

**ADELPHI UNIVERSITY  
SCHOOL OF SOCIAL WORK**

**FIELD EVALUATION FACE SHEET**

\_\_\_\_\_ Fall    \_\_\_\_\_ Spring

STUDENT \_\_\_\_\_ LEVEL Jr. [ ] Sr. [ ] 1st [ ] 2nd [ ] OYR [ ]

FIELD INSTRUCTOR \_\_\_\_\_ Agency \_\_\_\_\_

**INDIVIDUAL, COUPLES OR FAMILY ASSIGNMENTS**

Describe Assignment

---

---

---

**GROUP ASSIGNMENTS**

Describe Assignment

---

---

---

**COMMUNITY ORGANIZATION ASSIGNMENTS**

Describe Assignment

---

---

---

Have the assignments, as described above, changed from the descriptions provided on the Six Week Assignment Form completed at the mid-semester?  Yes  No  
If no, please explain:

---

---

Will the student have satisfied minimum hour requirements (300 hours for 1<sup>st</sup> or 2<sup>nd</sup> year students; 450 hours for OYR students; 200 hours for Seniors; 100 hours for Juniors) by the evaluation due date for your student?  Yes  No

If not, how many hours will the student have completed by the due date? \_\_\_\_\_ Hours by \_\_\_\_ / \_\_\_\_ / \_\_\_\_

The student read and discussed this evaluation with the field instructor on \_\_\_\_ / \_\_\_\_ / \_\_\_\_.

\_\_\_\_\_  
*Student Signature*

\_\_\_\_\_  
*Field Instructor Signature*

**ADELPHI UNIVERSITY**  
**SCHOOL OF SOCIAL WORK**  
Field Evaluation – Junior Year BSW

**Student Name** \_\_\_\_\_

- Please evaluate your student’s performance in relation to the following skills.
- Provide comments that illustrate the rating you have selected.

**I. PRACTICE SKILLS**

*Work With clients --*

| To what extent does the student:   | None |   | Some Extent |   | Great Extent |   | Not Yet Assigned |   |
|--|------|---|-------------|---|--------------|---|------------------|---|
| 1. Prepare for client contact by securing needed information in advance and anticipating client's perceptions about the contact.   | 1    | 2 | 3           | 4 | 5            | 6 | 7                | 8 |
| 2. Demonstrate interest in and concern for clients.  | 1    | 2 | 3           | 4 | 5            | 6 | 7                | 8 |
| 3. Observe client's appearance, affect, ways of generally responding or interacting, and the physical environment of client.   | 1    | 2 | 3           | 4 | 5            | 6 | 7                | 8 |
| 4. Demonstrate effort to state purpose of contact to the client(s) in a way they could understand.   | 1    | 2 | 3           | 4 | 5            | 6 | 7                | 8 |
| 5. Demonstrate interest in client's thinking, feeling and experiences by listening and asking relevant questions.  | 1    | 2 | 3           | 4 | 5            | 6 | 7                | 8 |
| 6. Identify the various factors (e.g. physical, cultural, social, environmental) that may affect individual/group functioning, and apply that knowledge towards developing a beginning understanding of a client and his/her transactions. | 1    | 2 | 3           | 4 | 5            | 6 | 7                | 8 |
| 7. Accurately and sensitively impart information to clients about existing resources.  | 1    | 2 | 3           | 4 | 5            | 6 | 7                | 8 |
| 8. Partialize steps and assist people requesting help in obtaining needed services or resources.   | 1    | 2 | 3           | 4 | 5            | 6 | 7                | 8 |
| 9. Offer support to clients through reassurance, encouragement, and acknowledgment of difficulties and strengths.  | 1    | 2 | 3           | 4 | 5            | 6 | 7                | 8 |
| 10. <i>With groups</i> reach for different ideas; develop ways of reaching consensus or allowing for differences; plan activities that address participants' capabilities and interests.   | 1    | 2 | 3           | 4 | 5            | 6 | 7                | 8 |
| 11. Plan responsibly and sensitively with clients during the termination process.  | 1    | 2 | 3           | 4 | 5            | 6 | 7                | 8 |

Comments about Work with Clients:

---



---



---



---



---

*Work with organizational and community representatives --*

| To what extent does the student:  | None |   | Some Extent |   |   | Great Extent |   | Not Yet Assigned |
|---|------|---|-------------|---|---|--------------|---|------------------|
| 1. Learn about own agency setting, the community it serves, the various roles that social workers carry and what it is like to be a client in that agency or institution.   | 1    | 2 | 3           | 4 | 5 | 6            | 7 | 8                |
| 2. Demonstrate understanding of the range and gaps in community resources and how to obtain data about them.  | 1    | 2 | 3           | 4 | 5 | 6            | 7 | 8                |
| 3. Prepare for contact with an agency staff member or community representative, by identifying questions for needed information in advance, and/or anticipating the representative's perceptions about the contact. | 1    | 2 | 3           | 4 | 5 | 6            | 7 | 8                |
| 4. State clearly and thoughtfully the reasons or focus for contact with organizational and community representative.  | 1    | 2 | 3           | 4 | 5 | 6            | 7 | 8                |
| 5. Assume initiative for contacting an agency or outside resource and obtaining information on how a client may apply for help, be referred to, or use service.   | 1    | 2 | 3           | 4 | 5 | 6            | 7 | 8                |
| 6. Anticipate difficulties that may occur in this process and consider implementing strategies that may minimize the difficulties.  | 1    | 2 | 3           | 4 | 5 | 6            | 7 | 8                |

Comments about Work with Organizational And Community Representatives

---



---



---



---



---

## II. USE OF LEARNING OPPORTUNITIES

| To what extent does the student:   | None |   | Some Extent |   |   | Great Extent |   | Not Yet Assigned |
|--|------|---|-------------|---|---|--------------|---|------------------|
| 1. Prepare in advance for supervisory conferences, by submitting process records and preparing an agenda for the conference.                 | 1    | 2 | 3           | 4 | 5 | 6            | 7 | 8                |
| 2. Assume beginning initiative for raising issues for discussion.  | 1    | 2 | 3           | 4 | 5 | 6            | 7 | 8                |
| 3. Reflect openness to mutually reviewing one's own work, including how one's own attitudes and reactions may affect the client's responses. | 1    | 2 | 3           | 4 | 5 | 6            | 7 | 8                |
| 4. Contact and consult School Faculty advisor about fieldwork issues and unresolved concerns.  | 1    | 2 | 3           | 4 | 5 | 6            | 7 | 8                |

*Comments about Use of Learning Opportunities:*

---



---



---



---



---

## III. PROFESSIONAL ETHICS

| To what extent does the student:  | None |   | Some Extent |   |   | Great Extent |   | Not Yet Assigned |
|---|------|---|-------------|---|---|--------------|---|------------------|
| 1. Maintain high standards of personal conduct?   | 1    | 2 | 3           | 4 | 5 | 6            | 7 | 8                |
| 2. Strive to become proficient in the performance of professional functions?                                | 1    | 2 | 3           | 4 | 5 | 6            | 7 | 8                |
| 3. Treat colleagues with respect, courtesy, and good faith?   | 1    | 2 | 3           | 4 | 5 | 6            | 7 | 8                |
| 4. Adhere to commitments made to the agency?  | 1    | 2 | 3           | 4 | 5 | 6            | 7 | 8                |
| 5. Demonstrate an understanding of the values, ethics, knowledge and mission of the social work profession? | 1    | 2 | 3           | 4 | 5 | 6            | 7 | 8                |
| 6. Take a beginning responsibility for identifying and utilizing knowledge for professional practice?       | 1    | 2 | 3           | 4 | 5 | 6            | 7 | 8                |

