



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

1. Use the generalist perspective in work with individuals, families, small groups, communities and organizations

1A. Engage and form professional helping relationships

1 2 3 4 5 N/A

1A. Learning Objective (optional)

1B. Contract

1 2 3 4 5 N/A

1B. Learning Objective (optional)

1C. Gather data to assess strengths, needs, problems

1 2 3 4 5 N/A

1C. Learning Objective (optional)

1D. Identify target problems

1 2 3 4 5 N/A

1D. Learning Objective (optional)

1E. Set concrete, observable, measurable goals that fit the target problems

1 2 3 4 5 N/A

1E. Learning Objective (optional)

1F. Brainstorm alternative solutions

1 2 3 4 5 N/A

1F. Learning Objective (optional)

1G. Examine those alternatives and select a plan of action

1 2 3 4 5 N/A

1G. Learning Objective (optional)

1H. Implement the plan

1 2 3 4 5 N/A

1H. Learning Objective (optional)

1I. Do research to monitor progress towards the goals of the plan

1 2 3 4 5 N/A

1I. Learning Objective (optional)

1J. Terminate

1 2 3 4 5 N/A

1J. Learning Objective (optional)

1A. Use different kinds of relationships as warranted

1A.A. Collaborative

1 2 3 4 5 N/A

1A.A. Learning Objective (optional)

1A.B. Bargaining

1 2 3 4 5 N/A

1A.B. Learning Objective (optional)

1A.C. Conflictual

1 2 3 4 5 N/A

1A.C. Learning Objective (optional)

1B. Use different roles as warranted

1B.A. Educator

1 2 3 4 5 N/A

1B.A. Learning Objective (optional)

1B.B. Facilitator

1 2 3 4 5 N/A

1B.B. Learning Objective (optional)

1B.C. Mediator

1 2 3 4 5 N/A

1B.C. Learning Objective (optional)

1B.D. Advocate

1 2 3 4 5 N/A

1B.D. Learning Objective (optional)

2. Analyze social welfare policy

2A. Discuss in supervision policy issues that affect clients

1 2 3 4 5 N/A

2A. Learning Objective (optional)

2B. Discuss in supervision ways to change policies that affect clients

1 2 3 4 5 N/A

2B. Learning Objective (optional)

3. Organize others to promote social and economic justice

3A. Organize members of an oppressed group to achieve a specific goal

1 2 3 4 5 N/A

3A. Learning Objective (optional)

3B. Use evaluation skills to measure progress toward goal achievement and inform next steps.

1 2 3 4 5 N/A

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3B. Learning Objective (optional)

4. Integrate research and practice

4A. Use research to plan interventions

1 2 3 4 5 N/A

4A. Learning Objective (optional)

4B. Use research to monitor progress

1 2 3 4 5 N/A

4B. Learning Objective (optional)

4C. Use practice experiences to develop questions for research

1 2 3 4 5 N/A

4C. Learning Objective (optional)

4D. Critically analyze published research

1 2 3 4 5 N/A

4D. Learning Objective (optional)

5. Show understanding of diversity and oppression by:

5A. Working with people from diverse groups (i.e., people of color; people of different ethnicities or religions; people who have low income, mental health issues, physical disabilities, learning differences, and LGBT-QQ)

1 2 3 4 5 N/A

5A. Learning Objective (optional)

5B. Identifying your own beliefs and assumptions about diverse groups

1 2 3 4 5 N/A

5B. Learning Objective (optional)

5C. Explaining how diverse groups are oppressed

1 2 3 4 5 N/A

5C. Learning Objective (optional)

5D. Addressing worker/client differences in an empowering way

1 2 3 4 5 N/A

5D. Learning Objective (optional)

5E. Addressing oppression in an empowering way

1 2 3 4 5 N/A

5E. Learning Objective (optional)

5F. Showing recognition and understanding of cultures different from one's own

1 2 3 4 5 N/A

5F. Learning Objective (optional)

6. Use theories from the HBDO course to assess and intervene with

6A . Individuals

1 2 3 4 5 N/A

6A. Learning Objective (optional)

6B. Families

1 2 3 4 5 N/A

6B. Learning Objective (optional)

6C. Groups

1 2 3 4 5 N/A

6C. Learning Objective (optional)

6D. Organizations

1 2 3 4 5 N/A

6D. Learning Objective (optional)

6E. Communities

1 2 3 4 5 N/A

6E. Learning Objective (optional)

7. Show knowledge of social work values and ethics by

7A. Learning and adhering to the NASW Code of Ethics

1 2 3 4 5 N/A

7A. Learning Objective (optional)

7B. Exploring the goodness-of-fit between your personal values and those of the social work profession

1 2 3 4 5 N/A

7B. Learning Objective (optional)

7C. Identifying ethical dilemmas that arise in your practice

1 2 3 4 5 N/A

7C. Learning Objective (optional)

7D. Applying ethical decision making protocols to those dilemmas

1 2 3 4 5 N/A

7D. Learning Objective (optional)

7E. Maintaining confidentiality and explaining the limits to confidentiality

1 2 3 4 5 N/A

7E. Learning Objective (optional)

7F. Obtaining informed consent

1 2 3 4 5 N/A

7F. Learning Objective (optional)

7G. Obtaining client permission to release information

1 2 3 4 5 N/A

7G. Learning Objective (optional)

7H. Maintaining professional boundaries and avoid dual relationships

1 2 3 4 5 N/A

7H. Learning Objective (optional)

7I. Avoiding conflicts of interest

1 2 3 4 5 N/A

7I. Learning Objective (optional)

8. Use supervision well by

8A. Receiving feedback non-defensively

1 2 3 4 5 N/A

8A. Learning Objective (optional)

8B. Giving feedback diplomatically and clearly

1 2 3 4 5 N/A

8B. Learning Objective (optional)

8C. Seeking supervision and asking questions

1 2 3 4 5 N/A

8C. Learning Objective (optional)

8D. Exploring how your biases, feelings and thoughts shape your practice

1 2 3 4 5 N/A

8D. Learning Objective (optional)

9. Demonstrate good professional work habits by:

9A. Meeting agency standards for timeliness and organization

1 2 3 4 5 N/A

9A. Learning Objective (optional)

9B. Meeting agency expectations for oral and written communication

1 2 3 4 5 N/A

9B. Learning Objective (optional)

9C. Interacting appropriately with agency colleagues and collaterals

1 2 3 4 5 N/A

9C. 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.