

**Evaluation of Student by Field Instructor
School of Social Work ~ San José State University
Second Year MSW Field Student**

Student's Name: _____

Agency's Name: _____

Field Instructor's Name: _____

Faculty Field Liaison's Name: _____

Semester: _____ Field of Practice: Aging Children, Youth, & Family Health/Mental Health School Social Work
(check one)

Instructions: *The field instruction evaluation process is intended to promote ongoing discussion and assessment among the students, the Field Instructor, and the Faculty Field Liaison. This evaluation, **which is to be completed at the end of every semester**, is important because it measures the student's progress in the context of transcultural social work practice. Please complete this form by circling and writing in your response. You should refer to the Student Learning Agreement when completing this evaluation form.*

		Poor	Fair	Good	Very Good	Excellent	Unable to Assess = U/A
Objective 1	Demonstrate skills for refining and advancing the quality of their practice and professional development. This includes:						
	◇ Function effectively and professionally within an organizational setting, including the identification of strategies for advancing the quality of their professional skills.	1	2	3	4	5	U/A
	◇ Form relationships with colleagues and staff, and work collaboratively in meeting the needs of specific populations-at-risk.	1	2	3	4	5	U/A
	◇ Make viable contributions to advancing service delivery systems.	1	2	3	4	5	U/A
	◇ Practice autonomously and demonstrate leadership skills.	1	2	3	4	5	U/A
	◇ Use supervision and consultation as a tool to further engage in critical self-reflection.	1	2	3	4	5	U/A

Comments: _____

		Poor	Fair	Good	Very Good	Excellent	Unable to Assess = U/A
Objective 2	Apply in multi-systems practice effective assessment and intervention skills, which are grounded in theory and based in the appropriate use of evidence. This includes:						
	◇ Apply advanced diagnostic and analytic skills to intervene with families at the various phases of the life cycle from a transcultural multi-systems perspective.	1	2	3	4	5	U/A
	◇ Conduct social work research relevant to the evaluation of practice or the examination of social work issues, particularly as they impact disenfranchised, oppressed, or marginalized populations.	1	2	3	4	5	U/A
	◇ Differentially develop, select, and apply interventions from a multi-systems perspective with individuals, families, groups, organizations, and communities utilizing a transcultural perspective, with particular emphasis in their field of practice area.	1	2	3	4	5	U/A
	◇ Select and effectively employ interventions that are evidenced-based and grounded in theory.	1	2	3	4	5	U/A
	◇ Demonstrate advanced-level skills to evaluate and apply theoretical frameworks to multi-systems practice.	1	2	3	4	5	U/A

Comments:

		Poor	Fair	Good	Very Good	Excellent	Unable to Assess = U/A
Objective 3	Demonstrate effective communication skills with diverse clients, colleagues, and communities, and advocate on behalf of marginalized communities. This includes:						
	◇ Develop and maintain coalitions, and join in community advocacy efforts with and on behalf of Latinos, African Americans, Asian Americans, and other diverse, oppressed, marginalized, and disenfranchised individuals, families, groups, and communities.	1	2	3	4	5	U/A
	◇ Demonstrate advanced skills in communication, problem solving, consultation, and education with diverse systems of varying sizes.	1	2	3	4	5	U/A

Comments:

		Poor	Fair	Good	Very Good	Excellent	Unable to Assess = U/A
Objective 4	Students will demonstrate a thorough understanding of policies and programs in a specific field of practice, and skills for analyzing and influencing policies and programs. This includes:						
	◇ Critically analyze the effect of social policies on client systems and social service organizations and staff, and participate in policy formulation that will affect change at organizational, local, state, or federal levels.	1	2	3	4	5	U/A
	◇ Design and implement strategies to modify client environments. This is including: 1) the development of social networks and building of individual competency via education and empowerment, 2) teaching problem solving skills, and promoting leadership with emphasis on Latinos, African Americans, Asian Americans, and other diverse, oppressed, marginalized and disenfranchised individuals, families, groups, and communities.	1	2	3	4	5	U/A

Comments:

		Poor	Fair	Good	Very Good	Excellent	Unable to Assess = U/A
Objective 5	Students will identify strategies to resolve ethical dilemmas in practice settings in accordance with the values of the social work profession. This includes:						
	◇ Incorporate social work values and ethics in multi-systems level interventions with Latinos, African Americans, Asian Americans, and other diverse, oppressed, marginalized, and disenfranchised individuals, families, groups, and communities.	1	2	3	4	5	U/A
	◇ Demonstrate skills to resolve professional ethical dilemmas.	1	2	3	4	5	U/A

Comments:

Instructions: Your overall assessment, recommended grade, and comments will guide the Faculty Field Liaison's (FFL) in assigning the student's final semester grade. **You should review and discuss this evaluation with your student BEFORE having her or him submit it to the FFL or interim Field Education Director.**

I. Field Instructor's (FI) Assessment of the students OVERALL performance during the semester:

1 (Poor) 2 (Fair) 3 (Good) 4 (Very Good) 5 (Excellent)

Comments:

II. Recommendations: List areas for growth and further professional development.

Recommended Grade (circle one): Credit No Credit Incomplete

FI's Signature _____ Date: _____

III. Student Response to FI's Assessment (circle one): I Agree I Disagree

Self-assessment by student:

Student's Signature: _____ Date: _____

IV. FFL's Assignment of Semester Grade (Circle one):

Credit No Credit Incomplete

Comments:

FFL's Signature: _____ Date: _____