



Warner Pacific College

## Social Work Final Field Evaluation Form

Student's Name: \_\_\_\_\_

Agency Name: \_\_\_\_\_

Agency Address: \_\_\_\_\_

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

Field Instructor phone: \_\_\_\_\_

Field Instructor Email: \_\_\_\_\_

Required Signatures:

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor Recommended Grade: \_\_\_\_\_

### FIELD PLACEMENT COMPETENCIES / EVALUATION INSTRUMENT

The Council on Social Work Education (CSWE) now defines field education as “signature pedagogy”. The knowledge, values, and skills learned throughout the student’s academic career are to be demonstrated in 41 practice behaviors outlined by CSWE. These practice behaviors are domains of 10 core professional competencies that social work undergraduates are expected to exhibit at the time of graduation.

**Please use the scale below to thoughtfully rate the student’s current competency of each practice behavior.**

- 1 = Unacceptable progress (The student has not achieved competency despite opportunities in this area)
- 2 = Insufficient progress (The student has to consciously work at this area and rarely demonstrates awareness)
- 3 = Emerging competence (This area is becoming more integrated in the student’s practice)
- 4 = Competence (This area is done with confidence and is an integral part of the student’s practice)
- 5 = Advanced competence (The student completes this area with sufficient mastery to teach others)
- NA=Opportunities were not available

SCALE:

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please do not equate this scale to the traditional letter grading scale. **A score of three or “emerging competence” constitutes a passing grade.** Students are not expected to have all fives or fours.

For additional guidance in using this scale, please contact the Director of Field Education. Ratings for each learning objective must be supported in the narrative by evidence to support the rating and if needed, indicate ways in which the specific learning objective can be further addressed.

**COMPETENCY #1: Identify as a professional social worker and conduct oneself accordingly (EPAS 2.1.1)**

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

	Practice Behaviors	SCALE					
		5	4	3	2	1	NA
A1	Student advocates for client access to social work services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A2	Student practices personal reflection and self-correction to assure continual professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A3	Student attends to professional roles and boundaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A4	Student demonstrates professional demeanor in behavior, appearance and communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A5	Student engages in career-long learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A6	Student uses supervision and consultation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #1	SCALE					
		5	4	3	2	1	NA
OEA	OVERALL EVALUATION COMPETENCY #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks?</p> <p>If the student earned a score of 1 or 2, please comment and indicate how the student can improve.</p>						

**COMPETENCY #2: Applies social work ethical principles to guide professional practice (EPAS 2.1.2)**

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

	Practice Behaviors	SCALE					
		5	4	3	2	1	NA
B1	Student recognizes and manages personal values to allow professional values to guide practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2	Student makes ethical decisions by applying standards of the NASW Code of Ethics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3	Student exhibits the ability to tolerate ambiguity in resolving ethical conflicts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B4	Student applies strategies of ethical reasoning to arrive at principled decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #2	SCALE					
		5	4	3	2	1	NA
OEB	OVERALL EVALUATION OF COMPETENCY #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks? How did the students individually progress towards meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>						

**COMPETENCY #3: Apply critical thinking to inform and communicate professional judgments (EPAS 2.1.3)**

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

	Learning Objectives	SCALE					
		5	4	3	2	1	NA
C1	Student distinguishes, appraises, and integrates among multiple sources of knowledge, including research-based knowledge, and practice wisdom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2	Student analyzes models of assessment and prevention intervention, and evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C3	Student demonstrates effective oral and written communication skills in working with individuals, families, groups, organizations, communities, and colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #3	SCALE					
		5	4	3	2	1	NA
OEC	OVERALL EVALUATION OF COMPETENCY #3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>						

## COMPETENCY #4: Engage diversity and difference in practice (EPAS 2.1.4)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

	Practice Behaviors	SCALE					
		5	4	3	2	1	NA
D1	Student continues to recognize the extent to which cultural structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2	Student evidences the gaining of self-awareness leading to practice behaviors that reflect ability to eliminate influences of personal biases and values in working with diverse groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3	Student recognizes and communicates the understanding of the importance of difference in shaping life experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4	Student views self as learner and engages those with whom they work as informants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #4	SCALE					
		5	4	3	2	1	NA
OED	OVERALL EVALUATION OF COMPETENCY #4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>							

## COMPETENCY #5: Advance human rights and social and economic justice

(EPAS 2.1.5)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

	Practice Behaviors	SCALE					
		5	4	3	2	1	NA
E1	Student identifies and understands the forms and mechanisms of discrimination and oppression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E2	Student advocates for human rights and social and economic justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E3	Student engages in just practice that advances social and economic justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #5	SCALE					
		5	4	3	2	1	NA
OEE	OVERALL EVALUATION OF COMPETENCY #5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>							

**COMPETENCY #6: Engage in research informed practice and practice informed research (EPAS 2.1.6)**

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

	Practice Behaviors	SCALE					
		5	4	3	2	1	NA
F1	Student uses practice experience to inform scientific inquiry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F2	Student uses current research evidence to inform practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #6	SCALE					
		5	4	3	2	1	NA
OEF	OVERALL EVALUATION OF COMPETENCY#6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>						

**COMPETENCY #7: Apply knowledge of human behavior and the social environment** (EPAS 2.1.7)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

	Practice Behaviors	SCALE					
		5	4	3	2	1	NA
G1	Student utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G2	Student has ability to critique and apply knowledge to understand person and environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #7	SCALE					
		5	4	3	2	1	NA
OEG	OVERALL EVALUATION OF COMPETENCY #7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>						



**COMPETENCY #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EPAS 2.1.8)**

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

	Practice Behaviors	SCALE					
		5	4	3	2	1	NA
H1	Student analyzes, formulates, and advocates for policies that advance social well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H2	Student collaborates with colleagues and clients for effective policy action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #8	SCALE					
		5	4	3	2	1	NA
OEH	OVERALL EVALUATION OF COMPETENCY #8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>							

## COMPETENCY #9: Respond to contexts that shape practice (EPAS 2.1.9)

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

	Practice Behaviors	SCALE					
		5	4	3	2	1	NA
I1	Student continuously discovers, appraises, and attends to the influence of context (locale, population, scientific and technological developments, and emerging societal trends) on service delivery to provide relevant services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I2	Student provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #9	SCALE					
		5	4	3	2	1	NA
OEI	OVERALL EVALUATION OF COMPETENCY # 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>						

**COMPETENCY #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (EPAS 2.1.10)**

Advanced Competence	Competent	Emerging Competence	Insufficient Progress	Unacceptable Progress	Not Applicable
5	4	3	2	1	NA

Practice Behaviors - Engagement		SCALE					
		5	4	3	2	1	NA
J1	Student substantively and affectively prepares for action with individuals, families, groups, organizations, and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J2	Student uses empathy and other interpersonal skills to engage clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J3	Student develops a mutually agreed on focus of work and desired outcomes with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice Behaviors - Assessment		SCALE					
J4	Student collects, organizes, and interprets client data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J5	Student assesses client strengths and limitations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J6	Student develops mutually agreed upon intervention goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J7	Student selects appropriate intervention strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice Behaviors - Intervention		SCALE					
J8	Student initiates action to achieve organizational goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J9	Student implements prevention interventions that enhance client capacities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J10	Student helps clients resolve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J11	Student negotiates, mediates, and advocates for clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J12	Student facilitates transitions and endings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice Behaviors – Evaluation		SCALE					
J13	Student critically analyses, monitors, and evaluates interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	OVERALL EVALUATION OF Competency #10	SCALE					
		5	4	3	2	1	NA
OEJ	OVERALL EVALUATION OF COMPETENCY # 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Refer to the learning task assignments. How did the student complete those tasks so that these competencies were accomplished? Give specific examples. If there were any learning tasks not completed, which ones and why?</p> <p>What were the strengths of the student in meeting these tasks?</p> <p>If you gave the student a score of 1 or 2, please comment and indicate how the student can improve.</p>						

# EVALUATION SUMMARY

Add each of the overall evaluation of competencies (1-10) together to obtain the score.

**Note:** Do not add the individual Learning Objectives.

OEA	OVERALL EVALUATION OF Competency 1	
	Identify as a professional social worker and conduct oneself accordingly (EPAS 2.1.1)	
OEB	OVERALL EVALUATION OF Competency 2	
	Applies social work ethical principles to guide professional practice (EPAS 2.1.2)	
OEC	OVERALL EVALUATION OF Competency 3	
	Apply critical thinking to inform and communicate professional judgments (EPAS 2.1.3)	
OED	OVERALL EVALUATION OF Competency 4	
	Engage diversity and difference in practice (EPAS 2.1.4)	
OEE	OVERALL EVALUATION OF Competency 5	
	Advance human rights and social and economic justice (EPAS 2.1.5)	
OEF	OVERALL EVALUATION OF Competency 6	
	Engage in research informed practice and practice informed research (EPAS 2.1.6)	
OEG	OVERALL EVALUATION OF Competency 7	
	Apply knowledge of human behavior and the social environment (EPAS 2.1.7)	
OEH	OVERALL EVALUATION OF Competency 8	
	Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EPAS 2.1.8)	
OEI	OVERALL EVALUATION OF Competency 9	
	Respond to contexts that shape practice (EPAS 2.1.9)	
OEJ	OVERALL EVALUATION OF Competency 10	
	Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (EPAS 2.1.10 a,b,c,d)	

	OVERALL EVALUATION OF Competencies 1-10	
OEOC	Score Should Range from 10-50	
	OVERALL EVALUATION SCORE (to be determined by the Field Instructor)	

What were the student's strengths and limitations?

What additional learning goals and assignments are suggested for the student's continued professional development?

Student feedback (required):