

THE CATHOLIC UNIVERSITY OF AMERICA
National Catholic School of Social Service, Office of Field Education

STUDENT FIELD EVALUATION: Advanced SJSC
(First and Second Semesters)

Date: 1st Sem: _____ 2nd Sem: _____ Student ID #: _____
Student Name: _____ NCSSS Field Liaison: Dr. Linda Donaldson
Agency Field Instructor: _____ Agency/Program: _____

Instructions:

1. Be sure to attach copy of your *Log of Field Hours* to the evaluation you submit to the Office of Field Education.
2. **MAKE 4 COPIES OF THIS EVALUATION: 1 for student; 1 for field instructor; 1 for Integrative Seminar instructor/liaison; and the original for Office of Field Education.**
3. ⇒ *In the Spring Semester, use the saved copy of the Fall Semester Evaluation and write scores in 2nd Semester column.*

GENERAL EXPLANATION OF EVALUATION FORM

The **Evaluation Form** should be completed by the field instructor, discussed with the student, and returned to the Seminar Instructor/ Liaison by the assigned date at the end of both the first and second semesters. 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 one of educational gaps and difficulties. The Seminar Instructor/Liaison assigns a grade of *Pass or Fail* for the semester, based on seminar performance and performance in 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 practice of 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 *Satisfactory (5-6)* 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 5-6 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**.
Important: If a student has not had experience with a particular skill listed on the evaluation form, please indicate that by writing **NA (Not Applicable)**. Similarly, if a student has had too little experience with a skill to be evaluated, please indicate that by writing **IE (Insufficient Experience)** rather than a numerical score.

The ratings below guide scoring of the evaluation:

- 1-2 = Unsatisfactory = performance is well below expectations
- 3-4 = Fair = performance is below expectations
- 5-6 = Satisfactory = performance meets expectations
- 7-8 = Very good = performance exceeds expectations
- 9-10 = Outstanding = performance far exceeds expectations
- NA = Not applicable
- IE = Insufficient experience to rate

GENERAL LEARNING OBJECTIVES

I. STUDENT USE OF SELF

The social work student should be sufficiently self-aware to use the self appropriately as she or he engages in macro-level activities in areas including management, social planning, program evaluation, community organization, and policy analysis.

Current Skill Level	1 st Sem	2 nd Sem
1. <i>Student demonstrates awareness of personal values in social planning, community practice, policy, management, administration, and planned change.</i>		
2. <i>Student demonstrates awareness of and sensitivity to differences in gender, race, color, ethnicity, religion, culture, disability, or sexual orientation.</i>		
3. <i>Student works toward keeping differences and personal values from impeding the change process, e.g. when selecting strategies to involve citizens and others in planning processes, management and/or policy/ community change.</i>		

II. THE SOCIAL WORK PROCESSES

The social work student understands and implements a systematic change process consistent with the generalist model of social work practice and appropriate to the agency setting.

Current Skill Level	1 st Sem	2 nd Sem
1. <i>Student demonstrates and applies appropriate theories (e.g. systems, organizational, group, group dynamics, conflict, community theory) in context of macro-level change processes.</i>		
2. <i>Student demonstrates ability to conduct evaluative research, especially program evaluation.</i>		
3. <i>Student demonstrates knowledge of a range of strategies to involve citizens and relevant others in their work.</i>		

III. UNDERSTANDING OF THE AGENCY

The social work student integrates himself or herself into the field agency and program in order to optimize professional learning opportunities and serve clients' and agency's needs.

Current Skill Level	1 st Sem	2 nd Sem
1. <i>Student adheres to policies of agency and programs to which s/he is assigned.</i>		
2. <i>Student demonstrates professional accountability in documentation and competence in written work.</i>		

IV. THE SUPERVISORY PROCESS

The social work student, as an adult learner, takes advantage of the learning opportunities within the field setting and takes responsibility for his or her own learning.

Current Skill Level	1 st Sem	2 nd Sem
1. <i>Student demonstrates initiative in his or her own learning process.</i>		
2. <i>Student organizes and presents issues and questions for the supervisory conference.</i>		

3. <i>Student demonstrates acceptance of feedback through a positive learning/teaching relationship with the field instructor.</i>		
4. <i>Student demonstrates transfer of knowledge and skill from field instructor and other agency staff to macro method(s) of practice.</i>		

V. PROFESSIONAL BEHAVIOR

The social work student behaves in the field setting in a manner consistent with the required standards of a beginning level social work practitioner.

Current Skill Level	1st Sem	2nd Sem
1. <i>The social work student understands, appreciates and applies the NASW Code of Ethics and engages in practices consistent with it.</i>		
2. <i>Student builds and maintains professional relationships, demonstrating the capacity to work collaboratively with others within and outside the agency.</i>		
3. <i>Student demonstrates appropriate level of independence.</i>		
4. Student identifies with the social work profession.		
5. Student demonstrates appropriate level of dependability, attendance and punctuality.		

Social Justice/Social Change-SPECIFIC LEARNING OBJECTIVES

(It is not expected that students will have assignments in each of the remaining sections [VI-VIII]. Give grade of *NA* or *IE* as applicable).

VI. PLANNING

The student demonstrates knowledge and skill in **planning** as a macro method of social work practice.

Current Skill Level	1st Sem	2nd Sem
1. Student demonstrates skill in doing a needs/asset assessment to determine the feasibility of the plan.		
2. Student demonstrates skill in strategic planning to move plan toward implementation including securing necessary organizational approval and funding for the plan.		
3. Student demonstrates skill in using self as a leader and participant in large and small task groups.		
4. Student demonstrates skill in building and sustaining working relationships with boards, committees, internal and external task forces and community leaders.		
5. Student demonstrates skill in working with communication media.		
6. Student demonstrates skill in implementing the plan.		
7. Student demonstrates skill in evaluating its success both as a planning process and as a final product.		
8. Student demonstrates skill in disseminating knowledge to community about agency programs and services.		

VII. MANAGEMENT/ADMINISTRATION

Student demonstrates knowledge and skills in **management/administration**.

Current Skill Level	1 st Sem	2 nd Sem
1. Student demonstrates skill in orienting, educating, training and developing staff.		
2. Student demonstrates skill in creating a cooperative work environment and motivated personnel.		
3. Student demonstrates skill in managing internal and interagency conflict.		
4. Student demonstrates skill in budgeting and fiscal management.		
5. Student demonstrates skill in fund raising.		
6. Student demonstrates skill in grant writing.		
7. Student demonstrates skill in resource acquisition, management and distribution.		
8. Student demonstrates skill in providing technical expertise to achieve organizational goals.		
9. Student demonstrates skill in staffing tasks, projects, service units.		
10. Student demonstrates skill in formative evaluation (quality assurance).		
11. Student demonstrates skill in summative evaluation (service/program outcomes).		
12. Student demonstrates skill in computer technology and management software.		
13. Student demonstrates skill in report writing.		

VIII. POLICY: Student demonstrates knowledge and skill in **policy** analysis, policy formation and policy implementation.

Current Skill Level	1 st Sem	2 nd Sem
1. Student demonstrates skill in doing needs/assets assessments.		
2. Student demonstrates skill in formulating policies and procedures for agency programs and service delivery (manuals).		
3. Student demonstrates skill in leveraging power and influence to bring about policy change at an organizational or community level.		
4. Student demonstrates skill in public speaking.		
5. Student demonstrates skill in organizing support for legislative or policy initiatives.		
6. Student demonstrates skill in providing testimony.		
7. Student demonstrates skill in lobbying.		
8. Student demonstrates skill in data analysis and interpretation to present arguments for and against policy initiatives.		
9. Student demonstrates skill in writing legislative alerts, position papers and policies.		

IX. PROFESSIONAL SKILLS (*Add additional sheet if necessary*)

While we understand that social work SJSC students will focus strongly on one of following 4 areas (management/ administration, social policy, planning or community organization), it is expected that they will gain additional skills in the other areas. Therefore, the items below ought to include at least one task/activity from each of the macro areas.

a. Skills listed in <i>Learning Plan</i> <i>In this section of VI, select tasks/activities listed in the student's Learning Plan.</i>	1 st Sem	2 nd Sem
1.		
2.		
3.		
4.		
b. Other Skills <i>In this section of VI, list any tasks/activities which student became involved in but are not listed on the Learning Plan.</i>		
5.		
6.		
7.		
8.		

To be completed by student:

FALL SEMESTER: In the space below, please describe tasks and responsibilities during the **Fall Semester**.

SPRING SEMESTER: In the space below, please describe new tasks and responsibilities that were assigned during the **Spring Semester**.

