

**FLORIDA ATLANTIC UNIVERSITY
SCHOOL OF SOCIAL WORK
MSW FOUNDATION FIELD EDUCATION SOW 6532/6533
EVALUATION OF STUDENT'S PERFORMANCE**

Check one: Mid-term Final

The agency field educator should complete the following evaluation of the student at the mid-point and at the end of the semester. Please note that the student should read, sign, and receive a copy of each evaluation.

IDENTIFYING INFORMATION:

SEMESTER (Check one and indicate year): FALL SPRING 20 _____

STUDENT NAME: _____

AGENCY NAME: _____

AGENCY ADDRESS: _____

FIELD EDUCATOR : _____ TITLE: _____

START DATE/END DATE: _____ TO _____

TOTAL # HOURS STUDENT WORKED THIS SEMESTER: _____

TOTAL NUMBER ASSIGNED CASES: _____

TOTAL NUMBER OF GROUPS: _____

RECOMMENDED GRADE (Check one:) Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Incomplete <input type="checkbox"/>
--

Signature of Field Educator

Date

Signature of Task Supervisor

Date

If the student disagrees with the evaluation, they must submit a written addendum to their Field Educator and to the Director of Field Education, which will be attached to their field evaluation.

I have read the attached evaluation.

Signature of Student

Date

QUALITY OF WORK The field educator should refer to the learning objectives for SOW 6532/6533 for definitions of items to be evaluated. Evaluation of student performance is based on the following scale:

- | | |
|-------------------------|----------------------------|
| 1=failing level | 4=above expected level |
| 2= below expected level | 5=outstanding level |
| 3=at expected level | IE 'Insufficient Evidence' |
| | NA for "Not Applicable" |

Please circle the appropriate rating:

1. Applies, within an agency setting, knowledge and skills that develop, demonstrate and promote the basic values of the social work profession, requiring students to analyze ethical dilemmas and ways such dilemmas impact the field education practice, service and clients, and identifying how personal values impact such systems.						
A. Protects clients' right to confidentiality and self-determination.	1	2	3	4	5	IE/NA
B. Preserves human dignity and the client's individuality.	1	2	3	4	5	IE/NA
C. Identifies social work values and ethics in work with colleagues, clients and in other professional relations	1	2	3	4	5	IE/NA
D. Prevents personal values and biases from interfering with practice decisions in the best interest of the client.	1	2	3	4	5	IE/NA
E. Fully meets attendance requirements of the agency and and School of Social Work, the social work Code of Ethics, along with other regulations.	1	2	3	4	5	IE/NA
F. Understands the history of the social work profession and its current structure and issues.	1	2	3	4	5	IE/NA
G. Recognizes and controls own verbal and nonverbal communication of biases and feelings in an interview.	1	2	3	4	5	IE/NA

2. Defines, designs and demonstrates strategies for effective practice with persons from diverse backgrounds in the field education experience; including populations-at-risk, groups that have experienced social and economic injustice, including women and children, new immigrant groups, migrant farm workers, gay, lesbian, Haitian, Latino, African and Caribbean American, and aging populations in South Florida.						
A. Understands the relationship of the field agency to other agencies or organizations in the community.	1	2	3	4	5	IE/NA
B. Identifies the demographic and cultural characteristics of the agency's service population, as well as inadequately or inappropriately served groups.	1	2	3	4	5	IE/NA
C. Identifies the range of relevant services available in the community and the ways in which these services are used for referrals by the agency.	1	2	3	4	5	IE/NA
D. Makes effective referrals and advocates appropriately for clients needs.	1	2	3	4	5	IE/NA
E. Demonstrates skill in case management.	1	2	3	4	5	IE/NA

3. Defines, designs and demonstrates strategies to reduce discrimination, oppression, and economic deprivation and to promote social and economic justice in the field education experience.

- | | | | | | | |
|---|---|---|---|---|---|-------|
| A. Identifies populations served by the agency at risk of discrimination and oppression. | 1 | 2 | 3 | 4 | 5 | IE/NA |
| B. Advocates for change on behalf of client populations at risk | 1 | 2 | 3 | 4 | 5 | IE/NA |
| C. Demonstrates understanding of how social, political, and economic factors impact client functioning. | 1 | 2 | 3 | 4 | 5 | IE/NA |
| D. Demonstrates awareness of, and ability to address special issues resulting from client race, ethnicity, class, disability, gender and/or sexual orientation. | 1 | 2 | 3 | 4 | 5 | IE/NA |

4. Understands and applies theories and knowledge concerning the reciprocal relationships between human behavior and the social environment across the life span in terms of biological, sociological, cultural, psychological, and spiritual development; requiring students within their field education experience to identify and describe ways such social systems promote or deter people in maintaining or achieving health and well being.

- | | | | | | | |
|---|---|---|---|---|---|-------|
| A. Demonstrates application of classroom learning in field through discussion with field educator . | 1 | 2 | 3 | 4 | 5 | IE/NA |
| B. Recognizes and focuses on strengths and resources of the client. | 1 | 2 | 3 | 4 | 5 | IE/NA |
| C. Demonstrates understanding of human behavior theory and applies this knowledge to practice. | 1 | 2 | 3 | 4 | 5 | IE/NA |
| D. Understands biopsychosocial variables that affect human development and behavior. | 1 | 2 | 3 | 4 | 5 | IE/NA |
| E. Understands macro theory as it applies to clients. | 1 | 2 | 3 | 4 | 5 | IE/NA |

5. Analyzes policy issues, applies policy research, and identifies and demonstrates policy skills necessary to influence, formulate, and advocate for policies consistent with social work values within the field education experience.

- | | | | | | | |
|--|---|---|---|---|---|-------|
| A. Understands agency's policies and procedures, organizational structure and the channels of communication within the organization. | 1 | 2 | 3 | 4 | 5 | IE/NA |
| B. Applies relevant policies and procedures to practice activities. | 1 | 2 | 3 | 4 | 5 | IE/NA |
| C. Assesses the effect of regulations, policies, and procedures on service delivery. | 1 | 2 | 3 | 4 | 5 | IE/NA |

6. Identifies and applies knowledge and skills necessary for successful generalist practice in field education, applying and integrating theories/models of social justice, empowerment, strengths, and systems theory to generalist practice.

A. Applies critical thinking skills to practice experiences.	1	2	3	4	5	IE/NA
B. Understands how policy affects clients and social work practitioners.	1	2	3	4	5	IE/NA
C. Actively participates in organizational functions such as treatment team meetings, staff meetings, and/or committees both within and outside the agency.	1	2	3	4	5	IE/NA
D. Listens attentively and empathetically to client	1	2	3	4	5	IE/NA
E. Recognizes and responds appropriately to nonverbal client communication.	1	2	3	4	5	IE/NA
F. Recognizes the inappropriateness of moralizing, persuading, threatening, judging, and criticizing in social work interviews.	1	2	3	4	5	IE/NA
G. Maintains focus in a client interview or group meeting.	1	2	3	4	5	IE/NA
H. Helps clients elaborate on problems and explore emotionally charged issues.	1	2	3	4	5	IE/NA
I. Recognizes and elicits underlying feelings in an interview.	1	2	3	4	5	IE/NA
J. Adequately summarizes session content.	1	2	3	4	5	IE/NA
K. Recognizes and elicits information that will contribute to the understanding of the client and the client's situation.	1	2	3	4	5	IE/NA
L. Identifies sources of strengths and stress in the client and the client's support system.	1	2	3	4	5	IE/NA
M. Identifies group dynamics.	1	2	3	4	5	IE/NA
N. Uses his/her knowledge of group dynamics to help clients build a positive group culture	1	2	3	4	5	IE/NA
O. Reduces larger problems into manageable parts.	1	2	3	4	5	IE/NA
P. Considers the focus of an intervention within the client system (individual, family, group)	1	2	3	4	5	IE/NA
Q. Recognizes and handles client resistance to seeking help.	1	2	3	4	5	IE/NA
R. Sets priorities in plans for intervention. Monitors the implementation plan (analyzes consequences of change, modifies objectives and tasks as indicated, assesses new problems that require action).	1	2	3	4	5	IE/NA

S. Develops and revises mutually agreeable contract/treatment plan.	1	2	3	4	5	IE/NA
T. Models, rehearses, and imparts coping and interaction skills to clients.	1	2	3	4	5	IE/NA
U. Demonstrates crisis intervention skills.	1	2	3	4	5	IE/NA
V. Makes appropriate termination decisions.	1	2	3	4	5	IE/NA
W. Evaluates, with the client/group, the extent to which the objectives of the intervention plan was achieved.	1	2	3	4	5	IE/NA
X. Demonstrates an understanding of how macro issues and policies impact clients.	1	2	3	4	5	IE/NA
Y. Effectively and accurately represents the agency in interactions with individual clients, with groups, and with community organizations.	1	2	3	4	5	IE/NA

7. Develops, conducts, applies and effectively communicates empirically based knowledge to improve field education practice, policy and social service delivery as well as evaluating one's own practice.						
A. Demonstrate an ability to analyze and apply learning from practice experience and supervisory feedback; evaluates own practice interventions.	1	2	3	4	5	IE/NA
B. Appropriately utilizes research in data gathering and interventions with clients.	1	2	3	4	5	IE/NA

8. Demonstrates practice competence within an ecological framework, integrating knowledge, skills, values, and social work theories/models of social justice, empowerment, strengths and system theory in field education.						
A. Increasingly links theory skills with practice and translates concepts into specific action.	1	2	3	4	5	IE/NA
B. Uses different sources of information, including nonverbal data, client's support system, and collateral contacts in the assessment process within a community-based framework.	1	2	3	4	5	IE/NA

9. Demonstrates the ability for disciplined and ethical use of self and the appropriate use of supervision in the process of generalist social work interventions.

A. Actively utilizes the field educator for direction, supervision and education regarding values, knowledge, and skills.	1	2	3	4	5	IE/NA
B. Identifies and discusses strengths and weaknesses in knowledge, skills, accomplishments, and learning needs with the field educator.	1	2	3	4	5	IE/NA
C. Responds non defensively to feedback about professional performance, and acts accordingly.	1	2	3	4	5	IE/NA
D. Forms and sustains positive effective professional relationships	1	2	3	4	5	IE/NA
E. Acts professionally and responsibly in matters of punctuality, appearance, and presentation of self.	1	2	3	4	5	IE/NA
F. Shares in collegial work responsibilities, including meeting deadlines and accepting assignments.	1	2	3	4	5	IE/NA
G. Interprets with clients, the role and function of a student in the agency.	1	2	3	4	5	IE/NA
H. Demonstrate skills in interdisciplinary teamwork.	1	2	3	4	5	IE/NA

10. Demonstrates competence in professional writing and documentation.

A. Identifies the purpose and the use of agency records and forms and completes written material on a timely basis.	1	2	3	4	5	IE/NA
B. Communicates clearly and purposefully with a client, group or family.	1	2	3	4	5	IE/NA
C. Performs all agency written documents in a professional manner	1	2	3	4	5	IE/NA
D. Presents information in a well-written formal assessment, using agency format-separating facts and inferences.	1	2	3	4	5	IE/NA

11. Demonstrates responsibility for one's own learning experience by taking initiative in identifying learning needs in the educational learning plan and in weekly field supervision.

A. Participates in developing/updating the learning contract.	1	2	3	4	5	IE/NA
B. Seeks direction for assignments as needed, without excessive reliance on field educator or agency staff.	1	2	3	4	5	IE/NA
C. Makes appropriate use of available learning opportunities.	1	2	3	4	5	IE/NA

Overall Student Rating (Circle One)

- 1 FAILING LEVEL
- 2 BELOW EXPECTED LEVEL
- 3 AT EXPECTED LEVEL
- 4 ABOVE EXPECTED LEVEL
- 5 OUTSTANDING LEVEL

SUMMARY COMMENTS:

- (1) Describe student's performance, strengths, and areas for improvement.
- (2) Address any items scored below "1" or "2".
- (3) Discuss goals for next half of placement, if applicable.

Use additional sheets of paper if necessary.

RETURN ORIGINAL TO:
Florida Atlantic University
School of Social Work
Office of Field Education
SO 284
777 Glades Road
Boca Raton, Florida 33431
(561) 297-3234
Fax: (561) 297-2866