

**Salem State College
School of Social Work**

**MSW Field Education Performance: MSW II
Concentration Year Field Education Liaison Evaluation of Student**

This summary is intended to reflect the MSW Program Objectives by the following threshold items pertinent to the integration of academic and field education performance and the student's performance in field education seminars. The first semester evaluation provides a formal means for discussion and evaluation of the student's performance. If the student is performing at a level of *Needs Improvement* in any item(s), the Learning Plan should be amended to assist the student in meeting an *Acceptable* level by the end of the semester, and the revision should be reflected in the Teaching-Learning Contract. By the end of the second semester, Concentration Year students should demonstrate competence in all areas at an *Acceptable (3)* level in order to graduate. Progress should be identified with recommendations for continued professional development. The areas of concentration include *Child and Family, Health/Mental Health, Older Adults/End of Life Care*.

The following items relate to the Field Instructor-Student performance evaluation categories:

Items 1-4 relate to the student as learner in the supervisory process

Items 5-8 relate to the development of professional values and ethics

Items 9-13 relate to the development of knowledge and skills for concentration area practice.

Items 14-15 relates to social work community practice, administrative, and leadership skills

Student Name _____

Field Instructor _____ Agency _____

Integrative Seminar Professor/Field Liaison _____

Placement Semester: Fall ____ Spring ____ Summer I ____ Summer II ____

Please use the ratings below to guide your scoring:

1 = Poor

2 = Needs Improvement

3 = Good/Acceptable

4 = Very Good/Above Average

5 = Excellent / Surpasses Expectations

Field Education Performance Skills

1. The student has demonstrated progress in Teaching-Learning Contract goals.

1	2	3	4	5
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2. The student has taken the initiative to actively use field instructor supervision and agency resources to address concentration area educational goals.

1	2	3	4	5
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3. The student has been able to initiate and use critical and constructive supervision in the field instructor-student relationship, with evidence that the student is increasingly self-evaluative.

1	2	3	4	5
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4. The student has demonstrated an increasingly professional and independent use of self in the field education setting.

1	2	3	4	5
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5. Student grasps an understanding of advanced generalist practice with diverse populations, populations at risk, and systems of all sizes.

1	2	3	4	5
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6. Student grasps the values and ethics of social work profession and demonstrates a solid understanding and application of NASW Code of Ethics.

1	2	3	4	5
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7. The student demonstrates a commitment to diversity, social and economic justice as central to professional practice especially in his/her concentration area

1	2	3	4	5
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8. The student demonstrates ability to connect public policy and practice in the concentration area.

1	2	3	4	5
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9. The student demonstrates an ability to work on change implementation within service structures and advocate for unmet client needs, particularly in the concentration area.

1	2	3	4	5
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10. The student has engaged in increasing evaluation of his/her own practice.

1	2	3	4	5
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11. The student has evidenced an ability to apply diverse theoretical perspectives at an advanced generalist level in the concentration practice area.

1	2	3	4	5
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12. The student demonstrates an understanding of the sociocultural and political dynamics of organizations affecting social work practice in the concentration area field setting and macro level change.

1	2	3	4	5
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13. The student shows an ability to integrate theory and practice with critical thinking and analysis at an advanced level.

1	2	3	4	5
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14. The student demonstrates a readiness to assume a professional role at an advanced generalist level by differential communication skills with a variety of populations, colleagues, and systems.

1	2	3	4	5
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15. The student demonstrates an ability to take initiative and participate in research and policy projects pertinent to the area of concentration and share findings with agency colleagues and leadership staff.

1	2	3	4	5
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Recommendations for continued learning and skill development:

Student Name _____ Faculty Field Education Liaison _____

Field Requirements met: Comment as needed.

___ Supervision Weekly: _____

___ Process Recordings _____

___ Biopsychosocial Assessments _____

___ Macro Project _____

___ Participation in Integrated Field Education Seminar _____

Grade: P F I

(A Grade of Incomplete requires prior consultation with the Field Education Coordinator and an attached Incomplete form and Contract to complete course requirements.)

Faculty- Field Liaison

Date

CC: ___ Student Copy

CC: ___ Original/ Field Office Copy