



EASTERN CONNECTICUT STATE UNIVERSITY

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DEPARTMENT OF SOCIOLOGY, ANTHROPOLOGY, CRIMINOLOGY, AND SOCIAL WORK

SOCIAL WORK PROGRAM

EXPLORATORY FIELD EXPERIENCE EVALUATION AND/OR PROFESSIONAL REFERENCE

Eastern's Social Work Program is Accredited by the Council on Social Work Education

<p><b>The Social Work Program Mission Statement</b></p> <p>The mission of the Social Work Program of Eastern Connecticut State University is to prepare bachelor-level generalist social work professionals who competently and respectfully promote human well-being and advance human rights and social, economic, and environmental justice among diverse populations from a global perspective with emphasis on the vulnerable and oppressed by employing empirically informed practice skills that are grounded in social work's body of knowledge and professional values.</p>	<p><b>Goals</b></p> <ol style="list-style-type: none"> <li>1. Support and challenge students to develop professional social work identities grounded in self-awareness, professional values, and the history and mission of social work</li> <li>2. Achieve professional competencies that are rooted in relational, experiential, and empirical learning</li> <li>3. Develop and inspire social work students to become empowered professionals who are advocates and agents for social justice and human rights</li> </ol>
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This evaluation form was designed to provide the field instructor with guidelines to determine the adequacy of the student's performance in his/her internship experience and as a professional evaluation to assess the student's potential for effectiveness in the social work profession. This form should be completed by the individual who has supervised the student; it should not be completed by another student, a member of the faculty or staff, or a person knowledgeable about the applicant from a personal or family relationship. Please indicate the purpose of this document by checking the appropriate box.

Internship Evaluation _____ Professional Reference _____ Both _____		
Student Name	Field Instructor Name	
Agency Name	Field Instructor Email	
Agency Address	Semester: Fall ____ Spring ____ Year ____ Other ____	
The following signatures indicate all parties' receipt of the evaluation:		
Field Instructor Signature / Date	Student Signature / Date	
No. of Hours Spent at Field Placement:		

**Please provide a brief description of key activities; the nature and goal of the student's work in the setting.**

**Evaluation Standards**

All placements apply Eastern Connecticut State University’s Social Work Program standards to their unique settings. These are guidelines for field supervisors to use in determining the adequacy of the performance of the student.

**Instructions**

For each item, please check the column that best describes the student’s performance in relation to the standards set for each evaluation period.

<b>Practice Competency and Behavior Ratings:</b> 1. Needs additional assistance – does not meet standards 2. Meets standards 3. Performs above standards	1	2	3	Comments
<b>Competency 1: Identify as a professional social worker and conduct oneself accordingly</b>				
<b>1. Understands the agency setting</b> <i>The student demonstrates an understanding of the implications of the agency’s mission and policies on the work they are doing with their client system as evidenced in their discussions during supervision and their adherence to agency policies.</i>				
<b>2. Understands the community</b> <i>The student demonstrates an understanding of the community, its culture, demographics, power structure, and other characteristics as evidences in the discussions during supervision.</i>				
<b>3. Demonstrates appropriate level of maturity, emotional stability, and judgement</b> <i>The student is appropriately sensitive and demonstrates good judgement in their interactions with agency staff and clients.</i>				
<b>4. Demonstrates responsibility, punctuality, and reliable attendance</b> <i>The student is consistently where they are supposed to be when they are supposed to be there.</i>				
<b>5. Professional appearance in relation to agency standards</b> <i>Student dresses appropriately for the role and setting and is conscious of own demeanor and communication style. The student is able to articulate the impact this has on the helping relationship. This is rated on the degree of guidance needed.</i>				
<b>6. Uses supervision and consultation effectively</b> <i>The student asks questions and is able to process and use feedback. The student seeks out consultation when appropriate. This rating is based on the supervisor’s perception of the consistency with which the student engages in this behavior.</i>				
<b>Competency 2: Apply ethical principles to guide professional practice</b>				
<b>7. Demonstrates an awareness of their own values and respect for the values of the clients they serve.</b> <i>This is demonstrated in the way students talk about the clients in agency and how they interact with the clients.</i>				
<b>Competency 3: Apply critical thinking to inform and communicate professional judgements</b>				
<b>8. Demonstrates abilities to complete required tasks</b> <i>The student consistently demonstrates the ability to complete assigned tasks and engage in problem solving when necessary.</i>				

<b>Practice Competency and Behavior Ratings:</b>				<b>Comments</b>
<b>1</b>	<b>2</b>	<b>3</b>		
1. Needs additional assistance – does not meet standards				
2. Meets standards				
3. Performs above standards				
<b>9. Uses effective oral and non-verbal communication skills</b>				
<i>The student shows ability to orally communicate with clients and colleagues in a responsive way and to demonstrate reasoned conclusions as evidenced in observation.</i>				
<b>10. Willingness and ability to learn</b>				
<i>The student appears open to learning, takes initiative, asks appropriate questions, and takes advantage of learning opportunities to gain additional experiences.</i>				
<b>Competency 4: Engage diversity and difference in practice</b>				
<b>11. Demonstrates a sensitivity to the needs and feelings of others</b>				
<i>The student interacts with colleagues and clients with a sense of empathy, respect, and understanding.</i>				
<b>12. Gain self-awareness about the influence of personal biases and values in working with diverse groups</b>				
<i>The student demonstrates an awareness that others may have worldviews different from their own and is able to recognize those differences between their own, the people they work with, and the clients they serve.</i>				
<b>13. Recognize and communicate their understanding of the importance of difference in shaping life experiences</b>				
<i>The student demonstrates a conscious awareness that not everyone views the world as they do and is able to make the connection between the life experience of the client system and how the client may view a situation. This is rated based on the student's ability to construct effective empathic response.</i>				
<b>14. Demonstrate the ability to accept and work with persons different from themselves</b>				
<i>The student is able to interact with individuals who are different from themselves with respect, sensitivity, and empathy.</i>				

How would you evaluate the student's overall performance?		
<b>Above Standards</b>	<b>Meets Standards</b>	<b>Needs Additional Assistance – Does Not Meet Standards</b>
If this is a professional reference to recommend the student to become a social work major, what else can you tell us about the student's strengths and challenges which you think we should know about his/her readiness to be admitted to the professional program?		
Additional Comments:		