

**Midwestern State University Social Work Program  
FIELD EVALUATION FACE SHEET**

Date \_\_\_\_\_

\_\_\_\_\_ Midterm Evaluation or \_\_\_\_\_ Final Semester Evaluation

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

Agency Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

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

This student's performance this semester has been:

Excellent \_\_\_\_\_

Above Average \_\_\_\_\_

Average \_\_\_\_\_

Marginal \_\_\_\_\_

Inadequate \_\_\_\_\_

Student and Field Instructor signatures affirm that both have read the evaluation and that all required field hours will be completed by the end of the term.

Field Instructor's Signature \_\_\_\_\_

Student's Signature \_\_\_\_\_

**PLEASE ATTACH THIS PAGE TO YOUR COMPLETED EVALUATION AND  
RETURN TO THE FIELD COORDINATOR.**

## Field Evaluation

Students are expected to make progress in each of the skill areas listed on this form. Satisfactory achievement in each of the performances areas will be rated using the following scale:

- 1= Unacceptable:** Student has failed to demonstrate the ability to understand and show any professionalism towards Social Work Values and Ethics.
- 2= Deficient:** Student has serious problems in more than one area and requires exceptional effort to meet expectations.
- 3= Inadequate:** Student has serious problems in an area and requires exceptional effort to meet expectations.
- 4= Lacking:** Student has difficulty in comprehending one or more of the competencies expected of a student.
- 5= Poor:** Student has difficulty in comprehending one or more of the competencies expected of a student.
- 6= Need Improvement:** Demonstrates acceptable social work skills, but lacks in professionalism.
- 7= Meets Minimum Expectations:** Demonstrates the minimum skills required of a Social Work student.
- 8= Competent:** Demonstrates abilities that are expected of a Social Work student.
- 9= Superior:** Job/skill performance surpasses what one would expect of a student.
- 10= Mastery:** No further learning/improvement needed.
- N/A- Not Applicable:** Student has not had opportunity to meet.

If a rating of 4-6 is given, the Agency Field Instructor should provide an explanation in the “comments” section. If a rating of 5 or below is given, the Field Instructor should contact the Social Work Field Education Coordinator immediately.

The Agency Field Instructor will evaluate the student’s level of achievement and place the appropriated number on the space indicated. There are two evaluations made during each semester of Field, the first at the midterm, and the second at the completion of the Field practicum.

<b>1</b> Unacceptable	<b>2</b> Deficient	<b>3</b> Inadequate	<b>4</b> Lacking	<b>5</b> Poor	<b>6</b> Needs Improvement	<b>7</b> Meets Minimum Expectations	<b>8</b> Competent	<b>9</b> Superior	<b>10</b> Mastery
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**Competency 1: Demonstrate Ethical and Professional Behavior**

a.) Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ 6 \_\_\_ 7 \_\_\_ 8 \_\_\_ 9 \_\_\_ 10 \_\_\_ N/A \_\_\_

b.) Demonstrate professional behavior; appearance; and oral, written, and electronic communication.

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ 6 \_\_\_ 7 \_\_\_ 8 \_\_\_ 9 \_\_\_ 10 \_\_\_ N/A \_\_\_

c.) Use technology ethically and appropriately to facilitate practice outcomes.

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ 6 \_\_\_ 7 \_\_\_ 8 \_\_\_ 9 \_\_\_ 10 \_\_\_ N/A \_\_\_

d.) Use supervision and consultation to guide professional judgement and behavior.

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ 6 \_\_\_ 7 \_\_\_ 8 \_\_\_ 9 \_\_\_ 10 \_\_\_ N/A \_\_\_

Comments:

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Section Total \_\_\_\_\_ Section Mean \_\_\_\_\_

<b>1</b> Unacceptable	<b>2</b> Deficient	<b>3</b> Inadequate	<b>4</b> Lacking	<b>5</b> Poor	<b>6</b> Needs Improvement	<b>7</b> Meets Minimum Expectations	<b>8</b> Competent	<b>9</b> Superior	<b>10</b> Mastery
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**Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

**a.)** Advocate for human rights at the individual, family, group, organizational, and community system levels.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ N/A \_\_\_\_\_

**b.)** Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ N/A \_\_\_\_\_

Comments:

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Section Total \_\_\_\_\_

Section Mean \_\_\_\_\_

1 Unacceptable	2 Deficient	3 Inadequate	4 Lacking	5 Poor	6 Needs Improvement	7 Meets Minimum Expectations	8 Competent	9 Superior	10 Mastery
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**Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

a.) Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ N/A \_\_\_\_\_

b.) Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ N/A \_\_\_\_\_

Comments:

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Section Total \_\_\_\_\_ Section Mean \_\_\_\_\_

<b>1</b> Unacceptable	<b>2</b> Deficient	<b>3</b> Inadequate	<b>4</b> Lacking	<b>5</b> Poor	<b>6</b> Needs Improvement	<b>7</b> Meets Minimum Expectations	<b>8</b> Competent	<b>9</b> Superior	<b>10</b> Mastery
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**Competency 4: Engage In Practice-Informed Research and Research-Informed Practice**

a.) Apply research findings to inform and improve practice, policy, and programs.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ N/A \_\_\_\_\_

b.) Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ N/A \_\_\_\_\_

Comments:

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Section Total \_\_\_\_\_ Section Mean \_\_\_\_\_

<b>1</b> <b>Unacceptable</b>	<b>2</b> <b>Deficient</b>	<b>3</b> <b>Inadequate</b>	<b>4</b> <b>Lacking</b>	<b>5</b> <b>Poor</b>	<b>6</b> <b>Needs Improvement</b>	<b>7</b> <b>Meets Minimum Expectations</b>	<b>8</b> <b>Competent</b>	<b>9</b> <b>Superior</b>	<b>10</b> <b>Mastery</b>
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**Competency 5: Engage in Policy Practice**

**a.)** Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ N/A \_\_\_\_\_

**b.)** Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ N/A \_\_\_\_\_

Comments:

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Section Total \_\_\_\_\_ Section Mean \_\_\_\_\_

<b>1</b> Unacceptable	<b>2</b> Deficient	<b>3</b> Inadequate	<b>4</b> Lacking	<b>5</b> Poor	<b>6</b> Needs Improvement	<b>7</b> Meets Minimum Expectations	<b>8</b> Competent	<b>9</b> Superior	<b>10</b> Mastery
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**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

**a.)** Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ N/A \_\_\_\_\_

**b.)** Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ N/A \_\_\_\_\_

Comments:

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Section Total \_\_\_\_\_ Section Mean \_\_\_\_\_



<b>1</b> Unacceptable	<b>2</b> Deficient	<b>3</b> Inadequate	<b>4</b> Lacking	<b>5</b> Poor	<b>6</b> Needs Improvement	<b>7</b> Meets Minimum Expectations	<b>8</b> Competent	<b>9</b> Superior	<b>10</b> Mastery
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**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

**a.)** Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ N/A \_\_\_\_\_

**b.)** Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ N/A \_\_\_\_\_

Comments:

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Section Total \_\_\_\_\_ Section Mean \_\_\_\_\_

<b>1</b> Unacceptable	<b>2</b> Deficient	<b>3</b> Inadequate	<b>4</b> Lacking	<b>5</b> Poor	<b>6</b> Needs Improvement	<b>7</b> Meets Minimum Expectations	<b>8</b> Competent	<b>9</b> Superior	<b>10</b> Mastery
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**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

a.) Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ N/A \_\_\_\_\_

b.) Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ N/A \_\_\_\_\_

Comments:

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Section Total \_\_\_\_\_ Section Mean \_\_\_\_\_

<b>1</b> Unacceptable	<b>2</b> Deficient	<b>3</b> Inadequate	<b>4</b> Lacking	<b>5</b> Poor	<b>6</b> Needs Improvement	<b>7</b> Meets Minimum Expectations	<b>8</b> Competent	<b>9</b> Superior	<b>10</b> Mastery
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**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

a.) Select and use culturally responsive methods for evaluation of outcomes.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ N/A \_\_\_\_\_

b.) Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ N/A \_\_\_\_\_

Comments:

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Section Total \_\_\_\_\_ Section Mean \_\_\_\_\_

1. Identify the students' strengths and outstanding abilities.

2. Identify areas which need continued attention or improvement.

3. Other comments:

**Signature Page**

**Student Signature:**

Check One:

I agree with this evaluation: \_\_\_\_\_

I do not agree with this evaluation: \_\_\_\_\_

If student disagrees with the evaluation, a statement that outlines the specific points and reasons for disagreement may be submitted with this form.

**Such a statement is / is not enclosed. (Circle one)**

Comments:

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

\_\_\_\_\_  
**Date**

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

\_\_\_\_\_  
**Date**

**Recommended Final Grade (Percentage and Letter):** \_\_\_\_\_

Comments:

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\_\_\_\_\_  
**Social Work Field Coordinator**

\_\_\_\_\_  
**Date**

**Recommended Final Grade:** \_\_\_\_\_