

**Salem State College
School of Social Work
Concentration Year Field Education Evaluation**

Date: _____ Semester: Fall ___ Spring ___ Summer I ___ Summer II ___

Student Name: _____ Concentration Area: _____

Field Instructor Name, Degree & Title: _____

Agency/Program: _____

Faculty Field Liaison Name: _____

Instructions: *Complete and make 3 copies of this evaluation – 1 for student, 1 for Field Instructor, and 1 for Faculty Liaison. Send the original and the copy for the Faculty Liaison to the Field Education Office.*

GENERAL EXPLANATION OF EVALUATION FORM

The **Evaluation Form** should be completed by the field instructor, discussed collaboratively with the student, and returned to the Field Office by the assigned date near the end of the each semester. It is the responsibility of the field instructor to designate a numerical evaluation on each of the items, to write a narrative summary of the student's strengths and development as well as any educational gaps or difficulties. The Faculty Field Liaison assigns a grade of *Pass or Fail* for the semester, based on the student's performance in the Integrated Field Education Seminar and performance in the field, as evaluated by field instructor.

The **Evaluation Form** attempts to assess the level of a student's mastery of a set of skills deemed integral to the foundation level practice of generalist social work social work. Recognizing that not all skills are of equal importance, we have selected some in each of the five objective areas as threshold items – these are indicated in bold *italics*. In order to progress in field instruction, a student must perform at least at the (3) level (for that point in the semester) in all these skills at the end of each semester. The field instructor is asked to specifically discuss any item scored below 3 in the narrative section.

The field instructor is asked to indicate how the student is performing at the present time, i.e. is s/he performing below, at, or above the expected level for a student at that point in that semester. It is considered very appropriate for students to be performing at a (3) rating, addressing their ongoing development through the program. It is expected that most students will have had some experience in all or most of the items, and the not applicable score (0) will be an exception.

The ratings below guide scoring of the evaluation:

- 0 = Not Applicable or No significant opportunity
- 1 = Unacceptable performance
- 2 = Student needs development
- 3 = Student meets expectations for Concentration Year
- 4 = Student exceeds expectations
- 5 = Outstanding/Surpasses expectations

0 N/A	2 Needs development	4 Exceeds expectations
1 Unacceptable	3 Meets expectations	5 Outstanding/Surpasses expectations

A. DEVELOPMENT OF PROFESSIONAL VALUES AND ETHICS

By the end of this semester the student demonstrates:

<i>commitment to and application of the values and ethics of the profession in practice</i>	0	1	2	3	4	5
<i>integration of personal values with professional values</i>	0	1	2	3	4	5
<i>ability to individualize clients who vary in cultural, religious, or ethnic affiliation; race; sexual orientation; gender identity; socioeconomic status; age; physical characteristics; and social/emotional development</i>	0	1	2	3	4	5
<i>ability to address the service needs of oppressed and vulnerable populations in the concentration area</i>	0	1	2	3	4	5
initiative in monitoring own values and biases and their potential impact on social work practice with diverse populations	0	1	2	3	4	5
ability to fulfill service roles with clients, other professionals, and community members in an ethical and responsible manner	0	1	2	3	4	5
ability to apply ethical values and principles to complex practice situations involving, for example, the duty to warn, mandated reporting, and informed consent in the concentration area	0	1	2	3	4	5
ability to promote self-determination within the capacity and context of the client system	0	1	2	3	4	5
ability to reflect upon and resolve complicated ethical dilemmas in practice	0	1	2	3	4	5

COMMENTS:

0 N/A	2 Needs development	4 Exceeds expectations
1 Unacceptable	3 Meets expectations	5 Outstanding/Surpasses expectations

B. THE STUDENT AS LEARNER IN THE SUPERVISORY PROCESS

By the end of this semester the student demonstrates:

<i>capacity to recognize learning patterns, needs, and goals in collaboration with the field instructor</i>	0	1	2	3	4	5
<i>initiative in seeking instruction, support, and constructive criticism from the field instructor to enhance practice skills</i>	0	1	2	3	4	5
<i>initiative in the evaluation of own practice effectiveness</i>	0	1	2	3	4	5
selective application of theoretical concepts to practice in the concentration area	0	1	2	3	4	5
ability to think critically about practice approaches and decisions, integrating theory and practice	0	1	2	3	4	5
efficient management of workload and initiative in priority setting	0	1	2	3	4	5
clarity, coherence and persuasiveness in verbal and written communication	0	1	2	3	4	5
accountability in meeting expectations for documentation/communication of practice events and developments	0	1	2	3	4	5
initiative in choice and use of process recordings, assignments, and other learning tools to expand practice skills and knowledge	0	1	2	3	4	5
initiative in effectively using available learning opportunities and resources in the agency (e.g., in-service training, conferences, seminars and other staff)	0	1	2	3	4	5
commitment to and responsibility for ongoing professional development	0	1	2	3	4	5

COMMENTS:

0 N/A	2 Needs development	4 Exceeds expectations
1 Unacceptable	3 Meets expectations	5 Outstanding/Surpasses expectations

C. KNOWLEDGE AND SKILLS FOR AGENCY-BASED PRACTICE

By the end of this semester the student demonstrates:

<i>ability to utilize knowledge of the agency's mission, funding, policies, and procedures in the service of clients</i>	0	1	2	3	4	5
<i>skill in working with a range of client populations and in a variety of community contexts in the concentration area role</i>	0	1	2	3	4	5
ability to critically evaluate relevant city, state, and federal social policies and programs that govern service delivery	0	1	2	3	4	5
initiative in advocating for clients/constituencies for needed services or benefits	0	1	2	3	4	5
ability to critically evaluate own and agency's strengths and limitations in meeting client and community needs	0	1	2	3	4	5
capacity to effectively represent the agency in a professional manner to clients, colleagues, and other members of the community	0	1	2	3	4	5
ability to consciously apply concepts and theories to practice	0	1	2	3	4	5
ability to gather facts, analyze problems, and plan interventions based on a comprehensive assessment, addressing concentration area skills	0	1	2	3	4	5
the ability to assess the biological, psychological, social, spiritual and environmental factors that influence human development and behavior	0	1	2	3	4	5
incorporation into practice of the ways in which social and institutional oppression impacts on client populations, social policies and programs, and professional social work relationships	0	1	2	3	4	5
the ability to individualize practice with respect to differences and similarities associated with culture, ethnicity, religion, race, class, sexual orientation, age, gender, and physical and mental abilities/challenges	0	1	2	3	4	5
sound and increasingly independent judgment in behavior with clients/constituencies, staff, and collateral contacts	0	1	2	3	4	5
self-awareness and professional use of self appropriate to concentration practice	0	1	2	3	4	5

0 N/A	2 Needs development	4 Exceeds expectations
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C. KNOWLEDGE AND SKILLS FOR AGENCY-BASED PRACTICE (Continued)

ability to work under pressure, in crisis situations or emergencies demonstrating increasing independence of judgment	0	1	2	3	4	5
ability to carry out a range of social work roles and use differential approaches to meeting clients needs in the concentration area	0	1	2	3	4	5
ability to engage in collaborative work with agency staff, with other professionals across disciplines, and with the broader community	0	1	2	3	4	5
ability to evaluate and modify effectiveness of interventions in practice and growing familiarity with the standards of intervention in the concentration area	0	1	2	3	4	5
ability to engage client systems in the process of termination, including methods for maintaining gains and access to needed resources	0	1	2	3	4	5
ability to plan, conduct and utilize research to inform social work practice in the concentration area	0	1	2	3	4	5
ability to utilize information technology (e.g., computerized records, management information systems, word processing)	0	1	2	3	4	5

COMMENTS:

0 N/A	2 Needs development	4 Exceeds expectations
1 Unacceptable	3 Meets expectations	5 Outstanding/Surpasses expectations

Rate performance only in areas in which the student has practice opportunities

1. SOCIAL WORK KNOWLEDGE & SKILLS

By the end of this semester the student demonstrates:

<i>differential use of self in engaging a variety of client systems in professional helping relationships</i>	0	1	2	3	4	5
<i>ability to formulate dynamic assessments based on an understanding of the presenting problem and its biopsychosocial components</i>	0	1	2	3	4	5
<i>ability to apply a range of theories and models of therapeutic interventions applicable to the concentration area</i>	0	1	2	3	4	5
ability to apply family-centered approaches in assessment and intervention	0	1	2	3	4	5
ability to apply the principles of differential assessment of individuals, families, and groups	0	1	2	3	4	5
ability to establish and implement contracts with clients specifying goals and terms of the work to be done and the responsibilities of all participants	0	1	2	3	4	5
ability to reflect on use of self throughout the relational casework process (beginnings, middles, and ends)	0	1	2	3	4	5
ability to recognize affective content, underlying messages and themes embedded in the client's presentation	0	1	2	3	4	5
ability to utilize a range of intervention skills in relation to time frames and goals for practice relevant to the concentration area and practice setting	0	1	2	3	4	5

2. GROUP WORK KNOWLEDGE & SKILLS

By the end of this semester the student demonstrates:

<i>ability to utilize a range of models of group work practice</i>	0	1	2	3	4	5
<i>initiative in determining and establishing groups to meet diverse client needs</i>	0	1	2	3	4	5
<i>skill in recruitment and group formation</i>	0	1	2	3	4	5
ability to contract around the stated purpose and mutual goals of a particular group	0	1	2	3	4	5

0 N/A	2 Needs development	4 Exceeds expectations
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GROUP WORK KNOWLEDGE & SKILLS (Continued)

skill in facilitating movement through the stages of group development and managing group cohesion when group challenges occur	0	1	2	3	4	5
sensitivity to the needs and roles of individuals in groups and the impact of group dynamics on individual behavior	0	1	2	3	4	5
ability to facilitate group problem-solving and decision-making	0	1	2	3	4	5
ability to negotiate the co-leadership role in groups	0	1	2	3	4	5

3. SOCIAL ADMINISTRATION/ COMMUNITY PRACTICE KNOWLEDGE & SKILLS

By the end of this semester the student demonstrates:

<i>ability to utilize a range of models of community organization and planning</i>	0	1	2	3	4	5
<i>ability to influence the political process, e.g., engaging in lobbying, advocacy, and educational campaigns</i>	0	1	2	3	4	5
<i>initiative in planning meetings, programs, conferences, and demonstrations and implementing stages of the planning process</i>	0	1	2	3	4	5
ability to assess agency and community needs and develop programs to address needs, tactical flexibility and creativity in developing strategies for action	0	1	2	3	4	5
ability to identify, effectively communicate and constructively use conflict as well as mediation	0	1	2	3	4	5
capacity to strategically utilize self and a variety of leadership styles to mobilize others	0	1	2	3	4	5
ability to participate in and/or lead formal/informal coalitions and collaborations	0	1	2	3	4	5
appropriate use of self in relation to the agency's organizational structure and individual staff functions	0	1	2	3	4	5
capacity to coordinate activities, develop leadership, and delegate tasks in working with staff, committees, or coalitions	0	1	2	3	4	5
skill in assessing available information, including budgets, for realistic planning	0	1	2	3	4	5
ability to initiate and maintain systems for implementing ideas and ability to overcome staff or organizational barriers to change and task completion	0	1	2	3	4	5

0 N/A	2 Needs development	4 Exceeds expectations
1 Unacceptable	3 Meets expectations	5 Outstanding/Surpasses expectations

SOCIAL ADMINISTRATION/ COMMUNITY PRACTICE KNOWLEDGE & SKILLS (Con't)

initiative in analyzing and designing program components	0	1	2	3	4	5
skill in utilizing management information technology	0	1	2	3	4	5
ability to monitor and evaluate outcomes and determine alternative strategies	0	1	2	3	4	5

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1 Unacceptable	2 Needs development 3 Meets expectations	4 Exceeds expectations 5 Outstanding/Surpasses expectations
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OVERALL STUDENT RATING:

1	2	3	4	5
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STUDENT'S MAJOR STRENGTHS/LIMITATIONS:

DIRECTIONS & GOALS FOR STUDENT'S FUTURE LEARNING AND PROFESSIONAL DEVELOPMENT:

1 Unacceptable	2 Needs development	3 Meets expectations	4 Exceeds expectations	5 Outstanding/Surpasses expectations
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STUDENT EVALUATION OF THE FIELD LEARNING EXPERIENCE

How would you rate your participation in the learning process?

1	2	3	4	5
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How would you rate your growth in the development of professional values and ethics within the profession and your area of practice concentration?

1	2	3	4	5
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How would you rate your growth in the development of knowledge and skills for agency-based practice, especially relevant to your concentration and future professional goals?

1	2	3	4	5
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How would you rate your overall learning experience?

1	2	3	4	5
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The student's signature below indicates that s/he has read and reviewed the evaluation; the student may append a statement in the event s/he does not agree with the evaluation.

COMMENTS:

Field Instructor's Signature

Date

Student's Signature

Date

Faculty Field Liaison Signature

Date

Please return the original and one copy of this evaluation to:

Office of Field Education
School of Social Work
Salem State College
352 Lafayette Street- South Campus
Salem, MA 01970