# Mid-Semester Student Evaluation Form

<table>
<thead>
<tr>
<th>Name of Student:</th>
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<tbody>
<tr>
<td>Field Instruction Agency:</td>
</tr>
<tr>
<td>Field Instructor:</td>
</tr>
<tr>
<td>Semester and Year:</td>
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For each question below, circle the number to the right that best fits your assessment. 
(PO refers to the Program Objectives A-N Described in the field manual.)

## Foundation for Social Work Skill

1. Student is able to develop effective helping relationships with a wide range of service participants. (PO: A,K,G)
   - **1** not effective
   - **2**
   - **3**
   - **4**
   - **5**
   - **6**
   - **7** very effective

   **Comment:**

2. Student is able to incorporate beginning level skills in supportive counseling. (active listening, clarifying, summarizing, etc.) (PO: A, K, F)
   - **1** poor skills
   - **2**
   - **3**
   - **4**
   - **5**
   - **6**
   - **7** very skilled

   **Comment:**

3. Student is able to identify ethical dilemmas which arise in practice. (PO: B, I)
   - **1** little ability
   - **2**
   - **3**
   - **4**
   - **5**
   - **6**
   - **7** excellent ability

   **Comment:**

4. Student is able to engage in critical analysis with field instructor to develop plan to resolve ethical dilemma in practice. (CO: B, E, I, J, L, M)
   - **1** unskilled
   - **2**
   - **3**
   - **4**
   - **5**
   - **6**
   - **7** excellent skills

   **Comment:**

5. Student displays skills in documenting individualized helping plans in a manner that is empowering and consistent with agencies policy & procedures. (PO: J, M)
   - **1** poor skills
   - **2**
   - **3**
   - **4**
   - **5**
   - **6**
   - **7** very skilled

   **Comment:**
6. Student is skilled in developing individualized strengths-based, eco-systemic, person-in environment assessments which serve to guide, direct and inform helping efforts. (PO: A,G,H )

<table>
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<tr>
<th>1 poor skills</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7 very skilled</th>
</tr>
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</table>

Comment:

7. Student is able to define eco-systems theory and implications from a person in the environment perspective. (PO: A, H, F )

<table>
<thead>
<tr>
<th>1 little ability</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7 strong ability</th>
</tr>
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</table>

Comment:

8. Student has demonstrated attention to oppression and discrimination by engaging in advocacy efforts with and on behalf of service participants. (PO: C, D, E )

<table>
<thead>
<tr>
<th>1 no attention</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7 significant attention</th>
</tr>
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Comment:

9. Student is able to give examples of multi-level policy and how such policies directly affect social work practice. (PO: G, M, I, H, F, H )

<table>
<thead>
<tr>
<th>1 little ability</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7 Strong Ability</th>
</tr>
</thead>
</table>

Comment:

10. Student is able to integrate research (evidence-based practice) into planned change process.(PO: A, J, D, E )

<table>
<thead>
<tr>
<th>1 poor integration</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7 excellent integration</th>
</tr>
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Comment:

11. Student is able to evaluate the impact/outcomes of planned change efforts. (PO: A, I, J )

<table>
<thead>
<tr>
<th>1 little ability</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7 excellent ability</th>
</tr>
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Comment:

12. Student is able to balance identification of problems with attention to strengths of people, families, organizations and communities. (PO: E, G, H )

<table>
<thead>
<tr>
<th>1 poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7 excellent</th>
</tr>
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</table>

Comment:
13. Student displays a willingness to cultivate and nurture collegial relationships with other agency staff.

<table>
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<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7 Very willing</th>
</tr>
</thead>
</table>

Comment:

**Strengths, Needs and Goals**

**Identified Strength**

**Identified Need**

**Target Goal for next 8 weeks**

**Target Goal for next 8 weeks**

**Additional Comments:**

**Clock Hours Completed to Date:**

Is the student's overall performance satisfactory with continued participation in field?  YES____  NO____

Signatures indicate that the student and Field Instructor have read/discussed this completed evaluation.

Student: _____________________________ Date: _____________________________
Field Instructor: _____________________________ Date: _____________________________
Field Director: _____________________________ Date: _____________________________