

**Salem State College
School of Social Work**

**MSW Field Education Performance: MSW I
Foundation 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 the 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, students should demonstrate competence in all areas at an *Acceptable* (3) level in order to move forward in field instruction. Progress should be identified with recommendations for future semester or concentration year placement goals.

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 9-12 relate to the development of knowledge and skills for agency-based practice

Items 13-15 relates to social work community practice 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 educational goals.

1	2	3	4	5
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3. The student has been able to use critical and constructive supervision in the field instructor-student relationship.

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

1	2	3	4	5
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5. Student grasps an understanding of 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 content of values and ethics of social work profession and demonstrates solid beginning 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.

1	2	3	4	5
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8. The student demonstrates ability to connect relevant history and public policy areas with practice.

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.

1	2	3	4	5
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10. The student shows an ability to evaluate his/her own practice, and to draw upon research relevant to the practice setting.

1	2	3	4	5
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11. The student has evidenced an ability to apply diverse theoretical frameworks (ecological, biopsychosocial, systemic) to practice at all systems levels.

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 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.

1	2	3	4	5
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14. The student evidences knowledge/skills in community assessment in the agency's community context.

1	2	3	4	5
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15. The student shows the ability to work in coalitions and collaborations within the agency's context.

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.

___ Reflective Field Education Logs _____

___ Supervision Weekly: _____

___ Process Recordings _____

___ Biopsychosocial Assessment _____

___ 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 with contract to complete course requirements by an identified date.)

Faculty- Field Liaison

Date

CC: ___ Student Copy

CC: ___ Original/ Field Office Copy