

**UNIVERSITY OF HOUSTON
GRADUATE COLLEGE OF SOCIAL WORK**

Field Practicum II: Advanced

EVALUATION OF STUDENT PERFORMANCE

STUDENT: _____

AGENCY: _____

(Address)

(City)

(State)

(Zip Code)

FIELD INSTRUCTOR: _____

INSTRUCTOR TELEPHONE: _____

(Area Code)

(Number)

Extension

INSTRUCTOR EMAIL: _____

SEMESTER: _____ YEAR _____

SUMMARY OF STUDENT'S PRIMARY RESPONSIBILITIES

Evaluation Instrument*

This evaluation instrument addresses the competencies for Field Practicum II. It represents competencies to be achieved by the end of the semester.

Ratings of each competency must be supported by content in the “Evidence to support rating” section for that particular competency. “Evidence to support rating” may also serve to highlight outstanding abilities. The “Strategies to increase competence” should include ways in which the specific competency 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: Establish and maintain professional roles and boundaries during the assessment process.

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

Practice Behaviors

1. Identify the difference between the professional role and personal experience during the assessment process.
2. In supervision, identify how one's own biases and/or life experiences may impact the assessment process; demonstrate the ability to modify one's behavior accordingly.
3. Demonstrate the ability to know when to seek out supervision during the assessment process.

Evidence to support rating:

Strategies to increase competence:

B. VALUES AND ETHICS: Demonstrate an understanding of how personal and professional values guide the assessment process.

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

Practice Behaviors

1. Identify personal values that may influence the assessment process.
2. Demonstrate conscious value based and ethical behavior during the assessment process in professional communication and documentation.

Evidence to support rating:

Strategies to increase competence:

C. CRITICAL THINKING: Distinguish multiple sources of knowledge, including research based knowledge and practice wisdom, in the assessment process.

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

Practice Behaviors

1. Critique the assessment process in relation to desired outcome.

2. Gather and assess relevant information using abstract ideas to interpret information effectively.
3. Demonstrate effective oral and written communication of assessment outcomes.

Evidence to support rating:

Strategies to increase competence:

D. DIVERSITY: Assess client systems without discrimination and with respect, knowledge, and skill.

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

Practice Behaviors

1. Describe one's own stereotypes and biases toward diverse cultures and populations.
2. Articulate how those stereotypes and biases might impact an assessment.
3. Conduct assessments with respect and skill and critique the outcome in relation to non-discrimination.

Evidence to support rating:

Strategies to increase competence:

E. HUMAN RIGHTS AND SOCIAL JUSTICE: Address relevant issues of oppression and social change when completing an assessment.

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

Practice Behaviors

1. Identify how the standardized agency based assessment process may contribute to or diffuse oppression.
2. Articulate how the assessment process may relate to social change.

Evidence to support rating:

Strategies to increase competence:

F. RESEARCH: Evaluate the assessment process based on research relevant to the client population and setting.

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

Practice Behaviors

1. Demonstrate familiarity with research relevant to the client population and setting.
2. Critically analyze readings and other resources and apply one of them to improve the assessment process.
3. Review and critique for accuracy at least two empirically based tools and/or measures for assessment.

Evidence to support rating:

Strategies to increase competence:

G. HBSE/THEORY: Demonstrate application of theoretical frameworks in the assessment process.

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

Practice Behaviors

1. Identify the appropriate theoretical framework used to guide an assigned assessment process.
2. Demonstrate use of the knowledge about individual and organizational development and behavior in the assessment process.
3. Identify strengths and coping patterns pertinent to an assigned client.

Evidence to support rating:

Strategies to increase competence:

H. SOCIAL POLICY: Assess how social policy impacts client systems, agencies and communities.

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

Practice Behaviors

1. Assess the impact of a specific *social* policy on a client system within the agency setting.
2. Assess the impact of a specific *agency* policy on a client system within the agency setting.

Evidence to support rating:

Strategies to increase competence:

- I. PROFESSIONAL CONTEXT: Assess organizational policies, functioning, resources, and agency culture for their impact on service delivery.**

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

Practice Behaviors

1. Assess agency culture for its impact on achieving agency goals.
2. Assess adequacy of agency resources for achieving agency goals.
3. Assess how organizational policies relate to organizational functioning.

Evidence to support rating:

Strategies to increase competence:

- J. PRACTICE: Conduct assessments that demonstrate an integrated and contextualized social work perspective.**

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

Practice Behaviors

1. Demonstrate effective use of engaging skills when performing assessments of client systems.
2. Demonstrate an ability to use both close-ended and open-ended questions and an understanding of when each is most effective.
3. Demonstrate an ability to gather information from the client and other relevant resources to the problem for which help is sought.
4. Demonstrate an ability to utilize an ecological perspective in assessment.

5. Demonstrate an ability to assess both specific strengths and challenges faced by the client system.
6. Define the assessment outcome with implications for both micro and macro change.

Evidence to support rating:

Strategies to increase competence:

K. PROFESSIONAL BEHAVIOR: Demonstrate professional behavior with the client system in data gathering and documentation.

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

Practice Behaviors

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. including the prior preparation of an agenda.
11. Exhibit professional behavior in interviews and in professional interactions during the assessment process.
12. Demonstrate familiarity with requirements of the specific assessment process.
13. Develop an effective personal style in the recording of client information during the assessment process.

14. Demonstrate ability to translate data collection into the assessment form or format.

Evidence to support rating:

Strategies to increase competence:

SUMMARY OF STUDENT ACHIEVEMENT

Field Practicum II: Advanced

- 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