



## FINAL STUDENT EVALUATION FORM (SW 430)

<b>Name:</b>	<b>Date:</b>
<b>Field Instruction Agency:</b>	
<b>Field Instructor:</b>	
<b>Brief description of the student's workload:</b>	

For each question below, circle the number to the right that best fits your assessment.  
(PO refers to the Program Objectives A-N Described in the field manual.)

<b>Foundation for Social Work Skill</b>							
1. Student is able to develop effective helping relationships with a wide range of service participants. (PO: A,K,G )	1 not effective	2	3	4	5	6	7 very effective
Comment:							
2. Student is able to incorporate beginning level skills in supportive counseling. (active listening, clarifying, summarizing, etc.) (PO: A, K, F )	1 poor skills	2	3	4	5	6	7 very skilled
Comment:							
3. Student is able to identify ethical dilemmas which arise in practice. (PO: B, I )	1 little ability	2	3	4	5	6	7 excellent ability
Comment:							
4. Student is able to engage in critical analysis with field instructor to develop plan to resolve ethical dilemma in practice. (CO: B, E, I, J, L, M)	1 unskilled	2	3	4	5	6	7 excellent skills
Comment:							

5. Student displays skills in documenting individualized helping plans in a manner that is empowering and consistent with agencies policy & procedures. (PO: J, M )	1 poor skills	2	3	4	5	6	7 very skilled
Comment:							
6. Student is skilled in developing individualized strengths-based, eco-systemic, person-in environment assessments which serve to guide, direct and inform helping efforts. (PO: A,G,H )	1 poor skills	2	3	4	5	6	7 very skilled
Comment:							
7. Student is able to define eco-systems theory and implications from a person in the environment perspective. (PO: A, H, F )	1 little ability	2	3	4	5	6	7 strong ability
Comment:							
8. Student has demonstrated attention to oppression and discrimination by engaging in advocacy efforts with and on behalf of service participants. (PO: C, D, E )	1 no attention	2	3	4	5	6	7 significant attention
Comment:							
9. Student is able to give examples of multi-level policy and how such policies directly affect social work practice. (PO: G, M, I, H, F, H )	1 little ability	2	3	4	5	6	7 Strong Ability
Comment:							
10. Student is able to integrate research (evidence-based practice) into planned change process.(PO: A, J, D, E )	1 poor integration	2	3	4	5	6	7 excellent integration
Comment:							
11. Student is able to evaluate the impact/outcomes of planned change efforts. (PO: A, I, J )	1 little ability	2	3	4	5	6	7 excellent ability
Comment:							

12. Student is able to balance identification of problems with attention to strengths of people, families, organizations and communities. (PO: E, G, H )	1 poor	2	3	4	5	6	7 excellent
Comment:							
13. Student displays a willingness to cultivate and nurture collegial relationships with other agency staff.	1 unwilling	2	3	4	5	6	7 Very willing
Comment:							

**Final Assessment**

Follow –up from previously identified needs: _____	not addressed 1	2	3	4	accomplished 5
Comment:					
Follow –up from previously identified need: _____	not addressed 1	2	3	4	accomplished 5
Comment:					

**Strengths, Needs and Future Objectives:**

Identified Strengths:

Identified Needs:

Plan for continuing professional education:

Clock hours completed this semester: \_\_\_\_\_ Total clock Hours completed in field setting: \_\_\_\_\_

Grade Recommendation Pass \_\_\_\_\_ Fail \_\_\_\_\_ SW420 \_\_\_\_\_ SW430 \_\_\_\_\_

The signatures below indicate that the student and Field Instructor have read/discussed this completed evaluation.

Student \_\_\_\_\_ Date \_\_\_\_\_

Field Instructor \_\_\_\_\_ Date \_\_\_\_\_

Field Director \_\_\_\_\_ Date \_\_\_\_\_