Appendix G

Long Island University, Brooklyn Campus

BASW Program

Contact: Sabrina Brown, LCSW, 718.488.3372, Sabrina.brown@liu.edu

Fall:		Spring:
	mester Evaluation of Stud be completed by the Field	lent Performance
	•	
Date of Completion:		
Check which semester applies:	Fall:	Spring:
Name of Student:		
Name of Agency:		
Name of Field Instructor:		

Instruction for rating students on the 10 competencies:

The standard by which a student is to be compared is that of a new beginning-level social worker. The 10 competencies, specified in this evaluation form, were established by our national accrediting organization, the Council of Social Work Education. Under each competency there are several statements (known as practice behaviors). With each practice behavior statement, we ask that you rate each student by a number of 1 through 5.

1	The student has <i>not met</i> the expectation in this area. There is <i>not much hope</i> that the student
	will meet the expectations in this area in the near future
2	The student has <i>not as yet met</i> the expectation in this area, but <i>there is hope</i> that the student
	will meet the expectations in the near future
3	The student has met the expectation for students in this area
4	The student is functioning above expectations for students in this area
5	The student has excelled in this area
n/a	Not applicable, as the student has not had the opportunity to demonstrate competence in
	this area

Optional comments may be made under any competency. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement.

This evaluation is intended to give the student feedback about her/ his performance as well as determine knowledge, skills and behaviors achieved. The Field Instructor's rating of these items will not directly be used to calculate the grade that is given to the student. The grade for the field placement (pass or fail grade) along with the grade for the field seminar course (traditional letter grade) will be determined by the faculty member teaching the course in consultation with the BASW Program's field director.

1	petency #1: Student identifies as a professional social worker and coelf/herself accordingly.	ond	luct	S			
1.1	Advocates well for client access to the services of social work	1	2	3	4	5	na

1.2	Practices personal reflection and self-correction to assure continual	1	2	3	4	5	na
	professional development						
1.3	Attends well to professional roles and boundaries	1	2	3	4	5	na
1.4a	Demonstrates professional demeanor in behavior	1	2	3	4	5	na
1.4b	Demonstrates professional demeanor in appearance	1	2	3	4	5	na
1.4c	Demonstrates professional demeanor in communication	1	2	3	4	5	na
1.5	Engages in career-long learning	1	2	3	4	5	na
1.6	Uses supervision and consultation effectively	1	2	3	4	5	na
1.7	Knows the profession's history	1	2	3	4	5	na
1.8	Has a commitment to enhancing the profession	1	2	3	4	5	na
1.9	Has a commitment to conducting himself/herself as a professional	1	2	3	4	5	na
	social worker						

	Competency #2: Student applies social work ethical principles to guide his or her professional practice.								
2.1	Recognizes and manages personal values in a way that allows	1	2	3	4	5	na		
	professional values to guide practices (e.g., on such issues as abortion and gay rights)								
2.2	Makes ethical decisions by applying standards from the National	1	2	3	4	5	na		
	Association of Social Workers and the International Federation of								
	Social Workers/International Association of Schools of Social Work								
	Ethics in Social Work Statement of Principles								
2.3	Tolerates ambiguity well in resolving ethical conflicts	1	2	3	4	5	na		
2.4	Is able to apply strategies of ethical reasoning to arrive at principled	1	2	3	4	5	na		
	decisions								

Com	Competency #3: Student applies critical thinking to inform and communicate professional										
judgı	judgments										
3.1	Is able to distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom	1	2	3	4	5	na				
3.2	Is able to analyze models of assessment, prevention, intervention and/or evaluation	1	2	3	4	5	na				
3.3a	Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities and/or colleagues	1	2	3	4	5	na				

	Competency #3: Student applies critical thinking to inform and communicate professional judgments									
3.3b	Demonstrates effective written communication in working with individuals, families, groups, organizations, communities, and/or colleagues	1	2	3	4	5	na			
3.4	Is knowledgeable about the principles of logic and scientific inquiry	1	2	3	4	5	na			
3.5	Is able to grasp and comprehend what is obscure	1	2	3	4	5	na			
3.6	Is skilled in using critical thinking augmented by creativity and curiosity	1	2	3	4	5	na			

Con	npetency #4: Student engages diversity and difference in practice						
4.1	Recognizes the extent to which a culture's structures and values may	1	2	3	4	5	na
	oppress, marginalize, alienate, or create or enhance privilege and						
	power						
4.2	Has sufficient self-awareness to eliminate the influence of personal	1	2	3	4	5	na
	biases and values in working with diverse groups						
4.3	Recognizes and communicates her/his understanding of the	1	2	3	4	5	na
	importance of difference in shaping life experiences						
4.4	Views herself or himself as a learner and engages those she/he works	1	2	3	4	5	na
	with as informants						
4.5	Treats diverse clients with dignity and respect	1	2	3	4	5	na
4.6	Is knowledgeable and respectful of clients who differ by such factors	1	2	3	4	5	na
	as age, class, color, culture, disability, ethnicity, gender identity and						
	expression, immigration status, political ideology, race, religion, sex,						
	and sexual orientation						

Con	npetency #5: Student advances human rights and social and econom	ic j	usti	ce.			
5.1	Understands the forms and mechanisms of oppression and discrimination	1	2	3	4	5	na
	discrimination						
5.2	Advocates for human rights and social and economic justice	1	2	3	4	5	na
5.3	Engages in practice that advances social and economic justice	1	2	3	4	5	na
5.4	Recognizes that each person, regardless of position in society, has	1	2	3	4	5	na
	basic human rights, such as freedom, safety, privacy, an adequate						
	standard of living, health care and education						
5.5	Recognizes the global interconnections of oppression and is	1	2	3	4	5	na

knowledgeable about theories of justice and strategies to promote			
human and civil rights			

	Competency #6: Student engages in research-informed practice and practice-informed research								
6.1	Uses practice experience to inform scientific inquiry	1	2	3	4	5	na		
6.2	Uses research evidence to inform practice	1	2	3	4	5	na		

Comments:

Con	npetency #7: Student applies knowledge of human behavior and the	soc	ial (env	iroı	ıme	ent
7.1	Utilizes conceptual frameworks to guide the processes of assessment,	1	2	3	4	5	na
	intervention, and evaluation						
7.2	Critiques and applies knowledge to understand person and	1	2	3	4	5	na
	environment						
7.3	Is knowledgeable about human behavior across the life course	1	2	3	4	5	na
7.4	Is knowledgeable about the range of social systems in which people	1	2	3	4	5	na
	live						
7.5	Is knowledgeable about the ways social systems promote or deter	1	2	3	4	5	na
	people in maintaining or achieving health and well-being						
7.6	Is skilled at applying theories and knowledge about biological	1	2	3	4	5	na
	variables, social variables, cultural variables, psychological variables,						
	and spiritual development						

Competency #8: Student engages in policy practice to advance social and economic well-							
being	g and to deliver effective social work services						
8.1	Analyzes, formulates and/or advocates for policies that advance	1	2	3	4	5	na
	social well-being						
8.2	Collaborates with colleagues and/or clients for effective policy	1	2	3	4	5	na

	action						
8.3	Understands that policy affects service delivery	1	2	3	4	5	Na
8.4	Actively engages in policy practice	1	2	3	4	5	na
8.5	Is knowledgeable about the history of social policies and	1	2	3	4	5	na
	services						
8.6	Is knowledgeable about the current social policies and services	1	2	3	4	5	na
8.7	Is knowledgeable about the role of practice in policy	1	2	3	4	5	na
	development						

Con	npetency #9: Student responds to context that shape practice						
9.1	Continuously discovers, appraises and attends to changing locales,	1	2	3	4	5	na
	populations, scientific and technological developments and emerging						
	societal trends in order to provide relevant services						
9.2	Provides leadership in promoting sustainable changes in service	1	2	3	4	5	na
	delivery and practice to improve the quality of social services						
9.3	Is informed, resourceful, and proactive in responding to evolving	1	2	3	4	5	na
	organizational, community, and societal context at all levels of						
	practice						
9.4	Recognizes that the context of practice is dynamic, and has the	1	2	3	4	5	na
	knowledge and skills to respond proactively						

Comp	Competency #10: Student engages, assesses, intervenes and evaluates with individual,								
famili	families, groups, organizations, and communities								
10.1	Substantively and affectively prepares for action with individuals,	1	2	3	4	5	na		
	families, groups, organization and/or communities								
10.2	Uses empathy and other interpersonal skills	1	2	3	4	5	na		
10.3	Develops a mutually agreed-on focus of work and desired	1	2	3	4	5	na		
	outcomes								
10.4	Is able to collect, organize and interpret client data	1	2	3	4	5	Na		
10.5	Is able to assess client strengths and limitations	1	2	3	4	5	na		
10.6	Develops mutually agreed upon intervention goals and objectives	1	2	3	4	5	na		
10.7	Is able to select appropriate intervention strategies	1	2	3	4	5	na		
10.8	Initiates actions to achieve organizational goals	1	2	3	4	5	na		
10.9	Implements prevention interventions that enhance client capacities	1	2	3	4	5	na		
10.10	Is able to help clients resolve problems	1	2	3	4	5	na		
10.11	Is able to negotiate, mediate and/or advocate for clients	1	2	3	4	5	na		

10.12	Is able to facilitate transitions and endings	1	2	3	4	5	na
10.13	Can critically analyze, monitor and evaluate interventions	1	2	3	4	5	na
10.14	Is skilled at evaluating her or his practice	1	2	3	4	5	na

Comments:

Student's Contribution to the Agency/OrganizationAs you reflect on this years' experience, please rate the following contributions by the student to your organization using the scale below.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

C1. Student offers new lens/ideas to view clients and their issue(s)	1	2	3	4	na
C2. Student offers new perspective to the organization in regards to	1	2	3	4	na
administrative issues (i.e. ideas regarding new program development or					
new agency procedures)					
C3. Student offers clients the opportunity to connect with others and	1	2	3	4	na
develop important skills through interactions					
C4. This years' experience supervising a student has contributed to my	1	2	3	4	na
professional growth					
C5. Student provides additional support to clients	1	2	3	4	na
C6. Student provides additional advocacy services for clients	1	2	3	4	na
C7. Student provides clients with new and useful information about	1	2	3	4	na
different services					
C8. Student contributes to collaboration with other agencies	1	2	3	4	na
C9. Student provides assistance with administrative duties (e.g., charts)	1	2	3	4	na
C10. I believe LIU Brooklyn Social Work Department has provided me	1	2	3	4	na
with necessary supports and resources to work as a field instructor					

Student's Signature	Date	
Field Instructor's Signature	Date	