



Student:

Instructor:

This evaluation covers the period from

Instructions

This evaluation is an opportunity for the field instructor and student, in collaboration with each other, to assess the student's knowledge and skills, using the learning contract as a guide. The completed evaluation form goes to the student's faculty liaison/academic advisor who assigns the grade.

Next to each statement, please circle the item that best represents this student's performance, given your understanding of where a typical foundation-level student would be at this point in a foundation year field placement.

Please use this scale:

- 5 - Student's Performance is at *Superior Level*
- 4 - Student's Performance is *Above Typical Level*
- 3 - Student's Performance is at *Typical Level*
- 2 - Student's Performance is *Below Typical Level*
- 1 - Student's Performance *Does Not Yet Meet Minimum Standards*
- N/A - Not Applicable

Field Agency

A. Relationship and Engagement

A1. Engages client systems

1 2 3 4 5 N/A

Learning Objective (optional)

A2. Explains her/his role clearly

Learning Objective (optional)

B. Cultural Competence

B1. Intervenes skillfully with people from different oppressed groups

1 2 3 4 5 N/A

Learning Objective (optional)

B2. Intervenes skillfully with people from different ethnic groups

1 2 3 4 5 N/A

Learning Objective (optional)

B3. Recognizes the uses & limitations of DSM 5 in relation to diversity

1 2 3 4 5 N/A

Learning Objective (optional)

C. Integrating research and practice

C1. Uses research methods to guide practice

1 2 3 4 5 N/A

Learning Objective (optional)

C2. Uses research findings to guide practice decisions

1 2 3 4 5 N/A

Learning Objective (optional)

C3. Uses research findings to evaluate policy and/or programs

1 2 3 4 5 N/A

Learning Objective (optional)

C4. Thinks logically & critically about all aspects of clinical practice

1 2 3 4 5 N/A

Learning Objective (optional)

D. Ethics

D1. Appropriately identifies and manages her/his own values

1 2 3 4 5 N/A

Learning Objective (optional)

D2. Knows what is in the NASW Code of Ethics

1 2 3 4 5 N/A

Learning Objective (optional)

D3. Adheres to the NASW Code of Ethics

1 2 3 4 5 N/A

Learning Objective (optional)

D4. Identifies and analyzes ethical dilemmas

1 2 3 4 5 N/A

Learning Objective (optional)

D5. Appropriately manages boundaries and dual relationships

1 2 3 4 5 N/A

Learning Objective (optional)

E. Use of Supervision

E1. Recognizes her/his own feelings

1 2 3 4 5 N/A

Learning Objective (optional)

E2. Sees how those feelings affect her/his behavior with colleagues

1 2 3 4 5 N/A

Learning Objective (optional)

E3. Sees how those feelings affect her/his behavior with client systems

1 2 3 4 5 N/A

Learning Objective (optional)

E4. Participates in case consultation

1 2 3 4 5 N/A

Learning Objective (optional)

E5. Discusses how social workers might unwittingly oppress clients from different groups

1 2 3 4 5 N/A

Learning Objective (optional)

F. Integrating theory and practice

F1. Clearly states what theories underpin her/his assessments

1 2 3 4 5 N/A

Learning Objective (optional)

F2. Clearly states what theories underpin her/his interventions

1 2 3 4 5 N/A

Learning Objective (optional)

G. Impacts of policy on practice

G1. Recognizes how agency and social policies affect practice with client systems

1 2 3 4 5 N/A

Learning Objective (optional)

G2. Advocates within the agency for her/his client systems

1 2 3 4 5 N/A

Learning Objective (optional)

G3. Advocates with other organizations for her/his client systems

1 2 3 4 5 N/A

Learning Objective (optional)

H. Professional work habits

H1. Completes tasks on time

1 2 3 4 5 N/A

Learning Objective (optional)

H2. Completes documentation consistent with professional standards

1 2 3 4 5 N/A

Learning Objective (optional)

H3. Seeks supervision appropriately

1 2 3 4 5 N/A

Learning Objective (optional)

H4. Uses supervisory feedback appropriately

1 2 3 4 5 N/A

Learning Objective (optional)

H5. Asserts opinions appropriately

1 2 3 4 5 N/A

Learning Objective (optional)

H6. Interacts well with co-workers and collaterals

1 2 3 4 5 N/A

Learning Objective (optional)

I. Uses different theories in assessment and intervention

I1. Uses empowerment theory and methods

1 2 3 4 5 N/A

Learning Objective (optional)

I2. Uses cognitive theory and methods

1 2 3 4 5 N/A

Learning Objective (optional)

I3. Uses behavioral theory and methods

1 2 3 4 5 N/A

Learning Objective (optional)

I4. Uses psychodynamic theory and methods

1 2 3 4 5 N/A

Learning Objective (optional)

J. Assesses and intervenes with different clinical issues

J1. Assesses and intervenes re: mood disorders

1 2 3 4 5 N/A

Learning Objective (optional)

J2. Assesses and intervenes re: anxiety disorders

1 2 3 4 5 N/A

Learning Objective (optional)

J3. Assesses and intervenes re: chemical dependency and abuse

1 2 3 4 5 N/A

Learning Objective (optional)

J4. Assesses and intervenes re: interpersonal violence

1 2 3 4 5 N/A

Learning Objective (optional)

J5. Assesses and intervenes re: abuse and neglect

1 2 3 4 5 N/A

Learning Objective (optional)

J6. Assesses and intervenes re: loss and bereavement

1 2 3 4 5 N/A

Learning Objective (optional)

K. Assesses and intervenes clinically with different size client systems

K1. Individual clients

1 2 3 4 5 N/A

Learning Objective (optional)

K2. Couples or parent/child dyads

1 2 3 4 5 N/A

Learning Objective (optional)

K3. Families

1 2 3 4 5 N/A

Learning Objective (optional)

K4. Groups

1 2 3 4 5 N/A

Learning Objective (optional)

L. Uses a variety of tools for assessment, intervention and evaluation

L1. Uses eco-maps

1 2 3 4 5 N/A

Learning Objective (optional)

L2. Uses social network maps

1 2 3 4 5 N/A

Learning Objective (optional)

L3. Uses the culturegrams

1 2 3 4 5 N/A

Learning Objective (optional)

L4. Uses family maps

1 2 3 4 5 N/A

Learning Objective (optional)

L5. Uses genograms

1 2 3 4 5 N/A

Learning Objective (optional)

L6. Uses timelines

1 2 3 4 5 N/A

Learning Objective (optional)

L7. Uses the DSM-5

1 2 3 4 5 N/A

Learning Objective (optional)

L8. Uses standardized tools that fit the client

1 2 3 4 5 N/A

Learning Objective (optional)

L9. Creates tools (i.e., logs, self anchored scales) that fit the client

1 2 3 4 5 N/A

Learning Objective (optional)

M. Clinical evaluation

M1. Collects concrete, observable, measurable data with every case to assess progress towards goals

1 2 3 4 5 N/A

Learning Objective (optional)

M2. Creates evaluation tools specific to the case

1 2 3 4 5 N/A

Learning Objective (optional)

M3. Recognizes transference

1 2 3 4 5 N/A

Learning Objective (optional)

M4. Recognizes counter-transference

1 2 3 4 5 N/A

Learning Objective (optional)

N. Termination

N1. Recognizes termination issues

1 2 3 4 5 N/A

Learning Objective (optional)

N2. Completes the worker's tasks in the termination process with clients

1 2 3 4 5 N/A

Learning Objective (optional)

Process Recordings

Enter first Process Recording Date (MM/DD/YY)

Enter second Process Recording Date (MM/DD/YY)

Field Hours

Number of field hours completed this semester:

Narrative Evaluation

Instructor, please write a narrative evaluation of the student's work this semester in field. Delineate the student's strengths. Identify specific skills for the student to develop, and the plan for working on them.