



**University of Detroit Mercy**  
**SWK 4700 (Semester 1)/SWK 4750 (Semester 2)**  
**Field Evaluation Form**  
**Comprehensive Evaluation of Student Learning (CESL)**

<b>Student Name:</b> _____	<b>Field Instructor</b> _____
<b>Agency Name</b> _____	<b>Task Supervisor</b> _____
<b>Semester</b> _____	<b>Year</b> _____
<b># Hours Completed by Student</b> _____ <b>as of</b> ____/____/_____	

**USE OF THIS FORM:**

This is the evaluation form to use at the end of the student’s field placement. It is important that the evaluation of the student be a shared process and that you and the student discuss variations and similarities in your assessments.

**RATING SCALE:**

Evaluation is a shared student-field instructor ongoing process in which the student is required to participate. Time is set aside, specifically at midterm (for a brief written evaluation during the first term and for an oral evaluation during the second term) and at the end of each term. (for a written evaluation) to review with the student his/her learning process. The field instructor is asked to recommend a grade. The final decision as to a grade will be determined by the Field Placement Coordinator. Please evaluate the appropriate number according to the key shown below. It is recognized that not all items will be applicable for every agency.

**Field Instructor:**

Recommended Grade for this Student: \_\_\_\_\_ Field Instructor Initials: \_\_\_\_\_

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

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<b>Field Instructor Signature</b>	<b>Date</b>	<b>Student Signature</b>	<b>Date</b>
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<i>Check the column that matches the student's abilities according to student's expected level of knowledge and skill.</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
0 = Unable to Rate 2 = Needs Improvement 4 = Commendable 1 = Unsatisfactory 3 = Satisfactory 5 = Stellar	<i>Stellar</i>	<i>Comm</i>	<i>Sat</i>	<i>Needs Imp</i>	<i>Uns</i>	<i>U to R</i>
<b><i>Competency 1: Demonstrate Ethical and Professional Behavior</i></b>						
1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;						
1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;						
1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;						
1.4 Use technology ethically and appropriately to facilitate practice outcomes;						
1.5 Use supervision and consultation to guide professional judgment and behavior.						

## Comprehensive Evaluation of Student Learning (CESL)

<i>Check the column that matches the student's abilities according to student's expected level of knowledge and skill.</i>	5	4	3	2	1	0
0 = Unable to Rate                      1 = Unsatisfactory 2 = Needs Improvement                3 = Satisfactory 4 = Commendable                        5 = Stellar	<i>Stellar</i>	<i>Comm</i>	<i>Sat</i>	<i>Needs Imp</i>	<i>Uns</i>	<i>U to R</i>
<b>Competency 2: Engage Diversity and Difference in Practice</b>						
2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;						
2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences;						
2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.						
<b>Comments:</b>						
<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>						
3.1 Demonstrates understanding of the differences between personal and professional tasks.						
3.2 Recognizes personal changes she/he needs to make in order to work effectively as a social worker						
<b>Comments:</b>						

<i>Check the column that matches the student's abilities according to student's expected level of knowledge and skill.</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>0</i>
0 = Unable to Rate 2 = Needs Improvement 4 = Commendable	<i>Stellar</i>	<i>Comm</i>	<i>Sat</i>	<i>Needs Imp</i>	<i>Uns</i>	<i>U to R</i>
1 = Unsatisfactory 3 = Satisfactory 5 = Stellar						
<b>Competency 4: Engage in Practice-informed Research and Research-informed Practice</b>						
1.1 Use practice experience and theory to inform scientific inquiry and research;						
1.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings						
1.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.						
<b>Comments:</b>						
<b>Competency 5: Engage in Policy Practice</b>						
1.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services						
1.2 Assess how social welfare and economic policies impact the delivery of and access to social services;						
1.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.						
<b>Comments:</b>						

<i>Check the column that matches the student's abilities according to student's expected level of knowledge and skill.</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>0</i>
0 = Unable to Rate 2 = Needs Improvement 4 = Commendable	<i>Stellar</i>	<i>Comm</i>	<i>Sat</i>	<i>Needs Imp</i>	<i>Uns</i>	<i>U to R</i>
1 = Unsatisfactory 3 = Satisfactory 5 = Stellar						
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>						
6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and						
6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies						
<b>Comments:</b>						
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>						
1.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies						
1.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;						
1.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;						
1.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies						
<b>Comments:</b>						

<i>Check the column that matches the student's abilities according to student's expected level of knowledge and skill.</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>0</i>
0 = Unable to Rate 2 = Needs Improvement 4 = Commendable 1 = Unsatisfactory 3 = Satisfactory 5 = Stellar	<i>Stellar</i>	<i>Comm</i>	<i>Sat</i>	<i>Needs Imp</i>	<i>Uns</i>	<i>U to R</i>
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>						
8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;						
8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;						
8.2 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;						
8.3 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;						
8.4 Facilitate effective transitions and endings that advance mutually agreed-on goals.						
<b>Comments:</b>						

<i>Check the column that matches the student's abilities according to student's expected level of knowledge and skill.</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>0</i>
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<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>						
9.1 Select and use appropriate methods for evaluation of outcomes;						
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;						
9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.						
9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels						
<b>Comments:</b>						