

**Salem State College
School of Social Work
Foundation 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 Foundation 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>an understanding of the NASW Code of Ethics and identification with the ethics of the profession</i>	0	1	2	3	4	5
<i>a shift to professional social work values</i>	0	1	2	3	4	5
<i>respect for the worth and dignity of individuals who vary in cultural, religious, or ethnic affiliation; race; sexual orientation; gender identity; socioeconomic status; age; physical characteristics; and social/emotional development and capacities</i>	0	1	2	3	4	5
commitment to address the service needs of oppressed and vulnerable populations toward the goal of promoting social and economic justice	0	1	2	3	4	5
identification of own values and biases and their potential impact on social work practice with diverse populations, maintaining a non-judgmental attitude	0	1	2	3	4	5
understanding of the importance of ethical and responsible behavior in carrying out professional activities, demonstrating personal and professional boundaries	0	1	2	3	4	5
respect for and ability to maintain confidentiality and recognizing its limits	0	1	2	3	4	5
acceptance of self-determination including client participation in decision-making	0	1	2	3	4	5
ability to recognize major ethical dilemmas in practice and make attempts to address them	0	1	2	3	4	5
interactions with client systems in a client-centered rather than student-centered manner	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>ability to engage in collaborative learning through the field instruction process</i>	0	1	2	3	4	5
<i>acceptance of support, instruction and constructive criticism from the field instructor to enhance practice skills</i>	0	1	2	3	4	5
<i>efforts to identify own learning patterns, needs and goals</i>	0	1	2	3	4	5
<i>ability to analyze and reflect on practice, becoming increasingly self-evaluative</i>	0	1	2	3	4	5
growth in self-awareness including recognition of strengths/ limitations in meeting client/community needs	0	1	2	3	4	5
ability to apply learning from classroom and field instruction to practice	0	1	2	3	4	5
increasing ability to make links between theory and practice	0	1	2	3	4	5
ability to organize workload and to manage assignments in a reliable and productive manner, set priorities; show appropriate dependence and independence	0	1	2	3	4	5
ability to communicate clearly orally and in writing	0	1	2	3	4	5
appropriate and timely preparation of agency documentation and communication	0	1	2	3	4	5
ability to use process recordings and other learning tools to develop practice skills and knowledge	0	1	2	3	4	5
ability to effectively use available learning opportunities and resources in the agency (e.g., in-service training, conferences, seminars and other staff)	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>understanding of the agency's mission, funding, policies, and procedures</i>	0	1	2	3	4	5
<i>understanding of the characteristics of the agency's service population and its implications for service delivery</i>	0	1	2	3	4	5
<i>knowledge of relevant city, state, and federal social policies and programs that affect services to clients</i>	0	1	2	3	4	5
<i>identification of services and benefits available to clients</i>	0	1	2	3	4	5
<i>ability to advocate in clients' behalf for needed services or benefits</i>	0	1	2	3	4	5
recognition of agency's strengths and limitations in meeting client and community needs	0	1	2	3	4	5
ability to differentiate among personal, professional, and organizational positions when representing the agency to clients, colleagues, and other members of the community	0	1	2	3	4	5
understanding of the impact of social and institutional oppression on client populations, social policies and programs, and professional social work relationships	0	1	2	3	4	5
awareness of differences and similarities associated with culture, ethnicity, religion, race, class, sexual orientation, age, gender, and physical and mental abilities	0	1	2	3	4	5
ability to engage in culturally sensitive practice with diverse client populations	0	1	2	3	4	5
understanding of the biological, psychological, social, spiritual and environmental factors that influence human development and behavior in community contexts	0	1	2	3	4	5
ability to gather facts and analyze problems	0	1	2	3	4	5
ability to develop a plan of intervention based on assessment	0	1	2	3	4	5
ability to differentiate personal needs from those of the clients, group, organization or community	0	1	2	3	4	5
use of sound judgment in behavior with client, staff, and collateral contacts	0	1	2	3	4	5
ability to work under pressure, in crisis situations or emergencies	0	1	2	3	4	5

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 (continued)

By the end of this semester the student demonstrates:

active participation in collective work such as staff or team meetings, student seminars, committees, task forces, board, or community meetings	0	1	2	3	4	5
ability to monitor interventions through periodic evaluation of progress in reaching goals	0	1	2	3	4	5
ability to plan and implement termination with client, colleagues and constituencies	0	1	2	3	4	5
recognition of the importance of research and professional literature to inform social work practice	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
ability to critically analyze the agency in its delivery of services, gaps in service, and realistic opportunities for continuous learning, change, and improvement	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 ASSESSMENT and INTERVENTION KNOWLEDGE & SKILLS

By the end of this semester the student demonstrates:

<i>ability to connect a presenting problem with its biopsychosocial components</i>	0	1	2	3	4	5
<i>recognition of major client strengths and deficits</i>	0	1	2	3	4	5
<i>empathy and sensitivity in engaging a variety of client systems in professional helping relationships</i>	0	1	2	3	4	5
<i>ability to select and elicit pertinent information from clients and community participants that contributes to an understanding of the presenting problem/context</i>	0	1	2	3	4	5
<i>ability to establish mutual contracts with clients about the goals and terms of the work to be done and the responsibilities of all participants</i>	0	1	2	3	4	5
ability to develop and revise a plan of intervention based on an evolving assessment of a client's need or problems	0	1	2	3	4	5
differential use of self in the stages of the helping process (beginnings, middles, and ends)	0	1	2	3	4	5
ability to intervene with the various client systems using agency services (individuals, pairs, and/or families, groups and communities of significance)	0	1	2	3	4	5
ability to recognize a range of interventions in relation to goals for practice	0	1	2	3	4	5

2. GROUP WORK KNOWLEDGE & SKILLS

By the end of this semester the student demonstrates:

<i>knowledge of models of group work practice</i>	0	1	2	3	4	5
<i>understanding of the purpose of groups within the agency setting; connecting client/community goals to programmatic activities</i>	0	1	2	3	4	5
<i>understanding of stages of group development</i>	0	1	2	3	4	5
ability to identify group membership requirements and state the purpose and goals of a particular group to clients	0	1	2	3	4	5
ability to plan, facilitate and lead or co-lead group or programmatic meetings	0	1	2	3	4	5

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

3. COMMUNITY ORGANIZATION & PLANNING KNOWLEDGE & SKILLS

By the end of this semester the student demonstrates:

<i>knowledge of models of community organization and planning</i>	0	1	2	3	4	5
<i>understanding of major organizing roles and strategies</i>	0	1	2	3	4	5
ability to identify sources of political influence and power	0	1	2	3	4	5
ability to conduct a community needs assessment	0	1	2	3	4	5
appreciation of the nature of power and decision-making within communities	0	1	2	3	4	5
ability to engage in negotiation, bargaining, and exchange	0	1	2	3	4	5
ability to define problems and to consider a range of strategies to address them	0	1	2	3	4	5
ability to plan and conduct meetings, conferences, campaigns and advocacy events	0	1	2	3	4	5
ability to work in coalitions and collaborations	0	1	2	3	4	5

4. SOCIAL ADMINISTRATION KNOWLEDGE & SKILLS

By the end of this semester the student demonstrates:

<i>knowledge of a range of social work roles and functions within the organization</i>	0	1	2	3	4	5
<i>capacity to develop and utilize effective channels of communication</i>	0	1	2	3	4	5
<i>ability to implement systems for carrying out ideas, demonstrating differential leadership styles</i>	0	1	2	3	4	5
ability to evaluate options and consider consequences in designing projects and programs	0	1	2	3	4	5
ability to develop work plans and timetables for administrative activities	0	1	2	3	4	5
ability to anticipate and draw upon resources for task completion	0	1	2	3	4	5
ability to work collaboratively with groups and committees	0	1	2	3	4	5
development of managerial behaviors to mobilize others and to deal with barriers to task completion/goals	0	1	2	3	4	5
ability to monitor and evaluate outcomes	0	1	2	3	4	5

1 Unacceptable	2 Needs development 3 Meets expectations	4 Exceeds expectations 5 Outstanding/Surpasses expectations
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SUMMARY FOR KNOWLEDGE AND SKILLS FOR AGENCY-BASED WORK IN GENERALIST SOCIAL WORK

1	2	3	4	5
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OVERALL STUDENT RATING AS A FOUNDATION YEAR STUDENT

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

DIRECTIONS & GOALS FOR STUDENT'S FUTURE LEARNING:

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

STUDENT EVALUATION OF THE OWN 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?

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?

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 AND ADJUSTMENT IN GOALS FOR FUTURE LEARNING:

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