



Division of Social Work  
Field Education Program  
6000 J Street, Sacramento, CA 95819-6090  
Phone: (916) 278-6943  
www.hhs.csus.edu/swrk/Field

## BASW Field Evaluation

This evaluation is to be completed by the agency Field Instructor (FI) and student together. Task Supervisors (TS) should contribute to this process. The FI will score the student's performance under the 'Field Instructor' column, and the student will rate his or her performance under the 'Student' column. Both parties should discuss the evaluation when completed. The student is responsible for turning the evaluation in to their Faculty Field Liaison by the date indicated on the Field Calendar. Do not turn this document into Social Work drop-box or the Social Work Division office. Please do not fax this form to the Social Work office. Do not scan/email this document to the Social Work office.

The BASW Student Evaluation must be an original and signed by both the Field Instructor and the student in order to be accepted. A signed, completed evaluation is required for the student to receive a 'Credit' in field (SWRK 195A/B and 295A/B). If the evaluation is not submitted by the deadline, the student may receive an 'Incomplete' grade. **Students should keep a copy for their records.**

Academic Year 20\_\_\_\_/20\_\_\_\_

Date: \_\_\_\_\_

Please **PRINT** the following:

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

Student CSUS ID: \_\_\_\_\_

Student Email: \_\_\_\_\_

Faculty Liaison Name: \_\_\_\_\_

Field Instructor Name: \_\_\_\_\_

Field Instructor Phone: \_\_\_\_\_

Field Instructor E-mail: \_\_\_\_\_

Agency Name/Placement Site: \_\_\_\_\_

Agency Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

# BASW Field Evaluation Key

This evaluation instrument consists of ten student competencies that relate to the overall BASW program Objectives. Under each main competency are behavioral indicators, each of which must be evaluated. If there is an area for which the Field Instructor has not yet had an opportunity to evaluate the student's performance, please use the NA category. Do not indicate ratings in the greyed areas. The student is expected to be evaluated in all behavioral indicators by the end of the placement year. The student and the FI should keep a copy of the final evaluation. Prospective employers may ask to see this document as verification of practicum completion.

**1 = Unacceptable Performance:** Student shows little evidence of understanding of the concept and/or demonstration of skill development.

**2 = Beginning Skill Development:** Student shows some understanding the concept and is beginning to recognize in hindsight how it may have been applied in practice situations.

**3 = Progressing in Demonstration:** Student understands the concept and demonstrates the skill but performance is uneven. Needs time and practice to exhibit consistency.

**4 = Consistent Demonstration of High Level of Skill Development:** Understands the concept and demonstrates the skills with consistency.

**5 = Exceptional Demonstration of Skill Development:** The skill is an integrated part of the student's stance and style. Student exhibits independence, creativity, and flexibility in the use of the skills.

**NA = Not Applicable:** Student has not yet had an opportunity to demonstrate competency in this area.

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## Expectations of BASW students:

The expected ratings for performance of a first semester BASW student are 2's and 3's. Students who possess a great deal of experience may earn 4's in some categories. At the end of the second semester, the expected rating for performance is 3's and 4's.

## BASW Field Evaluation

| <b>COMPETENCIES</b>                                                                                                                                                                                                                                             | <b>Fall Ratings</b> |                         | <b>Spring Ratings</b> |                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------|-----------------------|-------------------------|
|                                                                                                                                                                                                                                                                 | <b>Student</b>      | <b>Field Instructor</b> | <b>Student</b>        | <b>Field Instructor</b> |
| <b>1. Student identifies as a professional social worker and conducts self accordingly:</b>                                                                                                                                                                     |                     |                         |                       |                         |
| 1.1. Student can verbally describe own internal process of developing self-awareness of emotions and judgments in relation to all aspects of field experience.                                                                                                  |                     |                         |                       |                         |
| 1.2. Student demonstrates behavior change and growth in self-awareness as a result of receiving feedback.                                                                                                                                                       |                     |                         |                       |                         |
| 1.3. Student verbally describes appropriate professional roles and boundaries of field setting. Student demonstrates ability to self-monitor when there are questions about boundaries and uses supervision to clarify.                                         |                     |                         |                       |                         |
| 1.4. In all interactions at the field setting, student engages in productive problem-solving and appropriate conflict resolution. Student follows agency chain of command. Student directs concerns to the appropriate person. Student uses open communication. |                     |                         |                       |                         |
| 1.5. Student is on-time to the placement and is not excessively absent or tardy. Student completes tasks within allotted timeframe and proactively seeks help when difficulties arise.                                                                          |                     |                         |                       |                         |
| 1.6. Student meets agency expectations regarding attire, demeanor, and conduct.                                                                                                                                                                                 |                     |                         |                       |                         |
| 1.7. Student attends required trainings, reads policy and procedure manuals, and takes responsibility for knowing relevant agency protocol. Student is able to explain basic agency mission, services, structure and population.                                |                     |                         |                       |                         |
| 1.8. Student proactively seeks out additional trainings, written materials, conversations with knowledgeable persons, and other opportunities to deepen knowledge about the placement and population(s) served.                                                 |                     |                         |                       |                         |
| 1.9. Student is able to express self verbally in a manner that is clear and in line with agency standards. Student communicates in manner consistent with professional setting.                                                                                 |                     |                         |                       |                         |
| 1.10. Student writes reports, case notes, emails, and other products according to agency format and professional expectations. Student's writing is legible and correct grammar is used.                                                                        |                     |                         |                       |                         |

## BASW Field Evaluation

| COMPETENCIES                                                                                                                                                                                              | Fall Ratings |                  | Spring Ratings |                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|------------------|----------------|------------------|
|                                                                                                                                                                                                           | Student      | Field Instructor | Student        | Field Instructor |
| <b>2. Student applies social work ethical principles to guide professional practice:</b>                                                                                                                  |              |                  |                |                  |
| 2.1. Can verbally articulate familiarity with the <i>NASW Code of Ethics</i> and agency policies that relate to it.                                                                                       |              |                  |                |                  |
| 2.2. Follows agency procedures that safeguard client confidentiality.                                                                                                                                     |              |                  |                |                  |
| 2.3. Communicates a non-judgmental stance through words and behavior in work with clients.                                                                                                                |              |                  |                |                  |
| 2.4. Interacts with clients only within the confines of the social worker role as that role is enacted in the agency setting. Does not engage in excessive self-disclosure.                               |              |                  |                |                  |
| 2.5. Verbally describes steps in the principles and process of ethical decision making. Student seeks field instructor guidance when ethical dilemmas arise, and follows that guidance in resolving them. |              |                  |                |                  |
| 2.6. Articulates when personal values clash with professional values. Student uses supervision to develop ways to manage the conflict.                                                                    |              |                  |                |                  |
| 2.7. Recognizes and acknowledges internal experience of dealing with ambiguity – often discomfort, fear, frustration – and is willing to use supervision to resolve the situation.                        |              |                  |                |                  |
| <b>3. Student applies critical thinking to inform and communicate professional judgments:</b>                                                                                                             |              |                  |                |                  |
| 3.1. When planning and discussing work with clients and other aspects of field, student introduces concepts from class that may relate to the field experience.                                           |              |                  |                |                  |
| 3.2. Student identifies how practice models apply, or fail to apply, to field experiences.                                                                                                                |              |                  |                |                  |

## BASW Field Evaluation

| COMPETENCIES                                                                                                                                                                                                                                                                                                                           | Fall Ratings |                  | Spring Ratings |                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|------------------|----------------|------------------|
|                                                                                                                                                                                                                                                                                                                                        | Student      | Field Instructor | Student        | Field Instructor |
| <b>4. Student engages diversity and difference in practice:</b><br><i>In all levels and areas of practice, with regard to diversity factors such as age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation:</i> |              |                  |                |                  |
| 4.1. From the beginning of the placement, articulates self-awareness regarding own identity, biases, and fears related to various groups and/or when discussing/planning client work.                                                                                                                                                  |              |                  |                |                  |
| 4.2. Consistently considers the role of diversity, oppression, privilege and culture in understanding client situations.                                                                                                                                                                                                               |              |                  |                |                  |
| 4.3. Employs diversity-sensitive practice skills.                                                                                                                                                                                                                                                                                      |              |                  |                |                  |
| <b>5. Student advances human rights to include social and economic justice.</b>                                                                                                                                                                                                                                                        |              |                  |                |                  |
| 5.1. Identifies opportunities in the placement setting to advocate for human rights, social & economic justice, and becomes involved in such an effort.                                                                                                                                                                                |              |                  |                |                  |
| <b>6. Student engages in research-informed practice and practice-informed research:</b>                                                                                                                                                                                                                                                |              |                  |                |                  |
| 6.1. Identifies strategy for evaluating own practice within agency.                                                                                                                                                                                                                                                                    |              |                  |                |                  |
| 6.2. Demonstrates familiarity with evidence-based for agency practice.                                                                                                                                                                                                                                                                 |              |                  |                |                  |
| 6.3. Applies research findings to practice.                                                                                                                                                                                                                                                                                            |              |                  |                |                  |
| <b>7. Student applies knowledge of human behavior and the social environment:</b>                                                                                                                                                                                                                                                      |              |                  |                |                  |
| 7.1. Articulates knowledge of human behavior specifically relevant to the field setting; plans and implements services incorporating this knowledge.                                                                                                                                                                                   |              |                  |                |                  |

## BASW Field Evaluation

| COMPETENCIES                                                                                                                                                                                                                                                                                                                                              | Fall Ratings |                  | Spring Ratings |                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|------------------|----------------|------------------|
| 8. <i>Student engages in policy practice to advance social and economic well-being, and deliver effective social work services:</i>                                                                                                                                                                                                                       | Student      | Field Instructor | Student        | Field Instructor |
| 8.1. Articulates understanding of key organizational, regulatory and governing policies relevant to agency clients and communities.                                                                                                                                                                                                                       |              |                  |                |                  |
| <b>9. <i>Student engages, assesses, intervenes and evaluates with individuals, families, groups, organizations and communities.</i></b><br><i>Please indicate if the skills were demonstrated with one or more of the following client groups:</i><br><br>Individuals _____<br>Families _____<br>Groups _____<br>Organizations _____<br>Communities _____ |              |                  |                |                  |
| <b>Engagement:</b><br>9.1. Establishes effective working relationships with clients/client systems.                                                                                                                                                                                                                                                       |              |                  |                |                  |
| 9.2. Able to develop and maintain trust, communicate empathy, and respect.                                                                                                                                                                                                                                                                                |              |                  |                |                  |
| 9.3. Effectively prepares for work with clients.                                                                                                                                                                                                                                                                                                          |              |                  |                |                  |
| 9.4. Develops mutually agreed upon focus of work and desired outcomes with clients.                                                                                                                                                                                                                                                                       |              |                  |                |                  |
| <b>Assessment – Using the strengths and ecological perspectives:</b><br>9.5. Collects, organizes and interprets client data.                                                                                                                                                                                                                              |              |                  |                |                  |
| 9.6. Assesses client strengths and limitations.                                                                                                                                                                                                                                                                                                           |              |                  |                |                  |
| 9.7. Develops mutually agreed on intervention goals and objectives.                                                                                                                                                                                                                                                                                       |              |                  |                |                  |

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| COMPETENCIES                                                            | Fall Ratings |                  | Spring Ratings |                  |
|-------------------------------------------------------------------------|--------------|------------------|----------------|------------------|
|                                                                         | Student      | Field Instructor | Student        | Field Instructor |
| 9.8. Selects appropriate intervention strategies.                       |              |                  |                |                  |
| <i><b>Intervention:</b></i><br>9.9. Implements intervention strategies. |              |                  |                |                  |
| 9.10. Helps clients resolve problems.                                   |              |                  |                |                  |
| 9.11. Negotiates, mediates, and advocates for clients.                  |              |                  |                |                  |
| 9.12. Facilitates transitions and endings for clients.                  |              |                  |                |                  |

|                                                                              |                                                                                |
|------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <p style="text-align: center;"><b>FALL</b><br/><b>Student Strengths</b></p>  | <p style="text-align: center;"><b>SPRING</b><br/><b>Student Strengths</b></p>  |
| <p style="text-align: center;"><b>FALL</b><br/><b>Student Challenges</b></p> | <p style="text-align: center;"><b>SPRING</b><br/><b>Student Challenges</b></p> |

**In what areas has the student made the greatest progress?** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**In what areas has progress been most difficult?** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Please indicate reservations in the 'challenges' section above. Ratings also should reflect your concerns. **Please check one of the**

**Fall**

\_\_\_\_ I have reservations regarding this student's readiness to enter the 2<sup>nd</sup> semester of field for this academic year.

**Spring**

\_\_\_\_ I have reservations regarding this student's readiness to graduate with a BASW.

\_\_\_\_ I have no reservations regarding this student's readiness to enter the 2<sup>nd</sup> semester of field.

\_\_\_\_ I have no reservations regarding this student's readiness to graduate with a BASW.

We discussed this evaluation together on (date): \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Field Instructor's Printed Name: \_\_\_\_\_

Field Instructor's Signature: \_\_\_\_\_ ( ) MSW ( ) LCSW

Task Supervisor's Printed Name: \_\_\_\_\_ Title \_\_\_\_\_

Task Supervisor's Signature \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Faculty Liaison's Name: \_\_\_\_\_