

Health Care Specialization Mid-Term Evaluation

Student Name: _____

Internship Agency: _____

The evaluation of student performance is an "on-going" process throughout the internship, in which the student receives feedback and an accurate description of their performance. The field instructor and student are active participants in the evaluation process. The student assumes responsibility for self-evaluation and at the same time recognizes the role of the field instructor in evaluating overall performance. Open communication is required for the evaluation process to be effective.

Instructions:

To assist in the completion of this evaluation tool, the field instructor and student should meet and discuss the student's progress using the learning plan as a guide.

- The field instructor reads the objective and the evaluation statements.
- Circle the number that corresponds with the student's current performance.
- If the student's performance is mid-range of an evaluation statement then circle the middle between the two numbers or what closest reflects the students learning.
- If an objective is not applicable to the student's learning experience then circle N/A above the objective.
- If the student has not yet completed activities related to an objective then circle N/A.
- Complete the mid-term evaluation questions.
- Both Student and Field Instructor sign the form.
- Submit to the Field Education Office.

NOTE: If student rates high on the majority of objective at mid-term, this would indicate that they need more challenging activities to enhance the learning experience.

ETHICS AND VALUES

Objectives	Evaluation Statements			
N/A	3.....4	5.....6	7.....8	9.....10
Demonstrates ethical practice reflecting social work values and principles.	Does not identify ethical dilemmas in practice. When given examples of ethical dilemmas, is unable to critically analyze to determine potential resolutions.	Identifies uncomfortable situations but does not identify them as ethical dilemmas. Needs assistance in identifying appropriate resolution based on social work values and principles.	Demonstrates ability to question situations and discuss as an ethical dilemma. Has ability to apply social work values and principles in the resolution process.	Demonstrates ability to critically analyze situations and identify ethical dilemmas, then applies social work values and principles in the resolution process.
N/A	3.....4	5.....6	7.....8	9.....10
Understands the role of social work in the agency.	Is not able to articulate an understanding between social work practice and approaches by other disciplines.	Articulates an understanding of the role of social work. Has difficulty working within a host environment.	Demonstrates an understanding of the role of a social worker and is able to acknowledge different approaches by professionals from other disciplines.	Demonstrates an understanding of the role of a social worker and respects other disciplines input in order to provide quality services.
N/A	3.....4	5.....6	7.....8	9.....10
Demonstrates professional behavior.	Demonstrates unprofessional behavior, challenges agency policies and is not respected by staff, patients or community contacts.	Does not consistently act professional, has to be reminded of agency policies and rules and at times, acts inappropriate towards staff, patients and/or community.	Acts in a professional manner but occasionally has to be reminded of the policies. Interacts appropriately with staff, patients and community.	Demonstrates professional behavior, adheres to policies and procedures. Is a valued asset to the organization.

COMMENTS:

ORGANIZATIONAL STRUCTURE

Objectives

Evaluation Statements

N/A	3.....4	5.....6	7.....8	9.....10
Demonstrates an understanding of the organizational structure and how the unit's services fit within that structure.	Attended orientation, however shows limited interest in expanding knowledge about the organization and its structure.	Attended orientation and reviewed the mission and organizational chart of the setting. Understanding the services provided by the unit.	Good understanding of the organizational structure of the setting. Understands how social workers interrelate with various other disciplines in the organization.	Excellent understanding of the organization's structure. Is able to identify issues and suggest solutions that social workers face within the structure of the organization.
N/A	3.....4	5.....6	7.....8	9.....10
Understands and follows agency policies, procedures, regulations and protocols.	Has a limited understanding or appreciation for the organization's policies and procedures.	Generally adheres to the organization's policies and procedures. Can articulate policies and procedures to others.	Shows the ability to adapt policies to ambiguous and/or complex situations and adheres to policies at all times.	Very skilled at applying the practical, theoretical and legal concepts underlying the organization's policies.
N/A	3.....4	5.....6	7.....8	9.....10
Demonstrates the ability to function within the organization's structure.	Fails to adhere to the reporting lines within the organization.	Understands the hierarchy within the organization. Attends meetings but is not an active participant.	Actively participates in unit meetings and understands the political systems within the organization.	Has an exceptional understanding of the structure of the organization and is respected by others within the political structure of the organization.

COMMENTS:

N/A	3.....4	5.....6	7.....8	9.....10
Demonstrate knowledge of issues within the unit and the organization as a whole.	Rarely identifies issues faced by the unit and/or organization. Limited ability to critically analyze issues.	Recognizes and expresses concern about the impact of various issues on the delivery of health services. Occasionally offers suggestions for constructive change.	Good understanding of the issues that impact the delivery of services. Is able to identify and suggest possible resolution to barriers.	Exceptional understanding of the issues that impact health care. Critically analyzes the impact on patients care and advocates for change.
N/A	3.....4	5.....6	7.....8	9.....10
Understand the relationship of the organization to agencies within the community.	Has limited knowledge of resources within the community and has not expressed an interest in expanding this knowledge.	Visits and gathers information about various community resources. Organizes information into a usable resource.	Good knowledge of the various resources within the community. Is able to identify patient's needs for resources and contact the appropriate agency for services.	Excellent knowledge of community resources. Actively participate in community human service meetings. Advocates, on behalf of patients, for services at other agencies.
N/A	3.....4	5.....6	7.....8	9.....10
Has knowledge of the funding sources related to health care.	Demonstrates little knowledge of the funding mechanisms of the organization. Does not seek information to learn about medical coverage.	Discusses with supervisor the various funding sources for medical services.	Has a working knowledge of the various sources of payment for medical related services. Is familiar with federal and state legislation that impacts Medicaid and Medicare regulations.	Excellent knowledge of patient's payment resources. Articulates gaps in the Medicaid/Medicare regulations impacting patient care. Has developed a network of insurance providers.

COMMENTS:

ECOLOGICAL SYSTEMS FRAMEWORK

Objectives

Evaluation Statements

N/A	3.....4	5.....6	7.....8	9.....10
Demonstrates the ability to engage patients in the initial phase of care.	Understands the referral process to social services. Expresses reluctance to having independent contact with patients/families.	Engages the patient/family to obtain information to determine needed services. Uses open ended questions	Skilled at engaging patient/family in a manner that allows them to feel at ease to explore service needs. Considers both verbal and non-verbal communication in determining needs.	Excellent skills in engaging patient using verbal and non-verbal communication when determining needs. Explores environmental factors and societal issues that impact the patient's well being.
N/A	3.....4	5.....6	7.....8	9.....10
Demonstrates proficiency in assessment using an ecological systems framework.	Inconsistent in ability to obtaining pertinent information. Has difficulty identifying the issues, needs or causative factors. Written assessment requires critical feedback.	Shows growth in ability to collect pertinent information. Obtains appropriate amount of information to identify issues, needs and/or causative factors. Written assessments require little feedback.	Skilled at obtaining information from patient and related systems to write a clear assessment identifying the issues, needs and causative factors. Written assessments rarely need feedback.	Has ability to analyze the information obtained from the patient/family. Identifies complex problems affecting the patient's well-being imposed by various systems in society. Written assessments are clear and concise.

COMMENTS:

INTERVENTIONS

Objectives	Evaluation Statements			
N/A	3.....4	5.....6	7.....8	9.....10
Demonstrates the ability to gather facts, analyze issues and develop a care plan based on a comprehensive assessment.	Needs assistance in analyzing information to develop options for a plan of care. Engages patient/family in the development of treatment goals.	Analyzes assessment information and identifies and presents options for care to patient/family. Assists in the development of treatment goals. Informs multi-disciplinary team of the psycho-social functioning of the patient.	Informs multi-disciplinary team of the psycho-social functioning of the patient and integrates feedback into the development of care options. Engages patient/families in considering options for care and develops a plan for treatment.	Excellent skills in critically analyzing options for care based on information obtain in the assessment and feed back from the multi-discp. team. Assists the patient/family in developing strength based treatment goals.
N/A	3.....4	5.....6	7.....8	9.....10
Demonstrates ability to use a variety of theoretical approaches when providing services to the patient and/or patient's system.	Implements care plan. Contacts resource contacts and makes referrals. Attends multi-disciplinary team meetings and presents care plans.	Uses skills to secure resources and alleviate stress with the patient/family. Participates in multi-disciplinary team meetings where care plans are presented and interventions are shared.	Uses good clinical skills in engaging patient/family in implementing the care plan. Integrates feedback from multi-disciplinary team in mobilizing resources to assist the patient's recovery and actively participates in meeting.	Demonstrates confidence working with the complex situations to reduce barriers affecting patient's recovery. Actively participate on multi-discp. team informing them of goals, intervention and mechanism for evaluation.
N/A	3.....4	5.....6	7.....8	9.....10
Demonstrates ability to engage patient/family in evaluating treatment.	Has difficulty engaging the patient in the evaluation process. Does not maintain the necessary documentation for evaluation.	Ongoing growth in the ability to engage patient/family in the evaluation process. Needs assistance in objectivity around patient's progress.	Skilled at engaging patient/family in the evaluation process using strengths perspectives. Documents patient's progress.	Excellent skills in engaging patient/family in the evaluation process. Challenges patient to self-evaluate focusing on strengths and supports.

N/A	3.....4	5.....6	7.....8	9.....10
Documents according to organizational guidelines.	Needs assistance and feedback on documentation. Falls behind in maintaining files.	Shows growth in ability to accurately document. Reports difficulty in keeping timely documentation.	Documentation is appropriate. Completes documentation in a timely manner.	Documents in a clear and concise manner. Charts are up to date, orderly and correct.

COMMENTS:

SUPERVISION

Objectives

Evaluation Statements

N/A	3.....4	5.....6	7.....8	9.....10
Demonstrates ability to participate actively in the learning process.	Does not prepare for supervision by bringing questions/ethical dilemmas/observations. Does not follow through with instructions or feedback from the field instructor.	Responds satisfactorily to supervision but usually does not take initiative in seeking such help. Seldom requests or make suggestions for improvement. Sometimes demonstrates understanding of feedback and implements suggestions.	Seeks supervision responsibly and generally makes wise use of supervisors' suggestions. Prepares for the conferences most of the time.	Consistently prepares for supervision. Incorporates feedback and suggestions of field instructor into practice. Exhibits excellent communication skills.

N/A	3.....4	5.....6	7.....8	9.....10
Demonstrates self-awareness.	Demonstrates minimal self-awareness of how personal beliefs and values affect behavior and impact interactions and relationships with patients. Is unable to identify what triggers emotions when working with patient/family.	Self-awareness is at an acceptable level, with some difficulties. Shows sporadic awareness of how personal beliefs and values affect behavior and impact interactions and relationships with patient/family. Is sometimes able to identify what triggers emotions when working with patient/family.	Has generally demonstrated a high level of self-awareness of how personal beliefs and values affect behavior and impact interactions and relationships with patient/family. Most of the time has the ability to identify what triggers emotions when working with patient/family.	Demonstrates a high level of self-awareness of how personal beliefs and values affect behavior and impact interactions and relationships with patients/family. Is able and willing to identify what triggers emotions. Processes and evaluates self to promote personal and professional growth and development.
N/A	3.....4	5.....6	7.....8	9.....10
Demonstrates and ability to evaluate one's practice.	Has extremely limited ability to evaluate own practice in an effort to identify appropriate progress indicators, successful intervention, and change. Does not know how or is unwilling to conduct evidence-based research on interventions for client issues in an effort to improve services to patients.	Shows limited ability to evaluate own practice by examining practice interventions and to revise interventions based on evidence-based research and/or the recommendations from clinical supervision. Has limited research capabilities.	Has shown some ability to evaluate own practice by examining practice interventions and revising these based on evidence-based research and/or recommendations from clinical supervision. Has demonstrated ability to conduct research on interventions for patient's treatment issues.	Has consistently demonstrated an ability to effectively evaluate own practice interventions. Initiates interventions based on evidence-based research and/or recommendations of clinical supervision. Understands how to monitor and record measurable change in a patient's progress.

COMMENTS:

DIVERSITY

Objectives

Evaluation Statements

N/A	34	5.....6	7.....8	9.....10
Demonstrates awareness of and respect for diverse groups.	Inconsistent in efforts to obtain knowledge and gain awareness of diverse groups.	Shows interest in and occasionally initiates efforts to gain knowledge and understanding of diverse groups through self-assessment, discussions with field instructor, and reading materials.	Consistently involved in efforts to increase skills and knowledge while working with diverse groups. Shows initiative in seeking new learning experiences and some awareness of self. Accepts and works on identified biases.	Is highly aware of and respectful towards diverse groups. Always makes an effort to learn about diverse groups and incorporate that knowledge into practice. Consistently seeks feedback from others on issues of diversity in an effort to grow personally and professionally.
N/A	3.....4	5.....6	7.....8	9.....10
Demonstrates the ability to communicate with diverse groups, colleagues, and community members.	Has limited ability to express self. Exhibits difficulty and hesitant when interacting with patient/family. Overly passive or aggressive in relationships with colleagues.	Communication is understood and in most situations is comfortable in expressing ideas freely. Usually establishes effective relationships with patient/family, with occasional difficulty in unfamiliar situations. Accepts most people and is making progress in being comfortable with diversity.	Communicates in an accepting manner. Recognizes difficulties and limitations and seeks feedback. Consistently accepts patient/family and is comfortable with diversity most of the time. Good working relationships and is able to discuss areas of conflict openly and honestly.	Very skilled at resolving conflict and being assertive. Demonstrates confidence in relating to patient/family in complex situations. Consistently seeks constructive feedback. High level of self awareness of own attitudes and beliefs. Consistently accepts people as they are, is comfortable with diverse groups.

N/A	3.....4	5.....6	7.....8	9.....10
Demonstrates an understanding of the forms of oppression and discrimination and an ability to advocate on behalf of diverse groups.	Is unable to identify how race, class, gender, age, ethnicity, sexual orientation, and disability impact diverse groups. Does not demonstrate a willingness or ability to advocate on behalf of diverse client groups.	Shows progress in acknowledging and understanding how issues of diversity impact patients/family. Shows interest in and occasionally initiates efforts to evaluate own practice. Occasionally identifies resources and articulates ideas for change and social justice to improve the quality of services for diverse groups.	Takes constructive steps to make changes in agency practices/policies which are needed to improve services to diverse groups. Advocates for patient reflecting an understanding of their needs, capacities and readiness for change. Skilled in use of resources and identifies constraints of resources within the community.	Consistently advocates for patients maintaining cultural sensitivity. Makes a concerted effort to seek out field instructor for consultation and feedback on using self as a change agent for social and economic justice to benefit diverse groups. Reflects an understanding of the impact of oppression and discrimination within the community.

COMMENTS:

MACRO PRACTICE

Objectives

Evaluation Statements

N/A	3.....4	5.....6	7.....8	9.....10
Demonstrates an understanding of how federal and state legislation impact health care.	Does not express an interest in the impact of legislation of health related services.	Shows limited knowledge of how legislation impacts health services.	Demonstrates knowledge of the impact that state and federal legislation has on health services. Usually advocates for clients and services.	Consistently demonstrates knowledge of the impact of legislation on health services. Participates in meetings and groups that address and/or advocate for patient and health related services.
N/A	3.....4	5.....6	7.....8	9.....10
Demonstrates an ability to design and implement training.	Lacks knowledge and/or ability to provide or design and implement training.	Has limited knowledge of how to identify needs, design/implement, and provide training.	Is aware of and understands training needs of organization. Is willing to address needs.	Demonstrates the ability to design, implement, and provide training.
N/A	3.....4	5.....6	7.....8	9.....10
Demonstrates knowledge in program development.	Lacks knowledge of program development. Is unable to complete a needs assessment or develop a comprehensive plan for program development.	Has limited knowledge of program development. Has limited ability to complete needs assessment and develop comprehensive plan.	Has knowledge of and some ability to assess needs, development a comprehensive plan, and implement the plan.	Effectively assesses needs, develops a plan, describes the program, presents a program proposal, implements the plan, and completes program evaluation.

COMMENTS:

Signatures:

The student and Field Instructor have completed the evaluation process. Signatures certify that each have read the evaluation.

Field Instructor

Student

Date

Date