

Murray State University
Social Work Program

EVALUATION OF STUDENT'S FIELD PERFORMANCE

Name of student: _____ Agency Name: _____

Semester in Field: _____

Five behavioral expectations are listed after each factor on which the student is to be evaluated. Indicate the student's achievement level by circling the appropriate number in each row. Circle the first number if the student has barely achieved at that level. Circle the second number when the student has met expectations fully at that level. This scale should be viewed as a continuum with "1" being least satisfactory and "10" being most satisfactory, thus only one number should be circled on each continuum. Please check "N/A" (not applicable) in any of the columns in which you were unable to rate the student. Space is provided for explanations in the narrative section of this form.

The first three sections of 28 evaluative factors is to be used in determining the student's overall field performance. The narrative section provides the agency field instructor the opportunity to support and clarify the evaluation.

This field practicum evaluation tool is worth a total of 280 point. The grading scale is as follows:

- A = 250 - 280
- B = 210 - 249
- C = 180 - 209
- D = 140 - 179
- E = 139 and below

If the student is rated on fewer than the 28 evaluative statements provided, the grading scale will be revised accordingly.

This performance evaluation tool has been adapted from the original developed by Suanna J. Wilson (1981). *Field Instruction: techniques for supervisors*. New York: The Free Press.

with additional items provided by colleagues in the Social Work Program at Eastern Kentucky University.

I. PROFESSIONAL/PERSONAL CHARACTERISTICS

1. Professional Responsibility:

1	2	3	4	5	6	7	8	9	10	N/A
Appears bored with work and puts self-interest first. Has a pattern of tardiness or absenteeism.		Sometimes appears interested in work and will put client interests first. Wastes time even when adhering to agency working hours.		Usually fulfills work responsibilities satisfactorily and is seldom tardy or absent from work.		Demonstrates responsibility in completing work assignments and makes good use of time.		Consistently responsible about all aspects of work and makes excellent use of time		

2. Poise and Self Control:

1	2	3	4	5	6	7	8	9	10	N/A
Generally fails to maintain a professional, calm and objective manner even under nonstressful situations.		Occasionally fails to maintain poise and control under normal work situations.		Maintains poise and control under normal situations but sometimes behaves erratically under stress.		Generally maintains poise and control even when faced with very stressful situations.		Consistently maintains poise and control even under extreme stress and unexpected crises.		

3. Assertiveness:

1	2	3	4	5	6	7	8	9	10	N/A
Extremely passive; occasionally assertive but only when inappropriate.		In most situations is too passive or too assertive.		Appropriate under normal, routine situations with occasional exceptions.		Usually appropriate even in difficult situations.		Consistently appropriate even in dealing with very difficult situations.		

4. Personal Appearance as Related to Agency Standards:

1	2	3	4	5	6	7	8	9	10	N/A
Appearance interferes with relationships with clients, agency personnel, and/or the community.		Appearance is occasionally consistent with agency standards.		Appearance is generally consistent with agency standards.		Appearance is consistent with agency standards with only rare exceptions.		Appearance is always consistent with agency standards.		

II. APPLICATION OF SOCIAL WORK PRACTICE SKILLS

5. Ability to Identify and Use Community Resources:

1	2	3	4	5	6	7	8	9	10	N/A
Almost no ability demonstrated.		Occasionally identifies and uses a community resource.		Usually identifies and uses the obvious resources.		Demonstrates resourcefulness in seeking out some resources not commonly known.		Very responsible in seeking out and attempting to develop resources on own initiative.		

6. Interviewing Skills, Including the Ability to Recognize and Interpret the Meaning of Non-Verbal Communication During the interview:

1	2	3	4	5	6	7	8	9	10	N/A
Does not demonstrate knowledge and use of social work interviewing skills and is not perceptive to nonverbal communication.		Is effective sometimes but interviewing skills are limited. Usually does not interpret or respond to non-verbal communication appropriately.		Interviewing skills are acceptable, and student can interpret the most obvious meaning of nonverbal communication.		Interviews skillfully in most situations and usually interprets and responds appropriately to nonverbal communication.		Consistently interviews skillfully and almost always interprets and responds to nonverbal communication appropriately.		

7. Written Communication Skills, Including the Ability to Record with Clarity and Promptness:

1	2	3	4	5	6	7	8	8	1	N/A
Written material is vague and contains many errors; student cannot meet deadlines.		Somewhat limited in ability to express self in writing and generally does not meet deadlines.		Written work is acceptable and is usually submitted on time.		Shows good organization and consistency in written communication and meeting deadlines.		Written work is always clear and concise and is always completed on time.		

8. Ability to Assess Bio-Psycho-Social, Cultural, and Spiritual Variables that Affect Individual Development and Behavior and Uses Theoretical Frameworks to Understand Interactions Among Individuals and Between Individuals and Social Systems:

1	2	3	4	5	6	7	8	9	10	N/A
Never assesses accurately and reaches wrong conclusion as a basis for service.		Has limited ability to assess accurately and plan appropriately.		Usually is able to assess routine situations and reach obvious conclusions.		Generally assesses routine situations and takes appropriate action. Occasionally is inaccurate in difficult situations		Consistently assess and follows through appropriately with both routine and difficult situations.		

9. Effective in Planning Strategic and Specific Interventions That Utilize Assessment Findings:

1 Unable to plan interventions and fails to use assessment findings.	2	3 Seems to skip assessment part of the process and jumps haphazardly into intervention.	4	5 Able to plan generalized interventions but does not plan specifics.	6	7 Able to apply assessment and involve the client system in specific planning.	8	9 Consistently applies assessment findings to assist client system in strategic planning that includes specific tasks, tasks assignment and time frame.	10	N/A
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10. Ability to Develop and Maintain Professional Relationships with Consumers from Various Cultural, Ethnic, Racial, Genders, Sexual Orientations, and Economic Levels Backgrounds:

1 Cannot relate to consumers on a professional level.	2	3 Has some difficulty in forming relationships except in familiar and uncomplicated situations.	4	5 Usually forms productive relationships but has occasional difficulty in unfamiliar situations.	6	7 Generally forms productive relationships in both familiar and unfamiliar situations.	8	9 Consistently forms productive relationships with a wide range of consumers in complex situations.	10	N/A
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11. Demonstration of the Acceptance and Use of Basic Social Work Values, Ethics, and Principles:

1 No evidence that student has incorporated social work values, ethics, and principles.	2	3 Usually demonstrated with only occasional exceptions.	4	5 Demonstrated at an acceptable professional level.	6	7 Demonstrated frequently in routine situations and sometimes in controversial situations.	8	9 Consistently guided by social work values, ethics, and principles.	10	N/A
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12. Effectiveness in Providing Services to Individuals and Families:

1 Completely ineffective.	2	3 Seldom assesses situations accurately and is limited in ability to provide services.	4	5 Usually is effective in applying professional knowledge and skills in routine or uncomplicated situations.	6	7 Is effective most of the time even in situations requiring considerable patience and skill.	8	9 Consistently effective in both routine and extremely demanding situations.	10	N/A
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13. Knowledge and/or skills related to small group services (note-this objective measures the student's knowledge of, or in some agencies, actual skills related to small group work, and if the student understands how various groups (support, task,

administrative, socioeducational) function within the agency):

1	2	3	4	5	6	7	8	9	10	N/A
No demonstrated knowledge and/or skill in forming or working with groups.		Occasionally demonstrates knowledge and/or skill in forming/working with groups when there is considerable support from supervisor and/or co-leader		Usually demonstrates knowledge/skill in forming/working with groups in routine or non-demanding situations.		Demonstrates knowledge/skill in forming/working with groups most of the time in both routine and demanding situations.		Consistently demonstrates knowledge/skill in forming/working with groups in demanding situations.		

14. Knowledge and/or skills related to effective community level services

(note-this objective measures the student's knowledge, and in some agencies, actual skills related to community services provision):

1	2	3	4	5	6	7	8	10	1	N/A
No demonstrated knowledge/skill in recognizing and addressing problems on a community-based level.		Shows sporadic, limited ability at the community level. Demonstrates occasional but limited ability in working with problems on community-based level.		Usually demonstrates knowledge/skill in working with community-based problems in routine or non-demanding situations.		Demonstrates knowledge/skill most of the time in working with community-based problems in both routine and demanding situations.		Consistently demonstrates knowledge/skill in working with community-based problems in both routine and demanding situations.		0

15. Effectiveness in providing services at an organizational level (note-this objective measures the student's ability [knowledge and skills] to address problems at an organizational [placement agency systems, other existing community organizations; development of new organizations] level:

1	2	3	4	5	6	7	8	9	10	N/A
No demonstration of knowledge or skill in recognizing and addressing problems at an organizational level.		Occasionally recognizes problems at an organizational level.		Usually recognizes problems at an organizational level but demonstrates minimal skill in addressing problems at this level.		Has a good knowledge of organizational functioning and can assess and plan intervention at this level.		Has excellent knowledge base of organizational functioning and can intervene in problems at this level.		

16. Critical Thinking Skills:

1 Almost no critical thinking skills demonstrated.	2	3 Limited demonstration of critical thinking skills.	4	5 Sometimes demonstrates critical thinking skills.	6	7 Usually able to explore and analyze information; usually makes informed decisions and is able to explain decisions.	8	9 Consistently able to explore and analyze evidence, makes informed decisions and understands and explains decisions.	10	N/A
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17. Identify and Analyze the Impact of Social Policies on Client Systems, Workers, and Agencies:

1 Almost no ability to identify and analyze social policies demonstrated.	2	3 Very limited ability to identify and analyze social policies demonstrated.	4	5 Sometimes able to identify and analyze the impact of social policies.	6	7 Usually able to identify and analyze the impact of social policies.	8	9 Consistently able to identify and analyze the impact of social policies.	10	N/A
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18. Evaluate Research Studies and Apply Findings to Practice:

1 Little or no ability to evaluate/apply demonstrated.	2	3 Very limited ability to evaluate/apply demonstrated.	4	5 Occasionally demonstrates ability to evaluate/apply.	6	7 Usually able to evaluate research studies and apply findings to practice.	8	9 Consistently demonstrates ability to evaluate research studies and apply findings to own practice.	10	N/A
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19. Evaluate Own Practice Interventions and Those of Other Relevant Systems:

1 Little or no ability to evaluate own or other systems' practice interventions demonstrated.	2	3 Very limited ability to evaluate own or other systems' practice interventions demonstrated.	4	5 Occasionally demonstrates ability to evaluate own or other systems' practice interventions.	6	7 Usually able to evaluate own or other systems' practice interventions.	8	9 Consistently demonstrates ability to evaluate own or other systems' practice interventions.	10	N/A
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III. PROFESSIONAL DEVELOPMENT

20. Effectiveness in Planning and Arranging Work Responsibilities:

1 Unable to plan and organize work effectively.	2	3 Occasionally demonstrates effectiveness.	4	5 Has some difficulty in planning and organizing work.	6	7 Usually plans and organizes work effectively.	8	9 Consistently plans effectively, is well organized and considers priorities appropriately.	10	N/A
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21. Ability to Assume Responsibility for Own Learning:

1 Never suggests or performs work activities on own initiative.	2	3 Very limited in planning and performing tasks independently.	4	5 Usually plans and performs only routine tasks without first checking with supervisor.	6	7 Frequently acts on own in usual activities and sometimes in difficult or nonroutine matters	8	9 Consistently acts on own in handling usual and well as new and difficult situations.	10	N/A
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22. Ability to Work with the Purpose, Structure, and Constraints of the Agency and to Make Suggestions for Change in a Responsible Manner:

1 Defies agency standards and suggest or demands changes inappropriately.	2	3 Abides by some agency standards but usually with reluctance.	4	5 Usually abides by routine standards but has difficulty learning and applying some standards.	6	7 Almost always abides by agency standards, and suggestions for change are usually made in a responsible manner.	8	9 Consistently abides by agency standards and is very professional in making suggestions for change.	10	N/A
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23. Relationships with Coworkers (Other Students in the Agency as Well as Agency Staff):

1 Arouses resentment; quarrels with others and cannot use tact and diplomacy.	2	3 Occasionally antagonistic, creating needless conflict which impedes effective working relationships.	4	5 Working relationships are fairly smooth. Does not arouse antagonism or impede cooperative work but does not actively contribute to cooperative efforts in problematic situations	6	7 Good working relationships, contributes to cooperative work in most situations and occasionally in problematic situations.	8	9 Promotes teamwork, very cooperative and handles delicate situations tactfully; is well liked by others.	10	N/A
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24. Relationship with Staff of Other Agencies:

1 Agency receives complaints about student's performance or unprofessional behavior. Student is hesitant to contact other agencies.	2	3 Sometimes has difficulty in relating to outside professionals. Supervisor has had to intervene because of conflict between the student and staff in other agencies.	4	5 Sometimes has satisfactory relationships with other staff.	6	7 Maintains effective working relationships with other professionals and is generally prompt and cooperative in handling referrals.	8	9 Consistently professional. Student is always cooperative and skillful in relating to other agency staff.	10	N/A
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25. Use of Supervision:

1 Resents supervision and will not follow instructions or guidelines.	2	3 Seldom seeks supervisory help and becomes defensive when work is criticized.	4	5 Responds satisfactorily to supervision but usually does not take initiative in seeking such help. Seldom requests or makes suggestions for improvement.	6	7 Seeks supervision responsibly and generally makes wise use of supervisor's suggestions. Is prepared for conferences most of the time.	8	9 Consistently makes wise use of supervision. Is prepared for supervisory conferences and handles any disagreements with tact and diplomacy.	10	N/A
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26. Development of a Professional Self-Awareness, Including the Need for Continued Professional Growth:

1 No apparent interest in professional development; is not self-critical and is apathetic about increasing skills and knowledge.	2	3 Seldom recognizes limitations and shows little motivation for improvement.	4	5 Does not initiate many efforts toward increasing knowledge and skills. Interest is somewhat restricted but there is some evidence of commitment.	6	7 Commitment to continuing professional development though student plans in this regard may be too self-limiting. Student shows initiative in self-evaluation.	8	9 Consistently seeks to extend knowledge and improve skills. Has a clear sense of professional responsibility and realistic plans for continuing professional growth.	10	N/A
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27. Understanding of Oppression and Discrimination and the Factors That Create and Maintain Social and Economic Injustice:

1 Almost no understanding of oppression or discrimination.	2	3 Rarely exhibits knowledge of oppression and discrimination.	4	5 Seems to understand oppression and discrimination but fails to recognize their implications.	6	7 Usually seems to understand oppression and discrimination and recognizes their implications for individuals and families.	8	9 Understands oppression and discrimination, recognizes implications for all size systems and is able to be involved in plans to address them.	10	N/A
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28. Understanding of the Dynamics and the Impact of All Levels of Violence (Interpersonal, Cultural, and Institutional) on the Functioning of Individuals, Groups, Organizations, Communities, and Society:

1 Little to no understanding of violence and its implications.	2	3 Recognizes violence and its implications only on an interpersonal level.	4	5 Able to assess the implications of violence on individuals and families, but remains uncertain about how to assess cultural and institutional violence.	6	7 Able to assess the implications of violence on interpersonal, cultural, and institutional levels.	8	9 Able to assess the implications of violence on interpersonal, cultural, and institutional levels and is able to plan interventions that address these implications	10	N/A
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