

Evaluation of Student Performance in Field Education
Foundation Year

Fall: _____ Spring: ____

Student Name:

Agency:

Instructor(s):

Faculty Advisor:

THE FOLLOWING THREE QUESTIONS ARE TO BE FILLED OUT BY THE 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

Evaluation Key:

- NA No opportunity available to develop this skill in this setting as of yet/or the field instructor doesn't 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. The narrative is an important and necessary part of the 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. It is essential for the student and the MSW Program to have this section completed. A narrative explanation is required when using the evaluation category 0 or 1.

FIRST YEAR EXPECTATIONS

First Semester (Mid-Year Evaluation): The expected levels of performance for a first semester student are levels 1, 2, and 3. The faculty field 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 50% of the behavioral measures in any one of the core areas. A rating of 0 or NA requires written comments by the Field Instructor.

Second Semester (Final Evaluation): The expected levels of performance for a second semester student are levels 2 and 3. Although this evaluation should be discussed with the liaison before submission to the MSW Program, the liaison must 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. A rating of 0 or NA requires written comments by the Field Instructor.

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

	NA	0	1	2	3	4
	No Opportunity	Unacceptable skill development	Beginning skill development	Progressing	Significant level of skills	Consistent high level of skills

Objective I: Development of Professional Identity and Professional Values

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

Understand and adhere to the value base of the social work profession and its ethical standards in all professional interactions.	NA	0	1	2	3	4
Be aware that one's own actions and attitudes are influenced by personal history, biases and assumptions.	NA	0	1	2	3	4
Shift from lay to professional values and identity.	NA	0	1	2	3	4
Recognize ethical dilemmas and seek out appropriate assistance in attending to them.	NA	0	1	2	3	4
Identify and address oppression and injustice affecting clients and communities.	NA	0	1	2	3	4

Professional Identity – Narrative:

Objective II: Development of Knowledge of Social Work Role in the Agency System

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

Learn about and understand the agency programs, procedures, mission, policies, and service delivery.	NA	0	1	2	3	4
Function effectively in the social work role within the agency or team structure.	NA	0	1	2	3	4
Develop specialized knowledge needed for practice in placement agency (ex: medical, legal or education issues)	NA	0	1	2	3	4
Work effectively and cooperatively with colleagues, other staff, and community members.	NA	0	1	2	3	4

Social Work Role – Narrative:

	NA	0	1	2	3	4
	No Opportunity	Unacceptable skill development	Beginning skill development	Progressing	Significant level of skills	Consistent high level of skills
Objective III: Development of Organization, Work Management and Communication Skills						
<i>By the end of the semester the student demonstrates the ability to:</i>						
Manage time effectively, balance competing demands, and is able to work under pressure.	NA	0	1	2	3	4
Function at an appropriate level of independence, following through on tasks without reminders.	NA	0	1	2	3	4
Communicate effectively, articulating ideas clearly and concisely at team meetings, conferences, with colleagues, and in public forums.	NA	0	1	2	3	4
Write clear and organized case records, progress notes, and other agency documents.	NA	0	1	2	3	4
Work Management and Communication Skills – Narrative:						
Objective IV: Development of Responsibility as a Learner						
<i>By the end of the semester the student demonstrates the ability to:</i>						
Take advantage of the learning opportunities within the agency and take responsibility for own learning.	NA	0	1	2	3	4
Actively and effectively collaborate in the field instruction process.	NA	0	1	2	3	4
Develop self-awareness and understanding of own strengths and limitations and learning style.	NA	0	1	2	3	4
Critically analyze and reflect on practice skills and client outcomes.	NA	0	1	2	3	4
Develop a positive learning/teaching relationship and ability to balance dependence and independence.	NA	0	1	2	3	4
Complete process recordings in a timely manner and use the recordings to track progress in practice skills.	NA	0	1	2	3	4
Be open to feedback and be able to use feedback to identify strengths and areas for improvement.	NA	0	1	2	3	4

	NA	0	1	2	3	4
	No Opportunity	Unacceptable skill development	Beginning skill development	Progressing	Significant level of skills	Consistent high level of skills
Responsibility as Learner – Narrative						
Objective V: Development of Foundation Practice and Intervention Skills						
<i>By the end of the semester the student demonstrates the ability to:</i>						
Apply knowledge and concepts of social work practice theory to direct practice.	NA	0	1	2	3	4
Develop sensitive, empathic, non-judgmental relationships with clients.	NA	0	1	2	3	4
Engage in a mutual problem identification process with clients taking into account clients and one’s own race, ethnicity, religion, gender, sexual orientation, and physical ability.	NA	0	1	2	3	4
Explore and utilize historical data in assessment.	NA	0	1	2	3	4
Develop an organized narrative psychosocial assessment that incorporates a strengths perspective, an understanding of bio-psych-social factors, and assesses the impact of oppression and economic injustice on clients and their communities.	NA	0	1	2	3	4
Prioritize issues and create realistic intervention goals and indicators of successful outcomes.	NA	0	1	2	3	4
Develop foundation interviewing skills including: exploring, active listening, reflecting, and using well-formulated questions.	NA	0	1	2	3	4
Identify and work with clinically significant themes.	NA	0	1	2	3	4
Develop a range of intervention strategies with individuals and families and in the community.	NA	0	1	2	3	4
Use an understanding of group process, goals and phases of group development.	NA	0	1	2	3	4
Provide case management skills including advocacy, outreach services and interagency collaboration.	NA	0	1	2	3	4
Monitor and evaluate practice interventions.	NA	0	1	2	3	4

Foundation Practice Skills – Narrative:

Summary of Progress and Assessment to date

Major Strengths:

Learning goals that need continued work:

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?	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 I have attached my comments: Yes: __; No: __

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