

# Fall 2009, BSW - Final field evaluation

1. Once completed, print one copy. Review the evaluation with student intern. Please print three copies, one for your records, one for the student, and one for the field liaison.

Name of Student:   
Agency:   
Location:   
Field Instructor   
Semester/Year

## 2. Caseload (number)

Cases assigned during first half of the semester:   
Cases transferred or closed during first half of the semester:

## 3. Weekly Schedule (average hours per week)

Interviews with clients/other:   
Recording:   
Supervisory conferences:   
Agency meetings:   
Other meetings:

Types of cases assigned:

4. Number and types of groups the student has worked with thus far this semester:

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5. Number and type of community experiences (outreach, resource development, advocacy, etc.) the student has been assigned thus far this semester:



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## Agency Related Objectives

### Agency Related Objectives

This evaluation form contains a list of objectives the student has been attempting to achieve. Please evaluate the student's performance according to the rating scale provided. Check one number that most accurately reflects your assessment. Comments and examples of student performance are encouraged. At this time, the student's performance should be rated according to competencies the student should demonstrate by mid-point in the practicum experience.

### 6. Agency Related Objectives

Area of Concern	Meets Expectations				Exceeds Expectations		N/A
	1	2	3	4	5	6	
Understands the stated purposes, goals, and objectives of the agency.	1	2	3	4	5	6	
Demonstrates an understanding of the agency's organizational structure.	1	2	3	4	5	6	
Has a beginning understanding of how agency policies and procedures support or hinder service delivery.	1	2	3	4	5	6	
Understands and appropriately applies agency policy and procedure.	1	2	3	4	5	6	
Demonstrates a beginning knowledge of the local or area network of social services.	1	2	3	4	5	6	
Establishes professional relationships with agency personnel and professionals in other agencies and institutions.	1	2	3	4	5	6	
Understands social, economic, and political factors that impact agency services and clientele.	1	2	3	4	5	6	
Adequately seeks out information within the agency.	1	2	3	4	5	6	
Attends and participates in agency staff meetings and/or	1	2	3	4	5	6	

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committees.

Has a beginning understanding of how organizational, inter-organizational and community relationships impact services to families, groups, and communities.

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Participates in inter-agency meetings, community meetings, and/or community task groups.

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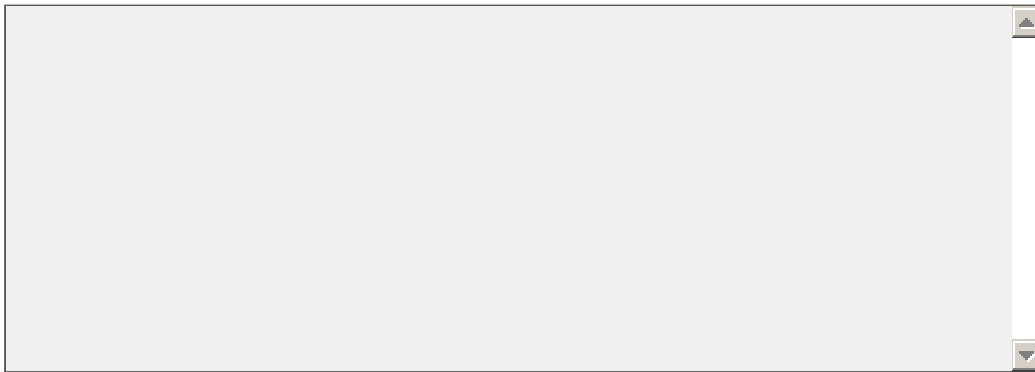
jn

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Comments and examples:



## Development of Professional Self

### 7. Development of Professional Self

Area of Concern			Meets Expectations		Exceeds Expectations		N/A
Demonstrates knowledge of and adherence to the ethics of the social work profession.	jn	jn	jn	jn	jn	jn	jn
Identifies the effects of personal prejudices and values in conflict with the values of the profession.	jn	jn	jn	jn	jn	jn	jn
Distinguishes between a personal and professional relationship.	jn	jn	jn	jn	jn	jn	jn
Encourages others to participate in decision-making, and respects the rights of others to differ.	jn	jn	jn	jn	jn	jn	jn
Understands personal strengths and limitations as they relate to service delivery.	jn	jn	jn	jn	jn	jn	jn
Maintains confidentiality.	jn	jn	jn	jn	jn	jn	jn
Understands and has respect for the positive value of diversity.	jn	jn	jn	jn	jn	jn	jn
Functions as a professional within the agency.	jn	jn	jn	jn	jn	jn	jn
Applies critical thinking skills within the context of professional social work practice.	jn	jn	jn	jn	jn	jn	jn

Comments and examples:

Work Management

8. Work Management

Area of Concern			Meets Expectations		Exceeds Expectations		N/A
Demonstrates effective use of time.	jn	jn	jn	jn	jn	jn	jn
Shows good judgment and self-direction in planning work schedules.	jn	jn	jn	jn	jn	jn	jn
Completes forms, recordings, reports, dictations, and other assigned tasks promptly.	jn	jn	jn	jn	jn	jn	jn
Keeps appropriate and complete records.	jn	jn	jn	jn	jn	jn	jn

Comments and examples:

## Use of Field Instruction

### 9. Use of Field Instruction

Area of Concern			Meets Expectations		Exceeds Expectations		N/A
Accepts the field instructor's role.	jn	jn	jn	jn	jn	jn	jn
Prepares agendas for supervisory conferences addressing: (a) client system problems; (b) intervention techniques; (c) community resources; (d) agency policies and procedures; (e) learning goals; and (f) reactions to and concerns about field experiences.	jn	jn	jn	jn	jn	jn	jn
Submits appropriate recordings related to agendas.	jn	jn	jn	jn	jn	jn	jn
Student has identified learning objectives and is actively working on them.	jn	jn	jn	jn	jn	jn	jn
Engages in on-going evaluation of field performance and incorporates supervisory recommendations in practice efforts.	jn	jn	jn	jn	jn	jn	jn
Uses supervisory feedback to develop critical thinking skills.	jn	jn	jn	jn	jn	jn	jn

Comments and examples:

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## Provision of Services

### 10. Provision of Services

Area of Concern			Meets Expectations		Exceeds Expectations		N/A
Engages the client system (individual, family, group, or community) in a mutual working relationship.	jn	jn	jn	jn	jn	jn	jn
Assists client systems to move toward resolution of problem areas through effective use of self in the helping process.	jn	jn	jn	jn	jn	jn	jn
Demonstrates acceptance of and empathy for all client systems.	jn	jn	jn	jn	jn	jn	jn
Advocates for clients and applies strategies of change that advance social and economic justice.	jn	jn	jn	jn	jn	jn	jn
Recognizes a wide range of emotional responses of clients (i.e. anger, grief, ambivalence.)	jn	jn	jn	jn	jn	jn	jn
Deals appropriately with various emotional responses of clients.	jn	jn	jn	jn	jn	jn	jn
Gathers necessary and appropriate information from client systems and collateral contacts to make informed assessments.	jn	jn	jn	jn	jn	jn	jn
Demonstrates the ability to make professional assessments of client problems.	jn	jn	jn	jn	jn	jn	jn
Demonstrates the ability to independently formulate service plans and case goals with client system.	jn	jn	jn	jn	jn	jn	jn
Demonstrates the ability to make appropriate referrals independent of	jn	jn	jn	jn	jn	jn	jn

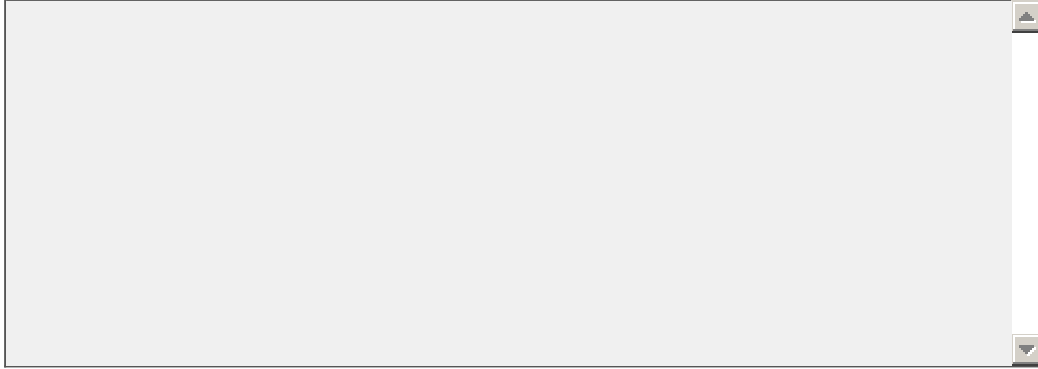
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supervision.

Integrates social work theory into practice.	jñ	jñ	jñ	jñ	jñ	jñ
Handles crisis situations effectively and with an appropriate amount of supervision.	jñ	jñ	jñ	jñ	jñ	jñ
Demonstrates (foundation level) professional skills in interviewing techniques.	jñ	jñ	jñ	jñ	jñ	jñ
Demonstrates (foundation level) professional skills in evaluating own intervention plans and methods.	jñ	jñ	jñ	jñ	jñ	jñ
Demonstrates (foundation level) professional skills in assessing client progress.	jñ	jñ	jñ	jñ	jñ	jñ
Demonstrates (foundation level) professional skills in transferring and terminating cases.	jñ	jñ	jñ	jñ	jñ	jñ
Demonstrates (foundation level) professional skills in assessing community needs and is able to identify gaps in services.	jñ	jñ	jñ	jñ	jñ	jñ
Demonstrates (foundation level) professional skills in advocating for clients on both the micro- and macro-level.	jñ	jñ	jñ	jñ	jñ	jñ
Demonstrates (foundation level) professional skills in interventions with macro-level systems.	jñ	jñ	jñ	jñ	jñ	jñ
Demonstrates the ability to use the most effective level of intervention, i.e. micro or macro.	jñ	jñ	jñ	jñ	jñ	jñ
Integrates evidence based into all aspects of practice (i.e. assessment, service provision, evaluation).	jñ	jñ	jñ	jñ	jñ	jñ

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Comments and examples:



## Written Communication

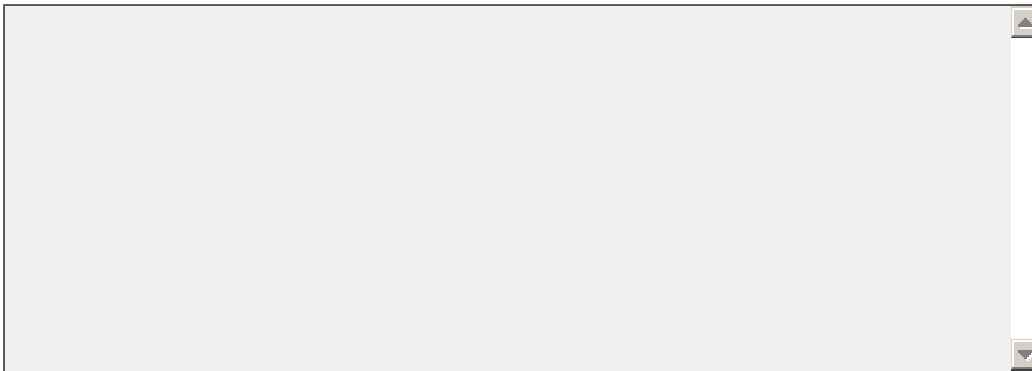
### 11. Written Communication

Area of Concern			Meets Expectations		Exceeds Expectations	N/A
Prepares letters, reports and records that are clear, accurate, and appropriately written.	jn	jn	jn	jn	jn	jn
Prepares recordings suitable for agency records.	jn	jn	jn	jn	jn	jn
Prepares process recordings that reflect an understanding of theory, the intervention process, and the student role.	jn	jn	jn	jn	jn	jn

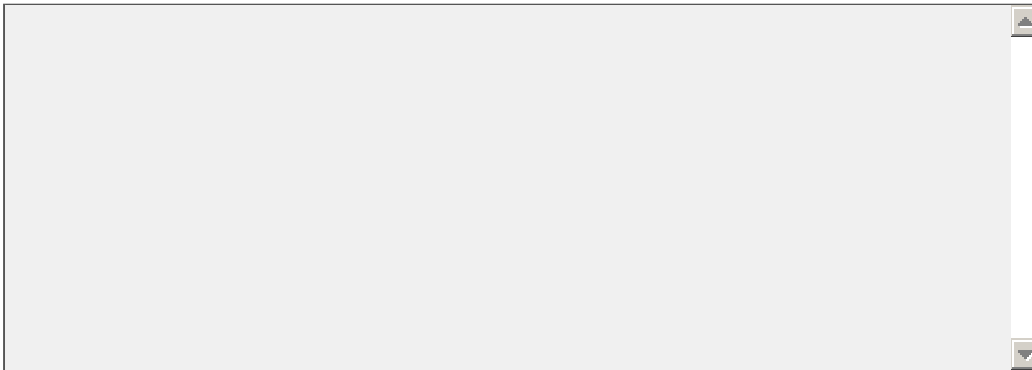
Comments and examples:

Summary

12. General summary of student's progress and learning goals:

A large, empty rectangular text box with a light gray background and a thin black border. It has a vertical scrollbar on the right side, indicating it is a scrollable area for text entry.

13. Plans for the student during the remainder of placement:

A large, empty rectangular text box with a light gray background and a thin black border. It has a vertical scrollbar on the right side, indicating it is a scrollable area for text entry.

Field Instructor signature: \_\_\_\_\_

MSW Supervisor signature: \_\_\_\_\_

Student signature: \_\_\_\_\_