RHODE ISLAND COLLEGE

SCHOOL OF SOCIAL WORK

FIELD PLACEMENT PERFORMANCE EVALUATION:

SECOND YEAR CLINICAL MSW STUDENTS

This evaluation is an opportunity for the field instructor and student, in collaboration with each other, to assess the student’s knowledge and skills, using the learning contract as a guide. The completed evaluation form goes to the student’s faculty liaison/academic advisor who assigns the grade.

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

Student’s track (clinical, clinical/administration, or clinical/policy and organizing):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field instructor(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field placement agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s field liaison/academic advisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This evaluation covers the period from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Next to each statement, please circle the item that best represents this student’s performance, given your understanding of where a typical second year clinical student would be at this point in a second year field placement.

Please use this scale:

5 4 3 2 1

Student’s Student’s Student’s

Performance Performance Performance

Exceeds expectations meets expectations falls below expectations

For a typical student for a typical student of a typical student

**Competency 1: Demonstrate Ethical and Professional Behavior**

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| --- | --- | --- |
| **Mid-Year Evaluation (1-5)** | **Final**  **Evaluation (1-5)** | **Advanced Level Clinical Practice Behaviors** |
|  |  | Social workers present cases for consultation and provide consultation on others’ cases |
|  |  | Social workers use inter-professional collaboration to achieve positive practice outcomes |
|  |  | Social workers identify countertransference in themselves and others and how the countertransference colors interventions |
|  |  | Social workers apply ethical decision-making skills to clinical social work situations. |
|  |  | Social workers think logically and critically about all aspects of clinical practice. |

**Competency 2: Engage Diversity and Difference in Practice**

|  |  |  |
| --- | --- | --- |
| **Mid-year**  **Evaluation**  **(1-5)** | **Final**  **Evaluation**  **(1-5)** | **Advanced Level Clinical Practice Behaviors** |
|  |  | Social workers recognize potential uses and limitation of DSM 5 in relation to diversity. |
|  |  | Social workers recognize the different manifestations of major clinical issues among diverse populations. |
|  |  | Social workers identify ways clinical social workers might unwittingly oppress clients from different groups. |

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

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| --- | --- | --- |
| **Mid-year**  **Evaluation**  **(1-5)** | **Final**  **Evaluation**  **(1-5)** | **Advanced Level Clinical Practice Behaviors** |
|  |  | Social workers advocate at multiple levels to meet clients' clinical needs |
|  |  | Social workers identify how social welfare and economic policies impact each client with whom they work |

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

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| --- | --- | --- |
| **Mid-year**  **Evaluation**  **(1-5)** | **Final**  **Evaluation**  **(1-5)** | **Advanced Level Clinical Practice Behaviors** |
|  |  | Social workers review research literature to inform assessments and interventions. |
|  |  | Social workers design and conduct research that addresses clinical practice issues and analyze and disseminate the results. |
|  |  | Social workers develop implications for practice and policy from their clinical research projects. |

**Competency 5: Engage in Policy Practice**

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| --- | --- | --- |
| **Mid-year**  **Evaluation**  **(1-5)** | **Final**  **Evaluation**  **(1-5)** | **Advanced Level Clinical Practice Behaviors** |
|  |  | Social workers identify opportunities for cause advocacy in clinical cases |

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

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| --- | --- | --- |
| **Mid-year**  **Evaluation**  **(1-5)** | **Final**  **Evaluation**  **(1-5)** | **Advanced Level Clinical Practice Behaviors** |
|  |  | Social workers use a relational model as the foundation of all clinical interventions. |

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

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| --- | --- | --- |
| **Mid-year**  **Evaluation**  **(1-5)** | **Final**  **Evaluation**  **(1-5)** | **Advanced Level Clinical Practice Behaviors** |
|  |  | Social workers use different theoretical perspectives to guide assessment in clinical practice. |
|  |  | Social workers do a biopsychosocial-spiritual assessment that is rooted in evidence based and theoretical literature on the client’s target issues. |
|  |  | Social workers do a differential diagnosis as part of a comprehensive assessment. |

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

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| --- | --- | --- |
| **Mid-year**  **Evaluation**  **(1-5)** | **Final**  **Evaluation**  **(1-5)** | **Advanced Level Clinical Practice Behaviors** |
|  |  | Social workers develop a treatment plan that is logically connected to the assessment and is rooted in theoretical and evidence-based literature on the client’s target issues. |
|  |  | Social workers recognize termination issues and worker’s tasks. |

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

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| --- | --- | --- |
| **Mid-year**  **Evaluation**  **(1-5)** | **Final**  **Evaluation**  **(1-5)** | **Advanced Level Clinical Practice Behaviors** |
|  |  | Social workers articulate target problems, goals, and interventions in concrete, observable, measurable terms |
|  |  | Social workers learn to select existing, or create, tools to assess for client issues and monitor client progress. |

First process recording submission date:

Second process recording submission date:

Field instructor: Please write a narrative evaluation of the student’s work this semester in field. Delineate the student’s strengths. Identify specific skills for the student to develop, and the plan for working on them.

Note: The signatures at the end of this form certify that:

1. The student has received a minimum of two hours per week of supervision this semester. At least one hour has been one-on-one; the second hour has been either individual or group supervision.
2. The student has completed at least 300 hours in field this semester.
3. The student has kept a written log of field hours and the field instructor has reviewed the log
4. The student has completed a minimum of two process recordings this semester
5. The student has participated in this evaluation.

Student, please check one:

“I agree with this evaluation.” \_\_\_\_ yes \_\_\_\_no

Student’s comments (optional)