

## **SUGGESTED GUIDE FOR STUDENT EVALUATION OF THE FIELD WORK EXPERIENCE**

### **I. Development of Professional Identity**

This section addresses the ways in which the supervisor has been helpful to the student in the development of his or her sense of self as a professional. It might include discussion of the following areas:

1. The supervisor as a role model, whose commitment to social work ethics, continued learning, an alliance with and willingness to serve client(s) from differing racial and sociocultural backgrounds (particularly oppressed populations) invites identification.
2. The supervisor's ability to incorporate directly the dimensions listed above in field teaching.
3. The agency's contribution to facilitating the development of a social work identity.

### **II. Development of an Understanding of the Agency's Role and Functions and its Relationship to Other Community Resources**

This section deals with the supervisor's ability to act as a bridge between the student and the agency. It may include comments on:

1. The supervisor's ability to interpret the agency's philosophy, orientation, strengths, and limitations, as well as demonstrating openness to intern questions and views regarding the agency, and readiness to help the intern to feel part of the agency and to use its learning resources.
2. The supervisor's ability to teach the necessary administrative processes and routine tasks that facilitate the smooth day-to-day functioning of the agency.
3. The supervisor's ability to assist the student in understanding how issues of race oppression impact the client population and the community in which the agency is based.
4. The supervisor's ability to teach effective collaboration with and utilization of other community resources.
5. The extent to which the inter- and intra-organizational structure of the agency is conducive to promoting the intern's learning.

### **III. Development of a Knowledge Base for Practice**

This section addresses:

1. The supervisor's ability to transmit to the intern effectively the theory (as well as practical techniques) for both psychosocial diagnosis and the treatment of clients. It also takes into consideration the supervisor's ability and willingness to delegate aspects of this teaching to others.
2. The supervisor's ability to gear teaching to the student's individual learning agenda; sensitivity to his or her unique pace and style of learning as well as to the progression of the learning experience.
3. The supervisor's ability to engage the student in the learning process by drawing on the intern's past learning, knowledge, and life experience.
4. The agency commitment to teaching via conferences, seminars, and readings, as well as providing an atmosphere which promotes inquiry.

IV. Development of the Supervisory Relationship

This section focuses on the supervisor's ability to approach the supervisory exchange with spontaneity, flexibility, and mutuality, and on his or her ability to facilitate a climate of trust. It might include a discussion of the following areas:

1. The development of autonomous professional functioning: the supervisor's ability to offer both support and criticism constructively; to balance support with constant challenges to the student's ability; and to give permission and encouragement for the interns to function independently.
2. The supervisor's sensitivity in promoting self-awareness.
3. The supervisor's ability to use the supervisory relationship as a vehicle for the student's integration of theory, practice, past learning, and use of self.
4. The extent to which the agency supports the supervisor's function, including sufficient supervisory time and continued staff development in social work education.
5. Educational Opportunities
6. Please comment on the educational opportunities made available to you at the agency. Do these experiences allow for the achievement of the learning objectives outlined in these Guidelines? If so, in what way? If not, please comment on what is needed, in your opinion, to achieve these objectives (rather than only noting what is missing).