



## 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. PROFESSIONAL IDENTITY: Identify as a professional social worker and conduct oneself accordingly.**

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

**Practice Tasks**

1. Define a professional relationship and explain how it differs from other relationships.
2. Define the role of the professional social worker in relationship to other professional roles.
3. Demonstrate an awareness of the importance of boundaries and practice accordingly.
4. In supervision, identify how one's own biases and/or life experiences affect the development of professional relationships, including work with clients and colleagues; demonstrate ability to modify one's behavior accordingly.
5. Participate in discussion of supervisory feedback and incorporate results of discussion into one's practice.

**Evidence to support rating:**

**Strategies to increase competence:**

**B. VALUES AND ETHICS: Demonstrate an understanding of the value base of the profession and its ethical standards and principles.**

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

**Practice Tasks**

1. Articulate with the field instructor agency practice as it relates to the NASW Code of Ethics and the Texas State Board of Social Work Examiners Code of Conduct.
2. Identify personal values as they reflect or conflict with the values of the profession.

**Evidence to support rating:**

**Strategies to increase competence:**

**C. 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. Demonstrate an ability to raise important questions and problems in social work and to formulate them clearly and precisely.
3. Engage field instructor in discussion when one's belief system is challenged by new circumstances or when one feels uncomfortable.

**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. HUMAN RIGHTS AND SOCIAL JUSTICE: Demonstrate an understanding of the forms and mechanisms of oppression and discrimination.**

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

**Practice Tasks**

1. Review the agency's stated mission for its influence on social, economic, and political justice.

**Evidence to support rating:**

**Strategies to increase competence:**

**F. RESEARCH: Use critical thinking to evaluate research studies applicable to practice.**

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 practice in the agency setting.

**Evidence to support rating:**

**Strategies to increase competence:**

**G. HBSE/THEORY: Identify theoretical frameworks utilized in the agency setting to understand individual and organizational behavior.**

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

**Practice Tasks**

1. Explore and list the theoretical frameworks used for practice within the agency setting.

**Evidence to support rating:**

**Strategies to increase competence:**

**H. SOCIAL POLICY: Demonstrate an awareness of the impact of social policy on practice.**

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

**Practice Tasks**

1. Identify a social policy that impacts agency clients.
2. Discuss the history and rationale for this policy.

**Evidence to support rating:**

**Strategies to increase competence:**

**I. PROFESSIONAL CONTEXT: Function within the structure of organizations and service delivery systems.**

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

**Practice Tasks**

1. Describe the history of the agency, or of a specific agency unit, and how its structure has evolved over time.
2. Identify the social service delivery systems of which the agency is a part.
3. Compare the formal and informal decision-making process within the agency.
4. Communicate effectively within the agency structure.

**Evidence to support rating:**

**Strategies to increase competence:**

**J. 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 system.

**Evidence to support rating:**

**Strategies to increase competence:**

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

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

**Practice Tasks**

1. Be open to learning.
2. Communicate responsibly and sensitively and with respect toward colleagues, field instructors, administrators, staff, and clients.
3. Demonstrate a willingness and an ability to listen to others.
4. Work effectively with others, regardless of level of authority.
5. Show appearance and demeanor that are appropriate to the roles and settings encountered during the educational experiences.
6. Be punctual and consistent in keeping appointments with clients, colleagues, staff and community contacts.
7. Be punctual and consistent with meeting deadlines and with documentation.
8. Advocate for him/herself in a constructive manner and first use established channels for conflict resolution.
9. Demonstrate personal responsibility and accountability for one's own time and actions in relation to his or her work.
10. Actively engage in supervision.

**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