

**AURORA UNIVERSITY
SCHOOL OF SOCIAL WORK**

STUDENT EVALUATION OF THE FIELD INSTRUCTION EXPERIENCE

#33

Encompassing Date From _____ To _____

Name of Student (optional) _____ Year: Beginning Advanced

Name of Primary Field Instructor at the Agency/School _____

Name of Other Instructors involved _____

Name of Agency _____

Students as well as the field faculty and agency administrators have a responsibility and role in strengthening the field instruction program at the School of Social Work at Aurora University. This student review form is to be completed by all students in every field placement. The information is to be shared with the field instructor(s) and is to be signed by the student and field instructor(s). If more than one instructor interacted with the student, over fifty percent of the time, please complete separate forms for each person.

Keep in mind that scores near 5 reflect excellence and those scores registered as 1 indicate minimal or poor quality. In general, the 5 point scale may be visualized as follows:

1 = Poor 2 = Fair 3 = Good 4 = Very Good 5 = Excellent

Color in or check the circle that best represents your experience in each of I, II, III, IV, and V.

I. AGENCY LEARNING ENVIRONMENT	1	2	3	4	5
A. Within the limitations of the setting, varied learning experiences were available that met the educational needs of the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Range of program and services provided within the field of practice represented by the agency permitted depth in the learning according to needs of the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Professional staff were accepting and supportive of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Opportunity was provided for student-staff interaction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Learning experiences were available beyond case carrying and supervision by field instructor (Seminars, consultation, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4	5
F. Agency program and services were focused on serving the needs of the client system.	O	O	O	O	O
G. Agency program and staff were related to broader social work concerns.	O	O	O	O	O
H. Professional knowledge and the social work practice expertise of staff were visible in the daily operations of the agency.	O	O	O	O	O
I. Overall agency climate/atmosphere was conducive to student learning.	O	O	O	O	O
J. Agency staff demonstrated belief in the worth of all human beings and the right of clients to social services that adequately meet their needs.	O	O	O	O	O
II. PRESENTATION OF SUBJECT MATTER	1	2	3	4	5
A. The field instructor's expectations of the student were made clear at the beginning of the field experience.	O	O	O	O	O
B. Material to be learned was presented in a well organized fashion.	O	O	O	O	O
C. Material presented was integrated with classroom learning.	O	O	O	O	O
D. Field instructor demonstrated sufficient knowledge about the various field experiences with which the student was involved.	O	O	O	O	O
E. The field instructor was able to admit not having "the answer" but was willing to help the student find the source that did.	O	O	O	O	O
F. Examples or illustrations were used by the field instructor to clarify conceptual and theoretical material.	O	O	O	O	O

III. PROFESSIONAL BEHAVIOR OF THE FIELD INSTRUCTOR	1	2	3	4	5
A. Field instructor manifested respect for, concern with, and interest in the dignity and self-actualizing potential of those persons:					
1. In the <u>client system</u>	O	O	O	O	O
2. In the <u>agency system</u> (administration, staff, students, etc.)	O	O	O	O	O
3. In the <u>community system</u>	O	O	O	O	O
B. Field instructor provided a desirable professional social work role model for students.	O	O	O	O	O
IV. FIELD INSTRUCTOR RESPONSIBILITY TO STUDENT	1	2	3	4	5
A. Actively helpful whenever the student had difficulty.	O	O	O	O	O
B. Stimulated student to do more on his/her own.	O	O	O	O	O
C. Sensitive to feelings and concerns of student.	O	O	O	O	O
D. Encouraged student to ask questions; disagree, express own ideas; to take calculated learning risks.	O	O	O	O	O
E. Student was appropriately permitted to participate in the selection and/or development of learning experiences.	O	O	O	O	O
F. Instructor informed student of meetings, institutes, workshops, etc., related to broad professional social work concerns.	O	O	O	O	O
G. Minimum of one (1) hour field instruction conference (individual and/or group time was given to student by instructor per week.	O	O	O	O	O
H. Field instructor was prepared for student conferences.	O	O	O	O	O

	1	2	3	4	5
I. Field instructor did not give impression of haste or allowed interruptions during conference.	O	O	O	O	O
J. Student was held accountable for specific assignments and tasks.	O	O	O	O	O

**V. FIELD INSTRUCTOR RELATIONSHIP
WITH STUDENT**

	1	2	3	4	5
A. Instructor was fair and impartial in dealing with students.	O	O	O	O	O
B. Informed student when work was progressing particularly well.	O	O	O	O	O
C. Informed student without delay when work was unacceptable.	O	O	O	O	O
D. Offered constructive criticism.	O	O	O	O	O
E. Students helped to feel comfortable about risk taking and making mistakes.	O	O	O	O	O
F. Field instructor showed interest in discussing future career plans.	O	O	O	O	O
G. Student was involved in the evaluative process.	O	O	O	O	O
H. The formal written evaluation forwarded to the school was an accurate reflection of the student's progress during the current term.	O	O	O	O	O
I. Evaluation was objective and well documented.	O	O	O	O	O

