

Rutgers, the State University of New Jersey
School of Social Work
Foundation Field Curriculum – Generalist Full and Part-Time Students
The Foundation Practicum; Second Semester
Guidelines for Evaluation of Student Field Performance

Please return this face sheet and evaluation to the appropriate regional field office no later than April 9, 2009.

Writing of the student field performance evaluation should be a collaborative process that is ongoing throughout the year. Both the Field Instructor and student should retain a copy.

The final written document should be approached as follows: review of the learning contract and of the fulfillment of the goals identified, self-evaluation by the student, discussion between the Field Instructor and student, culminating in the completed evaluation form. The Field Consultant assigned by the School should be informed and consulted as needed in the evaluation process, and the Field Consultant is responsible for recommending the grade (Pass or Fail).

The document should be signed by both Field Instructor and student. The signature affirms the fulfillment of the required field hours (225 hours as per the Learning Contract) and that they have both read the evaluation. Students are asked to confirm that they have read the evaluation; however, they are entitled to submit an addendum if they are not in agreement with the content. If an addendum is submitted, copies should be provided to both the Field Instructor and the School.

Date _____

Student Name _____

Agency Name _____

Address _____

Telephone _____

Field Instructor _____

Field Consultant _____

This student's performance this semester was:

Pass: _____ Marginal Pass: _____ Fail: _____

Field Instructor's Signature _____

Student's Signature _____

Learning Experiences:

1. Describe student activities and exposure to each type of client system, e.g., number of contacts, degree of exposure, meetings attended, committee involvement, etc. Please include information about the diversity of the clients, such as age, ethnicity, gender, and sexual preference. Groups can also include different types, such as task or work groups, therapy, recreation, or community groups.

- A. Individuals
- B. Families
- C. Groups
- D. Organizations
- E. Communities

2. Indirect practice assignments in agency and community, e.g., resource development, program planning, outreach, etc.

3. Other learning opportunities, e.g., meetings, seminars, consultations, etc.

4. Special factors that may have had an impact on student's learning experience (e.g., unique learning opportunities, difficulty developing a caseload, change in field instructor, etc.)

Guidelines for evaluation scale:

RATING SCALE

1	2	3	4	5
POOR	FAIR	GOOD	VERY GOOD	OUTSTANDING

Poor = Performance is generally unacceptable.

Fair = Student has only beginning understanding of the skill and as yet performance is generally uneven.

Good = Performance meets expectations for students at this level and continuing improvement is demonstrated.

Very Good = Performance is well beyond expectations for students at this level with few gaps.

Outstanding = Performance is exceptional and the skill is an integrated part of the student's practice.

Not Applicable = The student has not had the opportunity to demonstrate the skill.

Poor/fair ratings require explanation and/or examples of skill deficit.

I. WORK WITHIN AGENCY AND COMMUNITY

	Poor	Fair	Good	Very Good	Outstanding	Not Applicable
1. Understands agency's mission, goals, function and role.....	1	2	3	4	5	N/A
2. Functions as a member of a team and of the agency.....	1	2	3	4	5	N/A
3. Develops and maintains professional relationships with colleagues and members of the service community.....	1	2	3	4	5	N/A
4. Utilizes agency services and community resources on behalf of clients.....	1	2	3	4	5	N/A
5. Carries out a range of social work roles, e.g., case manager, advocate, broker, or facilitator.....	1	2	3	4	5	N/A
6. Understands and works within organizational structure of agency.....	1	2	3	4	5	N/A
7. Seeks to understand the population and community served by the agency..	1	2	3	4	5	N/A
8. Organizes, prioritizes, and meets workload demands.....	1	2	3	4	5	N/A
9. Understands and meets administrative requirements including documentation.....	1	2	3	4	5	N/A
10. Organizes information and presents material in a clear oral form.....	1	2	3	4	5	N/A
11. Organizes information and presents material in a clear written form.....	1	2	3	4	5	N/A
12. Identifies gaps in the service and uses collaborative and advocacy skills to address client and community needs.....	1	2	3	4	5	N/A

COMMENTS:

II. KNOWLEDGE AND SKILL IN DIRECT SERVICE TO INDIVIDUALS, FAMILIES, AND GROUPS

	Poor	Fair	Good	Very Good	Outstanding	Not Applicable
1. Uses a person-in-environment perspective to recognize and appraise the effects of context on practice at various levels.....	1	2	3	4	5	N/A
2. Demonstrates awareness and sensitivity to racial, ethnic, cultural, religious, gender, disability and sexual orientation factors in understanding clients.....	1	2	3	4	5	N/A
3. Shows commitment to social and economic justice in assessing and intervening with clients.....	1	2	3	4	5	N/A
4. Understands the significance and impact of oppression, discrimination and poverty on individual, family, and community life.....	1	2	3	4	5	N/A
5. Demonstrates ability to engage and join with clients.....	1	2	3	4	5	N/A
6. Develops a plan of intervention based on assessment.....	1	2	3	4	5	N/A
7. Distinguishes between fact and inference in evaluating client information.....	1	2	3	4	5	N/A
8. With guidance, can formulate plans appropriate to: client strengths and limitations; presenting problem; and agency function.....	1	2	3	4	5	N/A
9. Prepares appropriately prior to client encounter.....	1	2	3	4	5	N/A

Con't - KNOWLEDGE AND SKILL IN DIRECT SERVICE TO INDIVIDUALS, FAMILIES, AND GROUPS

	Poor	Fair	Good	Very Good	Outstanding	Not Applicable
10. Listens to clients' thoughts, feelings and perceptions of presenting problem.....	1	2	3	4	5	N/A
11. Supports client's self-determination.....	1	2	3	4	5	N/A
12. Explains agency's purpose, policies, procedures, and role of social worker to client.....	1	2	3	4	5	N/A
13. Engages clients in a contract of mutually agreed upon goals and renegotiates when necessary.....	1	2	3	4	5	N/A
14. Understands the significance of terminations and prepares client and self appropriately.....	1	2	3	4	5	N/A

COMMENTS:

COMPLETE THIS SECTION ONLY IF STUDENT IS WORKING WITH FAMILIES

SKILLS SPECIFIC TO FAMILY WORK

15. Considers each family member's interpretation of problem and addresses differences on perception.....	1	2	3	4	5	N/A
16. Communicates respect for each member's viewpoint.....	1	2	3	4	5	N/A
17. Identifies patterns and cultural aspects of family dynamics.....	1	2	3	4	5	N/A

COMMENTS:

COMPLETE THIS SECTION ONLY IF STUDENT IS WORKING WITH GROUP(S)

SKILLS SPECIFIC TO GROUP WORK

18. Facilitates member-to-member interaction.....	1	2	3	4	5	N/A
19. Defines group's purpose and goals with group members.....	1	2	3	4	5	N/A
20. Fosters group cohesiveness and group identity.....	1	2	3	4	5	N/A
21. Identifies commonalities and differences among group members.....	1	2	3	4	5	N/A
22. Collaborates consistently and effectively with co-leaders, if any.....	1	2	3	4	5	N/A

COMMENTS:

III. PROFESSIONAL IDENTIFICATION

	Poor	Fair	Good	Very Good	Outstanding	Not Applicable
1. Understands and practices in accordance with the NASW Code of Ethics.....	1	2	3	4	5	N/A
2. Considers ethical issues/dilemmas, their implications for practice and appropriately seeks consultation.....	1	2	3	4	5	N/A
3. Is aware of own values and biases and prevents/resolves their intrusion into practice.....	1	2	3	4	5	N/A
4. Considers effectiveness of own practice.....	1	2	3	4	5	N/A
5. Is aware of own gaps in knowledge and seeks additional relevant knowledge, including professional literature.....	1	2	3	4	5	N/A
6. Applies research to practice, e.g., research on practice effectiveness.....	1	2	3	4	5	N/A
7. Understands that professional development is an ongoing process.....	1	2	3	4	5	N/A

COMMENTS:

IV. USE OF FIELD INSTRUCTION

	Poor	Fair	Good	Very Good	Outstanding	Not Applicable
1. Submits process recordings in a timely manner.....	1	2	3	4	5	N/A
2. Process recordings are thorough.....	1	2	3	4	5	N/A
3. Reflects upon interventions and considers alternatives.....	1	2	3	4	5	N/A
4. Takes an active role in the learning process.....	1	2	3	4	5	N/A
5. Follows through on supervisory recommendations.....	1	2	3	4	5	N/A
6. Is open to addressing problems encountered in work.....	1	2	3	4	5	N/A
7. Is receptive to constructive criticism from field instructor.....	1	2	3	4	5	N/A
8. Is able to carry over learning from one situation to another.....	1	2	3	4	5	N/A
9. Demonstrates beginning professional self-awareness.....	1	2	3	4	5	N/A
10. Is aware of own role in the learning process.....	1	2	3	4	5	N/A
11. Evaluates own work in self-reflective manner.....	1	2	3	4	5	N/A
12. Is able to modify work as learning proceeds.....	1	2	3	4	5	N/A
13. Appropriately utilizes other sources of supervision and consultation, e.g., task supervision.....	1	2	3	4	5	N/A
14. Seeks additional learning opportunities.....	1	2	3	4	5	N/A

COMMENTS:

PLEASE SUMMARIZE YOUR ASSESSMENT OF THE STUDENT'S PERFORMANCE IN FIELD PLACEMENT:

(Attach additional pages if necessary)

BASED ON YOUR ASSESSMENT OF THE STUDENT'S PERFORMANCE AND POTENTIAL FOR FURTHER PROFESSIONAL DEVELOPMENT:

- AT MID-YEAR EVALUATION, INDICATE YOUR PLANS FOR THE NEXT SEMESTER.
- AT FINAL EVALUATION, INDICATE YOUR RECOMMENDATIONS FOR FUTURE LEARNING AND DEVELOPMENT.