BOWLING GREEN STATE UNIVERSITY
BACHELOR OF SCIENCE IN SOCIAL WORK
MODIFIED BLOCK SENIOR INTERNSHIP
STUDENT FIELD EVALUATION

PROFESSIONAL RESPONSIBILITIES AND GRADING

FIELD COORDINATOR'S RESPONSIBILITIES

1. Completes requests to Dean of College for medical extensions as needed.

2. Final responsibility for conflict resolution and reassignment of students as needed.

3. Final review of all placement files.

FACULTY LIAISON'S RESPONSIBILITIES

1. Maintain ongoing contact with students and agencies during placement and arbitrate issues that may arise where either student or agency is experiencing difficulty.
   Notify Field Coordinator in writing immediately as to details of conflict and resolution.

2. Conduct two on site visits during the semester to review the student's progress. New agencies or new FI's may be visited in the first two weeks to review the Educational Contract. The second visit may be at mid-term or final visit at end of the semester. If

INSTRUCTIONS:
An Evaluation should be done twice. Use the left column at mid-term working from a hard copy to be furnished by the intern. FI's signature indicates the ratings are correct. At finals use the right column. The final completed evaluation pages should be given to the FL at the final visit. The Evaluations pages will be stored in the students departmental file.

The first evaluation should be done for the purpose of showing the student areas of strength and weakness so the student is clear about expectations. With the knowledge gained from the first evaluation, the student will then be alerted to areas of needed improvement.

NOTE: The evaluation should reveal the student's actual performance, not what the evaluator feels the student should be able to do.

Students should attempt to rate their own performance and compare their own ratings to those of the FI. Students ratings may be shared with the FI but do not need to be given to the FL. The FI and student should have completed and reviewed the ratings together prior to the FL visit.

Please note the use of the term "client" refers to individuals, families, groups, organizations, or the community, depending on the
actual assignments. The evaluation has two parts. The first measures
the student in the role of a Learner and the second is intended to
measure the student in the role of Practitioner.

RATING SCALE

Mark items N/A if they are not applicable to the student.

Mark items N/O if the behaviors or attitudes described were not
observed.

The numbered items serve as outcome measures for the social work
program based on the student's performance. Sub-items bulleted are
inserted to clarify the main items and serve as discussion points
between the Field Instructor and the student. Written comments may be
made between the items or on the summary rating sheet.

Rate the student by circling the number from 1 - 5 that best describes
how often the student demonstrates the knowledge, skill, or value when
called upon to do so at the internship.

0 = No opportunity or Not observed
1 = Almost Never (less than 10% of the time)
3 = Sometimes (about half the time or 40 - 60%)
5 = Almost Always (more than 90% of the time)
A. IN THE ROLE OF LEARNER, THE STUDENT:

____1. DIFFERENTIATES BETWEEN STUDENT AND PROFESSIONAL ROLES.
   ____1.
   • Understands and works within the limits of his/her assignments.
   • Asks for clarification from field Instructor when unsure of his/her role.
   •
   
   of issues and items to discuss).
   • Completes assigned tasks.
   •
   •
   • Accepts responsibility for decisions made.
   •
   •
   • Relates classroom content to field practice.
   •

____2. LEARNS FROM GOALS AND PROGRAMS.
   ____2.
   •
   • Explains agency goals and programs.
   •
   • Reads Policy Manual,
   •
   •
   • Differentiates between broad agency goals and departmental program goals in multiple program agencies.
   • Accepts assignments which will teach him/her about programs.
   • Works with and makes referrals to other disciplines within a program.
   •
   • Attends Staff meetings with other disciplines.
Student Evaluation Unit II  (Week 4)

**END OF UNIT EVALUATION**

0=NO, 1=0-10%, 2=11-39%, 3=40-60%, 4=61-89%, 5=90+% of time

__3. UNDERSTANDS RELATIONSHIP OF AGENCY WITH OTHER SOCIAL AGENCIES.

- Makes and reports on visits to appropriate agencies indicating knowledge of working relationships of agencies.
- Makes appropriate referrals to other social agencies.
- Accepts appropriate referrals from other social agencies.

- Attends in-service conferences & workshops in community as available.
- Describes contractual arrangements with other public or private agencies or service providers.
- Shares confidential information with other agencies only in an appropriate, professional manner.
- Describes agency goals in the community setting.

__4. UNDERSTANDS BROAD SOCIAL ISSUES

- Identifies social and political issues influencing tasks to be done.
- Identifies the environmental conditions which impart on tasks to be done.
- Develops sensitivity to & awareness of ways the community setting affects the client.
- Has read and understands the current state or national legislation impacting the primary services of this setting.

__5. UNDERSTANDS AREAS OF NEEDED CHANGE IN AGENCY, COMMUNITY, AND/OR STATE AND/OR NATIONAL POLICY.

- Has reviewed and discussed with staff any proposed legislation that will impact the services of this agency.
- Has identified grant/research project(s) to be completed.
____6. UNDERSTANDS DIVERSITY ISSUES AS RELATED TO THE CLIENT POPULATION. THIS SHOULD INCLUDE A CULTURE OTHER THAN THAT OF THE STUDENT’S ORIGIN.

• Is sensitive to the importance of cultural / ethnic differences in the helping process.
• Gained knowledge about different value and belief systems of culturally diverse clients.
• Understands cultural variations in non-verbal behaviors.
• Is familiar with variations caused by race or language.
• Is aware of diversity in religion and the impact on the change process used in intervention.
• Has been exposed to differences in rural vs. urban populations & types of interventions used with each.
• Has experience with clients with diverse sexual orientations and has responded in an appropriate and non judgmental manner.
• Responds appropriately to clients from different socioeconomic groups.

____7. UNDERSTANDS AREAS OF NEEDED CHANGE IN AGENCY AND COMMUNITY.

• Seeks out differing opinions (intra-agency and interagency) regarding areas of needed change.

• Thinks critically and suggests realistic proposals (to appropriate staff.)
STUDENT EVALUATION Unit III (Week 7)

0=NO, 1=0-10%, 2=11-39%, 3=40-60%, 4=61-89%, 5=90+% of time

END OF UNIT EVALUATION

FINAL EVALUATION

B. VALUES AND ATTITUDES DEMONSTRATED INDICATE THE STUDENT:

__8. USES ONES SELF PROFESSIONALLY, ACTS ETHICALLY, RESPONSIBLY, AND RESPECTS CLIENTS AND THE COMMUNITY.

- Describes professional use of self and the impact of his / her relationship upon the client.
- Identifies personal values about race, gender, age, socio-economic status, sexual orientation, disability and / or life-styles.
- Prevents personal values, biases and experiences from interfering with practice decisions in the interests of clients.
- Agency receives positive feedback from client(s) about relationship with student.
- Risks new techniques to learn and serve clients.
- Does more than is required to serve clients.
- Respects the basic worth and integrity of client.
- Individualizes clients, does not lump them into categories.
- Demonstrates understanding and acceptance of professional social work values.
- Acts ethically and in compliance with the NASW Code of Ethics.
- Uses appropriate
C. SKILLS DEMONSTRATED BY THE STUDENT IN THE ROLE OF PRACTITIONER

SHOW THE STUDENT:


- Accepts referrals from supervisor with minimum information, contacts referral sources if necessary for further information, keeps own appointments, determines when home visits are appropriate.
- Uses time well, manages & modifies schedule as requested by supervisor without becoming upset.
- Not easily frustrated; has control.
- Completes tasks on schedule.
- Accepts new assignments willingly.
- Is punctual regarding working hours and appointments.
- When faced with heavy workload sets priorities and adheres to them.
- Organizes workload and work space.
- Is making satisfactory progress on grant/research project(s).

_10. UNDERSTANDS PROFESSIONAL USE OF SELF IN RELATIONSHIPS WITH STAFF. ___10.

- Attends team meetings, staff meetings and consults with staff within other departments when necessary.
- Accepts the responsibility of office routine early in the experience.
- Displays social skills appropriate for the situation.
- Draws on knowledge and expertise of agency staff.
- Assesses the agency formal and informal communication network and power structure and uses this knowledge appropriately.
- Shares confidential information only in appropriate, professional manner.
11. UNDERSTANDS PROFESSIONAL USE OF SUPERVISION.

- Is punctual at appointed time for conferences.
- Shows ability to move toward increasingly independent functioning and ability to make decisions independent of the supervisor.
- Implements general knowledge gained from supervisor and work experience.
- Shares feelings with supervisor regarding role and responsibilities.
- Student is receptive to positive and negative feedback.

- Asks for clarification of agency expectations of his/her functioning.

- Accepts responsibility for decisions made and actions taken.
- Identifies areas of own strengths and weaknesses.
- Is willing to try new methods and work with new client population(s).
- Recognizes weaknesses in practice.
- Student is aware when he/she makes mistakes.
- Student does not repeat mistakes.

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12. COMMUNICATES EFFECTIVELY ORALLY

- Communicates effectively in professional role with other staff.
- Communicates effectively with clients.
- Uses proper grammar and understands proper professional terminology.
- Listens attentively to clients including appropriate use of paraphrasing, reflecting, clarification, and summarizing techniques.
- Uses open and closed questions appropriately.
- Appropriately uses other interviewing techniques such as confrontation and self-disclosure.
- Recognizes that moralizing, persuading, premature reassurance, threatening, judging and criticizing are not appropriate in social work interaction.
- Focuses an interview, group, or community meeting.
- Helps clients elaborate on problems.
- Responds empathically to clients.
- Recognizes and responds to non-verbal communication.
- Recognizes and controls her/his own verbal and nonverbal communication of biases and feelings in interviews.

13. COMMUNICATES EFFECTIVELY IN WRITING.

- Demonstrates acceptable record keeping skills.
- Uses proper grammar, composition
- Is objective in written work.
- Uses technology (cell phones, Dictaphones, computers, etc.) in an ethical, accountable, and competent manner.
- Documents evaluation of service rendered.
• Submitted quality written materials needed for research/grant project(s).

__14. MAKES APPROPRIATE USE OF ALL SERVICES WITHIN THE AGENCY.
• Assesses the effect of agency mission, regulations, policies, and procedures on service delivery and on his/her own practice.
• Utilizes services within prescribed units.
• Establishes relationships with staff members in addition to supervisor.

__15. MAKES APPROPRIATE REFERRALS TO OTHER AGENCIES.
• Utilizes available list of community resources.
• Develops own list of community resources when none is available in the agency.
• Becomes knowledgeable about other agencies with which placement agency has linkages including functions, populations served, and intake policies.
• Uses appropriate methods in making referrals and follows up on referrals made.
• Makes referrals appropriate to client needs.

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__16. Applies Theory to practice.
• Applies learning gained from one setting or situation to another.
• Verbalizes concepts, ideas, and theory learned in the classroom and applies them to practice.
• Demonstrates a carry over of knowledge from one department to another or one day to another.
• Integrates knowledge gained from assigned current practicum readings.
• Identifies experiences in the field agency that address learning needs and relates to course work.
• Demonstrates carry over of knowledge from research / grant writing class assignment to field practice.

__17. ASSESSES NEED(S) AND SETS APPROPRIATE GOAL(S) IN PRACTICE.
• Appropriately assesses client functioning and physical, material, emotional and health needs.
• Gathers data relevant to clients’ situation.
• Recognize the importance of separating facts from her/his own attitudes and biases.
• Use various sources of information, including non-verbal data, clients’ support systems, and other collaterals in the assessment process.
• Identifies the impact of oppression on clients.
• Documents goals appropriate to client's ends and level of functioning.
• Identifies sources of strengths and stress for the client(s) and their support system.
• Organize, summarize, and interpret the information collected.
• Reviews alternatives with client and involves client in selection of the most appropriate goal.
• Identify, with clients, appropriate tasks for the student, the client, and collaterals.

_18. FOLLOWS THROUGH ON GOALS THAT ARE SET_  _18.
• Completes paperwork within required time frame.
• Obtains appropriate services for client, either from the agency or other community resources.
• Uses the strengths perspective in practice.
• Uses supportive techniques.
• Implements change strategies.
• Develops an intervention plan based on the assessment and select appropriate interventions.
• Partializes work and focused interventions.
• Monitors the intervention plan (analyze consequences of change, modify goals and tasks as indicated, assess new issues that require action).
• Models, rehearses, and imparts coping skills to clients.
• Recognizes and uses recurring themes presented by client(s) throughout intervention.
• Evaluates and modifies goals appropriately.
• Evaluates, with clients, the extent to which the goals of the intervention plan were achieved.
• Engages clients’ in a review of accomplishments and areas for continuing work.
• Deals with resistance to the change process.
0=NO, 1=0-10%, 2=11-39%, 3=40-60%, 4=61-89%, 5=90+% of time

• Uses case management skills when appropriate.
• Determines when to terminate intervention.
• Utilizes theory and research to evaluate her/his own practice
• Revise assessment based on new information

**AT MID TERM THE FOLLOWING SHOULD BE COMPLETED BY FI AND STUDENT PRIOR TO VISIT BY THE FL.**

**STUDENTS STRENGTHS**
AREAS IDENTIFIED FOR IMPROVEMENT IN 2ND HALF AND PLANS TO ACHIEVE GOALS.

STATE SPECIFIC ACTIVITIES THAT WILL IMPROVE THE STUDENTS ABILITIES IN PRACTICE.

STATE ANY TASKS OR GOALS FROM UNITS I - III REMAINING TO BE COMPLETED AND WHY THESE WERE NOT YET COMPLETED.

STATE OPPORTUNITIES STUDENT DESIRES THAT MAY NOT HAVE BEEN IDENTIFIED EARLIER THAT STUDENT WILL HAVE A CHANCE TO PARTICIPATE IN DURING THE 2ND HALF.

LIST ANY ISSUES NEEDING TO BE DISCUSSED WITH FL AT MID TERM VISIT.

HOURS COMPLETED TO DATE: ________________ Date: _______

STUDENT'S SIGNATURE: ________________________________________(Indicates completion of above required activities).

FIELD INSTRUCTOR'S SIGNATURE: _____________________________ Date: __________

STUDENT EVALUATION Unit IV (Week 11)

0=NO, 1=0-10%, 2=11-39%, 3=40-60%, 4=61-89%, 5=90% of time

END OF UNIT EVALUATION FINAL EVALUATION

__19. WORKS SUCCESSFULLY WITH A VARIETY OF CLIENTS __19.
(INCLUDING CULTURAL / SOCIO-ECONOMIC DIVERSITY).

- Looks at client behavior objectively. Does not take negative client behavior personally.
- Shows sensitivity to client's situation and reasons for client's behavior.
- Demonstrates tolerance and respect.
- Demonstrates persistence and patience.
- Demonstrates composure under stress.
- Individualizes client, does not lump client into categories based on myths and stereotypes of society.
- Focuses on client strengths.
- Uses culturally appropriate interventions.
- Accurately reads culturally based nonverbal communications.
- Advocates as appropriate for unmet needs and more humane service delivery and / or non-discrimination in service delivery systems.

__20. EXHIBITS CREATIVITY IN PRACTICE. __20.

- Develops and is aware of skills for different treatment approaches.
- Risks self, shows creativity.
- Is open to suggestions, ideas.
- Seeks out new ideas and information via the internet.

HOURS COMPLETED TO DATE: ________________ Date: ____________

STUDENT'S SIGNATURE: _____________________________________ (Indicates completion of above required activities).

FIELD INSTRUCTOR'S SIGNATURE:
__________________________Date:___________

STUDENT EVALUATIONS Unit V (Week 14)
(At this point supervisor should go back to the Evaluations in Units I - IV and complete the Final Evaluation section on the Right side of the forms and then complete a summary rating sheet as follows).

AREAS WHERE STUDENT IS STRONGEST:

(List 3 most highly developed skills)
AREAS WHERE STUDENT HAS SHOWN THE MOST GROWTH:

AREAS IN WHICH STUDENT NEEDS TO IMPROVE:

OTHER COMMENTS:

(This section to be completed by student)

PLANS FOR IMMEDIATE FUTURE:
Employment
   Accepted (specify) _____________________________
   Type desired Work ___________________________
   Location desired _____________________________
Graduate School
   (name) _____________________________ (name)
Other _____________________________
   Other (specify) _____________________________

HOURS COMPLETED TO DATE: _______________ Date: __________

STUDENT'S SIGNATURE: _____________________________ Date: __________
(Indicates completion of above required activities).

FIELD INSTRUCTOR'S SIGNATURE:
_________________________ Date: ___________________