstrates the	Rarely demonstrates	Demonstrates	Consistently	Expertly demonstrates
		Student uses	ability to effectively utilize	the ability to	emerging awareness,	demonstrates	the awareness,
		multi-dimensional	multi-dimensional	effectively utilize	knowledge, and skill	awareness,	knowledge, and skill
		assessment tools	assessment tools in	multi-dimensional	in effectively	knowledge and skill	in utilizing multi-
		effectively.	practice with children,	assessment tools in	utilizing multi-	in utilizing multi-	dimensional
			families, and vulnerable	practice with children,	dimensional	dimensional	assessment tools
			adults.	families, and	assessment tools in	assessment tools	effectively in practice
				vulnerable adults.	practice with	effectively in	with children,
					children, families,	practice with	families, and
					and vulnerable	children, families,	vulnerable adults.
					adults.	and vulnerable	
						adults.	

<b>18.</b>	N/A	Assessment	12	34	56	78	910
		The MSW	Never demonstrates the	Rarely demonstrates	Demonstrates	Consistently	Expertly demonstrates
		Student selects	ability to select and modify	the ability to select and	emerging awareness,	demonstrates	awareness,
		and modifies	appropriate intervention	modify appropriate	knowledge, and skill	awareness,	knowledge, and skill
		appropriate	strategies based on	intervention strategies	in selecting and	knowledge, and skill	in selecting and
		intervention	continuous practice	based on continuous	modifying	in selecting and	modifying appropriate intervention strategies
		strategies based on continuous	assessment.	practice assessment.	appropriate intervention	modifying appropriate	based on continuous
		practice			strategies based on	intervention	practice assessment.
		assessment.			continuous practice	strategies based on	practice assessment.
		dssessificates			assessment.	continuous practice	
						assessment.	
<b>19.</b>	N/A	<b>Intervention</b>	12	34	56	78	910
17.		The MSW	Never demonstrates the	Rarely demonstrates	Demonstrates	Consistently	Expertly demonstrates
		Student critically	ability to critically	the ability to critically	emerging awareness,	demonstrates	awareness,
		evaluates,	evaluate, select, and apply	evaluate, select, and	knowledge, and skill	awareness,	knowledge, and skill
		selects, and	best practices and	apply best practices	in critically	knowledge, and skill	in critically
		applies	evidence-based	and evidence-based	evaluating, selecting,	in critically	evaluating, selecting,
		best practices and	interventions.	interventions.	and applying best	evaluating, selecting,	and applying best
		evidence-based			practices and	and applying best	practices and
		interventions.			evidence-based	practices and	evidence-based
					interventions.	evidence-based	interventions.
						interventions.	

20. N/A	<b>Intervention</b>	12	34	56	78	910
	The MSW Student demonstrates the use of appropriate intervention	Never demonstrates the ability to use appropriate intervention methods to address a range of presenting concerns	Rarely demonstrates the ability to use appropriate intervention methods to address a range of	Demonstrates an emerging awareness, knowledge, and skill in using appropriate intervention methods	Competently demonstrates awareness, knowledge, and skill in using appropriate	Expertly demonstrates awareness, knowledge, and skill in using appropriate intervention methods
	methods for a range of presenting concerns identified in the assessment.	identified in the assessment process.	presenting concerns identified in the assessment process.	to address a range of presenting concerns identified in the assessment process.	intervention methods to address a range of presenting concerns identified in the assessment process.	to address a range of presenting concerns identified in the assessment process.
21.	Intervention The MSW Student collaborates with other professionals to coordinate appropriate service interventions with children, families, and vulnerable adults.	Never demonstrates the ability to collaborate with other professionals to coordinate appropriate service interventions with children, families, and vulnerable adults.	Rarely demonstrates the ability to collaborate with other professionals to coordinate appropriate service interventions with children, families, and vulnerable adults.	Demonstrates emerging awareness, knowledge, and skill in collaborating with other professionals to coordinate appropriate service interventions with children, families, and vulnerable adults.	Consistently demonstrates awareness, knowledge, and skill in collaborating with other professionals to coordinate appropriate service interventions with children, families, and vulnerable adults.	Expertly demonstrates awareness, knowledge, and skill in collaborating with other professionals to coordinate appropriate service interventions with children, families, and vulnerable adults.

<b>22.</b>	N/A	<b>Intervention</b>	12	34	56	78	910
		The MSW	Never demonstrates the	Rarely demonstrates	Demonstrates	Consistently	Expertly demonstrates
		Student	ability to evaluate the	the ability to evaluate	emerging awareness,	demonstrates	awareness,
		evaluates the	process and outcome of	the process and	knowledge, and skill	awareness,	knowledge, and skill
		process and	practice.	outcome of practice.	in evaluating the	knowledge, and skill	in evaluating the
		outcomes of			process and outcome	in evaluating the	process and outcome
		clinical practice in			of practice. Uses the	process and outcome	of practice. Uses the
		order to further			evaluations to	of practice. Uses the	evaluations to further
		develop best			choose interventions	evaluations to	develop best practice
		practices			for a range of bio-	choose interventions	interventions for a
		with children,			psycho-social-	for a range of bio-	range of bio-psycho-
		families, and			spiritual conditions	psycho-social-	social-spiritual
		vulnerable adults.			impacting children,	spiritual conditions	conditions impacting
					families, and	impacting children,	children, families, and
					vulnerable adults.	families, and	vulnerable adults.
						vulnerable adults.	

#### **Individual Learning Objectives**

<b>1.</b>	12	34	56	<mark>7</mark> 8	910
	Never	Rarely	Sometimes	Consistently	Outstanding
<b>2.</b>	12	34	56	78	910
2.	Never	Rarely	Sometimes	Consistently	Outstanding
<b>3.</b>	12	34	56	78	910
	Never	Rarely	Sometimes	Consistently	Outstanding
				Commonay	Outstanding
4.	12 Never	34 Rarely	56 Sometimes	78 Consistently	910 Outstanding

# ADVANCED FIELD EVALUATION NARRATIVE

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<del>-</del>							
dvanced social wo	ork practice know	ledge and skill	ls, identifying	strengths and	areas for grov	vth (give specific	examples):
dvanced social wo	ork practice know	ledge and skill	ls, identifying	strengths and	areas for grov	vth (give specific	examples):
dvanced social wo	ork practice know	ledge and skill	s, identifying	strengths and	areas for grov	vth (give specific	examples):
dvanced social wo	ork practice know	ledge and skill	ls, identifying	strengths and	areas for grov	vth (give specific	examples):
dvanced social wo	ork practice know	ledge and skill	ls, identifying	strengths and	areas for grov	vth (give specific	examples):
dvanced social wo	ork practice know	ledge and skill	ls, identifying	strengths and	areas for grov	vth (give specific	examples):
dvanced social wo	ork practice know	ledge and skill	ls, identifying	strengths and	areas for grov	vth (give specific	e examples):
dvanced social wo	ork practice know	ledge and skill	ls, identifying	strengths and	areas for grov	vth (give specific	e examples):
Advanced social wo	ork practice know	ledge and skill	ls, identifying	strengths and	areas for grov	vth (give specific	e examples):

Knowledge and application of social work values and ethics, identifying strengths and areas for growth (give specific examples):
,
Use of supervision for professional learning, identifying strengths and areas for growth (give specific examples):
Comments (Attach additional sheets, if necessary):

Other Comments (Attach additional sheets, if necessary):						
Grade Recommendation: Satis	factory ("A" or "B") Unsatisfactory ("C" or lower	r) Incomplete				
Character and						
Signatures:						
MSW Field Student						
MSW Field Instructor						
MSW Task Supervisor (If applicable)						
MSW Faculty Field Liaison						
MSW Field Coordinator						