

EXPLANATION OF THE EVALUATION PROCESS

To evaluate the student's social work practice competence, the field instructor and student jointly review the student's performance in terms of the criteria specified in this evaluation instrument. Following their review and discussion, the field instructor completes this instrument using the following scale to evaluate the student's practice performance:

- 5 = Outstanding. Student consistently exceeds criteria.**
- 4 = Very good. Student meets criteria all the time, exceeds at times.**
- 3 = Good/Acceptable. Student meets criteria.**
- 2 = Needs Improvement. Student meets criteria inconsistently.**
- 1 = Unacceptable. Student rarely or never meets criteria.**
- NA = Does not apply**

The Field Practicum I section of this form to be completed when student finishes the first 225 hours of placement FP I. The Field Practicum II section of the form should be completed after the student finishes of the second 225 hours of placement (FP II). This evaluation instrument is designed to allow field instructors and students to track progress on related objectives in Field Practicum I and Field Practicum II and to compare and contrast mastered of the objectives across semesters.

Following completion of the instrument, the student reviews it and writes comments in the section indicated. If the student wishes, he or she may append an additional statement to the instrument. Finally, the field instructor and student both sign and date the instrument. The field instructor sends the instrument to the Office of Field Education, as described below. The Office of Field Education forwards the form to the faculty field liaison, who reviews and confirms the grade recommendations.

Instructions for Field Practicum I Evaluation

Field Instructor should:

- 1). Retain the original copy of this document for use in evaluation of Field Practicum II;
- 2). Send one copy with original signatures to the Office of Field Education;
- 3). Provide a copy to student.

Instructions for Field Practicum II Evaluation

Field Instructor should:

- 1). Make 2 copies of signed document so that both field instructor and student have one for their individual files;
- 2). Send the original document, with signatures, to the Office of Field Education

FIELD PRACTICUM I

1. <u>Demonstrate beginning generalist practice competence based on a creative use of knowledge, social work value commitments, conceptual ability and practice skills.</u>	5	4	3	2	1	NA
2. <u>Delineate the agency's purpose(s) and function(s), and the role(s) of the social worker within this context.</u>						
a. Identifies and defines the purpose, functions and service program(s) of the placement agency.	5	4	3	2	1	NA
b. Describes the role and function of social work in the agency.	5	4	3	2	1	NA
c. Describes the social work role(s) and functions of the student in this agency with clients, collateral resources, and other professionals.	5	4	3	2	1	NA
d. Identifies formal and informal decision-making and communication patterns within the organization.	5	4	3	2	1	NA

COMMENT: _____

FIELD PRACTICUM II

1. <u>Demonstrate advanced generalist practice competence based on a creative use of knowledge, value commitments, conceptual ability and practice skills.</u>	5	4	3	2	1	NA
2. <u>Demonstrate how the agency uses structure and function in the helping process.</u>						
a. Analyzes agency routines and procedures; assesses any conflict arising from these; and thinks creatively about ways to resolve those conflicts.	5	4	3	2	1	NA
b. Assesses effect of agency's purpose, regulations, policies, and procedures on efficiency and efficacy of service delivery.	5	4	3	2	1	NA
c. Effectively utilizes policies and procedures to maximize service to clients.	5	4	3	2	1	NA

COMMENT: _____

3. Explain how social, political and economic contexts affect the opportunities and limitations of social work practice in the agency.

a. Identifies federal, state, or local laws/regulations affecting practice in the agency. 5 4 3 2 1 NA

b. Identifies what constituencies explicitly, or implicitly *support* the agency purpose and functions; what special interest groups *are threatened* by the agency purpose and functions. 5 4 3 2 1 NA

COMMENT: _____

3. Demonstrate skill in utilizing knowledge about social, political and economic context for effective practice within the agency.

a. Observes agency policy-makers in their decision-making roles; assesses the factors that shape current decision-making processes. 5 4 3 2 1 NA

b. Demonstrates ability to increase effectiveness of practice within the agency by communicating ideas about change, through the appropriate level and channel. 5 4 3 2 1 NA

4. Demonstrate whether the agency's goals and practice serve the mission of social justice.

a. Identifies and evaluates agency programs in relation to community needs. 5 4 3 2 1 NA

b. Identifies opportunities and constraints for addressing identified needs. 5 4 3 2 1 NA

c. Documents way in which the agency could increase empowerment of its clients. 5 4 3 2 1 NA

COMMENT: _____

4. Demonstrate beginning skills in interviewing, relationship-building, problem identification, assessment, and intervention planning.

A. Interviewing and relationship-building with individuals, families, groups and/or communities.

- | | | | | | | |
|---|---|---|---|---|---|----|
| a. Defines a professional relationship and explains how it differs from other kinds of relationships. | 5 | 4 | 3 | 2 | 1 | NA |
| b. Shows a beginning ability to communicate to the client interest, concern, acceptance, empathy, understanding, and respect. | 5 | 4 | 3 | 2 | 1 | NA |
| c. Begins to engage clients in active participation in decision-making. | 5 | 4 | 3 | 2 | 1 | NA |
| d. Demonstrates awareness of boundaries in professional relationships with clients. | 5 | 4 | 3 | 2 | 1 | NA |
| e. Uses skillful techniques of listening. | 5 | 4 | 3 | 2 | 1 | NA |

COMMENT: _____

5. Demonstrate competency in interviewing, relationship-building, problem identification, assessment, intervention planning and implementation.

A. Interviewing and relationship-building with individuals, families, groups and/or communities.

- | | | | | | | |
|---|---|---|---|---|---|----|
| a. Develops professional relationships with clients. | 5 | 4 | 3 | 2 | 1 | NA |
| b. Demonstrates interest, concern, acceptance, empathy, understanding, and respect for clients. | 5 | 4 | 3 | 2 | 1 | NA |
| c. Engages clients purposively in active participation in decision-making. | 5 | 4 | 3 | 2 | 1 | NA |
| d. Protects boundaries in professional relationships with clients. | 5 | 4 | 3 | 2 | 1 | NA |
| e. Uses techniques of listening and purposively structures communication in order to further rapport. | 5 | 4 | 3 | 2 | 1 | NA |

COMMENT: _____

B. Problem identification, assessment, and intervention planning with individuals, families, groups and/or communities.						
a. Gathers information from the client and other sources relevant to the problem for which help is sought.	5	4	3	2	1	NA
b. Identifies impact of mainstream culture on the lives of clients with different age, ethnic, economic, gender, sexual orientation and other characteristics and/or experiences.	5	4	3	2	1	NA
c. Assesses the strengths and limitations of those involved in the situation.	5	4	3	2	1	NA
d. Formulates with clients an assessment of the problem(s) to be solved.	5	4	3	2	1	NA
e. Empowers clients to develop their own goals in relation to the assessment.	5	4	3	2	1	NA
f. Selects intervention strategies which maximize client strengths, and which set clear goals and expectations for client(s) and for worker.	5	4	3	2	1	NA

B. Problem identification, assessment, intervention planning, and implementation with individuals, families, groups, and/or communities.						
a. Uses skillful judgment to gather information that is selective and relevant to the problem for which help is sought.	5	4	3	2	1	NA
b. Assesses the strengths and limitations of those involved in the situation, including, as relevant, the impact of mainstream culture on the client's particular age, gender, economic class, sexual orientation, ethnicity, or race, or other characteristics and experiences.	5	4	3	2	1	NA
c. Formulates with clients a focused and prioritized assessment of the problem(s) to be solved.	5	4	3	2	1	NA
d. Empowers clients to develop their own goals and act on their own behalf.	5	4	3	2	1	NA
e. Uses ongoing assessment to modify the helping process appropriately.	5	4	3	2	1	NA
f. Responds effectively to the resistance or ambivalence of clients if applicable.	5	4	3	2	1	NA

g. Partializes the problem-solving process.	5	4	3	2	1	NA
h. Differentiates beginnings, middles and ends in the helping process.	5	4	3	2	1	NA

COMMENT: _____

5. Relate social work theories and models learned in the classroom to one's own practice in the agency setting. Students should be able to identify areas of difference and similarity between models studied and those actually used.

a. Identifies the theoretical basis(es) of social work practice in the agency.	5	4	3	2	1	NA
b. Analyzes presenting problems in the context of human behavior theories and organizational theories.	5	4	3	2	1	NA
c. Identifies strengths and coping patterns pertinent to individual, families, groups and organizations.	5	4	3	2	1	NA

g. Demonstrates skills in dealing with the issues of termination with both clients and the field setting.	5	4	3	2	1	NA
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COMMENT: _____

6. Apply social work theories and models learned in the classroom to one's own practice in the agency setting. Students should be able to identify areas of difference and similarity between models studied and those actually used.

a. Compares the theoretical basis(es) of social work practice used in the agency to those studied in the classroom.	5	4	3	2	1	NA
b. Applies the knowledge of human behavior theory when assessing motivation and capacity for change.	5	4	3	2	1	NA
c. Applies the knowledge of organization theory when assessing motivation and capacity for change.	5	4	3	2	1	NA

COMMENT: _____

6. Identify special concerns related to meeting the needs of women, minorities of color, gay and lesbian persons, and the most economically disadvantaged, including social class issues.

- | | | | | | | |
|---|---|---|---|---|---|----|
| a. Understands and appreciates the unique psycho-social characteristics of diverse populations. | 5 | 4 | 3 | 2 | 1 | NA |
| b. Identifies and examines one's own biases and assumptions with regard to diverse populations. | 5 | 4 | 3 | 2 | 1 | NA |
| c. Avoids stereotyping clients. | 5 | 4 | 3 | 2 | 1 | NA |

- | | | | | | | |
|---|---|---|---|---|---|----|
| d. Applies theoretical knowledge about individual, families, groups and organizations; when developing action strategies. | 5 | 4 | 3 | 2 | 1 | NA |
|---|---|---|---|---|---|----|

COMMENT: _____

7. Demonstrate a beginning effort a adapt one's own practice to the unique needs of women, minorities of color, gay and lesbian persons, and the most economically disadvantaged, including issues related to social class.

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|---|---|---|---|---|---|----|
| a. Identifies ways in which one's own practice can increase responsiveness to the needs of diverse populations. | 5 | 4 | 3 | 2 | 1 | NA |
| b. Works toward client empowerment through use of cultural knowledge and maximizing client strengths. | 5 | 4 | 3 | 2 | 1 | NA |
| c. Examines relationship between private problems and broader issues. | 5 | 4 | 3 | 2 | 1 | NA |

d. Examines the role of power in relation to work with special populations. 5 4 3 2 1 NA

COMMENT: _____

7. Examine social welfare problems, services, policies and programs and their impact on the client population.

a. Explains how social policy and the political climate impacts the quality of life and the current availability of services in the community for this agency's target client population. 5 4 3 2 1 NA

b. Identifies gaps in services and duplication of programs in the community for this agency's target populations. 5 4 3 2 1 NA

COMMENT: _____

d. Integrates an awareness and appreciation of cultural diversity into one's own practice. 5 4 3 2 1 NA

COMMENT: _____

8. Demonstrate a beginning effort to contribute to solutions of problems created by gaps in social welfare polices, programs, and services.

a. With the sanction of the agency, systematically collects information, anecdotal or statistical, which could be used to document or educate about the need for a change in a social policy or program. 5 4 3 2 1 NA

b. With the sanction of the agency, using skills of communication, community organization, organizational development, or other skills, takes some beginning action to address a community need or increase client empowerment. 5 4 3 2 1 NA

COMMENT: _____

8. Demonstrate an understanding of how social work values and ethics are operationalized in agency practice.

- | | | | | | | |
|--|---|---|---|---|---|----|
| a. Identifies personal values, as they reflect or conflict with the values of the profession. | 5 | 4 | 3 | 2 | 1 | NA |
| b. Understands how the core social work values as presented in the NASW Code of Ethics are operationalized within agency practice. | 5 | 4 | 3 | 2 | 1 | NA |
| c. Protects clients' rights to confidentiality. | 5 | 4 | 3 | 2 | 1 | NA |
| d. Respects the right of clients and others to maintain perspectives and positions different from his/her own. | 5 | 4 | 3 | 2 | 1 | NA |
| e. Protects clients' rights as full participants in planning and decision-making. | 5 | 4 | 3 | 2 | 1 | NA |

COMMENT: _____

9. Demonstrate beginning self-awareness and accountability in work with clients, professional colleagues, agency staff and community contacts.

9. Demonstrate an understanding of the value and ethical dilemmas inherent in agency practice.

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|--|---|---|---|---|---|----|
| a. Demonstrates adherence to the core social work values as presented in the NASW Code of Ethics. | 5 | 4 | 3 | 2 | 1 | NA |
| b. Analyzes ethical/value dilemmas and their implications for micro and macro client systems. | 5 | 4 | 3 | 2 | 1 | NA |
| c. Monitors personal values, biases and experiences as they impact the resolution of ethical dilemmas. | 5 | 4 | 3 | 2 | 1 | NA |

COMMENT: _____

10. Demonstrate self-awareness and accountability in work with clients, professional colleagues, agency staff and community contacts.

A. Self-awareness

- a. Begins to identify and examine strengths and limitations as a developing professional. 5 4 3 2 1 NA
- b. Begins to identify how one's biases affect one's actions or inactions with client systems. 5 4 3 2 1 NA
- c. Begins to identify how one's biases affect the development of professional relationships. 5 4 3 2 1 NA
- d. Begins to understand how one's own life experiences impact one's work with clients and colleagues. 5 4 3 2 1 NA
- e. Identifies how one's personal behavior impacts and affects relationships with others. 5 4 3 2 1 NA

COMMENT: _____

B. Accountability

- a. Begins to identify multiple levels of accountability within the agency. 5 4 3 2 1 NA

A. Self-awareness

- a. Demonstrates ability to examine and articulate strengths and limitations. 5 4 3 2 1 NA
- b. Monitors one's practice to keep personal needs separate from client interests. 5 4 3 2 1 NA
- c. Demonstrates and articulates how to remain appropriately and effectively involved in the delivery of services when not approving of the client's behavior or choices. 5 4 3 2 1 NA
- d. Demonstrates ability to modify one's personal behavior when it negatively impacts relationships with others. 5 4 3 2 1 NA

COMMENT: _____

B. Accountability

- a. Demonstrates ability to respond effectively to multiple levels of accountability within the agency. 5 4 3 2 1 NA

b. Begins to identify accountability to multiple constituents, including clients, colleagues, the profession, and the community.	5	4	3	2	1	NA
c. Is punctual and consistent in keeping appointments with clients, colleagues, staff and community contacts.	5	4	3	2	1	NA
d. Is punctual and consistent with meeting deadlines and documentation.	5	4	3	2	1	NA

COMMENT: _____

10. Demonstrate beginning skills in continuous evaluation of one's own practice competencies, effectiveness with clients, limitations, and supervision and training needs.

a. Uses agency sanction as a guide to professional behavior.	5	4	3	2	1	NA
b. Develops and revises educational contract to reflect learning needs.	5	4	3	2	1	NA
c. Uses field instruction effectively.	5	4	3	2	1	NA

b. Demonstrates ability to prioritize the demands for accountability to multiple constituencies.	5	4	3	2	1	NA
c. Uses appropriate channels or strategies to process conflicting demands of accountability.	5	4	3	2	1	NA
d. Demonstrates accountability for one's own time and actions in relation to her or his work.	5	4	3	2	1	NA

COMMENT: _____

11. Demonstrate continuing skills in evaluation of one's own practice competencies, effectiveness with clients, limitations, and supervision and training needs.

a. Demonstrates appropriate professional behavior.	5	4	3	2	1	NA
b. Uses educational contract to articulate/modify goals and plans for continued learning.	5	4	3	2	1	NA
c. Uses field instruction effectively.	5	4	3	2	1	NA

- d. Evaluates effectiveness of practice skills and makes revisions as necessary. 5 4 3 2 1 NA
- e. Takes initiative to locate readings or other resources to improve practice effectiveness. 5 4 3 2 1 NA

- f. Makes use of readings and other resources, as suggested by the field instructor, to improve practice effectiveness. 5 4 3 2 1 NA

COMMENT: _____

- d. Evaluates effectiveness of practice skills and makes revisions as necessary. 5 4 3 2 1 NA
- e. Takes initiatives to locate readings or other resources to improve practice. 5 4 3 2 1 NA

COMMENT: _____

**SUMMARY OF STUDENT ACHIEVEMENT
OF FOUNDATION FIELD INSTRUCTION LEARNING OBJECTIVES
(For Field Practicum I Only)**

I. Student's Strengths:

II. Student's Limitations or Areas Identified for Additional Experience

III. Student's Comments

Grade Recommendation: _____ Satisfactory _____ Unsatisfactory

Signature of Field Instructor

Date

Signature of Student

Date

Signature of Faculty Liaison

Date

**SUMMARY OF STUDENT ACHIEVEMENT
OF FOUNDATION FIELD INSTRUCTION LEARNING OBJECTIVES
(For Field Practicum II Only)**

I. Student's Strengths:

II. Student's Limitations or Areas Identified for Additional Experience

III. Student's Comments

Grade Recommendation: _____ Satisfactory _____ Unsatisfactory

Signature of Field Instructor

Date

Signature of Student

Date

Signature of Faculty Liaison

Date