

**Salem State College  
School of Social Work**

**Advanced Standing Final Bridge Semester Evaluation**

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Faculty Field Liaison Name: \_\_\_\_\_

Field Instructor Name, Degree & Title: \_\_\_\_\_

Agency/Program: \_\_\_\_\_

**Instructions:**

**MAKE 4 COPIES OF THIS EVALUATION: 1 for student; 1 for field instructor; 1 for Field Seminar Instructor/Liaison, and the original for Office of Field instruction.**

**GENERAL EXPLANATION OF EVALUATION FORM**

The **Evaluation Form** should be completed by the field instructor, discussed collaboratively with the student, and returned to the Field Office by the assigned date near the end of the second semester. 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 any educational gaps or difficulty. The Faculty Field Liaison assigns a grade of *Pass or Fail* for the semester, based on seminar performance and performance in the 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 *Acceptable* (3) 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 3 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)** with an explanation if needed.

The ratings below guide scoring of the evaluation:

- 1 = Unacceptable
- 2 = Needs Improvement
- 3 = Acceptable
- 4 = Very Good
- 5 = Outstanding / Surpasses Expectations
- NA = Not Applicable

## LEARNING OBJECTIVES

### I. STUDENT USE OF SELF

The social work student should be sufficiently self-aware to use the self to demonstrate empathy, develop a therapeutic alliance, and establish an effective helping process with clients.

Current Skill Level	Rating(1-5)
1. <i>Student is aware of his or her thoughts, feelings and behaviors and avoids attributing them to the client.</i>	
2. <i>Student's behavior reflects maintenance of personal and professional boundaries appropriate to the profession, field setting, and model of practice.</i>	
3. <i>Student demonstrates awareness of and sensitivity to differences in gender, race, color, ethnicity, religion, culture, disability, or sexual orientation between him or herself and the client and works toward keeping differences and personal values from impeding the therapeutic process.</i>	
4. Student interacts with the client in a client-centered rather than student-focused manner.	
5. Student demonstrates a non-judgmental attitude toward clients.	
6. Student demonstrates appropriate use of both verbal and nonverbal communication.	
7. Student is aware of when suggestion or advice is appropriate or called for with clients.	
<b>Area for Comments:</b>	

### II. THE SOCIAL WORK PROCESS

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

Current Skill Level	Rating(1-5)
1. <i>Student engages a new client system and acts to formulate a helping relationship.</i>	
2. <i>Student utilizes interviewing skills to explore the client systems' strengths and weaknesses in social functioning.</i>	
3. <i>Student demonstrates ability to assess client systems.</i>	
4. <i>Following assessment, student can determine and apply appropriate treatment options.</i>	
5. Student effectively uses process recordings to learn about use of self and social work process.	
6. Student applies appropriate explanatory and/or developmental theories to assess client strengths and weaknesses at all levels of client system.	
7. Student interacts to help the client systems at all levels set achievable goals and measurable objectives.	
8. Student applies appropriate practice techniques and/or changes theories to facilitate change toward client goals.	
9. Student demonstrates skill in utilizing the client system's social network as well as community resources in the helping process.	
10. Student monitors and evaluates the change process to determine if goals have been met and when termination should occur.	

11. Student interacts with the client to prepare for and carry out a positive process of termination.	
12. Student demonstrates ability to assume multiple roles within both micro and macro level (e.g. facilitator, advocate) practice.	
<b>Area for Comments:</b>	

- 1 = Unacceptable
- 2 = Needs Improvement
- 3 = Acceptable
- 4 = Very Good
- 5 = Outstanding / Surpasses Expectations
- NA = Not Applicable

**III. UNDERSTANDING OF THE AGENCY**

The social work student becomes integrated into the field agency and program in order to optimize professional learning opportunities and serve clients' needs.

<b>Current Skill Level</b>	<b>Rating(1-5)</b>
<i>1. Student adheres to policies of agency and programs to which s/he is assigned.</i>	
<i>2. Student demonstrates professional accountability in documentation.</i>	
3. Student demonstrates knowledge of the field agency's history, mission, client population and problems in social functioning, funding and organizational structure, as a provider of social services.	
4. Student demonstrates knowledge of agency resources that may enhance client functioning.	
5. Student demonstrates understanding of the role of the social worker within the agency and the broader community.	
6. Student understands the agency's interface with the wider community.	
7. Student demonstrates understanding of the parameters of the model of social work practiced in that agency and interacts effectively with agency staff.	
8. Student demonstrates ability to interact with community agencies or programs on behalf of clients.	
9. Student understands the dynamic functioning of one or more groups within the agency as they impact clients.	
10. Student demonstrates ability to critically analyze the agency in its delivery of services, gaps in service, and realistic opportunities for change or improvement.	
<b>Area for Comments:</b>	

**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.

<b>Current Skill Level</b>	<b>Rating(1-5)</b>
<i>1. Student demonstrates initiative in his or her own learning process.</i>	
<i>2. Student organizes and presents issues and questions for the supervisory conference.</i>	
<i>3. Student demonstrates acceptance of feedback through a positive learning/teaching relationship with the field instructor.</i>	
4. Student demonstrates the ability to be appropriately dependent and independent.	
5. Student can identify his or her own strengths and learning needs.	
6. Student demonstrates transfer of knowledge and skill from field instructor and other agency staff to practice.	
7. Student transfers knowledge and skill form one situation to another.	
8. Student demonstrates an understanding of environmental, psychological, social and other cultural variables.	
9. Student demonstrates proficiency in areas of professional documentation and communication.	
<b>Area for Comments:</b>	

- 1 = Unacceptable
- 2 = Needs Improvement
- 3 = Acceptable
- 4 = Very Good
- 5 = Outstanding / Surpasses Expectations
- NA = Not Applicable

**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.

<b>Current Skill Level</b>	<b>Rating(1-5)</b>
<i>1. Student understands, appreciates and applies the NASW Code of Ethics and engages in practices consistent with it.</i>	
<i>2. Student manages workload such that he or she completes assignments, makes appointments, writes process recordings, progress notes, or reports in a timely fashion.</i>	
<i>3. Student's behavior reflects understanding of and conformity with the value of confidentiality and its limits.</i>	
<i>4. Student separates personal, professional and client values.</i>	
5. Student presents in a professional manner, dressing appropriately for the setting, being present and punctual, and managing emotions.	
6. Student functions at an appropriate level of independence, following through on tasks without reminder.	

7. Student builds and maintains professional relationships, demonstrating the capacity to work collaboratively with others within and outside the agency.	
8. Student effectively presents his or her professional opinion verbally in formal and informal situations.	
9. Student demonstrates the capacity to frame professional choices in terms of ethical dilemmas and to act appropriately.	
10. Student identifies with the social work profession.	
<b>Area for Comments:</b>	

- 1 = Unacceptable
- 2 = Needs Improvement
- 3 = Acceptable
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- NA = Not Applicable

**VI. PROFESSIONAL SKILLS**

There may be skills unique to a particular setting, or skills that a student wishes to focus on that are not addressed elsewhere in this evaluation. Student and field instructor are invited to list those skills below.

<b>List Skills Particular to the Setting</b>	<b>Rating(1-5)</b>
1.	
2.	
3.	
4.	

