

# Welcome to Stockton University

Online Seminar in Field Instruction  
(SIFI)

UNIT 5: Evaluation

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# Evaluating Progress

To evaluate progress, field instructors:

- observe an interview/assessment in the beginning, middle and end of semester.
- review assessments/progress notes and/or journals written throughout the semester.
- observe and reviews work ethic and professionalism
- review the learning contract and assess student's progress and abilities.

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# Evaluation Process

Review evaluation instrument via the website:

[www.stockton.edu/msw](http://www.stockton.edu/msw) then click on “field program”. The student will also have a blank evaluation on Blackboard.

Steps to completion:

The Evaluation is done collaboratively with the student and the field supervisor. Evaluations should reflect areas that were assigned from the learning contract.

The evaluation represents 50% of the student’s grade in the field seminar course and must be signed by both the supervisor and the student.

Field Seminar is a pass/fail course.

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# Student Expectations

Often times students expect to receive high marks on their evaluation such as outstandings and excellents. There is nothing wrong with working hard in order to receive a good grade. You may remind them that they are students and are not expected to be outstanding or excellent in every area. Even if they have been in the field for years, there is still room for growth and improvement. Overtime we expect to see an increase in skills and abilities. Therefore, it is normal if the student receives mostly averages, or above average for the first semester. When you notice improvement the second semester, it is appropriate to grade them higher.

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## **The field seminar course grade is based on:**

1. Successful completion of learning contract goals.
2. Completion of required field hours.
3. Completion of field seminar assignments.
4. A completed evaluation of student.
5. Attendance and participation in class.

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# Grades

- Pass
  - ✓ Meets or exceeds expectations in all aspects of Field Education
- Fail
  - ✓ Does not meet expectations in all aspects of Field Education and does not demonstrate the ability to show improvement. The field liaison must be aware of student struggles prior to completing of the evaluation. (Students must successfully pass Field and Practice in order to proceed to the next level of Field Education.)



# Tips to Conducting the Evaluation

- Ensure privacy.
- Avoid disruptions. Do not answer the phone.
- Have a preliminary meeting with the student to go over the form and to get the student's input.
- Discuss successes.
- Avoid surprises.
- Offer ways to improve.
- Ask the student for feedback.

# Common Evaluation Distortions

## Selective Observation:

- Halo effect – seeing all good
- Horn effect – seeing all bad
- Leniency Bias – More positive than warranted. Are you avoiding something uncomfortable?

## Central Tendency

- Rating all categories around a “medium” or satisfactory point. This often occurs when the field instructor does not want to take risks and have to explain to the student the areas that need improvement. The supervisor in this case is taking the safe and easy way out but not the most helpful. Many supervisors who take this path regret it later.

Adapted from Jordan Institute for Families, 2002

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# Delivering the Final Evaluation

Balance negatives and positives:

Rather than giving all the positives or all the negatives at one time, mix the information.

This way the student is less likely to get so discouraged, "tune out" or become defensive during your delivery. This approach encourages the student to develop a self-awareness of his/her blend of strengths and areas that need growth.

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# What makes the evaluation process easier?

## Ongoing feedback

The student should receive ongoing feedback as well as open and honest communication of progress throughout the semester. This will prevent defensiveness during the evaluation process. Surprises during this time are never good.

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# Tenets of Good Feedback

- It is ongoing
- Refers to specific behaviors
- Linked to the learning contract
- Includes positives (compliments)
- Attends to emotional reactions (do not shy away from these)
- Includes student input
- Uses purposeful questioning
  - Promotes student input and self-examination
  - Decreases defensiveness
  - Decreases overly directive supervision

# Timing

It is the responsibility of the student and the field instructor to know when the evaluation is due. Any questions about due dates can be answered by the liaison or the school.

If the evaluation is not received at the school by the deadline, the student will likely get one reminder email or call. If the evaluation is not received by the time grades are entered the student will get an INCOMPLETE in field practicum. If an incomplete is received additional communication with the school and liaison must occur to agree on a plan for completion.

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## **A positive experience**

Remember the goal is for both you and the student to have a positive experience. How the evaluation is handled will serve as a model for the student and influence the way s/he handles such responsibilities in the future.

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Some slides are compliments of Rutgers University School of Social Work.

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