

**TOURO COLLEGE  
GRADUATE SCHOOL OF SOCIAL WORK  
DEPARTMENT OF FIELD EDUCATION  
27 W. 23<sup>RD</sup> STREET – 5<sup>TH</sup> FLR.  
NEW YORK, NY 10010  
212-463-0400 EXT. 5502  
FAX: 212-627-3693**

**ADVANCED CONCENTRATION YEAR FIELD LEARNING EVALUATION**

\_\_\_\_\_ **MID-YEAR**

\_\_\_\_\_ **END-YEAR**

(Please submit one (1) copy to the Field Education Office)

Student: \_\_\_\_\_ Touro Field Liaison \_\_\_\_\_

For Standard Field Internship: 21 Hours/Wk \_\_\_\_\_ 15 Hours/Wk \_\_\_\_\_

For Employment Based Internship: Full-time 15 Hrs/Wk \_\_\_\_\_ Part-time 11.5 Hrs/Wk \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Task Supervisor: \_\_\_\_\_

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

Student's Start Date at Agency \_\_\_\_\_

Evaluation Period Covered (Exact Dates): \_\_\_\_\_ No. of Field Hrs Completed: \_\_\_\_\_

Brief Description of Agency:

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**Learning Opportunities Available to Student:**

**A. Student Assignments**

Briefly describe the student's clients and the services provided (e.g. Individual, Group, Family, Advocacy, Intake, Case Management).

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**B. Other Assignments** (e.g., Outreach, Resource Development, Program Planning)

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**C. Other Learning Opportunities** (Meetings, Seminars, Consultations, etc.)

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**D: Special factors which may have had an impact on student's learning experience** (e.g. new program, change in field instructor, etc.)

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**RATE THE STUDENT ON EACH OF THE FOLLOWING CRITERIA, USING THESE SCORE DEFINITIONS:**

1. **Not achieved** – performance is generally unacceptable.
2. **Understood but not achieved** – student has only a beginning understanding of the skill and currently performance is generally uneven.
3. **Achieved** - performance meets expectations for students at this level and continuing improvement is demonstrated.
4. **Exceeded standard** - performance is well beyond expectations for students at this level with few gaps.
5. **Exceeded with distinction** – performance is exceptional and the skill is an integrated part of the student's practice.

**N/O** The student has not had the opportunity to demonstrate the skill.

## COMPETENCIES

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

a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context.	1 2 3 4 5 N/O
b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	1 2 3 4 5 N/O
c. Demonstrate professional demeanor in behavior and appearance.	1 2 3 4 5 N/O
d. Effectively communicate via oral, written, and electronic communication.	1 2 3 4 5 N/O
e. Use technology ethically and appropriately to facilitate practice outcomes.	1 2 3 4 5 N/O
f. Use supervision and consultation to guide professional judgment and behavior.	1 2 3 4 5 N/O
g. Develop, manage and maintain with increasing sophistication the therapeutic relationship with clients within the person-in-environment and strengths-based perspectives.	1 2 3 4 5 N/O
h. Demonstrate understanding of the social work role in organizational settings.	1 2 3 4 5 N/O
i. Use evaluation to foster self-reflection in improving clinical skills.	1 2 3 4 5 N/O
j. Understands and meets administrative requirements including documentation.	1 2 3 4 5 N/O
k. Adjusts preconceived notions regarding the social work role to meet agency purpose and client need.	1 2 3 4 5 N/O

### **COMMENTS:**

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## II. Engage Diversity and Difference in Practice

a. Recognize the importance of diversity and difference in practice at the micro, mezzo, and macro levels.	1	2	3	4	5	N/O
b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	1	2	3	4	5	N/O
c. Apply 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	N/O
d. Research and apply knowledge of diverse populations to provide culturally competent practice.	1	2	3	4	5	N/O
e. Identify and use practitioner/client differences in service of the therapeutic alliance.	1	2	3	4	5	N/O

### COMMENTS:

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## III. Advance Human Rights and Social, Economic, and Environmental Justice

a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	1	2	3	4	5	N/O
b. Engage in practices that advance social, economic, and environmental justice.	1	2	3	4	5	N/O
c. Actively apply a critical lens to advanced social work practice using a human rights and social justice perspective.	1	2	3	4	5	N/O

### COMMENTS:

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**IV. Engage in Practice-informed Research and Research-informed Practice**

a. Use and translate research evidence to inform and improve practice, policy, and service delivery.	1 2 3 4 5 N/O
b. Demonstrate advanced use of multidisciplinary sources and multiple ways of knowing to inform, practice, policy, and service delivery.	1 2 3 4 5 N/O

**COMMENTS:**

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**V. Engage in Policy Practice**

a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	1 2 3 4 5 N/O
b. Assess how social welfare and economic policies impact the delivery of and access to social services.	1 2 3 4 5 N/O
c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	1 2 3 4 5 N/O
d. Articulate how social policy shapes organizational policy and practice.	1 2 3 4 5 N/O
e. Identify opportunities for change at the service delivery level.	1 2 3 4 5 N/O

**COMMENTS:**

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**VI. Engage with Individuals, Families, Groups, Organizations, and Communities**

a. Apply 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 N/O
b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1 2 3 4 5 N/O

c. Attend to the interpersonal dynamics and contextual factors that both strengthen and challenge the development of the therapeutic alliance.	1 2 3 4 5 N/O
d. Develops, manages and maintains with increasing sophistication the therapeutic relationship with clients within the person-in-environment and strengths-based perspectives.	1 2 3 4 5 N/O

**COMMENTS:**

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**VII. Assess Individuals, Families, Groups, Organizations, and Communities**

a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	1 2 3 4 5 N/O
b. Apply 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 N/O
c. Develop 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 N/O
d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	1 2 3 4 5 N/O
e. Use multidimensional assessment tools to assess clients and their relationship to the environment.	1 2 3 4 5 N/O
f. Develop differential diagnoses.	1 2 3 4 5 N/O

**COMMENTS:**

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**VIII. Intervene with Individuals, Families, Groups, Organizations, and Communities**

a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	1 2 3 4 5 N/O
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	1 2 3 4 5 N/O
c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	1 2 3 4 5 N/O
d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	
e. Facilitate effective transitions and endings that advance mutually agreed-on goals.	1 2 3 4 5 N/O
f. Effectively facilitate the therapeutic relationship with purpose and discipline.	1 2 3 4 5 N/O
g. Select and modify best practices and evidenced based intervention strategies based on continuous clinical assessment.	1 2 3 4 5 N/O

**COMMENTS:**

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**IX. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

a. Select and use appropriate methods for evaluation of outcomes.	1 2 3 4 5 N/O
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	1 2 3 4 5 N/O
c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	1 2 3 4 5 N/O
d. Apply evaluation findings to improve practice effectiveness.	1 2 3 4 5 N/O
e. Use evaluation to foster self-reflection in improving clinical skills.	1 2 3 4 5 N/O
f. Use multidimensional assessment tools to evaluate practice outcomes.	1 2 3 4 5 N/O

**COMMENTS:**

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**X. Critical Thinking and Use of Supervision**

a. Prepares an agenda for field instruction.	1 2 3 4 5 N/O
b. Submits processing reporting in a timely and thorough manner.	1 2 3 4 5 N/O
c. Carries over learning from one situation to another.	1 2 3 4 5 N/O
d. Modify work as learning proceeds.	1 2 3 4 5 N/O
e. Appropriately utilized other sources of supervision and consultation, (e.g. task supervision).	1 2 3 4 5 N/O
f. Seeks additional learning opportunities.	1 2 3 4 5 N/O
g. Differentially applies models of assessment, prevention, intervention, and evaluation to client situations.	1 2 3 4 5 N/O
h. Demonstrates awareness of own gaps in knowledge and seeks additional relevant knowledge, including professional literature.	1 2 3 4 5 N/O

**COMMENTS:**

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**NUMBER OF PROCESS RECORDINGS SUBMITTED TO DATE: \_\_\_\_\_**

**COMMENTS:**

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**PLEASE SUMMARIZE YOUR ASSESSMENT OF THE STUDENT'S PERFORMANCE IN FIELD PLACEMENT:**

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**SECOND SEMESTER ASSIGNMENTS:** (Complete Only on Mid-Year Evaluation)

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**Field Instructor's Recommendation:**

\_\_\_\_\_ **Pass w/Distinction**    \_\_\_\_\_ **Pass**    \_\_\_\_\_ **Fail**    \_\_\_\_\_ **Incomplete**

\_\_\_\_\_  
**Field Instructor**    **Date**

\_\_\_\_\_  
**Student**    **Date**

**The evaluation must be reviewed in a meeting of the field instructor and the student and signed by both the field instructor and the student. The student's signature does not imply agreement, only that the student has read the evaluation. If the student wishes to submit an addendum to the evaluation, it will be shared with the field instructor and become part of the student's permanent record as well.**