

Field Evaluation of Student Performance
MSW Advanced Field Evaluation
C0-Occuring Disorders Specialization

Intern _____ Field Instructor _____
 Name of Organization _____
 Period Covered: From _____ To _____

Instruction for rating interns on the 10 competencies:

This evaluation is organized according to the 10 competencies established by our national accrediting organization (the Council on Social Work Education). Each competency has several items that we ask you to rate according to the following criteria.

1	Absence of skill - Unable to demonstrate skill; unwilling to work to develop skill; demonstrates little or no understanding
2	Needs improvement - able to do skill with much structure, supervision and prompting; demonstrates some understanding
3	Meets expectation - able to do skill with minimal structure, supervision or prompting; demonstrates understanding
4	Exceeds expectation - able to practice skills autonomously
njb	No basis for judgment, as the intern has not had the opportunity to demonstrate competence in this area

We ask that you make comments under each competency. Please indicate those areas in which you think the intern is particularly strong and those areas that need improvement.

This evaluation is intended to give the intern feedback about her or his performance. The agency supervisor's rating of these items will not directly be used to calculate the grade that is given to the intern. The grade for the field placement along with the grade for the field seminar course will be determined by the faculty member teaching the seminar course.

Students are expected to demonstrate a majority of the following items at level 2 at the December evaluation.

Students are expected to demonstrate a majority of the following items at level 3 at the May evaluation.

At the concentration level, advanced practitioners in clinical social work recognize the importance of the therapeutic relationship, the person-in-environment perspective, the professional use of self with clients and adherence to ethical guidelines of professional behavior. At the concentration level, advanced practitioners in prevention of substance use disorders (PSUD) recognize the potentially unique role of social work in prevention. Advanced practitioners in PSUD...

Competency #2.1.1: Identify as a professional social worker and conduct oneself accordingly.						
2.1.1.1	Readily identify as social work professionals	1	2	3	4	nbj
2.1.1.2	Demonstrate intentional uses of self with client(s)	1	2	3	4	nbj
2.1.1.3	Understand and identify their own professional strengths, limitations and challenges	1	2	3	4	nbj
2.1.1.4	Develop, manage and maintain therapeutic relationships with clients within the person-in-environment perspective	1	2	3	4	nbj
2.1.1.5	Use supervision and consultation to guide practice	1	2	3	4	nbj
2.1.1.6	Demonstrate ongoing professional development	1	2	3	4	nbj
2.1.1.7	Adhere to the Social Work Code of Ethics	1	2	3	4	nbj
2.1.1.8	Demonstrate involvement in prevention of mental illness/substance abuse	1	2	3	4	nbj
2.1.1.9	Identify opportunities for social work involvement in prevention of substance use disorders.	1	2	3	4	nbj

Comments:

At the concentration level, advanced practitioners in clinical social work are knowledgeable about ethical issues, legal parameters, and shifting societal mores that affect the therapeutic relationship. At the concentration level, advanced practitioners in prevention of substance use disorders are knowledgeable about ethical issues specific to substance use disorders and prevention. Advanced practitioners in PSUD...

Competency 2.1.2: Apply social work ethical principles to guide professional practice.						
2.1.2.1	Conduct clinical practice within the ethical and legal parameters of professional practice standards	1	2	3	4	nbj
2.1.2.2	Apply ethical decision-making skills to issues specific to clinical social work, recognizing the ambiguity inherent in many practice situations	1	2	3	4	nbj
2.1.2.3	Employ strategies of ethical reasoning to address the use of technology in clinical practice and its impact on client rights	1	2	3	4	nbj
2.1.2.4	Identify and use knowledge of relationship dynamics	1	2	3	4	nbj
2.1.2.5	Identify and use knowledge of power differentials to ensure ethical	1	2	3	4	nbj

	practice in clinical social work					
2.1.2.6	Manage personal biases as they affect the therapeutic relationship in the service of the clients' well being	1	2	3	4	njb
2.1.2.7	Apply ethical principles in prevention of mental illness/substance abuse	1	2	3	4	njb
2.1.2.8	Apply ethical decision-making skills to issues specific to the prevention of substance use disorders.	1	2	3	4	njb

Comments:

At the concentration level, advanced practitioners in clinical social work have begun to develop a reflective practice. They understand and differentiate the strengths and limitations of multiple practice theories and methods, clinical processes, technical tools including differential diagnosis, and professional practice. They demonstrate the ability to deconstruct theories and methods in order to evaluate how they relate to clients and client systems within their environmental context. They regularly question and reflect upon their own assumptions and consider how these might affect practice. Because of the multidisciplinary nature of the problems in prevention of substance use disorders, at the concentration level advanced practitioners understand cross-discipline terminology and communication techniques. Advanced practitioners in prevention of substance use disorders understand how substance abuse interfaces with problems that social workers face (e.g., health, mental health, crime, poverty, child welfare, and violence). Advanced practitioners in PSUD...

Competency 2.1.3: Apply critical thinking to inform and communicate professional judgments						
2.1.3.1	Consider and evaluate multiple sources of data on the client and the client's environment	1	2	3	4	njb
2.1.3.2	Identify and articulate clients' strengths and vulnerabilities	1	2	3	4	njb
2.1.3.3	Evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools	1	2	3	4	njb
2.1.3.4	Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations	1	2	3	4	njb
2.1.3.5	Complete written reports that are well organized, clear, and comprehensive, yet concise	1	2	3	4	njb
2.1.3.6	Demonstrates effective written communication in working with individuals, families, groups, organizations, communities, and colleagues	1	2	3	4	njb
2.1.3.7	Evaluate, select, and implement appropriate assessment, intervention, and evaluation tools for use with target populations.	1	2	3	4	njb

Competency 2.1.3: Apply critical thinking to inform and communicate professional judgments						
2.1.3.8	Communicate effectively with diverse populations and with multi- or interdisciplinary colleagues.	1	2	3	4	njb

Comments:

At the concentration level, advanced practitioners are knowledgeable about many forms of diversity and difference and how these influence the therapeutic relationship and clients' presenting issues. Advanced practitioners are knowledgeable about (a) cultural explanations of illness; (b) help-seeking behaviors in diverse populations; (c) specific cultural features that may be present in various disorders; (d) traditional ethnic and cultural healing practices; and (e) culture-bound syndromes. ¹ Advanced practitioners recognize themselves as cultural beings and understand how their own clinical practice choices can be culture-bound.

At the concentration level, advanced practitioners are knowledgeable about various perspectives on social constructions of substance use, misuses, abuse, and dependence. They understand substances in cultural context. Advanced practitioners are familiar with variations in the nature and course of substance use disorders across the life span and in diverse communities (e.g., between men and women, across cultures and social classes, sexual orientation and gender identity). Advanced practitioners are familiar with bio/physiological processes impacting different populations. Advanced practitioners in PSUD...

Competency 2.1.4: Engage diversity and difference in practice						
2.1.4.1	Work effectively with diverse populations	1	2	3	4	njb
2.1.4.2	Identify and use practitioner client differences from a strengths perspective	1	2	3	4	njb
2.1.4.3	Recognize that sometimes differences can be interpreted as barriers to treatment and seek to transform these barriers into opportunities for growth and change	1	2	3	4	njb
2.1.4.4	Seek knowledge of the diverse clients they are working with and apply this knowledge to enhance client wellbeing	1	2	3	4	njb
2.1.4.5	Engage diverse groups e.g. gender race and ethnicity, sexual orientation and gender their expression age and prevention practice	1	2	3	4	njb
2.1.4.6	Identify appropriate substance use disorders prevention target groups.	1	2	3	4	njb
2.1.4.7	Assesses predictive factors competently within and across groups (e.g., gender, ethnicity/race, age, socioeconomic status (SES), sexual orientation) and across system levels.	1	2	3	4	njb
2.1.4.8	Analyze and compare different social constructions of substance use, misuse, abuse, and dependence and their implications.	1	2	3	4	njb

¹ Cal-SWEC

Comments:

At the concentration level, advanced practitioners in clinical social work understand the potentially challenging effects of economic, social, and cultural factors in the lives of clients and client systems. Advanced practitioners understand the stigma and shame associated with disorders, diagnoses, and help seeking behaviors across diverse populations. They also understand strategies for advancing human rights and social and economic justice in domestic and global contexts.

At the concentration level, advanced practitioners in prevention of substance use disorders recognize health disparities in the distribution of substance use, problems with substance use, and predictors across groups. Advanced practitioners recognize stigma and shame associated with substance use, misuse, abuse, and dependence (e.g., discrimination and denial of the problems, stereotyping of populations). Advanced practitioners are familiar with international perspectives on preventing substance use, misuse, abuse, and dependence. Advanced practitioners in PSUD...

Competency 2.1.5: Advance human rights and social and economic justice						
2.1.5.1	Advocate for basic human rights and access to humane delivery of services for all clients, regardless of their legal or economic status	1	2	3	4	njb
2.1.5.2	Identify the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention	1	2	3	4	njb
2.1.5.3	Advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations	1	2	3	4	njb
2.1.5.4	Demonstrate commitment to social and economic justice through involvement in political, legislative and community advocacy efforts	1	2	3	4	njb
2.1.5.5	Advocate at multiple levels for health promotion and for reduction of health disparities and stigma for diverse populations affected by substances and substance use disorders	1	2	3	4	njb

Comments:

At the concentration level, advanced clinical practitioners are knowledgeable about evidence-based interventions, best practices, and the evidence-based research process. At the concentration level, advanced practitioners in prevention of substance use disorders are knowledgeable about evidence-based effective prevention models, programs, policies, and interventions related to substance use disorders prevention models, programs, policies, and interventions in new situations and with new populations, modifying or adapting as necessary. Advanced practitioners understand how to develop effective substance use disorder models, programs, policies, and interventions and assess their effectiveness.

Advanced practitioners are familiar with valid and reliable assessment tools for identifying the problem, risk, and protective factors, vulnerability and resilience factors; and consequences for different groups, practice levels, and ages. Advanced practitioners in PSUD...

Competency 2.1.6: Engage in research – informed practice and practice – informed research						
2.1.6.1	Critically evaluate, select, and differentially apply current literature and empirically supported practice interventions, including formal research methodology, in order to assess client systems and to implement clinical social work services with clients	1	2	3	4	nbj
2.1.6.2	Participate in the identification and generation of new clinical knowledge, both empirical and practice – based	1	2	3	4	nbj
2.1.6.3	Use research methodology to evaluate clinical practice effectiveness and/or outcomes	1	2	3	4	nbj
2.1.6.4	Relate substance use disorders theories, models, and research to appropriate client systems and circumstances.	1	2	3	4	nbj
2.1.6.5	Identify, evaluate, and select effective substance use disorders prevention strategies.	1	2	3	4	nbj
2.1.6.6	Apply foundation research skills to the evaluation of prevention of substance use disorders.	1	2	3	4	nbj
2.1.6.7	Work collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness.	1	2	3	4	nbj

Comments:

At the concentration level, advanced practitioners understand how to synthesize and differentially apply the theories of human behavior and the social environment (biological, developmental, psychological, sociocultural, and spiritual), and diagnostic classification systems, in the formulation of a comprehensive assessment in preparation for effective intervention. Students understand how socio-cultural contexts influence definitions of psychopathology. Students have a working knowledge of psychotropic medications that are typically utilized in the treatment of mental health disorders.

At the concentration level, advanced practitioners in prevention of substance use disorders are knowledgeable about substances of abuse and their actions, etiology, and course including patterns of use, misuse, abuse, and dependence and their interactions with environmental factors. They understand systems of service delivery (e.g., child welfare, criminal justice, mental health, and health care) in relation to substance use problems. Advanced practitioners are familiar with multilevel frameworks of prevention and health promotion (e.g., universal/selective/indicated, primary/secondary/tertiary, risk/resilience, abstinence, and harm reduction). They understand social work specific frameworks and theories for prevention practice, including the bio-psycho-social perspective. Advanced practitioners in PSUD...

Competency 2.1.7: Apply knowledge of human behavior and the social environment						
2.1.7.1	Synthesize and apply theories of human behavior and the social environment to guide the process of clinical formulation, assessment, intervention, and evaluation	1	2	3	4	njb
2.1.7.2	Formulate comprehensive bio-psycho-social-spiritual assessments including using differential and multi-axial diagnoses under supervision	1	2	3	4	njb
2.1.7.3	Be familiar with the appropriate use of psychotropic medications, expectable results, and side-effects and know when a medical consultation is indicated to confirm diagnosis and/or to include medication in the treatment process	1	2	3	4	njb
2.1.7.4	Relate substance use disorders theories, models, and research appropriate to client systems and circumstances.	1	2	3	4	njb

Comments:

At the concentration level, advanced practitioners in prevention of substance use disorders understand how policies and service delivery system factors are part of prevention. Advanced practitioners are familiar with the history and current trends in policies and service delivery systems as related to substance use, misuses, abuse, and dependence problems and interventions (e.g., the substance abuse/mental health merger, consumer drive approaches, and establishing cross-problem prevention agencies). Advanced practitioners in PSUD...

Competency 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.						
2.1.8.1	Effectively analyze and communicate the implication of policies and policy change in the lives of clients	1	2	3	4	njb
2.1.8.2	Collaborate with other professionals and organizations to improve service delivery to clients	1	2	3	4	njb
2.1.8.3	Apply practice-based evidence in advocacy for policies that advance social and economic well being	1	2	3	4	njb
2.1.8.4	Advocate with and lobby administrators and legislators at various levels to influence policies that impact clients and service	1	2	3	4	njb
2.1.8.5	Apply policy practice skills for substance use disorders prevention.	1	2	3	4	njb

Comments:

At the concentration level, advanced practitioners in prevention of substance use disorders understand the interaction of different models and roles of intervention including prevention, intervention, treatment, and recovery. They understand the venues for prevention including individual, family, community; service settings; local, state, and federal involvement; the contribution of legislation; and resource distribution. Advanced practitioners are familiar with the history and legacy of various paradigms related to substance use, misuse, abuse, and dependence. They understand the evolving challenges and approaches to prevention in light of changing contexts. Advanced practitioners in PSUD...

Competency 2.1.9: Respond to contexts that shape practice.						
2.1.9.1	Assess the quality of clients' interactions within their social contexts	1	2	3	4	njb
2.1.9.2	Develop intervention plans to accomplish systemic change	1	2	3	4	njb
2.1.9.3	Work collaboratively with others to effect systemic change that is sustainable	1	2	3	4	njb
2.1.9.4	Acts as change agents to promote prevention of substance use, misuse, abuse, and dependence.	1	2	3	4	njb
2.1.9.5	Advocate at multiple levels for health promotion, for promotion of known resiliency factors, for reduction of risk and vulnerability factors, for promotion of prevention and for diverse populations affected by substances and substance use disorders.	1	2	3	4	njb

Comments:

At the concentration level, professional practice involves the dynamic, interactive and reciprocal processes of therapeutic engagement, multidimensional assessment, clinical intervention, and practice evaluation at multiple levels. Clinical social workers have a theoretically informed knowledge base so as to effectively practice with individuals, families, and groups. Clinical practice knowledge includes identifying, critically analyzing, and implementing evidence-based interventions designed to achieve client goals; understanding and implementing practice theories (models, meta-perspectives, strategies, techniques, and approaches); using research and technological advances; evaluating treatment outcomes and practice effectiveness.

Competency 2.1.10(a)-(d): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.						
2.1.10(a)	Educational Policy - Engagement					
	At the concentration level, advanced practitioners in prevention of substance use disorders recognize and understand the diverse groups (e.g., gender, race/ethnicity, sexual orientation and gender expression, age) affected by prevention of substance use disorders. Advanced practitioners in PSUD...					
2.1.10.(a)1	Substantively and affectively engage in a culturally responsive therapeutic relationship	1	2	3	4	nbg
2.1.10.(a)2	Use empathy and attend to the dynamics that both strengthen and potentially threaten the therapeutic alliance	1	2	3	4	nbg
2.1.10.(a)3	Establish a relationally-based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes	1	2	3	4	nbg
2.1.10.(a)4	Engage diverse groups (e.g. gender race and ethnicity, sexual orientation and gender expression, age) in MH/SA prevention practice.	1	2	3	4	nbg
2.1.10.(a)5	Engage diverse groups (e.g., gender, race/ethnicity, sexual orientation and gender expression, age) in prevention practice.	1	2	3	4	nbg
2.1.10(b)	Educational Policy - Assessment					
	At the concentration level, advanced practitioners in prevention of substance use disorders understand the epidemiology of substance use and problems with substance use, as well as the predictors of substance use and abuse in populations, across place and development. Advanced practitioners are familiar with multidisciplinary and multidimensional assessment methods. They understand the etiology, the nature and course, of substance use, misuse, abuse, and dependence. Advanced practitioners are familiar with theories and models of prevention (e.g., change readiness, strengths-based perspective, risk/protection, vulnerability/resiliency, etc.). Advanced practitioners in PSUD...					
2.1.10.(b)1	Collect, organize, and interpret client data using	1	2	3	4	nbg

	multidimensional biopsychosocial assessment					
2.1.10.(b)2	Assess client's readiness for change at times of crisis and otherwise	1	2	3	4	njb
2.1.10.(b)3	Assess client's strengths and coping strategies so as to reinforce and improve the client's best adaptation to his/her current life situation, circumstances and events	1	2	3	4	njb
2.1.10.(b)4	Select and modify appropriate strategies based on continuous clinical assessment	1	2	3	4	njb
2.1.10.(b)5	Utilize differential and multi-axial diagnoses	1	2	3	4	njb
2.1.10.(b)6	Adapt, modify, and use assessment tools and approaches, including in situations in which specific abilities and functions may be affected by substance use, misuse, abuse, and dependence – such as short and long-term cognitive, affective, and physiological effect.	1	2	3	4	njb
2.1.10.(b)7	Evaluate, select, and implement appropriate assessment instruments for use with target populations.	1	2	3	4	njb
2.1.10.(b)8	Conduct needs assessment for prevention of substance use disorders, including identifying and using existing epidemiological data.	1	2	3	4	njb
2.1.10.(b)9	Relate substance use disorders theories, models, and research appropriate to client systems and circumstances.	1	2	3	4	njb
2.1.10.(c)	Educational Policy - Intervention					
	At the concentration level, advanced practitioners in prevention of substance use disorders understand the relationships among prevention, early intervention, and treatment, as well as different types of prevention (e.g., abstinence based, harm reduction, relapse prevention). They understand types of prevention strategies (e.g., primary, secondary, tertiary; universal, selective, indicated). Advanced practitioners are familiar with resources for identifying effective substance use disorders preventions approaches. They understand how to adapt substance use disorders models and prevention strategies to make them relevant to the target population. Advanced practitioners in PSUD...					
2.1.10.(c)1	Critically evaluate best practices and evidence-based guidelines in the selection of practice interventions	1	2	3	4	njb
2.1.10.(c)2	Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the biopsychosocial assessment, including crisis intervention strategies as needed	1	2	3	4	njb
2.1.10.(c)3	Collaborate with other professionals so as to coordinate treatment interventions on behalf of the client	1	2	3	4	njb

2.1.10.(c)4	Apply types of prevention strategies across levels of intervention, including the individual, family, school, agency community, or larger context.	1	2	3	4	n b j
2.1.10.(c)5	Develop and implement collaborative, multidisciplinary prevention strategies.	1	2	3	4	n b j
2.1.10.(c)6	Implement effective substance use disorders prevention strategies with fidelity.	1	2	3	4	n b j
2.1.10.(c)7	Identify, evaluate, and select effective substance use disorders prevention strategies.	1	2	3	4	n b j
2.1.10.(d)	Educational Policy – Evaluation					
	At the concentration level, advanced practitioners in prevention of substance use disorders are familiar with the unique challenges in prevention evaluation (e.g., need for multiple years of follow-up to see the impact on substance use outcomes). Advanced practitioners are familiar with prevention and substance use evaluation methodologies and with evaluation tools for substance use disorders and prevention. They understand the potential effects of intervention on multiple levels. Advanced practitioners in PSUD...					
2.1.10.(d)1	Critically analyze, monitor, and continuously evaluate clinical interventions	1	2	3	4	n b j
2.1.10.(d)2	Use practice-based research to contribute to the theoretical knowledge base of the social work profession	1	2	3	4	n b j
2.1.10.(d)3	Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of biopsychosocial conditions	1	2	3	4	n b j
2.1.10.(e) 4	Apply research skills to evaluating the prevention of substance use disorders.	1	2	3	4	n b j
2.1.10.(e) 5	Identify and use evaluation tools for substance use disorders and prevention.	1	2	3	4	n b j
2.1.10.(e) 6	Communicate and disseminate evaluation results appropriate to the intended audience.	1	2	3	4	n b j
2.1.10.(e) 7	Work collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness.	1	2	3	4	n b j

Comments:

OVERALL RATING OF STUDENT PERFORMANCE:

To achieve an overall rating of “Meets Standard”:

December Evaluation: Students are expected to demonstrate all competencies at level 2

May Evaluation: Students are expected to demonstrate all competencies at level 3

<input type="checkbox"/> Does Not Meet Standard	<input type="checkbox"/> Marginal	<input type="checkbox"/> Meets Standard
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Field Instructor Signature: _____

Student Signature: _____

Date: _____

TO THE STUDENT: Your signature indicates that you have read this evaluation. In the event you do not agree with any aspect of this evaluation of your performance by your instructor, append a statement describing the areas of disagreement and reasons for them.