

SOW6536 MSWC Final Agency Evaluation Spring 2013

THIS EVALUATION MUST BE PRINTED BEFORE SUBMISSION.
YOU MUST COMPLETE IT IN ONE SITTING - YOU CANNOT SAVE YOUR WORK.
PLEASE USE INTERNET EXPLORER (Latest Version) TO COMPLETE THIS FORM.

1. In Internet Explorer, click on "Print Preview"
2. Click the "Page Setup" icon on the top left
3. Make sure "Print Background Color and Images" is checked
4. Click the "Print" icon to print it out. It also prints it in a more professional format this way
5. If you are unable to print the survey with the questions checked you will need to print a blank survey and complete it by hand.

1. Semester

☐ Fall ☐ Spring ☐ Summer

2. Year

3. Name of Student

4. Name of Agency

5. Agency Address

6. Field Educator Name

7. Field Educator Title

8. Start Date (From) :

9. End Date (To):

10. Total # of hours the student worked this semester

11. Total number of assigned cases:

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12. Total Number of Groups:

13. Student's Concentration (Check only one):

- ☐ Children, Adolescents and Families
- ☐ Adults and Families
- ☐ Elders and Families

14. Recommended Grade (Check one):

- ☐ Satisfactory
- ☐ Unsatisfactory
- ☐ Incomplete

Signature of Field Educator _____ Date _____

Signature of Task Supervisor _____ Date _____

If the student disagrees with the evaluation they must submit a written addendum to their Field Educator and to the Director of Field Education, which will be attached to their field evaluation.

I have read the attached evaluation.

Signature of Student _____ Date _____

QUALITY OF WORK

The field educator should refer to the learning objectives for SOW 6535 for definitions of items to be evaluated. Evaluation of student performance is based on the following scale:

- 1 = failing level
- 2 = below expected level
- 3 = at expected level
- 4 = above expected level
- 5 = outstanding level
- IE = "Insufficient Evidence"
- NA for "Not Applicable"

Please select the appropriate rating in the questions below.

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15. (1) Analyzes, assesses, and critically evaluates how social work values and ethics impact field education practice at an advanced level as they apply to community-clinical field education practice

	1	2	3	4	5	IE	NA
A. Demonstrates knowledge of and a commitment to social work values and ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Demonstrates compliance with the policies and procedures of the agency, School of Social Work and NASW Code of Ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Demonstrates the ability to recognize and resolve ethical dilemmas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Displays an understanding of the client's rights to self-determination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Prevents personal values and biases from interfering with practice decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Demonstrates appropriate professional boundaries with co-workers and clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Displays appropriate work attire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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16. (2) Demonstrates, appraises and critically evaluates effectiveness of field education practice with individuals with diverse backgrounds in the student's focus area:

	1	2	3	4	5	IE	NA
A. Demonstrates culturally competent practice in the field education setting by an awareness and sensitivity to economic class, disability, gender, age, sexual orientation, race, and ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Appears to be comfortable interacting with a wide diversity of clients in the field education setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Demonstrates sensitivity to gender, racial and cultural differences in the field education setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Demonstrates sensitivity to gender differences in the field education setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Demonstrates sensitivity to people with disabilities and special needs in the field education setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. (3) Demonstrates, appraises and critically evaluates in the field education experience the effectiveness of strategies to reduce discrimination, oppression, and economic deprivation with populations at risk and those experiencing social and economic injustice:

	1	2	3	4	5	IE	NA
A. Demonstrates in the field education setting an understanding of the forms and mechanisms of oppression and discrimination affecting their focus population	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Demonstrates knowledge of and skill promoting social and economic justice with their focus population	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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18. (4) Compare and contrast theories and applies appropriate interventions for advanced clinical-community practice in the student's focus area as practiced in the field education experience:

	1	2	3	4	5	IE	NA
A. Demonstrates increasing ability to link theory to practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Demonstrates an understanding of the relationships between academic learning and social work practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Demonstrates an understanding and ability to apply one or more social work practice models	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Demonstrates an understanding of the biopsychosocial-spiritual, systems, and Generalist Intervention models and theories of practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. (5) Examines, formulates, proposes, and critically evaluates advanced social policies and services for clinical-community practice in the field education experience in order to advocate for social change consistent with social work values:

	1	2	3	4	5	IE	NA
A. Recognizes the interrelationships between social policy concepts and social work practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Demonstrates the ability to identify and advocate for clients within the structure of the agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Demonstrates an advanced level of skill in advocating for and intervening on behalf of clients in the student's focus area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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20. (6) Critiques and applies specialized assessment and intervention skills at an advanced level for clinical-community work in the field education arena using empirically based interventions

	1	2	3	4	5	IE	NA
A. Demonstrates an ability to build rapport with clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Demonstrates the ability to work as a professional team member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Demonstrates the ability to apply a broad range of empirically based theoretical approaches in the student's focus area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Demonstrates the ability to distinguish between appropriate assessment approaches and treatment modalities for a particular client system in the student's focus area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Demonstrates the ability to differentially apply practice models within the student's focus area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Demonstrates an advanced level of skill at problem and strength identification with clients in the student's focus area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Demonstrates an advanced level of skill at termination with clients in the student's focus area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Demonstrates an advanced level of skill in identifying and developing intervention strategies involving the student's focus population	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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21. (7) Collects, analyzes, and critically evaluates research issues relating to clinical-community field education practice

	1	2	3	4	5	IE	NA
A. Demonstrates an advanced level of skill in designing and implementing practice and program evaluation strategies related to work with the student's focus population	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. (8) Analyzes, synthesizes, and evaluates clinical community social work practice as demonstrated in the field education setting

	1	2	3	4	5	IE	NA
A. Demonstrates an advanced level of skill in designing and implementing program evaluation strategies related to work with clients in the student's focus area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. (9) Demonstrates self-awareness and self-discipline as a professional social worker

	1	2	3	4	5	IE	NA
A. Identifies and discusses strengths and limitations in knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Manages time and assignments effectively and efficiently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Demonstrates an ability to prioritize tasks and assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Displays an understanding of appropriate client-worker relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Demonstrates empathy for clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Demonstrates an understanding of the dynamics of a helping relationship and the use of self	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Demonstrates and advanced level of skill at relationship building with clients in the student's focus area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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24. (10) Demonstrates competence in professional communication skills including writing and documentation in the field education setting

	1	2	3	4	5	IE	NA
A. Demonstrates the ability to communicate effectively both verbally and non-verbally and with a variety of client populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Demonstrates active listening skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Demonstrates the ability to consistently adhere to agency policy regarding documentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Adheres to all time frames for client recording	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Presents all written work in a professional manner (factual, clear, concise, grammatically correct)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Presents verbally in a professional manner with colleagues and community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Communicates with other agencies and resources in a professional and timely mannger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Demonstrates openness to feedback on documentation skills and makes changes as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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25. (11) Demonstrates an advanced level of responsibility for learning including taking initiative in identifying learning needs and developing learning plans

	1	2	3	4	5	IE	NA
A. Actively and appropriately seeks supervision to continue growth and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Demonstrates openness to learning and feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Displays appropriate use of learning techniques (training, reading, audio/videotaping, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Participates in the development and updating of the learning contract	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Identifies and discusses strengths and limitations in knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Acts quickly to resolve any performance issues identified	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Overall Student Rating (Select One)

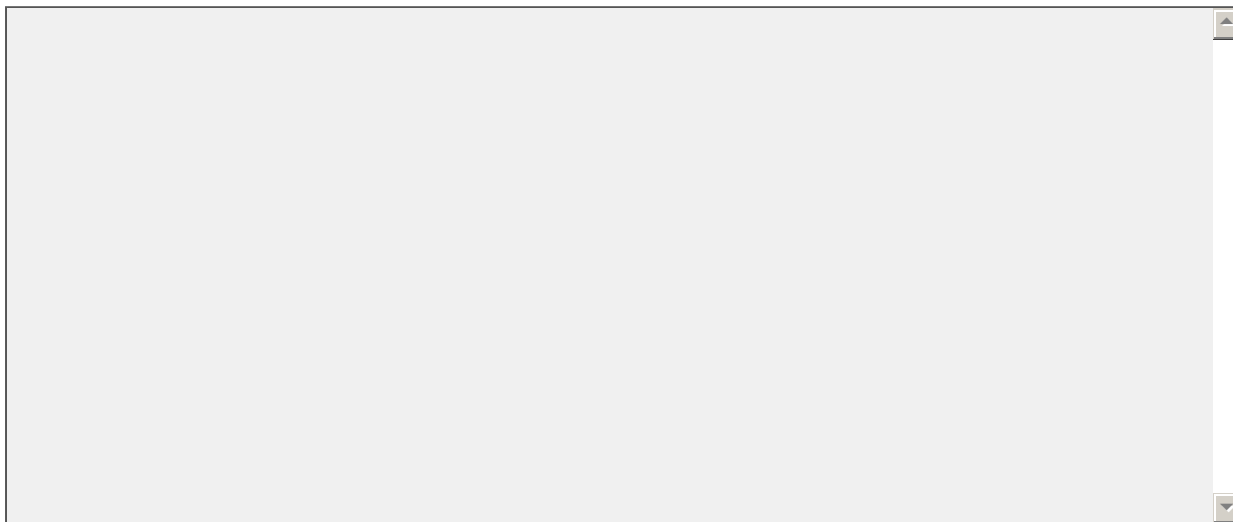
- ☐ 1 - Failing Level
- ☐ 2 - Below Expected Level
- ☐ 3 - At Expected Level
- ☐ 4 - Above Expected Level
- ☐ 5 - Outstanding Level

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27. Summary Comments:

- (1) Describe student's performance, strengths, and areas for improvement.**
- (2) Address any items scored below "1" or "2".**

Please attach an additional comment sheet to the printed survey if necessary.



IMPORTANT: This survey must be printed before submitting. See top of survey for instructions to print.
Please give original signed and printed evaluation to your student to submit in his/her field seminar class.