

*The Steve Hicks School of Social Work Office of Field Education will email an active and individualized online evaluation link to the student and field instructor at the beginning of each evaluation period.  
This form is for reference only and evaluations should be completed only via the link provided by the OFE.  
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**SW 694R/394S:  
Evaluation for Advanced Field Instruction (Graduate Final Field)  
Clinical Concentration**

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<b>Student:</b>	<b>Agency:</b>
<b>Field Instructor:</b>	<b>Faculty Liaison:</b>
<b>Semester/Year:</b>	

**WORKLOAD DESCRIPTION**

Briefly describe the student's direct practice, group work, and indirect/macro practice learning opportunities and work assignments during the internship.

**DESCRIPTION OF SUPERVISION**

Briefly describe the supervisory structure provided for the student.

**PROGRESS ON LEARNING CONTRACT**

Briefly describe the progress student has made toward educational contract objectives and goals.

**Evaluation for Concentration in Clinical Social Work**

**Course Description**

Building on Field Instruction I and II, this 9 credit hour course is a 520 hour supervised practicum within an organization that provides clinical social work services. The internship can be designed as a block of 520 hours for one semester or with approval, extended to two semesters for 260 hours each semester in the same agency. Advanced Integrative Capstone in Social Work Knowledge and Practice (Clinical) must be taken concurrently.

**EPAS Competencies**

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the SHS engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

**Evaluation Instrument**

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This evaluation instrument addresses the minimum objectives for SW 694R/394S. These provide a guide for the evaluation of the student's performance and represent competencies to be achieved by the end of this course.

Ratings of each competency must be supported by content in the "Evidence to support rating" section. "Evidence to support rating" may also serve to highlight outstanding abilities. The "Strategies to increase competence" should include ways in which the specific competency can be further addressed.

On the scale provided after each competency, please indicate level of performance by placing an X at the most appropriate point along the continuum.

- AC      Advanced Competence**  
**Consistently demonstrates advanced knowledge, values, skills, and cognitive and affective processes as an emerging professional.**
- C        Competence**  
**Consistently demonstrates knowledge, values, skills, and cognitive and affective processes as an emerging professional.**
- EC      Emerging Competence**  
**Demonstrates beginning knowledge, values, skills, and cognitive and affective processes as an emerging professional.**
- IP      Insufficient Progress**  
**Rarely demonstrates knowledge, values, skills, and cognitive and affective processes as an emerging professional.**

Evaluation continues to be a critical component in professional development. Therefore, the student must participate in self-evaluation throughout the semester, and particularly at the midterm and ending phases of field instruction. If a student's performance is inadequate by mid-semester, a written plan for the remainder of the semester is essential. However, unless problems are encountered in this course, the midterm evaluation does not become part of the student's file. It can serve as an initial document to update and measure performance at the end of the placement.

The Faculty Liaison takes the written final evaluation prepared by the Field Instructor in collaboration with the student, evaluates any written work performed for the course, considers the quality of participation in field seminar, and assigns the grade at the end of the semester. Emphasis is placed upon quality and consistency of work, not quantity.

## **Competencies**

### **1. Demonstrate Ethical and Professional Behavior**

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Clinical social workers demonstrate their obligation to conduct themselves ethically and to engage in ethical decision-making. They are knowledgeable about the values of the profession, pertinent laws and ethical standards outlined in the NASW Code of Ethics. Practitioners in clinical social work maintain the therapeutic relationship through effective use of self, the ethical use of technology, and knowledge of shifting societal mores, applying an antiracist and anti-oppressive lens to their practice with all clients. They understand the role of other professionals when engaged in interprofessional practice, while advocating for the unique role of social workers. Clinical social workers commit themselves to the profession's enhancement and to their own professional conduct and growth, practicing personal reflection, self-correction, and self-care to assure continual growth and well-being of clients.

Competency Behavior Outcome Measure	Mid		End	
	Std	FI	Std	FI
a. Student applies ethical decision-making skills to issues specific to clinical social work, actively engaging in supervision and consultation to guide this process.				
b. Student actively engages in antiracist and anti-oppressive actions, including demonstrating self-awareness of personal biases, to empower the working relationship in the service of the clients' well-being.				
c. Student demonstrates skill in the ethical application of digital technology, making sure to protect client privacy and confidentiality.				
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#### Evidence to support ratings for Competency 1:

#### Strategies to increase competence:

## 2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Clinical social workers incorporate social, racial, economic, and environmental justice practices in their direct work with clients and client systems, working to eliminate oppressive structural barriers and reduce inequities for them. They advocate for their client's fundamental human rights and look to see that resources and services are distributed equitably, so that dignity and respect for clients and those who respond to client needs are maintained. They focus their interventions on protecting civil, political, economic, social, and cultural human rights.

Competency Behavior Outcome Measure	Mid		End	
	Std	FI	Std	FI
a. Student applies knowledge of effects of oppression, trauma, and discrimination on clients and client systems to guide assessment and intervention planning.				
b. Student ensures clients rights within the therapeutic relationship by employing a trauma-informed, person-in-environment, strength-based approach.				
c. Student advocates at multiple levels for equitable access to services for clients and client systems.				
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## Evidence to support ratings for Competency 2:

### Strategies to increase competence:

### 3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Clinical social workers identify and utilize anti-racist, anti-oppressive, and culturally relevant perspectives to define, design, implement and evaluate interventions for effective practice with persons from diverse backgrounds and community contexts. They also recognize diversity through multiple factors such as age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. They apply their understanding of intersectionality in order to analyze the needs, values, and strengths of diverse client systems and effectively support clients' power to act on their own behalf and/or collaborate with others.

Competency Behavior Outcome Measure	Mid		End	
	Std	FI	Std	FI
a. Student uses cultural humility in all phases of the helping relationship to ensure that services provided reflect needs, values, and strengths in line with clients' lived experience.				
b. Student recognizes the pervasive nature of racism and oppression and applies effective relational skills to build trust to support diverse clients in reaching their goals.				
b. Student applies an anti-racist lens when advocating for clients and collaborating on interprofessional teams.				
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## Evidence to support ratings for Competency 3:

### Strategies to increase competence:

### 4. Engage In Practice-informed Research and Research-informed Practice

Clinical social workers use practice experience and ethical, culturally informed, anti-racist, and anti-oppressive approaches to guide the integration of research into clinical practice. They employ evidence-based interventions and use quantitative and qualitative research findings to evaluate and improve practice, policy, and social service delivery. Clinical social workers are knowledgeable about and able to apply critical thinking to understand the impact of biases, including their own, on interventions and on the evidence-based research process as it applies to practice.

	Mid	End
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Competency Behavior Outcome Measure	Std	FI	Std	FI
a. Student accesses and applies pertinent research to evaluate clinical practice effectiveness, using culturally informed, anti-racist, and anti-oppressive approaches to enhance and provide evidence for interventions.				
b. Student engages in critical thinking and evidence-based practice processes in clinical assessment and intervention with clients.				
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Evidence to support ratings for Competency 4:

Strategies to increase competence:

## 5. Engage in Policy Practice

Clinical social workers understand that policy affects service delivery and clients' wellbeing, creating a need for engagement in policy practice. They apply rights-based, anti-oppressive, and anti-racist lenses to their understanding of factors that influence development of legislation, policies, program services, and funding at all system levels. In their clinical practice with client systems, they advocate for effective policies that promote social, racial, economic, and environmental justice and wellbeing.

Competency Behavior Outcome Measure	Mid		End	
	Std	FI	Std	FI
a. Student uses social justice, anti-racist, and anti-oppressive lenses to assess how policies affect delivery of and access to clinical services.				
b. Student communicates to stakeholders the implication of policies and policy change in the lives of clients and advocates for an anti-racist and anti-oppressive focus in policy change.				
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Evidence to support ratings for Competency 5:

Strategies to increase competence:

## 6. Engage with Individuals, Families, Groups, Organizations, and Communities

Clinical social workers understand that practice involves a dynamic and shared process of engagement. Clinical social workers substantively and affectively prepare for culturally responsive involvement with individuals, families, groups,

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organizations, and communities. They integrate empathy, use of self, collaboration, and other interpersonal skills to establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes. They use self-reflection to understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively in clinical practice with clients.

Competency Behavior Outcome Measure	Mid		End	
	Stdnt	FI	Stdnt	FI
a. Student integrates theory-based relational skills, including a trauma-informed approach, in all areas of client engagement.				
b. Student uses anti-racist and anti-oppressive perspectives to recognize and address interpersonal dynamics and contextual factors that may strengthen and/or potentially threaten the working alliance.				
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Evidence to support ratings for Competency 6:

Strategies to increase competence:

## 7. Assess Individuals, Families, Groups, Organizations, and Communities

Clinical social workers understand that assessment is an ongoing component of the dynamic and interactive process of clinical practice. Clinical social workers collect, organize, and interpret client data, and assess client strengths and limitations, to create a mutually agreed-upon plan that is culturally sensitive. They demonstrate the ability to select from a variety of conceptual frameworks to leverage client's strengths, needs, opportunities, and challenges. They use self-reflection to understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to assess effectively in clinical practice with clients.

Competency Behavior Outcome Measure	Mid		End	
	Stdnt	FI	Stdnt	FI
a. Student utilizes multidimensional bio-psycho-social-spiritual assessment skills and tools with clients who present with a variety of issues and concerns.				
b. Student analyzes and synthesizes client data during the assessment process to create a mutually agreed-upon plan that achieves clients' goals and enhances wellbeing.				
c. Student engages in self-reflection to understand how bias, power, privilege, and personal values impact the assessment process.				
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## Strategies to increase competence:

### 8. Intervene with Individuals, Families, Groups, Organizations, and Communities

Clinical social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Clinical social workers utilize assessment findings to inform the selection of evidence-based and culturally responsive interventions. They use multiple theoretical perspectives that are informed by best practices and empirically based studies to identify, critique, and apply strengths-based interventions to the problems and unique characteristics of diverse populations. They ensure client informed consent by clearly outlining the intervention, including benefits, limitation, and alternative options for care.

Competency Behavior Outcome Measure	Mid		End	
	Stdnt	FI	Stdnt	FI
a. Student demonstrates the ability to critically evaluate, select, and apply best practices and evidence-based interventions that use appropriate clinical techniques for a range of presenting concerns.				
b. Student collaborates interprofessionally and with others in client system to coordinate clinical interventions.				
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## Evidence to support ratings for Competency 8:

## Strategies to increase competence:

### 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Clinical social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Clinical social workers apply anti-racist and anti-oppressive perspectives in evaluating interventions in all practice areas to best meet client's needs. This includes evaluation of both practices and programs that contribute to the knowledge base of the profession. Clinical social workers demonstrate openness to feedback from clients and colleagues and show willingness to engage with feedback to self-correct and improve practice effectiveness. In interprofessional settings, clinical social workers can critically appraise standard practice and share evaluative feedback.

Competency Behavior Outcome Measure	Mid		End	
	Stdnt	FI	Stdnt	FI
a. Student utilizes critical thinking and knowledge of best practices to assess effectiveness of agency programs and services and interprets findings to contribute to the improvement of practice effectiveness.				
b. Student demonstrates the ability to evaluate effectiveness of clinical interventions designed to address a range of bio-psycho-social-spiritual needs.				
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**Evidence to support ratings for Competency 9:**

**Strategies to increase competence:**

**PLEASE ADDRESS EACH OF THE FOLLOWING:**

OUTSTANDING ABILITIES

AREAS WHERE GROWTH WAS MOST OBVIOUS

FUTURE LEARNING NEEDS AND RECOMMENDATIONS

**\*STUDENT'S READING & SIGNATURE ARE REQUIRED\***

This is to certify that I have read and received a copy of this evaluation, that I understand I have the right to disagree in writing with this evaluation of my performance, and that such a statement will be appended to this evaluation.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Field Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_



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Faculty Liaison's Signature \_\_\_\_\_ Date \_\_\_\_\_