

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: _____
Agency: _____

MSW Field Instructor: _____
MSW Faculty Liaison: _____

Please provide a brief description of your agency setting:

Guidelines for Evaluation Scale: The descriptions listed on the following pages are the factors upon which the MSW Student is to be evaluated. Circle the number that most accurately describes the Student's professional development, using the following descriptions as guidelines. If the Student's level of achievement falls between the two numbers mark the line appropriately.

1 2 = Performance is generally unacceptable. (If this category is consistently marked, please contact the MSW Faculty Liaison immediately.)

3 4 = Student has a beginning understanding of the skill but performance is fairly uneven.

5 6 = Performance meets basic expectations and continuing improvement is demonstrated.

7 8 = Performance is generally beyond basic expectations for an Advanced Year student with few gaps. *This is the level of achievement expected of all Advanced Concentration year students.*

9 10 = Performance is exceptional for an Advanced Year Student and the skill is an integrated part of the MSW Student's practice.

N/A = Please place N/A if description does not apply to this agency. (Please contact Faculty Liaison immediately on these items.)

MSW Field Instructor's Signature

Date

MSW 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	1.....2	3.....4	5.....6	7.....8	9.....10
		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 multi-disciplinary 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.
2.	N/A	Professional Identity	1.....2	3.....4	5.....6	7.....8	9.....10
		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.

3.	N/A	Professional Identity	1.....2	3.....4	5.....6	7.....8	9.....10
		The MSW Student demonstrates professional leadership in advocating for children, families, and vulnerable adults.	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 advocating for children, families, and vulnerable adults.	Consistently demonstrates awareness, knowledge, and skill in providing professional leadership in advocating for children, families and vulnerable adults.	Expertly demonstrates awareness, knowledge, and skill in providing professional leadership in advocating for children, families, and vulnerable adults.
4.	N/A	Professional Identity	1.....2	3.....4	5.....6	7.....8	9.....10
		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	1.....2	3.....4	5.....6	7.....8	9.....10
		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.	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 where ethical dilemmas are present.

6.	N/A	Critical Thinking	1.....2	3.....4	5.....6	7.....8	9.....10
		The MSW Student critically evaluates the relevance of commonly-utilized assessment tools and practices in terms of their usefulness and appropriateness with children, families, and vulnerable adults from diverse backgrounds.	Never demonstrates the ability to critically evaluate the relevance of commonly-utilized assessment tools and practices in terms of their usefulness and appropriateness with children, families, and vulnerable adults from diverse backgrounds.	Rarely demonstrates the ability to critically evaluate the relevance of commonly-utilized assessment tools and practices in terms of their usefulness and appropriateness with children, families, and vulnerable adults from diverse backgrounds.	Demonstrates an emerging awareness of how to critically evaluate the relevance of commonly-utilized assessment tools and practices in terms of their usefulness and appropriateness with children, families, and vulnerable adults from diverse backgrounds.	Consistently demonstrates awareness, knowledge and skill to critically evaluate the relevance of commonly-utilized assessment tools and practices in terms of their usefulness and appropriateness with children, families, and vulnerable adults from diverse backgrounds.	Expertly demonstrates awareness, knowledge, and skill to critically evaluate the relevance of commonly-utilized assessment tools and practices in terms of their usefulness and appropriateness with children, families, and vulnerable adults from diverse backgrounds.
7.	N/A	Diversity	1.....2	3.....4	5.....6	7.....8	9.....10
		The MSW Student researches and utilizes culturally sensitive and effective services with children, families and vulnerable adults at all levels of practice.	Never demonstrates the awareness, knowledge, or skill to research and utilize culturally sensitive and effective services with children, families, and vulnerable adults at all levels of practice.	Rarely demonstrates the awareness, knowledge, or skill to research and utilize culturally sensitive and effective services with children, families, and vulnerable adults at all levels of practice.	Demonstrates the emerging awareness, knowledge, and skill to research and utilize culturally sensitive and effective services with children, families, and vulnerable adults at all levels of practice.	Consistently demonstrates the awareness, knowledge, and skill to research and utilize culturally sensitive and effective services with children, families, and vulnerable adults at all levels of practice.	Expertly demonstrates awareness, knowledge, and skill in researching and utilizing culturally sensitive and effective services with children, families, and vulnerable adults at all levels of practice.

8.	N/A	Diversity	1.....2	3.....4	5.....6	7.....8	9.....10
		The MSW Student works effectively with children, families, and vulnerable adults from diverse populations.	Never demonstrates the awareness, knowledge and skill to work effectively with children, families, and vulnerable adults from diverse populations.	Rarely demonstrates the awareness, knowledge and skill to work effectively with children, families, and vulnerable adults from diverse populations.	Demonstrates emerging awareness, knowledge and skill necessary to work effectively with children, families, and vulnerable adults from diverse populations.	Consistently demonstrates awareness, knowledge and skill necessary to work effectively with children, families, and vulnerable adults from diverse populations.	Expertly demonstrates awareness, knowledge and skill necessary to work effectively with children, families, and vulnerable adults from diverse populations.
9.	N/A	Human Rights & Social and Economic Justice	1.....2	3.....4	5.....6	7.....8	9.....10
		The MSW Student uses knowledge of the effects of oppression, discrimination, and historical trauma on clients and client systems to guide service planning and provision	Never demonstrates the awareness or knowledge of the effects of oppression, discrimination, and historical trauma on clients and client systems.	Rarely demonstrates the awareness or knowledge of the effects of oppression, discrimination, and historical trauma on clients and client systems.	Demonstrates an emerging awareness and knowledge of the effects of oppression, discrimination, and historical trauma on clients and client systems. Demonstrates beginning skills in using that knowledge to guide service planning and provision.	Consistently demonstrates awareness and knowledge of the effects of oppression, discrimination, and historical trauma on clients and client systems. Demonstrates skill in using that knowledge to guide service planning and provision.	Expertly demonstrates awareness and knowledge of the effects of oppression, discrimination, and historical trauma on clients and client systems. Demonstrates expertise in using that knowledge to guide service planning and provision.

10.	N/A	Human Rights & Social and Economic Justice	1.....2	3.....4	5.....6	7.....8	9.....10
		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.
11.	N/A	Research-Informed Practice	1.....2	3.....4	5.....6	7.....8	9.....10
		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 adults.	Expertly demonstrates awareness, knowledge, and skill in using evidence-based practices in assessments and interventions with vulnerable children, families, and vulnerable adults.

12.	N/A	Human Behavior	1.....2	3.....4	5.....6	7.....8	9.....10
		The MSW Student synthesizes and differentially applies advanced theories of human behavior and the social environment to guide clinical practice with children, families, and vulnerable adults.	Never articulates or demonstrates the use of theoretical perspectives in practice. Does not appear to understand theoretical perspectives used in agency or in best practices.	Has limited ability to articulate the various theoretical perspectives. Does not apply theory to practice.	Demonstrates an emerging competence in synthesizing and differentially applying theories of human behavior and the social environment to practice situations. Usually is able to articulate the application of theory to routine practice situations with children, families and vulnerable adults.	Consistently applies theory to assessments and plans in routine situations and, with some difficulty, to more complex situations encountered in practice with children, families, and vulnerable adults.	Expertly applies theory differentially to assessments and follows through with plans utilizing appropriate theories to guide practice with children, families, and vulnerable adults.
13.	N/A	Policy Practice	1.....2	3.....4	5.....6	7.....8	9.....10
		The MSW Student advocates with colleagues, administrators and legislators to influence policies that affect children, families, and vulnerable adults and services to them.	Never demonstrates the ability to inform and advocate with administrators and legislators to influence policies that affect children, families, and vulnerable adults and the services designed for them.	Rarely demonstrates the ability to inform and advocate with administrators and legislators to influence policies that affect children, families, and vulnerable adults and the services designed for them.	Demonstrates an emerging awareness, knowledge, and skill in informing and advocating with administrators and legislators to influence policies that affect children, families, and vulnerable adults and the services designed for them.	Consistently demonstrates the awareness, knowledge, and skill to inform and advocate with administrators and legislators to influence policies that affect children, families, and vulnerable adults and the services designed for them.	Expertly demonstrates the awareness, knowledge, and skill to inform and advocate with administrators and legislators to influence policies that affect children, families, and vulnerable adults and the services designed for them.

14.	N/A	Practice Contexts	1.....2	3.....4	5.....6	7.....8	9.....10
		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 wellbeing.	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.....4	5.....6	7.....8	9.....10
		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.

16.	N/A	Engagement	1.....2	3.....4	5.....6	7.....8	9.....10
		The MSW Student demonstrates skill in interviewing children, families, and vulnerable adults for assessment, service planning, intervention, evaluation and/or for forensic purposes.	Never demonstrates skill in interviewing children, families, and vulnerable adults during assessment, service planning, intervention, evaluation and/or for forensic purposes.	Rarely demonstrates skill in interviewing children, families, and vulnerable adults during assessment, service planning, intervention, evaluation and/or for forensic purposes.	Demonstrates emerging awareness, knowledge, and skill in interviewing children, families, and vulnerable adults during assessment, service planning, intervention, evaluation and/or for forensic purposes.	Consistently demonstrates awareness, knowledge, and skill in interviewing children, families, and vulnerable adults during assessment, service planning, intervention, evaluation and/or for forensic purposes.	Expertly demonstrates awareness, knowledge, and skill in interviewing children, families, and vulnerable adults during assessment, service planning, intervention, evaluation and/or for forensic purposes.
17.	N/A	Assessment	1.....2	3.....4	5.....6	7.....8	9.....10
		The MSW Student uses multi-dimensional assessment tools effectively.	Never demonstrates the ability to effectively utilize multi-dimensional assessment tools in practice with children, families, and vulnerable adults.	Rarely demonstrates the ability to effectively utilize multi-dimensional assessment tools in practice with children, families, and vulnerable adults.	Demonstrates emerging awareness, knowledge, and skill in effectively utilizing multi-dimensional assessment tools in practice with children, families, and vulnerable adults.	Consistently demonstrates awareness, knowledge and skill in utilizing multi-dimensional assessment tools effectively in practice with children, families, and vulnerable adults.	Expertly demonstrates the awareness, knowledge, and skill in utilizing multi-dimensional assessment tools effectively in practice with children, families, and vulnerable adults.

18.	N/A	Assessment	1.....2	3.....4	5.....6	7.....8	9.....10
		The MSW Student selects and modifies appropriate intervention strategies based on continuous practice assessment.	Never demonstrates the ability to select and modify appropriate intervention strategies based on continuous practice assessment.	Rarely demonstrates the ability to select and modify appropriate intervention strategies based on continuous practice assessment.	Demonstrates emerging awareness, knowledge, and skill in selecting and modifying appropriate intervention strategies based on continuous practice assessment.	Consistently demonstrates awareness, knowledge, and skill in selecting and modifying appropriate intervention strategies based on continuous practice assessment.	Expertly demonstrates awareness, knowledge, and skill in selecting and modifying appropriate intervention strategies based on continuous practice assessment.
19.	N/A	Intervention	1.....2	3.....4	5.....6	7.....8	9.....10
		The MSW Student critically evaluates, selects, and applies best practices and evidence-based interventions.	Never demonstrates the ability to critically evaluate, select, and apply best practices and evidence-based interventions.	Rarely demonstrates the ability to critically evaluate, select, and apply best practices and evidence-based interventions.	Demonstrates emerging awareness, knowledge, and skill in critically evaluating, selecting, and applying best practices and evidence-based interventions.	Consistently demonstrates awareness, knowledge, and skill in critically evaluating, selecting, and applying best practices and evidence-based interventions.	Expertly demonstrates awareness, knowledge, and skill in critically evaluating, selecting, and applying best practices and evidence-based interventions.

20.	N/A	Intervention	1.....2	3.....4	5.....6	7.....8	9.....10
		The MSW Student demonstrates the use of appropriate intervention methods for a range of presenting concerns identified in the assessment.	Never demonstrates the ability to use appropriate intervention methods to address a range of presenting concerns identified in the assessment process.	Rarely demonstrates the ability to use appropriate intervention methods to address a range of presenting concerns identified in the assessment process.	Demonstrates an emerging awareness, knowledge, and skill in using appropriate intervention methods to address a range of presenting concerns identified in the assessment process.	Competently demonstrates awareness, knowledge, and skill in using appropriate intervention methods to address a range of presenting concerns identified in the assessment process.	Expertly demonstrates awareness, knowledge, and skill in using appropriate intervention methods to address a range of presenting concerns identified in the assessment process.
21.	N/A	Intervention	1.....2	3.....4	5.....6	7.....8	9.....10
		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.

22.	N/A	Intervention	1.....2	3.....4	5.....6	7.....8	9.....10
		The MSW Student evaluates the process and outcomes of clinical practice in order to further develop best practices with children, families, and vulnerable adults.	Never demonstrates the ability to evaluate the process and outcome of practice.	Rarely demonstrates the ability to evaluate the process and outcome of practice.	Demonstrates emerging awareness, knowledge, and skill in evaluating the process and outcome of practice. Uses the evaluations to choose interventions for a range of bio-psycho-social-spiritual conditions impacting children, families, and vulnerable adults.	Consistently demonstrates awareness, knowledge, and skill in evaluating the process and outcome of practice. Uses the evaluations to choose interventions for a range of bio-psycho-social-spiritual conditions impacting children, families, and vulnerable adults.	Expertly demonstrates awareness, knowledge, and skill in evaluating the process and outcome of practice. Uses the evaluations to further develop best practice interventions for a range of bio-psycho-social-spiritual conditions impacting children, families, and vulnerable adults.

Individual Learning Objectives

1.		1.....2	3.....4	5.....6	7.....8	9.....10
		Never	Rarely	Sometimes	Consistently	Outstanding
2.		1.....2	3.....4	5.....6	7.....8	9.....10
		Never	Rarely	Sometimes	Consistently	Outstanding
3.		1.....2	3.....4	5.....6	7.....8	9.....10
		Never	Rarely	Sometimes	Consistently	Outstanding
4.		1.....2	3.....4	5.....6	7.....8	9.....10
		Never	Rarely	Sometimes	Consistently	Outstanding

**ADVANCED FIELD EVALUATION
NARRATIVE**

Performance within the Agency context, identifying strengths and areas for growth (give specific examples): _____

Advanced social work practice knowledge and skills, identifying strengths and areas for growth (give specific 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: ___ Satisfactory (“A” or “B”) ___ Unsatisfactory (“C” or lower) ___ Incomplete

Signatures:

MSW Field Student	
MSW Field Instructor	
MSW Task Supervisor (If applicable)	
MSW Faculty Field Liaison	
MSW Field Coordinator	