

MSW Field Assessment of Foundation Practice Behaviors

The "Field Assessment of Foundation Practice Behaviors" was created to capture field instructor feedback on the student's competence in the 32 MSW Foundation practice behaviors outlined by the Council on Social Work Education (CSWE). Please answer each of the 32 questions reflecting the foundation practice behaviors using the Likert scale outlined below. In addition, you may provide narrative feedback at the end of each competency. Please refer back to the learning contract that you completed with the student at the beginning of this academic year for examples of each competency when completing this survey.

Please rate the student on each practice behavior using the following Likert scale:

1--Not competent: The student has not achieved even a minimal level of competence in this practice behavior, nor demonstrated any significant movement in this direction, even with supervisory input.

2--Developing competence: Though the student has not yet reached a desirable level of competence in this practice behavior, there has been a noticeable improvement in this direction. The student is responsive to supervision around this practice behavior.

3--Competent: The student demonstrates a basic level of mastery of this practice behavior that is consistent with what one might minimally expect from a student with this amount of experience. The student demonstrates responsiveness to supervision around this behavior to advance their skill.

4--Advanced competence: The student demonstrates a level of mastery of this practice behavior that is beyond the minimal expectations that one would have of a student with this amount of experience. Minimal supervision is required to support the further development of this behavior.

5--Superior competence: The student demonstrates a level of mastery of this practice behavior that is consistently beyond the minimal expectations that one would have of a student with this amount of experience, and that requires little to no targeted supervision.

Student email address (please use the student's Ramapo email address):

Field agency name:

Field instructor name:

Field instructor email address:

Competency 1: Demonstrate Ethical and Professional Behavior

| Not Competent | Developing Competency | Competent | Advanced Competence | Superior Competency |
|--------------------------|----------------------------------|------------------|--------------------------------|--------------------------------|
|--------------------------|----------------------------------|------------------|--------------------------------|--------------------------------|

1. Student makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

1 2 3 4 5

2. Student uses reflection and self regulation to manage personal values and maintain professionalism in practice situations.

1 2 3 4 5

3. Student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic Communication.

1 2 3 4 5

4. Student uses technology ethically and appropriately to facilitate practice outcomes.

1 2 3 4 5

5. Student uses supervision and consultation to guide professional judgment and behavior.

1 2 3 4 5

Comments for Competency1:

Competency 2: Engage Diversity and Difference in Practice

Not Competent Developing Competency Competent Advanced Competence Superior Competency

6. Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. 1 2 3 4 5

7. Student presents as a learner and engages clients and constituencies as experts of their own experiences. 1 2 3 4 5

8. Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 1 2 3 4 5

Comments for competency 2 : _____

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

| | Not Competent | Developing Competency | Competent | Advanced Competence | Superior Competency |
|---|----------------------------|----------------------------------|----------------------------|--------------------------------|--------------------------------|
| 9. Student applies their understanding of social, economic, and environmental justice for human rights at the individual and system levels. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

| | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 10. Student engages in practices that advance social, economic, and environmental justice. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|

Comments for competency 3: _____

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

| | Not Competent | Developing Competency | Competent | Advanced Competence | Superior Competency |
|--|----------------------------|----------------------------------|----------------------------|--------------------------------|--------------------------------|
| 11. Student uses practice experience and theory to inform scientific inquiry and research. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

12. Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

1 2 3 4 5

13. Student uses and translates research evidence to inform and improve practice, policy, and service delivery.

1 2 3 4 5

Comments for Competency 4:

Competency 5: Engage in Policy Practice

| | Not Competent | Developing Competency | Competent | Advanced Competence | Superior Competency |
|--|----------------------------|----------------------------------|----------------------------|--------------------------------|--------------------------------|
| 14. Student identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 15. Student assesses how social welfare and economic policies impact the delivery of and access to social services. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 16. Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Comments for Competency 5:

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

| Not Competent | Developing Competency | Competent | Advanced Competence | Superior Competency |
|--------------------------|----------------------------------|------------------|--------------------------------|--------------------------------|
|--------------------------|----------------------------------|------------------|--------------------------------|--------------------------------|

17. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

1 2 3 4 5

18. Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

1 2 3 4 5

Comments for competency 6: _____

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

Not Competent Developing Competency Competent Advanced Competence Superior Competency

19. Student collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.

1 2 3 4 5

20. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

1 2 3 4 5

21. Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

1 2 3 4 5

22. Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

1 2 3 4 5

Comments for competency 7: _____

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

| | Not Competent | Developing Competency | Competent | Advanced Competence | Superior Competency |
|---|----------------------------|----------------------------------|----------------------------|--------------------------------|--------------------------------|
| 23. Student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 24. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 25. Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 26. Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 27. Student facilitates effective transitions and endings that advance mutually agreed-on goals. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Comments for competency 8: _____

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

| | Not Competent | Developing Competency | Competent | Advanced Competence | Superior Competency |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 29. Student selects and uses appropriate methods for evaluation of outcomes. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 30. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 31. Critically analyzes, monitors, and evaluates intervention and program processes and outcomes. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 32. Applies evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Comments for competency 9:

Overall Comments:

Field Instructor

Date

Student

Date

Field Liaison

Date