

University of Illinois at Chicago
Jane Addams College of Social Work
Office of Field Instruction

TO: Field Instructors and MSW Students
From: Barbara Coats, Interim Director of Field Instruction

Field Forms
CHUD Concentration
SocW 572 & 573, Field Instruction III & IV

Field forms and Field Manuals are available on our web site:

<http://tigger.uic.edu/jaddams/college/field.html>

On the following pages are forms needed by students and agency field instructors for the MSW concentration placement, SocW 572 & 573, Field Instruction III & IV.

The Learning Contract is completed at the beginning of the first semester of placement.

At the end of the first semester of placement a Grade Report form is completed for SocW 572, Field Instruction III.

In the first two weeks of the second semester of placement a Self Assessment form is completed.

At the end of the second semester, a Grade Report form is completed for SocW 573, Field Instruction IV.

Also at the end of the second semester, the student completes an Evaluation of Placement form and an Evaluation of Liaison form. The field instructor completes an Evaluation of Liaison form.

Instructions are provided on each form; if you have questions, please consult your college liaison.

Jane Addams College of Social Work
Office of Field Instruction
University of Illinois at Chicago
1040 W. Harrison St.
Chicago, Illinois 60607

Telephone (312) 996-0037
Field Office, Room 4137

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Learning Contract
CHUD Concentration
SocW572 & 573, Field Instruction III & IV

This form should be completed by the third week of the first semester of the placement and it records the learning expectations for the entire two-course placement. After signatures are obtained, form will be placed in student's college file.

Part 1. Instructions The learning contract is a written document outlining the terms and learning goals for the two-semester field placement. It should delineate a plan that should address the student's learning objectives and the College's learning objectives. It should include agency interpretations and the student's educational goals and should demonstrate implementation of the Jane Addams College mission (see Field Manuals for statement of mission). The learning contract should be considered a working document: review and revision are parts of the process. Each contract should include the following components: Goals: what is to be achieved. Strategies: work to be done to reach goals. Evaluations: ways to determine how well strategies are addressing goals and how well goals have been met. After orientation to the field agency, the field instructor and student are to select specific responsibilities and tasks to be carried out in the placement. Some students will focus more on micro (individual and family) systems and others on mezzo (group) systems and others on macro (community and organizational) systems, depending on the nature of the field placement and the student's place in the curriculum. The College liaison is available to help in this process and the College Field Manuals are available for guidance as well. Field instructor and student should write the goals, strategies, and evaluation plans on the following pages and sign in Part 1 to signify their acceptance of the plan. The College liaison will sign and review as well.

Part 2. Identifying Information

Student's Name (print clearly) _____

Agency Name and Address (print clearly) _____

Agency Field Instructor Name (print clearly) _____

Phone _____ Fax: _____ Email _____

JACSW Liaison (print clearly) _____

Part 3. Signatures (The JACSW liaison will review and sign after the student and agency field instructor have completed the form and signed.)

JACSW Liaison Review _____
Signature./Date

Student Acceptance of Learning Contract _____
Signature./Date

Agency Field Instructor Acceptance of
Learning Contract _____
Signature./Date

Part 4. Start and stop dates; total hours; weekly schedule; supervisory meetings. MSW foundation students must complete a minimum of 450 clock hours in field placement over the course of a two-semester placement (SocW570-571 for MSW foundation students). MSW concentration students must complete a minimum of 720 clock hours over the course of a two-semester placement (SocW572-573). School social work concentration students may be required to complete more than 720 clock hours if the school district expects the student to remain for the district’s complete school year: this should be clarified at the start of the placement.

Placement start date: _____ Placement end date: _____

Weekly schedule: indicate the days per week and hours per day student will be in placement). Please note that MSW foundation students (Field I and II) are expected to do placements on Tuesday and Thursday and must be available for on-campus classroom courses on Monday and Wednesday. MSW concentration students (Field III and IV) are expected to do placements on Monday, Wednesday, and Friday and they must be available for on-campus classroom courses on Tuesday and Thursday:

| Monday | | Tuesday | | Wednesday | | Thursday | | Friday | |
|--------|--------|---------|--------|-----------|--------|----------|--------|--------|--------|
| __a.m. | __p.m. | __a.m. | __p.m. | __a.m. | __p.m. | __a.m. | __p.m. | __a.m. | __p.m. |

Schedule of supervisory meetings. Please indicate days and times of planned, weekly meetings between field instructor and student: A weekly supervisory meeting between the student and the field instructor will be scheduled each _____(specify day) at _____ (specify time).

Example of Learning Contract

Part 5a.

| | | |
|--|--|--|
| <p>Micro Goals</p> <ol style="list-style-type: none"> 1. Improve interviewing skills. 2. Learn how to develop & implement individual treatment plan. 3. Become more comfortable with my role | <ol style="list-style-type: none"> 1. Observe 4 to 6 workers behind one-way glass. 2. Complete intakes with f. instructor through November. 3. Interview staff about handling client remarks. | <ol style="list-style-type: none"> 1a. Interview each worker on style & discuss with field instructor. 1a. Get feedback from field instructor. 2a. Draft treatment plans for f. instructor to review before case staffing. 2b. Prepare update on each caser for weekly f. instructor supervision. 3. Write in my journal about my reaction to clients' remarks and discuss with field instructor. |
| <p>Mezzo Goals</p> <ol style="list-style-type: none"> 1. Learn juvenile court process. 2. Become familiar with referral resources. 3. Learn to conduct a focus group. | <ol style="list-style-type: none"> 1a. Attend court on 3rd Tue. each month. 1b. Interview Judge Addams. 1c. Prepare a student guide to court for agency. 2a. Visit Family Outreach Services & Indian Family Center. 2b. Attend Gem County Social Services Association meetings at least twice. 3a. Talk with staff leading groups. 3b. Read literature on focus groups. 3c. Discuss & plan focus group for court involved youth. 3d. Recruit group participants | <ol style="list-style-type: none"> 1a. Get f. instructor feedback on proposed questions and discuss interview afterwards. 1c. Draft to f. instructor by 2/1; final version to agency director by 4/30. 2. Prepare community profile assignment for seminar. 3.a. Get approval from field instructor to plan group. 3b. Lead focus group for court involved youth. 3c. Discuss & assess experience with field instructor. |
| <p>Macro</p> <ol style="list-style-type: none"> 1. Become familiar with legislative & social action. 2. Improve knowledge of Native American culture. | <ol style="list-style-type: none"> 1a. Attend committee meetings on House bill S4022, reforming sentencing process. 1b. Participate in Prevent Violence Task Force. 2. Read professional journal article on Native American culture and social work practice. | <ol style="list-style-type: none"> 1a. Give oral report to Center staff. 1b. Incorporate learning in my policy paper. 2. Share culture presentation for practice class with staff. 1a,b;2. Discuss with f. instructor. |

Part 5b. Learning Contract (attach additional pages as needed; see example on next page).

| Goals for Student | Strategies to Achieve Goals | Means of Evaluation Micro Mezzo Macro |
|-------------------|-----------------------------|--|
| Micro | | |
| Mezzo | | |
| Macro | | |

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Semester Grade Report
SocW 572, Field Instruction III
Community Health and Urban Development Concentration (CHUD)
MSW Concentration, 1st semester of field instruction
Forms to be submitted at the end of each semester by date published by the field office

Part 1. Liaison Review. (Completed by liaison after all other parts completed by student and field instructor).

As liaison, I recommend a course grade for this student of:

_____ Satisfactory _____ Unsatisfactory

JACSW Field Liaison Signature/Date

Part 2. Identifying Information

Student Name (print clearly): _____

Semester and year: _____

Field Agency _____

Agency Field instructor: _____

JACSW Field Liaison _____

Part 3. Field Instructor and Student Signatures

As field instructor, I recommend a grade of

_____ Satisfactory _____ Unsatisfactory

The student completed _____ clock hours in placement this semester.

Field Instructor Signature/Date

_____ I have read my evaluation and am in agreement with it.

_____ I have read my evaluation and am attaching my written response.

Student Signature/Date

Part 4. Summary of Field Instruction Activities

Check the activities in which the student was involved this semester

Activities promoting an understanding of the agency in regard to:

- mission, constitution and by-laws
- personnel policies and job descriptions
- budget and audit review
- organization chart
- program descriptions and structure
- guided tour of community provided

Activities promoting understanding of role and function of key staff and community leaders

- sessions with key administrators, e.g., budget director, personnel director
- sessions with program directors
- sessions with chair, Board of Directors.
- attending staff meetings
- attending Board of Directors meetings
- meetings with community groups/leaders

Activities promoting understanding of diversity in clients and communities (Student activity has supported contact with and understanding of the following groups of clients and communities):

- African Americans
- Caucasians
- Hispanics/Latino American
- Native Americans
- Asians/Asian American
- Other

% student's time working with low income client systems

Part 5. Student Performance. Check the appropriate response for each item. Discuss any special problems in the narrative section at the end of this form.

| | Above average | Average | Needs improvement | Unsatisfactory | No opportunity to observe |
|--|---------------|---------|-------------------|----------------|---------------------------|
| 1. Adapts to field placement. | | | | | |
| a. Demonstrates understanding of agency mission, constitution and by-laws | | | | | |
| b. Interprets organizations, functions, policies, and procedures accurately | | | | | |
| c. Demonstrates ability to form relationships with colleagues and key staff members | | | | | |
| d. Knows and uses community resources as appropriate | | | | | |
| 2. Can function autonomously | | | | | |
| a. Takes initiative in seeking clarification of policies, procedures, administrative decisions | | | | | |
| b. Displays systematic and logical problem-solving approach | | | | | |
| c. Identifies own learning needs | | | | | |
| d. Identifies and organizes resources | | | | | |
| e. Makes accurate, timely, and clear reports to appropriate organization or community members in both oral and written form | | | | | |
| 3. Demonstrates an awareness of their personal strengths and areas in need of further development for community practice, and critical consciousness related to their actions in practice | | | | | |
| 4. Engages in practice that supports social justice and universal human rights within a framework of social work values and ethics | | | | | |

| | Above average | Average | Needs improvement | Unsatisfactory | No opportunity to observe |
|---|---------------|---------|-------------------|----------------|---------------------------|
| a. Provides case/client advocacy | | | | | |
| b. Participates in issue or cause advocacy | | | | | |
| c. Participates in public hearings on a proposed law or regulation | | | | | |
| 5. Demonstrates the ability to recognize ethical dilemmas in community health and development practice, and to apply values clarification skills to practice that supports social, racial and economic justice, and advances human rights within an urban community-building framework | | | | | |
| 6. Applies approaches for engaging cultural resources for practice in urban communities, including the use of ethnoconscious and ethnically-specific approaches | | | | | |
| 7. Demonstrates ability to differentially apply interventive strategies with an awareness of the impact of race, ethnicity, culture, sexual orientation, gender, age, and ability in their practice within an urban community-building framework | | | | | |
| 8. Integrates and applies basic information about major illnesses, risk and protective factors for illness, health risks and disparities, and principles of health promotion for individuals, families and communities | | | | | |
| 9. Applies skills associated with initiating and maintaining a dynamic of shared power in collaborative community practice across system levels | | | | | |

| | Above average | Average | Needs improvement | Unsatisfactory | No opportunity to observe |
|--|---------------|---------|-------------------|----------------|---------------------------|
| 10. Applies practice approaches with individuals that emphasize mobilization of personal strengths and supports, strengths-based care management, and that strengthen and contribute to networks of social support, case advocacy and health promotion within an urban community-building framework | | | | | |
| 11. Applies practice approaches with families that emphasize mobilization of personal and family strengths and assets, engage and mobilize community systems and supports, and that contribute to networks of mutual aid within an urban community-building framework | | | | | |
| 12. Applies approaches for practice with groups within an urban community-building framework that promote and mobilize personal, family, neighborhood, and community health, including: | | | | | |
| a. self-help and mutual aid groups | | | | | |
| b. issue-focused advocacy and task groups | | | | | |
| c. community health promotion and education programming using groups | | | | | |
| d. locality-based group work oriented toward strengthening social bonding and social capital | | | | | |
| 13. Applies asset-building and capacity-building approaches to community building to advance personal and collective health, empowerment, social justice, and human rights | | | | | |
| a. Analyzes the structure of care and service systems | | | | | |
| b. Analyzes community characteristics, strengths, assets, needs | | | | | |
| 14. Demonstrates ability to participate effectively in collaborative interdisciplinary efforts | | | | | |

| | Above average | Average | Needs improvement | Unsatisfactory | No opportunity to observe |
|---|---------------|---------|-------------------|----------------|---------------------------|
| a. Participates in case coordination with multidisciplinary team | | | | | |
| b. Participates in local area network associations | | | | | |
| 15. Demonstrates advanced skills in preparing policy analysis documents | | | | | |
| 16. Demonstrates ability to apply a systematic framework for policy practice from initiation through implementation, including: | | | | | |
| a. Policy analysis, including the phase agenda building, analyzing problems, and finding policy options; | | | | | |
| b. Formulating policy persuasion tactics and strategy; | | | | | |
| c. Policy implementation and assessment of impact | | | | | |
| 17. Mobilizes and engages collaboratively with community members to impact policies in the interest of advancing community health and development | | | | | |
| a. Prepares public information releases that explain changes in policies, etc. | | | | | |
| b. Organizes community residents | | | | | |
| 18. Participates in developing fund-raising proposals | | | | | |
| a. Assists in budget development | | | | | |
| 19. Participates in the design, development and implementation of health promotion, community development and prevention projects | | | | | |
| 20. Demonstrates the ability to apply an evidence-based perspective on practice with individuals, families, groups, and communities within an urban community-building framework | | | | | |
| a. Demonstrates ability to evaluate own practice with individuals, families, groups, and communities within an urban community-building framework | | | | | |
| b. Evaluates health promotion, community building and prevention efforts | | | | | |

Part 6. Narrative. Below briefly describe agency program and student's assignments. Describe the student's learning pattern, including acceptance of teaching, use of supervision, knowledge gaps, seeking out of additional resources, dependence or independence, and barriers to learning. Discuss goals for next semester as well as strengths and limitations. Attach additional pages as needed.

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Student Self-Assessment **Community Health & Urban Development (CHUD)**

This form is to be completed by the student and reviewed by the field instructor and the College faculty field liaison. The self-assessment is to be performed in the second week of the second semester of a given placement. After it is discussed with field instructor and liaison it is to be submitted to the Field Office. Use the reverse sides of this form for additional comments as needed.

Identifying Information

Student Name (print clearly): _____

Semester and year: _____

Field Agency _____

Signatures. We have discussed and reviewed the student's self-assessment.

Student _____
Signature/Date

Agency Field instructor: _____
Signature/Date

JACSW Field Liaison _____
Signature/Date

Student Self-Assessment

1. Please review the goals and objectives developed in your learning contract and evaluate your progress.

2. What do you need from the agency or field instructor to meet your goals?

3. Are there ways that your faculty field liaison can help you meet your goals?

4. What are your learning goals for the rest of the semester? What strategies will you use to achieve these goals?

5. Any additional comments? (Attach additional pages as needed).

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Semester Grade Report
SocW 573 Field Instruction IV
Community Health and Urban Development Concentration (CHUD)

MSW Concentration, 2nd semester of field instruction

Forms to be submitted at the end of each semester by date published by the field office

Part 1. Liaison Review (Completed by liaison after all other parts completed by student and field instructor).

As liaison, I recommend a course grade for this student of:

_____ Satisfactory _____ Unsatisfactory

Practice Evaluation 2 completed _____

Liaison Signature/Date

Part 2. Identifying Information

Student Name (print clearly): _____

Semester and year: _____ Field Agency _____

Field instructor: _____

Part 3. Field Instructor and Student Signatures

As field instructor, I recommend a grade of:

_____ Satisfactory _____ Unsatisfactory

The student completed _____ clock hours in placement this semester.

Field Instructor Signature/Date

_____ I have read my evaluation and am in agreement with it.

_____ I have read my evaluation and am attaching my written response.

Student Signature/Date

Part 4. Summary of Field Instruction Activities

Check the activities in which the student was involved this semester

Activities promoting an understanding of the agency in regard to:

- mission, constitution and by-laws
- personnel policies and job descriptions
- budget and audit review
- organization chart
- program descriptions and structure
- guided tour of community provided

Activities promoting understanding of role and function of key staff and community leaders

- sessions with key administrators, e.g., budget director, personnel director
- sessions with program directors
- sessions with chair, Board of Directors.
- attending staff meetings
- attending Board of Directors meetings
- meetings with community groups/leaders

Activities promoting understanding of diversity in clients and communities (Student activity has supported contact with and understanding of the following groups of clients and communities):

- | | |
|---------------------------|--------------------------|
| African Americans | <input type="checkbox"/> |
| Caucasians | <input type="checkbox"/> |
| Hispanics/Latino American | <input type="checkbox"/> |
| Native Americans | <input type="checkbox"/> |
| Asians/Asian American | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |

% student's time working with low income client systems

Part 5. Student Performance. Check the appropriate response for each item. Discuss any special problems in the narrative section at the end of this form.

| | Above average | Average | Needs improvement | Unsatisfactory | No opportunity to observe |
|--|---------------|---------|-------------------|----------------|---------------------------|
| 1. Adapts to field placement. | | | | | |
| a. Demonstrates understanding of agency mission, constitution and by-laws | | | | | |
| b. Interprets organizations, functions, policies, and procedures accurately | | | | | |
| c. Demonstrates ability to form relationships with colleagues and key staff members | | | | | |
| d. Knows and uses community resources as appropriate | | | | | |
| 2. Can function autonomously | | | | | |
| a. Takes initiative in seeking clarification of policies, procedures, administrative decisions | | | | | |
| b. Displays systematic and logical problem-solving approach | | | | | |
| c. Identifies own learning needs | | | | | |
| d. Identifies and organizes resources | | | | | |
| e. Makes accurate, timely, and clear reports to appropriate organization or community members in both oral and written form | | | | | |
| 3. Demonstrates an awareness of their personal strengths and areas in need of further development for community practice, and critical consciousness related to their actions in practice | | | | | |
| 4. Engages in practice that supports social justice and universal human rights within a framework of social work values and ethics | | | | | |

| | Above average | Average | Needs improvement | Unsatisfactory | No opportunity to observe |
|---|---------------|---------|-------------------|----------------|---------------------------|
| a. Provides case/client advocacy | | | | | |
| b. Participates in issue or cause advocacy | | | | | |
| c. Participates in public hearings on a proposed law or regulation | | | | | |
| 5. Demonstrates the ability to recognize ethical dilemmas in community health and development practice, and to apply values clarification skills to practice that supports social, racial and economic justice, and advances human rights within an urban community-building framework | | | | | |
| 6. Applies approaches for engaging cultural resources for practice in urban communities, including the use of ethnoconscious and ethnically-specific approaches | | | | | |
| 7. Demonstrates ability to differentially apply interventive strategies with an awareness of the impact of race, ethnicity, culture, sexual orientation, gender, age, and ability in their practice within an urban community-building framework | | | | | |
| 8. Integrates and applies basic information about major illnesses, risk and protective factors for illness, health risks and disparities, and principles of health promotion for individuals, families and communities | | | | | |
| 9. Applies skills associated with initiating and maintaining a dynamic of shared power in collaborative community practice across system levels | | | | | |

| | Above average | Average | Needs improvement | Unsatisfactory | No opportunity to observe |
|---|---------------|---------|-------------------|----------------|---------------------------|
| 10. Applies practice approaches with individuals that emphasize mobilization of personal strengths and supports, strengths-based care management, and that strengthen and contribute to networks of social support, case advocacy and health promotion within an urban community-building framework | | | | | |
| 11. Applies practice approaches with families that emphasize mobilization of personal and family strengths and assets, engage and mobilize community systems and supports, and that contribute to networks of mutual aid within an urban community-building framework | | | | | |
| 12. Applies approaches for practice with groups within an urban community-building framework that promote and mobilize personal, family, neighborhood, and community health, including: | | | | | |
| a. self-help and mutual aid groups | | | | | |
| b. issue-focused advocacy and task groups | | | | | |
| c. community health promotion and education programming using groups | | | | | |
| d. locality-based group work oriented toward strengthening social bonding and social capital | | | | | |
| 13. Applies asset-building and capacity-building approaches to community building to advance personal and collective health, empowerment, social justice, and human rights | | | | | |
| a. Analyzes the structure of care and service systems | | | | | |
| b. Analyzes community characteristics, strengths, assets, needs | | | | | |
| 14. Demonstrates ability to participate effectively in collaborative interdisciplinary efforts | | | | | |

| | Above average | Average | Needs improvement | Unsatisfactory | No opportunity to observe |
|---|---------------|---------|-------------------|----------------|---------------------------|
| c. Participates in case coordination with multidisciplinary team | | | | | |
| d. Participates in local area network associations | | | | | |
| 15. Demonstrates advanced skills in preparing policy analysis documents | | | | | |
| 16. Demonstrates ability to apply a systematic framework for policy practice from initiation through implementation, including: | | | | | |
| a. Policy analysis, including the phase agenda building, analyzing problems, and finding policy options; | | | | | |
| b. Formulating policy persuasion tactics and strategy; | | | | | |
| c. Policy implementation and assessment of impact | | | | | |
| 17. Mobilizes and engages collaboratively with community members to impact policies in the interest of advancing community health and development | | | | | |
| a. Prepares public information releases that explain changes in policies, etc. | | | | | |
| b. Organizes community residents | | | | | |
| 18. Participates in developing fund-raising proposals | | | | | |
| a. Assists in budget development | | | | | |
| 19. Participates in the design, development and implementation of health promotion, community development and prevention projects | | | | | |
| 20. Demonstrates the ability to apply an evidence-based perspective on practice with individuals, families, groups, and communities within an urban community-building framework | | | | | |
| a. Demonstrates ability to evaluate own practice with individuals, families, groups, and communities within an urban community-building framework | | | | | |
| b. Evaluates health promotion, community building and prevention efforts | | | | | |

Part 6. Narrative. Below briefly describe agency program and student's assignments. Describe the student's learning pattern, including acceptance of teaching, use of supervision, knowledge gaps, seeking out of additional resources, dependence or independence, and barriers to learning. Attach additional pages as needed.

Student Name: _____
(print clearly)

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**Student Evaluation of Field Placement
Community Health and Urban Development Concentration (CHUD)**

This form is to be completed by the student at the end of the placement and submitted to the **college liaison**.
Your candid and thoughtful comments will assist future students with their placements.

Placement Identifying Information

Agency Name _____

JACSW Field Liaison _____

Agency Field Instructor _____

Semesters and Academic Year _____

Agency

1. What were the strengths of this placement?

2. What were the shortcomings of this field placement?

3. What would you suggest that could improve this field placement?

4. Were you able to meet your learning goals in this field placement? If yes, why? If no, why?

5. Was the agency atmosphere (ie; staff morals, staff attitudes toward students, physical setting etc) conducive to your learning? If yes, why? If no, why?

6. Would you recommend this field placement to another student? If yes, why? With reservations, Why? If no, why?

7. What percentage of the clients you served were members of vulnerable, at risk populations?

Under 25% Between 25-75% Over 75%

8. What percentage of the clients you served were economically disadvantaged?

Under 25% Between 25-75% Over 75%

9. I had practice experience with:

Individuals _____ Families _____ Couples _____ Groups _____ Individuals _____

Community _____ Policy/Program development _____ Administration _____ Research _____

Other _____

10. Did the agency use a strengths perspective in service delivery in clients or client systems? Explain:

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Student’s Evaluation of Field Liaison Services Community Health and Urban Development Concentration (CHUD)

This form is used to provide evaluation of the liaison services provided by the College faculty member assigned to this placement. This form is to be completed by the student at the end of the two-semester placement and delivered to the Director of Field Instruction at that point.

JACSW Field Liaison _____

Semesters and Academic Year _____

Please check the response representing your rating of how well the College Liaison provided the following services during the placement.

Responses can range from a low of “1” (not at all) to a high of “5” (Very much so).

| | 1 | 2 | 3 | 4 | 5 |
|---|-------------|---|---|---|--------------|
| | Not at all. | | | | Very Much so |
| 1. Reviewed the fit between the field placement experience and the Jane Addams College mission. | | | | | |
| 2. Inquired about agency programs and services. | | | | | |
| 3. Explained field division evaluation procedures and forms. | | | | | |
| 4. Reviewed student learning tasks and assignments. | | | | | |
| 5. Inquired about the nature and quality of student’s work with clients and client systems. | | | | | |
| 6. Discussed field instructor’s and student’s experience of supervision. | | | | | |
| 7. Provided opportunity for open discussion of issues and concerns. | | | | | |
| 8. Was available to deal with questions, concerns, or problems during site visits and by phone. | | | | | |
| 9. Inquired about fit between student course work and field experience. | | | | | |
| 10. Explored plan for student learning experiences for remainder of field placement. | | | | | |

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Field Instructor’s Evaluation of Field Liaison Services Community Health and Urban Development Concentration (CHUD)

This form is used to provide evaluation of the liaison services provided by the College faculty member assigned to this placement. This form is to be completed by the field Instructor at the end of the two-semester placement and delivered to the Director of Field Instruction at that point.

Name of JACSW Field Liaison _____

Name of Agency _____

Semesters and Academic Year _____

Please check the response representing your rating of how well the College Liaison provided the following services during the placement.

Responses can range from a low of “1” (not at all) to a high of “5” (Very much so).

| | 1 | 2 | 3 | 4 | 5 |
|---|-------------|---|---|---|--------------|
| | Not at all. | | | | Very Much so |
| 1. Reviewed the fit between the field placement experience and the Jane Addams College mission. | | | | | |
| 2. Inquired about agency programs and services. | | | | | |
| 3. Explained field division evaluation procedures and forms. | | | | | |
| 4. Reviewed student learning tasks and assignments. | | | | | |
| 5. Inquired about the nature and quality of student’s work with clients and client systems. | | | | | |
| 6. Discussed field instructor’s and student’s experience of supervision. | | | | | |
| 7. Provided opportunity for open discussion of issues and concerns. | | | | | |
| 8. Was available to deal with questions, concerns, or problems during site visits and by phone. | | | | | |
| 9. Inquired about fit between student course work and field experience. | | | | | |
| 10. Explored plan for student learning experiences for remainder of field placement. | | | | | |