



## **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 in the clinical setting and ensure client access to all social work services.**

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

**Practice Tasks**

1. Distinguish the social work perspective from the perspectives of other professional approaches.
2. Advocate for client access to social work services.
3. Integrate advocacy for social justice into the provision of clinical services.

**Evidence to support rating:**

**Strategies to increase competence:**

**B. VALUES AND ETHICS: Apply social work values and ethical standards to clinical practice.**

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

**Practice Tasks**

1. Manage personal values in a way that allows professional values to guide clinical practice.
2. Recognize an ethical dilemma when it occurs in clinical practice.
3. Articulate with field instructor how to remain appropriately and effectively involved in the delivery of services when not approving of the client's perceived behavior or choices.

**Evidence to support rating:**

**Strategies to increase competence:**

**C. CRITICAL THINKING: Apply critical thinking skills, logic, scientific inquiry and reasoned discernment to professional judgment in clinical practice.**

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

**Practice Tasks**

1. Identify multiple responses to client problems.
2. Evaluate the consequences of identified responses to client problems.
3. Use well reasoned conclusions and solutions, testing them against relevant criteria and standards.

**Evidence to support rating:**

**Strategies to increase competence:**

**D. DIVERSITY: Apply knowledge of the profound impact of difference on the life experience of the client; and communicate understanding of this knowledge to the client throughout the clinical process.**

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

**Practice Tasks**

1. Demonstrate the role of cultural learner and appreciation for the client as informant.
2. Articulate to the field instructor insight regarding the life experience of the "different" client.
3. Apply this insight to the development of interventions that are culturally appropriate.
4. Generate verbal and nonverbal skills that communicate to the client insight and understanding of the impact of difference on life experiences.
5. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

**Evidence to support rating:**

**Strategies to increase competence:**

**E. HUMAN RIGHTS AND SOCIAL JUSTICE: Apply knowledge of oppression and engage in practices that advance social, economic, and political justice in working with diverse populations and organizations.**

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

**Practice Tasks**

1. Demonstrate understanding of the forms and mechanisms of oppression in clinical practice.
2. Assess agency practice for barriers to equal opportunity, access and treatment.

**Evidence to support rating:**

**Strategies to increase competence:**

**F. RESEARCH: Use research findings to inform clinical practice interventions.**

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

**Practice Tasks**

1. Identify research findings relevant to clinical practice in the agency setting.
2. Utilize research findings to select effective clinical interventions.
3. Evaluate effectiveness of the selected clinical interventions.

**Evidence to support rating:**

**Strategies to increase competence:**

**G. HBSE/THEORY: Utilize multiple theoretical frameworks in the application of clinical practice.**

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

**Practice Tasks**

1. Articulate multiple theoretical frameworks used in clinical practice.
2. Evaluate the degree to which each framework is supported by research literature and outcome studies.
3. Select and apply the appropriate theoretical framework to guide clinical interventions.

**Evidence to support rating:**

**Strategies to increase competence:**

**H. SOCIAL POLICY: Analyze the implications of policy on client problems.**

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

**Practice Tasks**

1. Demonstrate an ability to articulate the parameters of a specific policy to clients.
2. Analyze how that specific agency policy is derived from a broader social policy.

**Evidence to support rating:**

**Strategies to increase competence:**

**I. PROFESSIONAL CONTEXT: Recognize and respond to the evolving organizational, community, and societal contexts of clinical practice.**

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

**Practice Tasks**

1. Demonstrate an awareness of how changing locales, populations, scientific and technological developments, organizational structures, and emerging societal trends impact clinical practice.
2. Demonstrate an ability to be informed, resourceful, and proactive in responding to these changes.

**Evidence to support rating:**

**Strategies to increase competence:**

**J. PRACTICE: Apply a dynamic and interactive process of engaging, assessing, intervening, and evaluating client systems on multiple levels.**

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

**Practice Tasks**

1. Demonstrate skills in effectively collecting, organizing, and interpreting client data in preparation for action with individuals, families, and groups.
2. Demonstrate use of empathy and other interpersonal skills in engaging and developing mutually agreed upon intervention goals with the client.
3. Demonstrate successful completion of the beginning, middle, and termination phases of social work intervention.

**Evidence to support rating:**

**Strategies to increase competence:**

**K. PROFESSIONAL BEHAVIOR: Exhibit personal responsibility for professional behavior and for effective use of supervision in clinical practice settings.**

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. Shows a willingness to acknowledge constructive feedback or supervision.
11. Uses feedback or supervision to enhance professional development.

**Evidence to support rating:**

**Strategies to increase competence:**

SUMMARY OF STUDENT ACHIEVEMENT  
OF FOUNDATION FIELD INSTRUCTION LEARNING OBJECTIVES  
**Field Practicum III: Clinical Practice**

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