



## **Evaluation Instrument\***

This evaluation instrument addresses the learning objectives for the Foundation Semester, Field Practicum I. They represent competencies to be achieved by the end of the semester.

Ratings of each objective must be supported by content in the “Evidence to support rating” section for that particular objective. “Evidence to support rating” may also serve to highlight outstanding abilities. The “Strategies to increase competence” should include ways in which the specific objective can be further addressed.

On the scale provided after each objective, please indicate *level of performance* by placing an X in the appropriate box.

- UP Unacceptable Progress**  
**Never demonstrates awareness, knowledge and skills as a graduate social work intern**
- IP Insufficient Progress**  
**Rarely demonstrates awareness, knowledge and skills as a graduate social work intern**
- EC Emerging Competence**  
**Inconsistently demonstrates awareness, knowledge and skills as a graduate social work intern**
- C Competence**  
**Consistently demonstrates awareness, knowledge and skills as a graduate social work intern**
- AC Advanced Competence**  
**Expertly demonstrates awareness, knowledge and skills as a graduate social work intern**

## **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. The student then 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. The Office of Field Education forwards the form to the faculty field liaison, who reviews and confirms the grade recommendation.

\* **The structure of this instrument and the rating scale were developed by the Office of Field Education at University of Texas at Austin. The content is specific to the field education program at the University of Houston Graduate College of Social Work.**

**A. CRITICAL THINKING: Apply critical thinking skills within the context of professional social work practice**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Identify and articulate one's own belief system with regard to clients, client problems, practice skills and interventions, and social policy.
2. Seek out information or experiences that contradict one's own knowledge or belief system.
3. Engage field instructor in discussion when one's belief system is challenged by new circumstances or when one feels uncomfortable.
4. Identify alternative responses to client problems and evaluate consequences of each.

Evidence to support rating:

Strategies to increase competence:

**B. HISTORY OF PROFESSION: Demonstrate an understanding of and interpret the history of the social work profession and its contemporary structures and issues**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Describe the history of the agency.
2. Articulate the parallels between the agency development and history and the development and history of the social work profession.
3. Analyze how this historical context affects the delivery of services in the agency today.

Evidence to support rating:

Strategies to increase competence:

**C. VALUES AND ETHICS: Demonstrate an understanding of the value base of the profession and its ethical standards and principles, and practice accordingly**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Analyze an agency policy according to the NASW Code of Ethics and the Texas State Board of Social Work Examiners Code of Ethics.
2. Identify personal values as they reflect or conflict with the values of the profession.
3. Articulate with field instructor how to remain appropriately and effectively involved in the delivery of services when not approving of the client's behavior or choices.

Evidence to support rating:

Strategies to increase competence:

**D. DIVERSITY: Practice without discrimination with respect and with knowledge and skills related to age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Identify special concerns related to meeting the needs of the above within the agency context.
2. Articulate and demonstrate an ability to work with special populations and clients who are experiencing discrimination in some form.

Evidence to support rating:

Strategies to increase competence:

**E. OPPRESSION AND SOCIAL CHANGE: Demonstrate an understanding of the forms and mechanisms of oppression and discrimination and delineate strategies of advocacy and social change that advance social and economic justice**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Review the agency's stated mission for its influence on social, political, and economic justice.
2. Evaluate the agency's impact on social, political, and economic justice of its clients.

Evidence to support rating:

Strategies to increase competence:

**F. ORGANIZATIONAL CONTEXT: Function within the structure of organizations and service delivery systems**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Compare the formal and informal decision-making process within the agency.
2. Demonstrate effective use of both the formal and informal decision-making process.
3. Identify the social service delivery systems of which the agency is a part.
4. Articulate how those systems strengthen or limit service to agency clients.

Evidence to support rating:

Strategies to increase competence:

**G. COMMUNICATION: Use communication skills differentially across client populations, colleagues, and communities**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Define a professional relationship and explain how it differs from other relationships.
2. Demonstrate an ability to develop a positive rapport with clients.
3. Demonstrate effective and professional oral and written communication.

Evidence to support rating:

Strategies to increase competence:

**H. PRACTICE: Apply the knowledge and skills of an integrated and contextualized social work perspective to practice with systems of all sizes**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Define the client by answering the question “Whom do I serve within the context of the agency?”
2. Demonstrate an ability to use both micro and macro tasks on behalf of a single client.

Evidence to support rating:

Strategies to increase competence:

**I. THEORY AND HUMAN BEHAVIOR: Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and families, groups, organizations, and communities**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Identify the theoretical frameworks supported by empirical evidence that are used within this agency.
2. Analyze the problems of clients in the context of human behaviors learned in the classroom.

Evidence to support rating:

Strategies to increase competence:

**J. SOCIAL POLICY: Analyze and influence social policies**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Identify a social policy that impacts agency clients.
2. Analyze the impetus for and impact of that policy on agency clients.
3. Suggest how policy might be changed to better meet the needs of clients.

Evidence to support rating:

Strategies to increase competence:

**K. RESEARCH: Use critical thinking to evaluate research studies, apply research findings to practice, and evaluate their own practice interventions**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Take initiative to locate readings or other resources to improve practice.
2. Critically analyze readings and other resources and apply one of them to improve own practice.
3. Evaluate effectiveness of one's own practice skills and make revisions as necessary.
4. Articulate a plan with field instructor for evaluating practice interventions in the context of the specific agency setting.

Evidence to support rating:

Strategies to increase competence:

**L. SUPERVISION: Use supervision and consultation appropriate to social work practice**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Identify one's own learning needs for supervision and prepare an agenda prior to scheduled meeting time.
2. In supervision, identify how one's own biases and/or life experiences affect the development of professional relationships, including work with clients and colleagues; and demonstrate the ability to modify one's behavior accordingly.
3. Participate in discussion of supervisory feedback and incorporate results of discussion into one's practice.

Evidence to support rating:

Strategies to increase competence:

**M. PROFESSIONAL BEHAVIOR: Demonstrate professional behavior in both the community and agency setting**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Is punctual and consistent in keeping appointments with clients, colleagues, staff, and community contacts.
2. Is punctual and consistent with meeting deadlines and with documentation.
3. Demonstrates personal responsibility and accountability for one's own time and actions in relation to his or her work.

Evidence to support rating:

Strategies to increase competence:

SUMMARY OF STUDENT ACHIEVEMENT  
OF FOUNDATION FIELD INSTRUCTION LEARNING OBJECTIVES

**Field Practicum I: Foundation**

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