

Evaluation of Student Performance in Field Education
Concentration Year

Fall: ____ Spring: ____

Student Name:

Agency:

Instructor(s):

Faculty Advisor:

THE FOLLOWING THREE QUESTIONS TO BE FILLED OUT BY STUDENT:

Brief description of setting and student role:

Outline of student's assignments: number and types of cases and other components of the practicum such as consultation, intake, program planning, and special community or social action projects.

Scheduled supervision and other learning opportunities:

Bridgewater State University
School of Social Work
Master of Social Work Program
95 Burrill Avenue
Bridgewater, MA 02325

CONCENTRATION YEAR EXPECTATIONS: Advanced learning in the second year placement is characterized by a deepening of knowledge and skills based on a more complex understanding of practice issues, theory and research. It also involves the student taking more responsibility for their own learning and professional development.

Concentration Year: Evaluation Key:

- NA - No opportunity to develop this skill in this setting as of yet/or the field instructor does not have evidence needed to make a judgment.
- 0 Unacceptable: Student shows little evidence of understanding the concept and/or demonstration of skill development.
- 1 Beginning Skill Development: Student shows some understanding of the concept and is beginning to recognize in hindsight how it might have been applied in practice situations.
- 2 Progressing in Demonstration: Student understands the concept and demonstrates the skill but performance is uneven. Needs time and practice to be more consistent.
- 3 Significant Demonstration of Skill Development: Student shows increasing understanding of concepts and demonstrates the skill with greater consistency. Still needs time and practice.
- 4 Consistent Demonstration of High Level of Skill Development: Understands the concept and demonstrates the skill with consistency. Student exhibits independence, creativity and flexibility in use of the skills.

NARRATIVE SECTIONS

Please use narrative sections to individualize your student's evaluation. Your comments personalize and clarify for your student the essence of your evaluation of her/his work. It is important to comment on areas that need work, as well as areas in which the student excels. A narrative explanation is especially required when using the evaluation category 0 or 1.

If you have any questions, please contact your faculty field liaison. We hope this instrument will be helpful in providing clear behavioral measures.

First Semester (Mid Year evaluation) The expected levels of performance for a first semester student are levels 2 and 3. The liaison should be contacted under the following circumstances:

- If a student is performing at level 0 on any specific behavioral measure
- If a student is performing at level 1 on more than 25% of the behavioral measures in any one of the core areas.

Second Semester (Final Evaluation) The expected level of performance for a 2nd semester, 2nd year student who is completing their field education is level 3. There may be some areas in which the student is performing at a Level 2. For any areas below Level 3, please elaborate in the written section. This will provide the student with some direction for future training and education.

	NA	0	1	2	3	4
	No Opportunity	Unacceptable performance	Beginning Skills	Progressing	Significant Progress	Consistent High Level
Objective I: Development of Professional Identity and Professional Values						
<i>By the end of the semester the student demonstrates the ability to:</i>						
Present in a professional manner and identify with the profession as a clinical social worker.	NA	0	1	2	3	4
Engage in culturally sensitive practice that takes into account own culture as well as the client's, agency's and community's.	NA	0	1	2	3	4
Incorporate into practice knowledge an understanding of how oppression, racism, and discrimination impact clients, populations, policy, and service delivery.	NA	0	1	2	3	4
Reflect upon, initiate discussion about, and resolve ethical dilemmas in practice.	NA	0	1	2	3	4
Monitor own values and biases and their potential impact on practice.	NA	0	1	2	3	4
Professional Identity – Narrative:						
Objective II: Development of Knowledge of the Social Work Role in the Agency System						
<i>By the end of the semester the student demonstrates the ability to:</i>						
Effectively perform in the social work role within the agency and in working with clients, colleagues and other professionals.	NA	0	1	2	3	4
Incorporate agency's mission, funding, policies and procedures in providing service to clients.	NA	0	1	2	3	4
Critically examine agency programs and planning and make appropriate suggestions for constructive change.	NA	0	1	2	3	4
Apply policy analysis skills in recognizing and working to change social conditions and policies that contribute to discrimination and unequal access to services or resources.	NA	0	1	2	3	4
Employ a range of social work roles and use differential approaches to meeting client's needs.	NA	0	1	2	3	4

	NA	0	1	2	3	4
	No Opportunity	Unacceptable performance	Beginning Skills	Progressing	Significant Progress	Consistent High Level

Development of Social Work Role – Narrative:

Objective III: Development of Organization, Work Management and Communication Skills

By the end of the semester the student demonstrates the ability to:

Effectively and responsibly manage agency workload and documentation requirements.	NA	0	1	2	3	4
Organize, plan and carry through work effectively and with an appropriate level of autonomy.	NA	0	1	2	3	4
Present clearly, concisely and persuasively in both oral and written communications.	NA	0	1	2	3	4
Conceptualize and articulate own role and client and agency needs in team meetings, interagency and other professional settings.	NA	0	1	2	3	4
Use sound judgment and problem solving strategies under pressure or in crisis situations.	NA	0	1	2	3	4
Utilize information technology for agency practice.	NA	0	1	2	3	4

Work Management and Communication Skills – Narrative:

	NA	0	1	2	3	4
	No Opportunity	Unacceptable performance	Beginning Skills	Progressing	Significant Progress	Consistent High Level
Objective IV: Development of Responsibility as a Learner						
<i>By the end of the semester the student demonstrates the ability to:</i>						
Reflect on learning patterns and professional development, seek out learning opportunities, and identify areas that need improvement.	NA	0	1	2	3	4
Actively seek and use constructive feedback as a basis for taking risks and trying new skills.	NA	0	1	2	3	4
Articulate theoretical perspectives and think critically about practice approaches and decisions.	NA	0	1	2	3	4
Transfer knowledge and skill from one situation to another.	NA	0	1	2	3	4
Responsibility as Learner – Narrative:						
Objective V: Development of Advanced Clinical Practice and Intervention Skills						
<i>By the end of the semester the student demonstrates the ability to:</i>						
Employ a differential use of self in engaging clients in helping relationships.	NA	0	1	2	3	4
Develop in-depth assessments and complex formulations of the client/system that include an analysis of the presenting problem, the socio-cultural context, and issues related to economic and social justice.	NA	0	1	2	3	4
Use appropriate diagnostic tools such as the DSM IV or rapid assessment tools to develop an accurate diagnostic statement.	NA	0	1	2	3	4
Design and implement clinically appropriate interventions that consider the client's strengths, issues, resources and needs, and address the problems at a variety of systems levels.	NA	0	1	2	3	4

	NA	0	1	2	3	4
	No Opportunity	Unacceptable performance	Beginning Skills	Progressing	Significant Progress	Consistent High Level
Build and sustain productive helping relationships taking into consideration appropriate boundaries and conscious use of self in the professional role.	NA	0	1	2	3	4
Identify transference and countertransference issues that impact the therapeutic relationship.	NA	0	1	2	3	4
Use advanced interviewing skills.	NA	0	1	2	3	4
Monitor and evaluate the change process to determine if goals have been met and when termination should occur.	NA	0	1	2	3	4
Articulate the theoretical perspectives that inform practice and the differential use of self.	NA	0	1	2	3	4
Critically analyze and evaluate the effect of intervention and practice models at the client and program levels.	NA	0	1	2	3	4
Advanced practice Skills – Narrative:						

Summary of Progress and Assessment to date:

Learning goals that need continued work:

Major Strengths:

Student Evaluation of the Field Learning Experience

	1	2	3	4
	Beginning Skills	Progressing	Significant Progress	Consistent High Level
How would you rate your participation in the learning process?	1	2	3	4
How would you rate your growth in the development of a social work identity and professional values?	1	2	3	4
How would you rate your growth in the development of knowledge and skills for agency based practice?	1	2	3	4
How would you rate your overall learning experience?	1	2	3	4

Supervisor: _____ Date: _____

Student: _____ Date: _____
(I reviewed the evaluation with my supervisor)

I would like to amend parts of the evaluation and have attached my comments: Yes: _____; No: _____.

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