

**GENERAL INSTRUCTIONS:**

This form is designed to be completed as a fillable PDF document, and it is fully functional in the free Acrobat Reader (<http://www.adobe.com/products/reader.html>). Please avoid using in-browser viewers such as Preview (Mac) or File Viewer (Windows). If you need technical assistance with this form, please contact Liz Taing at 510-642-1306. Please email the completed form to your assigned Field Consultant. Thank you!

\_\_\_\_\_  
**Today's Date**

\_\_\_\_\_  
**Student Last Name**

\_\_\_\_\_  
**Student First Name**

\_\_\_\_\_  
**SID#**

**Applicable Specialty Areas – Check all that apply:**

- Mental Health Stipend Program Participant
- PPSC/School Social Work
- MSW-MPH Joint Degree Program
- MSW-PHD Combined Program

\_\_\_\_\_  
**Name of Field Placement Agency**

\_\_\_\_\_  
**Address/Program Location of Student's Primary Placement Assignment**

\_\_\_\_\_  
**Primary Field Instructor Name**

\_\_\_\_\_  
**Email Address**

\_\_\_\_\_  
**Phone #**

\_\_\_\_\_  
**Secondary Field Instructor Name**

\_\_\_\_\_  
**Email Address**

\_\_\_\_\_  
**Phone #**

\_\_\_\_\_  
**Berkeley Social Welfare Field Consultant Name**

\_\_\_\_\_  
**Email Address**

\_\_\_\_\_  
**Phone #**

**FIELD PLACEMENT HOURS VERIFICATION:**

First Year Foundation Field students are expected to have completed a minimum of **720 hours** by the end of field placement. Weekly instruction is expected to have occurred at intervals of no less than one dedicated hour per week.

**Total number of hours student completed by end of placement:**

**Weekly instruction occurred at intervals of no less than one dedicated hour per week:**  Yes  No

**Plan to make up deficient placement hours and/or weekly instruction, if applicable:**

## **How to Complete This Evaluation:**

The Final Evaluation is intended to open a summative dialogue between the student and field instructor about the student's acquisition and application of professional skills, knowledge, behavior, and competencies. This discussion should occur in a meeting scheduled specifically for this purpose, and requires advance preparation by both the field instructor and the student.

To prepare for this discussion the field instructor and student should review the learning agreement; become familiar with this evaluation tool, the 12 holistic competencies and their component parts; refer to relevant samples, or observations of the student's work; and collect observations from other colleagues with whom the student has worked.

After reviewing these items together, the field instructor should decide a rating for each of the component items (*improvement desired, competence, mastery, or unable to assess*), and then enter a global rating for each holistic competency area on a 1 to 5 scale (1-*not proficient*, 3-*competent*, 5-*exceptional mastery*, or *unable to assess*). Field instructors may approximate to the nearest .50 increment. For each holistic competency area, field instructors should comment in the boxes provided on specific behaviors or observations that demonstrate strengths; and describe in behavioral terms how competence in this area could be strengthened. For numerical scores in the low range (<1.5) or high range (>4.5), please substantiate the low or high ratings with greater specificity. Frank evaluation of professional competency assessment is extremely important to student learning. Although your student may be graduating, your evaluation will help him or her to set new learning goals as an entry level MSW professional. Field instructors are encouraged to round down, and to avoid inflating ratings.

At the end of the form, field instructors must recommend that the student receive a Satisfactory or Unsatisfactory Grade (or make a "Request for Consultation") to the assigned field consultant who is responsible for making the final grade determination. Field instructors, students, and field consultants are all provided with a box to provide any closing or summary thoughts or concerns. If you have questions about how to evaluate your student, please contact your assigned field consultant.

If you need technical assistance in completing the form, please contact Liz Taing at 510-642-1306 or [swfield@berkeley.edu](mailto:swfield@berkeley.edu).

## **Tips for Working with Fillable PDF Forms:**

1. Use the free Adobe Acrobat Reader (version 8 or higher) to complete this form. Features have been enabled to allow you to save and print a copy of the completed form in Reader. Adobe Acrobat Reader is available for free download from the following web site: <http://www.adobe.com/products/acrobat/readstep.html>.
2. Save the form to your computer before completing it. Avoid completing this form online within your web browser – you run the risk of losing form data and having to start over. Instead, complete it in the Acrobat Reader application on your computer hard drive, independently from your browser or your Internet connection.
3. Use the "zoom-in" (+) and "zoom-out" (-) features in the Reader toolbar to magnify the form and make it easier to read and complete.
4. To make form fields easier to identify, click the Highlight Fields button on the purple document message bar. Form fields appear with a light blue colored background.
5. Click inside a text field to type. For check boxes or selection buttons, click the option you want to select.
6. Press Tab to move forward or Shift + Tab to move backward.
7. To save the form, click the disk icon  in the toolbar at the upper left of the window. Then rename the file and save the form with your information.

**1. Engagement with Individuals, Families, Groups, Organizations, and Communities:**

Establishes contact, builds rapport, forms working relationships, and invites a diverse array of clients, stakeholders, and/or community partners to participate in clinical services and/or administrative projects.

Improvement Desired	Competence	Mastery	Unable to assess
<input type="checkbox"/> Unable to introduce self, role and goals to clients	<input type="checkbox"/> Introduces self, role and goals to clients in a reasonably clear manner	<input type="checkbox"/> Introduces self, role and goals to clients clearly, concisely, and creatively	<input type="checkbox"/>
<input type="checkbox"/> Unable to establish rapport with clients; unable to discover the clients' perspective	<input type="checkbox"/> Establishes rapport and trust with most clients; elicits the clients' perspective	<input type="checkbox"/> Establishes rapport quickly, even with highly reluctant clients; elicits and clarifies clients' needs, values, and strengths	<input type="checkbox"/>
<input type="checkbox"/> Unable to alter approach to different types of clients; does not demonstrate cultural humility	<input type="checkbox"/> Recognizes the importance of difference and adjusts approach to different clients accordingly	<input type="checkbox"/> Quickly adjusts approach to fit a wide range of clients, demonstrating high levels of creativity, responsiveness, and respect	<input type="checkbox"/>
<input type="checkbox"/> Fails to achieve an acceptable retention rate or level of engagement with mental health clients	<input type="checkbox"/> Achieves an acceptable retention rate or level of engagement with mental health clients	<input type="checkbox"/> Achieves an impressive retention rate and/or level of engagement with mental health clients	<input type="checkbox"/>

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *engagement*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

**Rating**

You may assign a number to the nearest .50 increment:

or  Unable to assess

**Student strengths or accomplishments:**

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**Specific ways student could enhance or improve competency in this area:**

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**2. Consultation, Coordination, and Collaboration:**

Obtains information from a variety of collaterals, stakeholders, and/or other environmental sources, both formal and informal, and integrates into a coordinated service and/or project plan.

Improvement Desired	Competence	Mastery	Unable to assess
<input type="checkbox"/> Unable to establish rapport and trust with clients' family members and/or natural supports; unable to discover their perspectives	<input type="checkbox"/> Establishes rapport and trust with most clients' family members and/or natural supports; elicits their perspectives	<input type="checkbox"/> Establishes rapport and trust quickly, even with disengaged family members and/or natural supports; elicits their perspectives and cooperation	<input type="checkbox"/>
<input type="checkbox"/> Unable to exchange information appropriately with other providers including psychiatrists, nurses, psychologists, lawyers, probation officers, teachers, other treatment providers, landlords, employers, peer counselors etc.	<input type="checkbox"/> Appropriately exchanges information with other providers including psychiatrists, nurses, psychologists, lawyers, probation officers, teachers, other treatment providers, landlords, employers, peer counselors etc.	<input type="checkbox"/> Establishes a high level of effective collaboration with other providers including psychiatrists, nurses, psychologists, lawyers, probation officers, teachers, other treatment providers, landlords, employers, peer counselors etc.	<input type="checkbox"/>
<input type="checkbox"/> Unable to integrate information provided by collaterals into care plan	<input type="checkbox"/> Integrates information provided by collaterals into the assessment and care plan	<input type="checkbox"/> Efficiently organizes, analyzes, and applies information provided by collaterals to guide client care	<input type="checkbox"/>
<input type="checkbox"/> Unable to influence collaterals and social systems with which mental health clients interact	<input type="checkbox"/> Provides effective collaboration and coordination with and advocacy services to environmental supports	<input type="checkbox"/> Provides strategic advocacy so mental clients optimize support from and exchanges with environment	<input type="checkbox"/>

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *consultation, coordination, and collaboration*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

**Rating**

You may assign a number to the nearest .50 increment:

or  Unable to assess

**Student strengths or accomplishments:**

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**Specific ways student could enhance or improve competency in this area:**

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**3. Assessment of Individuals, Families, Groups, Organizations, and Communities:**

Collects, analyzes, and applies relevant information to promote the effective delivery of clinical services and/or the effective execution of administrative and planning projects.

Improvement Desired	Competence	Mastery	Unable to assess
<input type="checkbox"/> Overlooks biological, cognitive, developmental, psychological, social, cultural, community, and/or spiritual factors relevant to mental health assessment	<input type="checkbox"/> Considers factors relevant to mental health assessment including biological, cognitive, developmental, psychological, social, cultural, community, and spiritual factors	<input type="checkbox"/> Selects the most critical factors relevant to mental health assessment on biological, cognitive, developmental, psychological, social, cultural, community, and spiritual levels	<input type="checkbox"/>
<input type="checkbox"/> Undervalues the client's experience of poverty, oppression, disability, discrimination, and/or stigma	<input type="checkbox"/> Considers most relevant diversity factors including poverty, oppression, disability, discrimination, and/or stigma	<input type="checkbox"/> Thoughtfully includes subtle and/or interactive diversity factors that impact clients' psychosocial well-being	<input type="checkbox"/>
<input type="checkbox"/> Unable to assess for clinical risks related to abuse, neglect, suicidality, or dangerousness	<input type="checkbox"/> Identifies indicators of all key clinical risks and assesses and consults appropriately	<input type="checkbox"/> Performs complex assessments related to clinical risks; mobilizes protective factors	<input type="checkbox"/>
<input type="checkbox"/> Difficulty identifying strengths, resilience, and protective factors in clients	<input type="checkbox"/> Often identifies strengths, resilience, and protective factors	<input type="checkbox"/> Always selects key strengths, resilience, and protective factors to affirm recovery	<input type="checkbox"/>
<input type="checkbox"/> Unable to organize, analyze, and communicate assessment information	<input type="checkbox"/> Organizes, analyzes, and communicates assessment information sufficiently	<input type="checkbox"/> Efficiently organizes, analyzes, and communicates assessment information with concision	<input type="checkbox"/>
<input type="checkbox"/> Unfamiliar with or improper use of DSM	<input type="checkbox"/> Able to consider appropriate differential diagnoses with consultation	<input type="checkbox"/> Demonstrates exceptionally discerning diagnostic skills	<input type="checkbox"/>

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *assessment*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

**Rating**

You may assign a number to the nearest .50 increment:

or  Unable to assess

**Student strengths or accomplishments:**

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**Specific ways student could enhance or improve competency in this area:**

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**4. Intervention Planning:**

Develops clinical and/or administrative project goals that include input from clients, multiple stakeholders, and/or information sources. Identifies specific, measurable, and achievable goals and integrates the best available evidence and/or knowledge.

Improvement Desired	Competence	Mastery	Unable to assess
<input type="checkbox"/> Unable to establish goals that are relevant to the client system or systems; may impose personal or majority values	<input type="checkbox"/> Identifies goals that match the values, ideas, and needs of clients, stakeholders, and/or other sources	<input type="checkbox"/> Consistently establishes goals that are highly relevant to clients, stakeholders, and/or other sources	<input type="checkbox"/>
<input type="checkbox"/> Identifies goals that are vague, difficult to measure, and/or unattainable; fails to identify goals	<input type="checkbox"/> Identifies goals that are mostly specific, measurable, and/or achievable	<input type="checkbox"/> Consistently selects goals that are specific, measurable, and achievable	<input type="checkbox"/>
<input type="checkbox"/> Does not understand and/or is uninterested in identifying intervention approaches supported by evidence; relies solely on intuition	<input type="checkbox"/> Emerging ability to consider best practices and high quality evidence when developing the intervention plan with clients	<input type="checkbox"/> Critically appraises and applies the best available knowledge from research and/or practice wisdom to guide the intervention plan	<input type="checkbox"/>
<input type="checkbox"/> Only able to identify intervention goals for the individual mental health client	<input type="checkbox"/> Considers intervention goals for the client's family or natural support system and/or other providers	<input type="checkbox"/> Thoughtfully constructs multiple level intervention goals for the individual client, his/her support system, interacting service systems, and community	<input type="checkbox"/>

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *intervention planning*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

**Rating**

You may assign a number to the nearest .50 increment:

or  Unable to assess

**Student strengths or accomplishments:**

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**Specific ways student could enhance or improve competency in this area:**

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**5. Intervention Implementation and Evaluation:**

Executes activities and interventions consistent with the intervention plan in a thoughtful, sequenced, and responsive manner. Modifies activities, pacing, methods, and/or goals so as to increase the likelihood of reaching the intended outcome(s).

Improvement Desired	Competence	Mastery	Unable to assess
<input type="checkbox"/> Unable or unwilling to execute activities that support goal acquisition and fit the context	<input type="checkbox"/> Selects activities, techniques, and/or intervention methods that generally support goal acquisition and fit the context	<input type="checkbox"/> Selects the best available and most relevant activities, techniques, and methods to promote recovery	<input type="checkbox"/>
<input type="checkbox"/> Unable to provide evidence-based intervention of any kind	<input type="checkbox"/> Able to provide motivational or solution-focused interviewing and brief supportive or coping-focused interventions	<input type="checkbox"/> Provides advanced evidence-supported intervention for common, co-occurring mental health diagnoses and problems	<input type="checkbox"/>
<input type="checkbox"/> Does not respond to client system resource needs	<input type="checkbox"/> Provides information about related benefits, programs, resources, and makes referrals to assist clients	<input type="checkbox"/> Advocates, coordinates, and facilitates the utilization of comprehensive benefits and services as needed	<input type="checkbox"/>
<input type="checkbox"/> Does not gather feedback or establish or review indicators; does not modify approach	<input type="checkbox"/> Periodically gathers feedback from key sources, reviews basic indicators, modifies approach, and discusses	<input type="checkbox"/> Consistently elicits feedback from key sources, reviews key indicators, synthesizes, adjusts and collaborates	<input type="checkbox"/>
<input type="checkbox"/> Demonstrates impatience or lack of persistence with the intervention process; imposes change on client	<input type="checkbox"/> Usually demonstrates patience and persistence with the intervention process; matches clients' stage of change	<input type="checkbox"/> Consistently demonstrates high levels of patience and persistence with the intervention process	<input type="checkbox"/>

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *implementation and evaluation*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

**Rating**

You may assign a number to the nearest .50 increment:

or  Unable to assess

**Student strengths or accomplishments:**

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**Specific ways student could enhance or improve competency in this area:**

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**6. Systemic Intervention:**

Demonstrates interest, understanding, and/or effective participation in the organizational, institutional, policy, and/or community contexts that shape the delivery of social work services to vulnerable populations.

Improvement Desired	Competence	Mastery	Unable to assess
<input type="checkbox"/> Lacks interest in how public mental health and related systems work and sees role in individual terms only	<input type="checkbox"/> Appears aware of and interested in how public mental health settings and related systems work	<input type="checkbox"/> Demonstrates a high degree of knowledge, passion for, and savvy related to how public mental health and related systems work	<input type="checkbox"/>
<input type="checkbox"/> Does not recognize social trends or technological advances related to serving persons with psychosocial disabilities	<input type="checkbox"/> Recognizes emerging social trends and technological advances related to serving persons with psychosocial disabilities	<input type="checkbox"/> Forecasts future social trends and technological advances related to effectively serving persons with psychosocial disabilities; prepares for future	<input type="checkbox"/>
<input type="checkbox"/> Does not engage with others about mental health policy and/or systems change	<input type="checkbox"/> Participates in discussions about how systems or policies could change to be more responsive to consumers	<input type="checkbox"/> Makes significant contributions to changing systems and policies to promote mental health recovery through collaboration with others	<input type="checkbox"/>
<input type="checkbox"/> Does not participate in advocacy efforts to promote mental health recovery	<input type="checkbox"/> Participates in advocacy efforts to promote mental health recovery	<input type="checkbox"/> Initiates or leads coalition efforts to promote mental health recovery	<input type="checkbox"/>

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *systemic intervention*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

**Rating**

You may assign a number to the nearest .50 increment:

or  Unable to assess

**Student strengths or accomplishments:**

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**Specific ways student could enhance or improve competency in this area:**

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**7. Evaluation of Systemic Efforts and/or Interventions:**

Collects, analyzes, and applies data on the effectiveness of program, system, and/or community-wide efforts so as to shape the overall delivery of social work services.

Improvement Desired	Competence	Mastery	Unable to assess
<input type="checkbox"/> Accepts system functioning as optimal; adapts to it without seeking to improve it	<input type="checkbox"/> Inquires about organization, delivery, and model of mental health services to understand rationale and evaluate effectiveness	<input type="checkbox"/> Asks thoughtful, critical questions to look at underlying assumptions about how mental health care is delivered; considers alternative models	<input type="checkbox"/>
<input type="checkbox"/> Sees work only in individual terms; does not assess organizational arrangements	<input type="checkbox"/> Emerging ability to assess the purpose, and effectiveness of the organization's ability to meet the mental health needs of clients and communities	<input type="checkbox"/> Seeks, appraises, and applies knowledge and practice wisdom from a wide variety of sources to improve mental health outcomes for individuals, families, and communities	<input type="checkbox"/>
<input type="checkbox"/> Cannot identify gaps in knowledge	<input type="checkbox"/> Emerging ability to identify gaps in knowledge or understanding of impact on how mental health services are or could be delivered	<input type="checkbox"/> Actively and collaboratively seeks to build and expand knowledge to improve mental health services and outcomes	<input type="checkbox"/>
<input type="checkbox"/> Unable to identify or discuss how agency could improve or modify approach	<input type="checkbox"/> Emerging ability to consider and recommend how agency could improve or modify approach to promoting psychosocial health	<input type="checkbox"/> Works with a variety of partners and stakeholders to actively modify agency's approach to improve psychosocial health	<input type="checkbox"/>

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *evaluation of systemic efforts*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

**Rating**

You may assign a number to the nearest .50 increment:

or  Unable to assess

**Student strengths or accomplishments:**

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**Specific ways student could enhance or improve competency in this area:**

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**8. Planning for Completion or Transition:**

Facilitates endings and transitions to clinical and/or administrative projects in a timely, smooth, and thoughtful manner so as to promote continuity of care and/or project success.

Improvement Desired	Competence	Mastery	Unable to assess
<input type="checkbox"/> Lacks sufficient capacity to plan, prioritize, organize, manage time, and/or meet deadlines	<input type="checkbox"/> Generally plans, prioritizes, manages time, organizes self; meets most deadlines	<input type="checkbox"/> Demonstrates exceptional planning, prioritization, time management, and organization skills; always completes work in advance or on time	<input type="checkbox"/>
<input type="checkbox"/> Avoids thinking about or planning for transitions	<input type="checkbox"/> Thinks about and plans for endings in advance, anticipates most needs	<input type="checkbox"/> Thoroughly plans for endings and transitions from the beginning, anticipating and meeting all needs	<input type="checkbox"/>
<input type="checkbox"/> Fosters dependency when unnecessary or unhelpful; communicates pessimism	<input type="checkbox"/> Promotes appropriate level of independence and/or sustainability	<input type="checkbox"/> Actively fosters independence and/or sustainability; promotes hopefulness and recovery orientation	<input type="checkbox"/>
<input type="checkbox"/> Client or administrative project needs go unmet because of failure to communicate	<input type="checkbox"/> Communicates sufficiently to most affected parties during transitions	<input type="checkbox"/> Makes certain client or administrative project needs are well-communicated	<input type="checkbox"/>

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *planning for completion or transition*

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

**Rating**

You may assign a number to the nearest .50 increment:

or  Unable to assess

**Student strengths or accomplishments:**

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**Specific ways student could enhance or improve competency in this area:**

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**9. Written and Verbal Communication Skills:**

Communicates orally and in writing in an organized, complete, and timely manner. Delivers communication in an effective manner given its purpose and context.

Improvement Desired	Competence	Mastery	Unable to assess
<input type="checkbox"/> Verbal communication is late, absent, disorganized, incomplete, aggressive, or delivered ineffectively	<input type="checkbox"/> Verbal communication is mostly timely, organized, complete, assertive, and effective	<input type="checkbox"/> Verbal communication skillfully presents information in a complete, organized, concise, and persuasive manner	<input type="checkbox"/>
<input type="checkbox"/> Written work is not completed to standard and requires excessive amounts of time and multiple revisions	<input type="checkbox"/> Completes written work in a reasonably efficient and complete manner	<input type="checkbox"/> Written work is exceptional in its quality, clarity, comprehensiveness, brevity, and timeliness	<input type="checkbox"/>
<input type="checkbox"/> Unresponsive to email or phone calls	<input type="checkbox"/> Responds to communication from others in a timely manner	<input type="checkbox"/> Consistently responds to communication from others in a timely and complete manner	<input type="checkbox"/>
<input type="checkbox"/> Electronic communication lacks judgment or respect for client system privacy	<input type="checkbox"/> Utilizes electronic sources of communication appropriately with respect to client system and agency context	<input type="checkbox"/> Utilizes electronic sources of communication in an efficient, thoughtful, and ethical way to promote coordinated work	<input type="checkbox"/>
<input type="checkbox"/> Unable to adapt communication style according to purpose, situation, or context; may lack diplomacy and/or cultural or age-related proficiency	<input type="checkbox"/> Often adapts style and delivery of communication to fit a diverse array of persons, situations, and contexts	<input type="checkbox"/> Consistently demonstrates superior diplomacy, cross-cultural, and/or cross-situational effectiveness	<input type="checkbox"/>

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *communication*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

**Rating**

You may assign a number to the nearest .50 increment:

or  Unable to assess

**Student strengths or accomplishments:**

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**Specific ways student could enhance or improve competency in this area:**

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**10. Professional Ethics:**

Considers and applies the professional code of ethics for social workers so as to recognize ethical conflicts and arrive at principled decisions

Improvement Desired	Competence	Mastery	Unable to assess
<input type="checkbox"/> Does not understand, adopt, and/or abide by key ethical values and principles	<input type="checkbox"/> Consistently demonstrates the key values of the profession of social work	<input type="checkbox"/> Instills social work values in colleagues and social systems through contributions and example	<input type="checkbox"/>
<input type="checkbox"/> Does not recognize or manage personal values or biases related to mental health clients	<input type="checkbox"/> Able to recognize most ethical dilemmas, review standards, and initiate consultation	<input type="checkbox"/> Provides others with consultation and training on key ethical values and principles	<input type="checkbox"/>
<input type="checkbox"/> Unable to tolerate ambiguity and/or to engage in appropriate resolution strategies	<input type="checkbox"/> Able to tolerate ambiguity and discomfort so as to explore sensitive topics during instructional and consultation processes	<input type="checkbox"/> Accepts ambiguity and fully engages in consultative conversations about highly sensitive matters	<input type="checkbox"/>
<input type="checkbox"/> Unable to identify or discuss the needs of underserved groups or populations	<input type="checkbox"/> Explores continued access to mental health services for underserved groups or populations	<input type="checkbox"/> Advocates for continued access to prevention and mental health services for underserved groups or populations	<input type="checkbox"/>
<input type="checkbox"/> Makes decisions that are reflexive, secretive, and/or unethical	<input type="checkbox"/> Able to openly weigh, consider, and balance competing needs and arrive at a principled decision	<input type="checkbox"/> Consistently resolves complex dilemmas through a reasoned, principled, transparent, and interactive process	<input type="checkbox"/>

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *ethics*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

**Rating**

You may assign a number to the nearest .50 increment:

or  Unable to assess

**Student strengths or accomplishments:**

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**Specific ways student could enhance or improve competency in this area:**

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**11. Professional Conduct:**

Demonstrates professional behavior, appearance, and communication in accordance with standards identified by the School of Social Welfare, field agency, and professional codes.

Improvement Desired	Competence	Mastery	Unable to assess
<input type="checkbox"/> Poor attendance, punctuality, and preparation for tasks	<input type="checkbox"/> Meets standards of attendance, punctuality, and preparation for tasks for agency context	<input type="checkbox"/> Seen by others as a role model for attendance, punctuality, and task preparation	<input type="checkbox"/>
<input type="checkbox"/> Easily triggered by mental health clients; not aware of or in control of reactions	<input type="checkbox"/> Manages emotional reactions to clients so as to stay in professional helping role	<input type="checkbox"/> Displays consistently excellent judgment and manages communication, emotions, behavior, and boundaries well even in difficult situations	<input type="checkbox"/>
<input type="checkbox"/> Demonstrates poor self-management skills and judgment related to communication, interpersonal behavior, or boundaries	<input type="checkbox"/> Manages emotions, communication, behavior, and boundaries well in most situations	<input type="checkbox"/> Handles conflicts in a skillful, diplomatic, professional manner	<input type="checkbox"/>
<input type="checkbox"/> Unable to maintain constructive collegial relations	<input type="checkbox"/> Able to maintain constructive interpersonal relations in most instances	<input type="checkbox"/> Handles conflicts in a skillful, diplomatic, professional manner	<input type="checkbox"/>
<input type="checkbox"/> Does not hold self to sufficiently high standards of behavior, appearance and communication; makes excuses or blames others	<input type="checkbox"/> Meets standards of professional behavior, appearance, and communication for agency context	<input type="checkbox"/> Seen by others as a role model of professional behavior, appearance, and communication; raises standards for others	<input type="checkbox"/>

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *professional conduct*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

**Rating**

You may assign a number to the nearest .50 increment:

or  Unable to assess

**Student strengths or accomplishments:**

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**Specific ways student could enhance or improve competency in this area:**

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**12. Professional Growth and Development:**

Takes responsibility for learning and demonstrates initiative. Receives, considers, and integrates feedback from instructors. Demonstrates commitment to continual professional development and life-long learning.

Improvement Desired	Competence	Mastery	Unable to assess
<input type="checkbox"/> Approaches learning in an overly anxious or overly confident manner	<input type="checkbox"/> Demonstrates an appropriate level of initiative and independence	<input type="checkbox"/> Challenges self with diverse assignments that are within reach	<input type="checkbox"/>
<input type="checkbox"/> Unprepared for the instructional hour; participates passively	<input type="checkbox"/> Prepares for the instructional hour most of the time; actively participates	<input type="checkbox"/> Prepares thoughtful questions for the instruction; links conceptual and practical aspects of social work	<input type="checkbox"/>
<input type="checkbox"/> Fails to sufficiently review own work; lacks insight	<input type="checkbox"/> Able to reflect on performance strengths and challenges	<input type="checkbox"/> Consistently demonstrates rigorous self-reflection	<input type="checkbox"/>
<input type="checkbox"/> Appears personally wounded by feedback and responds defensively or with helplessness	<input type="checkbox"/> Receptive to suggestions and accepts constructive feedback when offered	<input type="checkbox"/> Consistently invites feedback from others and demonstrates high levels of emotional maturity and responsiveness	<input type="checkbox"/>
<input type="checkbox"/> Unwilling or unable to correct performance at expected rate	<input type="checkbox"/> Demonstrates observable improvements at expected rate	<input type="checkbox"/> Consistently integrates feedback and improves performance at a rapid rate	<input type="checkbox"/>
<input type="checkbox"/> Does not appear interested in assuming future leadership roles; prefers to follow	<input type="checkbox"/> Demonstrates emerging capacity to occupy future clinical or administrative leadership roles	<input type="checkbox"/> Perceived by others to have passionate convictions, to be inspiring, and to possess strong leadership potential	<input type="checkbox"/>

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *professional development*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

**Rating**

You may assign a number to the nearest .50 increment:

or  Unable to assess

**Student strengths or accomplishments:**

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**Specific ways student could enhance or improve competency in this area:**

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**FIELD INSTRUCTOR COMMENTS**

Please record any summary comments or recommendations here:

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**STUDENT COMMENTS**

Please record any summary comments or concerns here:

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**FIELD CONSULTANT COMMENTS**

Please record any summary comments, concerns or recommendations here:

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**FIELD INSTRUCTOR'S GRADE RECOMMENDATION**

Please check the appropriate box below. Note: If you are uncertain about which grade to recommend, please check the "Request for Consultation" box and your assigned field consultant will contact you.

- SATISFACTORY:**  
Student's overall learning and performance is of passing quality and proceeded at an appropriate rate without apparent problems
- UNSATISFACTORY:**  
Student's overall learning and performance is not acceptable or of passing quality
- REQUEST FOR CONSULTATION:**  
I have concerns about the student's overall learning or performance and would like to speak to the assigned field faculty member to assess these concerns before making a grade recommendation.

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**SIGNATURES**

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**Field Instructor Signature**

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**Date**

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**Student Signature**

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**Date**

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**Field Consultant Signature**

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**Date**