

**POLICY PRACTICE FIELD LEARNING EVALUATION:
ADVANCED CONCENTRATION (SECOND YEAR)**

_____ MID-YEAR EVALUATION

_____ FINAL EVALUATION

Student: _____ Field Instructor: _____ Phone # _____

Agency: _____ Faculty Advisor: _____

Supervision Date & Time: _____

Brief Description of Agency/Organization (including mission statement):

Description of Division/Unit/Program (if applicable):

Highlight Key Learning Opportunities Available to Student (included attached Learning Agreement):

- Community

- Organizational

- Group(s)

- Families

- Individual(s)

A. Briefly outline the student's client contact and the service provided (e.g. Individual, Family, Group, Intake, Information & Referral, Collateral Contacts, etc.)

B. Indirect practice assignments within the agency and/or community-level (e.g., Resource Development, Program Planning, Grant Administration, Program Evaluation, Research, Outreach, etc.)

C. Other Learning Opportunities (Meetings, Seminars, Consultations, Initiatives etc.)

D. Special factors which had a positive and/or adverse impact on student's learning experience (e.g., unique opportunities, difficulty developing a caseload, change in field instructors, etc.)

RATING SCALE

1	2	3	4	5
POOR	FAIR	GOOD	VERY GOOD	OUTSTANDING

Guidelines for evaluation scale:

- Poor = Performance is generally unacceptable.
- Fair = Student demonstrates a basic understanding of the skill, yet performance is generally uneven.
- Good = Performance meets expectations for students at this level with continuing improvement.
- Very Good = Performance is well beyond expectations for students at this level with few gaps.
- Outstanding = Performance is exceptional and the skill is integrated as part of student's practice.
- Not applicable = Student has not had the opportunity to demonstrate the skill.

Please Check Appropriate Corresponding Rating:

I. Student Skills in Analysis of Agency System

	1	2	3	4	5
1.01 Identify and articulate agency mission					
1.02 Identify and articulate agency function					
1.03 Identify and articulate agency organizational structure and hierarchy					
1.04 Identify and articulate agency programs and funding sources					
1.05 Identify and articulate agency service target population					
1.06 Compare and analyze agency and community demographics					
1.07 Collaborate and expand network within agency (e.g. attends meetings, seminars)					
Examples:					

II. Student Skills in Assessing Social Policy and Program Issues

	1	2	3	4	5
2.01 Attempt to analyze social policies in the interest of enhancing client services					
2.02 Identify gaps in services or existing social policies or programs at agency					
2.03 Define problem and analyze previous attempts to address this problem					
2.05 Critically assess policy or program issues at all system's levels (e.g. micro, mezzo, macro)					
2.06 Identify stakeholders and analyze stakeholders' viewpoints					
2.07 Collect data based on prior assessment					
2.08 Describe desired social policy or program change					
2.09 Develop action plan and timeline for social policy or program change					

Examples:

III. Student Skills in Social Policy and Program Development

	1	2	3	4	5
3.01 Research policy implementation difficulties or challenges					
3.02 Identify possible solutions to these difficulties or challenges					
3.03 Consider issues of support and resistance to policy or program implementation					
3.04 Consider agency's capacity to implement the policy or program (e.g. staff, funds, time)					
3.05 Develop plans for maintaining policy or program change at the agency					
3.06 Collaborate with key informants or leaders regarding this process					

Examples:

IV. Student Skills in Policy or Program & Evaluation

	1	2	3	4	5
4.01 Draft policy or program evaluation proposal (include data, cost analysis, support)					
4.02 Identify evaluation criteria for program evaluation					
4.03 Identify methods for eliciting feedback from others					
4.04 Present or submit proposal to appropriate agency members					
4.05 Evaluate process and outcomes of program evaluation					

Examples:

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V. Student Work Within Agency & Use of Field Instruction

	1	2	3	4	5
5.01 Understands and works within organizational structure of agency					
5.02 Participates and contributes to staff meetings, team meetings, seminars etc.					
5.03 Develops and maintains professional relationships with all staff and colleagues					
5.04 Meets administrative requirements of agency, including documentation					
5.05 Organizes, prioritizes and meets workload demands					
5.06 Submits weekly task logs in a timely manner					
5.07 Actively participates in supervision (brings agenda, questions, issues)					
5.08 Takes active role in learning process (including clinical work, and course work)					
5.9 Thinks independently and initiates discussion of own ideas					
5.10 Is open to addressing problems encountered in work					
5.11 Is receptive to criticism from the field instructor					
5.12 Utilizes appropriate alternate sources of supervision and consultation					
5.13 Demonstrates ability to integrate policy practice skills with clinical practice skills					
5.14 Is able to reflect on self, own values, into the policy practice work					
5.15 Is able to identify and articulate learning gains and future learning needs					
5.16 Seeks additional learning opportunities, in and outside of the agency					

Examples:

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VI. Student Skills Related to Ethical Practice

	1	2	3	4	5
6.01 Understands and practices in accordance with NSAW Code of Ethics					
6.02 Is aware of potential impact personal values and biases in professional practice					

6.03 Is aware of effect of own race, ethnicity, culture, class, and gender in practice					
6.04 Identifies and addresses own gap in knowledge					
6.05 Recognizes, understands, and evaluates ethical dilemmas in practice					
6.06 Appropriately seeks consultation to resolve ethical dilemmas					

Examples:

PLEASE IDENTIFY AND DESCRIBE ACHIEVED LEARNING OUTCOMES
(see Learning Agreement):

PLEASE SUMMARIZE YOUR OVERALL ASSESSMENT OF THE STUDENT'S PERFORMANCE
IN FIELD PLACEMENT:

BASED ON YOUR ASSESSMENT OF THE STUDENT'S PERFORMANCE AND POTENTIAL FOR FURTHER PROFESSIONAL DEVELOPMENT:

⌚ AT MID-YEAR EVALUATION, INDICATE YOUR PLANS FOR THE NEXT SEMESTER. Please outline, including time-frame, the student's assignments and tasks. Describe the policy project(s) and activities assigned.

⌚ AT FINAL EVALUATION, INDICATE YOUR RECOMMENDATIONS FOR FUTURE LEARNING AND DEVELOPMENT.

Field Instructor Signature: _____ Date: _____

Student Signature _____ Date: _____