

**School of Social Work**

Field Education Department

Social Work Building

One South Avenue

Garden City, New York 11530

Tel. 516-877-4375

Fax 516-877-4376

**Field Evaluation – M.S.W. Advanced (2nd) Year**

Fall Spring Summer Date:

Student: Agency:

Field Instructor

Field Instructor E-mail Phone #:

Individual, Couple 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 Four Week Educational Plan? Yes No

If yes, please explain: Click here to enter text.

# Will the student have satisfied minimum hour requirements by the evaluation due date for your student? Yes No

If not, how many hours will the student have completed by the due date? Click here to enter text. Hours will be completed by: Click here to enter a date.

**The student read and discussed this evaluation with the field instructor on:**

***­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Student Signature (electronic) Field Instructor Signature (electronic)***

***Please evaluate your student’s performance in relation to the following skills.***

**Provide comments that illustrate the rating you have selected**

# SKILLS IN ADVANCED PRACTICE WITH INDIVIDUALS

**Pre-engagement and preparatory skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** |
| Seek out and utilize existing sources of data? |  |  |  |  |
| Assume increasing initiative for anticipating client’s perceptions of asking for service? |  |  |  |  |
| Assume increasing initiative for anticipating how client might perceive own needs? |  |  |  |  |
| Assume increasing initiative for anticipating how client might perceive agency? |  |  |  |  |
| Assume increasing initiative for anticipating what client might view as solution to problems? |  |  |  |  |
| Incorporate social work values and ethics in planning initial client contacts? |  |  |  |  |

Comments Click here to enter text.

# Engagement skills

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** | |
| Establish an environment of warmth, support and acceptance? |  |  |  |  | |
| Convey interest and capacity to help? |  |  |  |  | |
| Demonstrate ability to address and follow up on client’s identified needs? |  |  |  |  | |
| Empathize non-stereotypically with client’s concerns? |  |  |  |  | |
| Display understanding of cultural diversity factors (e.g., race, ethnicity, sexual orientation, gender, socioeconomic class) on client’s participation and presentation? |  |  |  |  | |
| Interpret and respond to nonverbal cues toward developing working alliance? |  |  |  |  | |
| Engage in medium most suitable for client, including nonverbal techniques? |  |  |  |  |  | |

Comments Click here to enter text.

# Exploration skills

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** |
| Communicate curiosity about client’s story? |  |  |  |  |
| Listen and respond to overt and hidden cues? |  |  |  |  |
| Elicit relevant feeling and data, using connections to further exploration? |  |  |  |  |
| Use informed understanding of cultural diversity factors to  further exploration? |  |  |  |  |
| Ask appropriate open-ended questions? |  |  |  |  |
| Demonstrate capacity to time questions appropriately? |  |  |  |  |
| Offer clients rationale for asking questions? |  |  |  |  |
| Pose questions in a manner that clients can understand? |  |  |  |  |
| Help clients elaborate on responses to obtain better understanding? |  |  |  |  |
| Utilize clinical judgment to select areas for further  exploration? |  |  |  |  |
| Maintain focus while remaining open to client’s agenda? |  |  |  |  |

**Comments** Click here to enter text.

# Contracting skills

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** |
| Help voluntary clients elaborate on concerns? |  |  |  |  |
| Clarify services to potential clients in outreach efforts? |  |  |  |  |
| Help mandated clients connect offered services in relation to own perceptions of needs? |  |  |  |  |
| Consider client’s perception of needs in response to offered services? |  |  |  |  |
| Arrive at mutual understanding of client’s needs and agency’s services? |  |  |  |  |
| Mediate between agency and clients to develop needed resources |  |  |  |  |
| Accept client’s decision to reject services? |  |  |  |  |
| Recontract with clients as needed? |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** |
| Plan initial tasks with clients? |  |  |  |  |
| Demonstrate self-awareness and understanding of own agenda? |  |  |  |  |

**Comments** Click here to enter text.

# Assessment skills

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** |
| Elicit relevant feelings and data, using connections between them to further assessment? |  |  |  |  |
| Distinguish between fact and opinion in evaluating data? |  |  |  |  |
| Apply informed understanding of cultural diversity factors to develop assessment? |  |  |  |  |
| Distinguish between external and internal sources of stress? |  |  |  |  |
| Weigh influence of available support systems? |  |  |  |  |
| Assess problems in the transactions between individuals and their environment? |  |  |  |  |
| Enlist client’s participation in assessment process? |  |  |  |  |
| Formulate intervention plan based on assessment? |  |  |  |  |
| Review case developments? |  |  |  |  |
| Move from general to specific in applying advanced assessment skills differentially to clients? |  |  |  |  |

**Comments** Click here to enter text.

# Intervention skills

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** |
| Identify client’s strengths, capacities and efforts? |  |  |  |  |
| Feel and convey empathy to client? |  |  |  |  |
| Utilize clinical judgment to point out discrepancies between verbal and nonverbal behaviors? |  |  |  |  |
| Display informed understanding of cultural diversity factors  when making interventions? |  |  |  |  |
| Increasingly encourage expression of range of feelings? |  |  |  |  |
| Recognize and use themes from session to session? |  |  |  |  |
| Demonstrate ability to offer resources and referrals as needed? |  |  |  |  |
| Demonstrate ability to offer new perspectives for viewing  problems? |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** |
| Appropriately partialize issues? |  |  |  |  |
| Appropriately generalize issues? |  |  |  |  |
| Reach for negatives? |  |  |  |  |
| Support clients in tolerating ambiguities? |  |  |  |  |
| Demonstrate expanding and differential use of range of intervention techniques, such as reflection, role-play, confrontation, etc.? |  |  |  |  |
| Assist clients in recognizing behavioral changes? |  |  |  |  |

**Comments** Click here to enter text.

# Skills in termination or transfer

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** |
| Display sensitivity to client needs in timing of termination? |  |  |  |  |
| Show growing self-awareness about separating from client? |  |  |  |  |
| Communicate own feelings to client genuinely and helpfully? |  |  |  |  |
| Anticipate range of client feelings about termination? |  |  |  |  |
| Recognize overt and subtle ways clients display feelings about termination? |  |  |  |  |
| Elicit client’s reactions to termination over period of time? |  |  |  |  |
| Help client reflect about meaning of work done together? |  |  |  |  |
| Plan alternative resources for clients who need ongoing service? |  |  |  |  |
| Implement alternative resources for clients who need ongoing service? |  |  |  |  |

***Comments*** *about skills in advanced practice with individuals:*

**Comments** Click here to enter text.

**SKILLS FOR WORK WITH COUPLES AND FAMILIES**

# (This may include conceptualizing work with individual clients in the context of their family history and relationships – “family-centered practice”)

**Pre-engagement and preparatory skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** |
| Anticipate clients’ concerns about participating in family or couple meetings? |  |  |  |  |
| Use informed understanding of cultural diversity factors in  planning family or couple meetings? |  |  |  |  |
| Anticipate family or couple members differing perspectives  on problems? |  |  |  |  |
| Display understanding of different role relationships in  family or couple? |  |  |  |  |
| Display understanding of different developmental levels of  family or couple members? |  |  |  |  |
| Plan for first family or couple interview so that all members,  including children, will experience contact as positively as possible? |  |  |  |  |

**Comments** Click here to enter text.

# Engagement, contracting and exploration skills

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** |
| Display empathy for each family or couple member? |  |  |  |  |
| Apply cross-generational frame of reference in engaging family or couple? |  |  |  |  |
| Apply informed understanding of cultural diversity factors  in engaging family or couple? |  |  |  |  |
| Validate each member? |  |  |  | ☐ |
| Validate family or couple system? |  |  |  |  |
| Validate family or couple system’s social networks? |  |  |  |  |
| Present purpose of family or couple meeting clearly and specifically? |  |  |  |  |
| Develop atmosphere in which family or couple members  feel safe to express themselves? |  |  |  |  |
| Gather information about family or couple communication? |  |  |  |  |
| Gather information about family or couple structure? |  |  |  |  |

**Comments** Click here to enter text.

# Assessment skills

**Comments** Click here to enter text.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** |
| Display increased understanding of family or couple dynamics? |  |  |  |  |
| Apply informed understanding of cultural diversity factors  and their influence on family or couple dynamics, structure and communication? |  |  |  |  |
| Demonstrate understanding of family or couple structural aspects? |  |  |  |  |
| Demonstrate understanding of family or couple  communication patterns? |  |  |  |  |

**Intervention Skills**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **To what extent does the student…** |  | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** |
| Help family or couple members cope with current life problems? |  |  |  |  |  |
| Utilize informed understanding of cultural diversity factors  in family or couple interventions? |  |  |  |  |  |
| Facilitate family or couple communication? |  |  |  |  |  |
| Help family or couple members voice differing perspectives? |  |  |  |  |  |
| Demonstrate beginning facility using range of family/couple  strategies? |  |  |  |  |  |
| Show understanding of ethical questions in working with  families related to confidentiality, family secrets, reporting suspected child abuse or neglect, and confronting suspected domestic violence? |  |  |  |  |  |

***Comments*** *about skills for work with couples and families:*

**Comments** Click here to enter text.

**SKILLS IN WORK WITH GROUPS**

**Group formation skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** |
| Display understanding of impact of cultural diversity factors (age, class, color, culture, disability, ethnicity, family structure, marital status, national origin, race, religion, sex, and sexual orientation) on group planning, assessment and intervention? |  |  |  |  |
| Identify a client need for organizing a group? |  |  |  |  |
| Determine group purpose? |  |  |  |  |
| Develop group composition? |  |  |  |  |
| Establish group structure? |  |  |  |  |
| Establish length of service? |  |  |  |  |

**Comments** Click here to enter text.

**Agency sanction**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** |
| Display increased understanding of agency support of and barriers to group service? |  |  |  |  |

**Comments** Click here to enter text.

**Recruitment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** |
| Select and implement recruitment methods for potential members? |  |  |  |  |

**Comments** Click here to enter text.

**Preparing for group entry**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** |
| Anticipate client concerns about joining group? |  |  |  |  |
| Help clients identify how group could meet their needs? |  |  |  |  |
| Apply informed understanding of cultural diversity factors as they influence clients’ group entry? |  |  |  |  |

**Comments** Click here to enter text.

**Contracting**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** |
| Present group service clearly and specifically? |  |  |  |  |
| Elicit group feedback, including reluctance to participate? |  |  |  |  |
| Identify group themes and structural issues? |  |  |  |  |
| Apply informed understanding of cultural diversity factors as they affect clients’ contracting with group? |  |  |  |  |
| Establish protective ground rules? |  |  |  |  |

**Comments** Click here to enter text.

**Assessment skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** |
| Display proactive awareness of ethical values and conflicts possible in group work? |  |  |  |  |
| Display understanding of cultural diversity factors as they influence group stages, structure, norms, interactions, communication patterns and leadership roles? |  |  |  |  |
| Assess stages of group development? |  |  |  |  |
| Assess group structure? |  |  |  |  |
| Assess group norms? |  |  |  |  |
| Assess group interactions? |  |  |  |  |
| Assess group communication patterns? |  |  |  |  |
| Assess group leadership roles? |  |  |  |  |

**Comments** Click here to enter text.

**Engagement skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** |
| Scan group to observe and maintain contact with all members? |  |  |  |  |
| Utilize informed understanding of cultural diversity factors as they influence members’ ability to engage in group? |  |  |  |  |
| Develop ability to identify with each participant? |  |  |  |  |
| Engage in medium most suitable to group members? |  |  |  |  |

**Comments** Click here to enter text.

**Skills for facilitating the work of the group**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** |
| Show understanding of role of social worker as change agent to promote social justice, equity, right social wrongs, enhance functioning and improve social conditions through group practice? |  |  |  |  |
| Develop creative ways to help members know one another? |  |  |  |  |
| Direct members’ transactions to each other? |  |  |  |  |
| Invite members to build on each other’s contributions? |  |  |  |  |
| Reinforce mutual support and assistance norms? |  |  |  |  |
| Help members develop group sanctions? |  |  |  |  |
| Encourage collective actions and activities? |  |  |  |  |
| Clarify members’ tasks and role responsibilities? |  |  |  |  |
| Structure collective decision-making? |  |  |  |  |
| Identify and focus on salient group themes? |  |  |  |  |
| Facilitate expression of clashing perceptions? |  |  |  |  |
| Invite individual members to participate? |  |  |  |  |
| Utilize clinical judgment to facilitate members’ participation based on individual style and readiness? |  |  |  |  |
| Demonstrate creativity in using range of strategies to help members address problems? |  |  |  |  |

**Comments** Click here to enter text.

# 

# Addressing obstacles to mutual support and the work of the group

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** |
| Identify maladaptive patterns? |  |  |  |  |
| Challenge collective resistance? |  |  |  |  |
| Identify common perceptions? |  |  |  |  |
| Lend support? |  |  |  |  |
| Support willingness to take risks? |  |  |  |  |
| Show beginning ability to evaluate effectiveness of practice with groups? |  |  |  |  |

***Comments*** *about skills for work with groups:*

**Comments** Click here to enter text.

**PROFESSIONAL ETHICS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** | |
| Understand and practice in accordance with the NASW Code of Ethics? |  |  |  |  |
| Identify and address ethical dilemmas as they emerge in student practice? |  |  |  |  |
| Demonstrate deepening self awareness of personal values and biases and prevent/resolve their intrusion into practice? |  |  |  |  |
| Demonstrate commitment to ongoing/lifelong professional development? |  |  |  |  |
| Identify gaps in knowledge and seek relevant information to achieve practice competence? |  |  |  |  |

***Comments*** *about professional ethics:*

**Comments** Click here to enter text.

# SKILLS FOR PRACTICE IN ORGANIZATIONAL SETTINGS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** |
| Demonstrate knowledge of how social policies influence service delivery? |  |  |  |  |
| Demonstrate knowledge of how organizational structures influence service delivery? |  |  |  |  |
| Display understanding of gaps in service? |  |  |  |  |
| Identify problems in organizational terms? |  |  |  |  |
| Demonstrate initiative in influencing agencies’ processes on behalf of client needs? |  |  |  |  |
| Function effectively in interdisciplinary work? |  |  |  |  |

***Comments*** *about skills for practice in organizational settings:*

**Comments** Click here to enter text.

# USE OF LEARNING OPPORTUNITIES

**Use of field instruction conference**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** |
| Take increasing responsibility for initiating direction of own learning? |  |  |  |  |
| Formulate questions about client needs? |  |  |  |  |
| Formulate questions about agency operation? |  |  |  |  |
| Formulate questions about gaps in service? |  |  |  |  |
| Demonstrate capacity to disagree appropriately with field instructor? |  |  |  |  |
| Engage in critiques of own practice? |  |  |  |  |
| Elaborate how own feelings and attitudes influence a specific transaction? |  |  |  |  |
| Display understanding of difference between own intention to help and client’s perceptions of student’s efforts to help? |  |  |  |  |

**Comments** Click here to enter text.

# Use of recording

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** | |
| Demonstrate ability to write narrative process record including selective observations, selective dialogue, interaction, impressions, and questions? |  |  |  |  |
| Demonstrate ability to write summary records? |  |  |  |  |
| Demonstrate ability to write logs? |  |  |  |  |
| Demonstrate ability to write correspondence? |  |  |  |  |
| Use process recording as major focus of conference? |  |  |  |  |

**Comments** Click here to enter text.

# Use of other learning opportunities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** |
| Prepare for other learning opportunities, such as case conferences, staff meetings, grand rounds, etc.? |  |  |  |  |
| Seek out such opportunities for consultation and contribution? |  |  |  |  |
| Distill what is applicable and useful? |  |  |  |  |
| Respond to others’ perceptions? |  |  |  |  |
| Offer ideas or support to others? |  |  |  |  |
| Present and defend own position? |  |  |  |  |

**Comments** Click here to enter text.

# Use of faculty field liaison

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** |
| Demonstrate initiative in bringing fieldwork and academic concerns to faculty field liaison’s attention? |  |  |  |  |

**Comments** about use of learning opportunities:

**Comments** Click here to enter text.

# SKILLS IN ORGANIZATION OF WORK

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **To what extent does the student…** | **No Extent** | **Some Extent** | **Great Extent** | **Not Yet Assigned** |
| Demonstrate ability to organize work? |  |  |  |  |
| Make effective use of time? |  |  |  |  |
| Meet administrative deadlines? |  |  |  |  |
| Meet recording deadlines? |  |  |  |  |
| Set priorities? |  |  |  |  |
| Organize materials? |  |  |  |  |
| Display organizational flexibility? |  |  |  |  |

**Comments** about skills in organization of work:

**Comments** Click here to enter text.

# V. SUMMARY AND FUTURE LEARNING NEEDS

**(Summarize major themes of the evaluation, and highlight the student’s development over the semester. Specify future learning needs and tasks) Has the student been moving towards achieving Advanced Level Skills?**

**PLEASE EMAIL THE COMPLETED EVALUATION TO THE STUDENT’S FACULTY FIELD LIAISON and**

**ADELPHI UNIVERSITY FIELD EDUCATION DEPARTMENT**

**(attention to Phyllis Campagna at campagna@adelphi.edu).**