

**BASW Evaluation of Student by Field Instructor
School of Social Work, San Jose State University**

Student's Name: _____

Agency's Name: _____

Field Instructor's Name: _____

Faculty Field Liaison's Name: _____

Semester: _____ **Date:** _____

Instructions: The field instruction evaluation process is intended to promote a discussion and assessment between the student, the Field Instructor and the Faculty Field Liaison. The 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 acquisition of generalist's practice skills from a transcultural perspective. Please complete this form by circling and writing your response. You should refer to the Student Learning Agreement when completing this evaluation form. The scale goes from 5 being outstanding to 1 being poor. The Field Instructor makes a recommendation for a semester grade that summarizes the student's performance in the field, and the grade is assigned by the Faculty Field Liaison. The semester grade is based on the assessments of the student's performance and therefore concludes this evaluation process.

1. Field Instructor's Assessment

		Outstanding	Poor	Unable to Assess=U/A
Objective 1	Ability to apply a generalist approach from a transcultural perspective in developing relationships with individuals, families and groups.			
● Ability to form and sustain appropriate relationships with clients, co-workers, staff and administration	5 4 3 2 1			U/A <input type="checkbox"/>
● Evidences ability to interview persons of different ages with empathy, purpose and focus.	5 4 3 2 1			U/A <input type="checkbox"/>

Comments: _____

Objective 2 Demonstrates knowledge and critical thinking skills by using problem-solving approaches in initiating and terminating change efforts with individuals, families and groups in the context of the broader communities in which they are imbedded.

- | | | |
|--|--------------------------|-------------------------------------|
| <ul style="list-style-type: none"> • Appropriately gathers information and formulates written assignments about individuals, families, groups or community situations. | 5 4 3 2 1 | U/A <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Able to make assessment of situation and prioritize interventions at the appropriate level and target group. | 5 4 3 2 1 | U/A <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Conceptualizes and articulates the rationale and theoretical framework behind: assessment, choice of intervention strategies, techniques, and case plan implementation. | 5 4 3 2 1 | U/A <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Formulates plans and goals with clients and client groups that includes cultural and/or ideological perspectives and works with client/groups on the basis of mutually arrived at contracts. | 5 4 3 2 1 | U/A <input type="checkbox"/> |

Comments:

Objective 4 Demonstrates the ability to communicate effectively both orally and in writing with persons from different racial, cultural, ethnic or sexual orientation.

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|--|--------------------------|-------------------------------------|
| <ul style="list-style-type: none">• Evidences ability to interview and/or interact with clients, client groups, or staff members who are from socio-cultural backgrounds different from the student. | 5 4 3 2 1 | U/A <input type="checkbox"/> |
| <ul style="list-style-type: none">• Evidences ability to communicate effectively, orally and in writing | 5 4 3 2 1 | U/A <input type="checkbox"/> |
| <ul style="list-style-type: none">• Evidences competence in listening and attending, reflection and acceptance of feelings; paraphrasing and summarizing content; confrontation; recognition of strengths; incorporating cultural and/or ideological perspectives of clients, and reinforcing functional behavior. | 5 4 3 2 1 | U/A <input type="checkbox"/> |

Comments:

Objective 5 Demonstrate an awareness of personal self and professional self to show sensitivity to the ways in which personal issues affect professional practice.

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|---|--------------------------|-------------------------------------|
| <ul style="list-style-type: none"> • Ability to carry out a professional role in a dependable and accountable manner including promptness and consistency in work with clients and community, timely completion of written reports, and conscientious observation of agency hours. | 5 4 3 2 1 | U/A <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Provides regular process recordings as a learning tool to maximize benefit of weekly individual supervision. | 5 4 3 2 1 | U/A <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Evidences ability to practice within the ethics and values of the social work profession. | 5 4 3 2 1 | U/A <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Evidences self awareness and assessment of one's strengths and acceptance of responsibility for one's own learning. | 5 4 3 2 1 | U/A <input type="checkbox"/> |

Comments:

Objective 6 Demonstrates cultural competence in her/his generalist social work practice approach with diverse populations-at-risk, and other disenfranchised, oppressed, populations-at-risk.

- Evidences ability to interact, communicate and work with clients or client groups from backgrounds different

from those of the student and other marginalized, oppressed, populations-at-risk.

5 4 3 2 1

U/A

- Evidences ability to collect and analyze demographic and community data relevant to understanding the agency's

client population, those served and those populations-at-risk not served by present policy and funding levels.

5 4 3 2 1

U/A

Comments:

Objective Demonstrates knowledge and skills
7 necessary to promote economic and social justice and the ability to identify action needed; and when appropriate, to develop and implement activities toward change.

- Evidences ability to critically analyze agency policy and community resources in reference to services provided to populations-at-risk; identify service needs and policy needed to facilitate policy change; and become familiar with or initiate strategies for constructive change at the appropriate level of intervention.

5 4 3 2 1 U/A

Comments:

II Summary Recommendations for Further Professional Development:

First Semester Students: List learning tasks needing attention in the second semester and the assignments of special study recommended for the student.

Second Semester Students: 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 I Agree I Disagree*

Self-assessment by student: _____

Student's Signature: _____ Date: _____

IV Faculty Field Liaison's (FFL) Assignment of Semester Grade: Credit No Credit Incomplete

Comments: _____

FFL's Signature: _____ Date: _____
