

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

Date \_\_\_\_\_

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

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

Address \_\_\_\_\_

Telephone \_\_\_\_\_

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

This student's performance this semester was (for end-of-semester: evaluations only):

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 3 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, the first at the end of Field I practicum, and the second at the completion of the Field II practicum.

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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**Education Policy 2.1.1-Identify as a professional Social Worker and conduct oneself accordingly.**

1.) Advocates for client access to the services of Social Work:

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

2.) Practices personal reflection and self-correction to assure continual professional development.

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

3.) Attends to professional roles and boundaries.

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

4.) Demonstrates professional demeanor in behavior, appearance, and communication.

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

5.) Engages in career-long (internship-long) learning.

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

6.) Uses supervision and consultation.

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

Comments:

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

**Educational Policy 2.1.2-Apply Social Work ethical principles to guide professional practice.**

7.) Recognizes and manages personal values in a way that allows professional values to guide practice.

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

8.) Makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers International Association of Schools of Social Work Ethics in Social Work, Statement of Principle.

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

9.) Tolerates ambiguity in resolving ethical conflicts.

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

10.) Applies strategies of ethical reasoning to arrive at principled decisions.

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

Comments:

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

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

**Education Policy 2.1.3-Applying critical thinking to inform and communicate professional judgments.**

**11.)** Distinguishes, appraises, and integrates multiple sources of knowledge, including Research based knowledge and practice wisdom.

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

**12.)** Analyses models of assessment, prevention, intervention, and evaluation.

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

**13.)** Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

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

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

**Educational Policy 2.1.4-Engage diversity and difference in practice.**

**14.)** Recognizes the extent, to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

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

**15.)** Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

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

**16.)** Recognizes and communicates their understanding of the importance of difference in shaping life experiences.

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

**17.)** Views themselves as learners and engage those with whom they work as informants.

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

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

**Educational Policy 2.1.5--Advance human rights and social and economic justice.**

**18.)** Understands the forms and mechanism of oppression and discrimination.

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

**19.)** Advocates for human rights and social and economic justice.

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

**20.)** Engages in practices that advance social and economic justice.

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

Comments:

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

**Educational Policy 2.1.6-Engage in research-informed research.**

**21.)** Use practice experience to inform scientific inquiry.

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

**22.)** Uses research evidence to inform practice (learning).

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

Comments:

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



**Educational Policy 2.1.7-Apply knowledge of human behavior and the social environment.**

**23.)** Utilizes conceptual frameworks to guide the processes of assessment, intervention and evaluation.

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

**24.)** Critiques and applies knowledge to understand person and environment.

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

Comments:

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

**Educational Policy 2.1.8-Engage in policy practice to advance social and economic well being and to deliver effective social work services.**

25.) Analyzes, formulated, and advocates for policies that advance social well-being.

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

26.) Collaborates with colleagues and clients for effective policy action.

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

Comments:

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

**Educational Policy 2.1.9-Respond to contexts that shape practice.**

**27.)** Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

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

**28.)** Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

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

Comments:

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

**Educational Policy 2.1.10(a)-(d)-Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

**Educational Policy 2.1.10(a)-Engagement**

**29.)** Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.

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

**30.)** Uses empathy and other interpersonal skills.

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

**31.)** Develops a mutually agreed-on focus of work and desired outcomes.

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

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

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

**Educational Policy 2.1.10(b)-Assessment**

**32.)** Collects, organizes, and interprets client data.

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

**33.)** Assess client strengths and limitations.

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

**34.)** Develops mutually agreed-on intervention goals and objectives.

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

**35.)** Selects appropriate intervention strategies.

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

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

**Educational Policy 2.1.10(c)-Intervention**

**36.)** Initiates actions to achieve organizational goals.

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

**37.)** Implements prevention interventions that enhance client capacities.

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

**38.)** Helps clients resolve problems.

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

**39.)** Negotiates, mediates, and advocates for clients.

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

**40.)** Facilitates transitions and endings.

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

Comments:

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

**Educational Policy 2.1.10(d)-Evaluation**

**41.)** Social Workers critically analyze, monitor, and evaluate interventions.

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:** \_\_\_\_\_

Comments:

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

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

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