



**Angelo State University**  
**Department of Psychology, Sociology, and Social Work**

Social Work Program  
Field Education Student Evaluation

Student \_\_\_\_\_ Semester \_\_\_\_\_

Agency \_\_\_\_\_

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

\_\_\_\_\_ Midterm Evaluation or \_\_\_\_\_ Final Evaluation (Select One)

This form is designed for the assessment of the student's performances in Field Education and readiness for entry level generalist social work practice. The uniqueness of the field instruction setting, client population, and student are considered in reviewing ratings for reporting student progress.

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 = Poor:** Student has difficulty in comprehending one of the competencies expected of a student.
- 2 = Needs Improvement:** Demonstrates acceptable social work skills, but lack in Professionalism.
- 3 = Meets Minimum Expectations:** Demonstrates the minimum skills required of a social work student.
- 4 = Competent:** Demonstrates abilities that are expected of a social work student.
- 5 = Superior:** Job/Skill performance surpasses what one would expect of a student.
- N/A = Not Applicable:** Student has not had opportunity to meet this practice behavior but should meet all practice behaviors by the Spring Semester's final evaluation.

If a rating of 1 or 2 is given, the Field Instructor should provide an explanation in the "comments" section and should contact the Social Work Field Education Liaison and/or Director immediately.

The Field Instructor will evaluate the student's level of achievement and place the appropriate number on the space indicated. There are two evaluations made per semester, the first at midterm, and the second at the completion of the practicum. It is expected that the Field Instructor and student will discuss the evaluation prior to the evaluation conference with the Social Work Field Education Liaison.

**\*Social Work Faculty will complete the Section Total and Section Mean blanks\***

1 Poor	2 Needs Improvement	3 Meets Minimum Expectations	4 Competent	5 superior
-----------	---------------------------	---------------------------------------	----------------	---------------

**Competency 1: Demonstrate Ethical and Professional Behavior**

1) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ N/A \_\_\_

2) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ N/A \_\_\_

3) Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ N/A \_\_\_

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

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ N/A \_\_\_

5) Use supervision and consultation to guide professional judgment and behavior.

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ N/A \_\_\_

Comments:

---

---

---

---

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

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

**Competency 2: Engage Diversity and Difference in Practice**

1) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ N/A \_\_\_\_

2) Present themselves as learners and engage clients and constituencies as experts of their own experiences.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ N/A \_\_\_\_

3) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ N/A \_\_\_\_

Comments:

---

---

---

---

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

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

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

1) Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ N/A \_\_\_\_

2) Engage in practices that advance social, economic, and environmental justice.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ N/A \_\_\_\_

Comments:

---

---

---

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

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

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**

1) Use practice experience and theory to inform scientific inquiry and research

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ N/A \_\_\_\_

2) Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ N/A \_\_\_\_

3) Use and translate research evidence to inform and improve practice, policy, and service delivery

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ N/A \_\_\_\_

Comments:

---

---

---

---

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

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

**Competency 5: Engage in Policy Practice**

1) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ N/A \_\_\_\_

2) Assess how social welfare and economic policies impact the delivery of and access to social services

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ N/A \_\_\_\_

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

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ N/A \_\_\_\_

Comments:

---

---

---

---

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

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

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

1) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ N/A \_\_\_\_

2) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ N/A \_\_\_\_

Comments:

---

---

---

---

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

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

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.**

1) Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ N/A \_\_\_\_

2) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ N/A \_\_\_\_

3) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ N/A \_\_\_\_

4) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ N/A \_\_\_\_

Comments:

---

---

---

---

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

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

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

**1) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies**

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ N/A \_\_\_\_

**2) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies**

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ N/A \_\_\_\_

**3) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes**

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ N/A \_\_\_\_

**4) Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies**

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ N/A \_\_\_\_

**5) Facilitate effective transitions and endings that advance mutually agreed-on goals**

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ N/A \_\_\_\_

Comments:

---

---

---

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

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

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

**1) Select and use appropriate methods for evaluation of outcomes**

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ N/A \_\_\_\_

**2) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes**

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ N/A \_\_\_\_

**3) Critically analyze, monitor, and evaluate intervention and program processes and outcomes**

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ N/A \_\_\_\_

**4) Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels**

1\_\_\_\_ 2\_\_\_\_ 3\_\_\_\_ 4\_\_\_\_ 5\_\_\_\_ N/A \_\_\_\_

Comments:

---

---

---

---

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

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



**1. Identify the student's strengths and outstanding abilities.**

**2. Identify areas which need continued attention or improvement.**

**4. Other Comments:**

**SIGNATURES:**

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

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

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

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

\_\_\_\_\_  
**Social Work Field Education Liaison (Faculty)**

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

**Recommended Mid/Final Grade:** \_\_\_\_\_