



## **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 who provides leadership in administration, community development, and advocacy.**

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

**Practice Tasks**

1. Identify as a social worker in interdisciplinary relationships.
2. Serve as a representative of the social work profession during professional activities and events.
3. Develop a personal plan for career long learning in social work.

**Evidence to support rating:**

**Strategies to increase competence:**

**B. VALUES AND ETHICS: Assume leadership in applying ethical principles to decision-making processes.**

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

**Practice Tasks**

1. Use ethical principles to solve ethical dilemmas.
2. Demonstrate leadership in resolving dissonance between professional values and agency policies and procedures.

**Evidence to support rating:**

**Strategies to increase competence:**

**C. CRITICAL THINKING: Use creative synthesis of knowledge for effective decision-making.**

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

**Practice Tasks**

1. Distinguish, appraise, and integrate multiple sources of knowledge for effective decision-making.
2. Demonstrate effective oral and written communication in determining solutions to complex problems.

**Evidence to support rating:**

**Strategies to increase competence:**

**D. DIVERSITY: Develop culturally competent skills for establishing and sustaining collaborations and advocacy efforts.**

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

**Practice Tasks**

1. Recognize and combat isms, community stereotypes, and myths.
2. Develop knowledge about service availability and usage across different communities.
3. Utilize skill in working with diverse populations to create and sustain collaborations in responding to gaps in service.
4. Advocate for recruitment, admissions and hiring, and retention efforts that ensure diverse representation in work force and leadership.
5. Communicate information about diverse groups to other professionals.
6. Advocate for and participate in education and training programs that advance cultural competence.

**Evidence to support rating:**

**Strategies to increase competence:**

**E. HUMAN RIGHTS AND SOCIAL JUSTICE: Advocate for human rights and social, economic, and political justice.**

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

**Practice Tasks**

1. Develop and apply knowledge of empowerment strategies to administration and community development.
2. Develop and apply advocacy skills to advance justice for diverse populations.
3. Provide leadership for the advancement of basic human rights.

**Evidence to support rating:**

**Strategies to increase competence:**

**F. RESEARCH: Use leadership, administration, community development, and advocacy experience to inform scientific inquiry.**

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

**Practice Tasks**

1. Identify research questions that arise from practice experience.
2. Explore opportunities for collaborative research addressing these questions.
3. Evaluate effectiveness of one's own practice skills and make revisions as necessary.

**Evidence to support rating:**

**Strategies to increase competence:**

**G. HBSE/THEORY: Demonstrate the ability to critique the effectiveness of theoretical approaches to leadership, administration, community development, and advocacy.**

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

**Practice Tasks**

1. Evaluate the potential effectiveness of the theoretical framework(s) used for each intervention.
2. Determine which theories provide best practice for specific situations.
3. Identify the theoretical approach (s) that best fit yourself in utilizing various leadership models.

**Evidence to support rating:**

**Strategies to increase competence:**

**H. SOCIAL POLICY: Demonstrate leadership in critiquing policy and advocating for policy change.**

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

**Practice Tasks**

1. Identify changes needed to make policy more responsive to client needs.
2. Develop strategies to implement policy change
3. Develop and sustain collaborations for effective policy action.

**Evidence to support rating:**

**Strategies to increase competence:**

**I. PROFESSIONAL CONTEXT: Demonstrate leadership in proactively shaping the organizational, community, governmental, and societal contexts of social work practice.**

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

**Practice Tasks**

1. Identify changes needed to improve the quality of social services.
2. Develop strategies to implement the changes.
3. Develop and sustain collaborations to improve the delivery of social services.

**Evidence to support rating:**

**Strategies to increase competence:**

**J. PRACTICE: Provide leadership to the analysis and implementation of evidenced-based interventions to achieve system goals.**

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

**Practice Tasks**

1. Synthesize and apply a range of evidenced-based practice interventions that enhance agency and community capacity.
2. Demonstrate skills in critically analyzing, monitoring, and evaluating social work intervention outcomes and effectiveness.
3. Provide leadership in developing and advocating for policies and services that reflect evidenced-based interventions across diverse client populations.
4. Document consistently and accurately efforts and outcomes specific to the agency setting and agency requirements.

**Evidence to support rating:**

**Strategies to increase competence:**

**K. PROFESSIONAL BEHAVIOR: Demonstrate increasing independence and accountability for professional behavior.**

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.
12. Takes responsibility for enhancing the probability of one's academic success, professional development and self care.

**Evidence to support rating:**

**Strategies to increase competence:**

**L. INTEGRATION: Integrate classroom and field learning to reflect self-assessment of one's competency as a social worker.**

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

**Practice Tasks**

1. Articulate what it means to be a professional social worker.
2. Discuss the theoretical framework that you feel most comfortable using to approach your social work practice; provide examples from your field setting.
3. Evaluate your ability to engage in effective social work practice at this point in the development of your career.
4. Demonstrate an integrated sense of personal/professional use of self with client systems.
5. Demonstrate an understanding of the integration of effective social work practice with the advancement of social, economic, and political justice.

**Evidence to support rating:**

**Strategies to increase competence:**

SUMMARY OF STUDENT ACHIEVEMENT  
OF FOUNDATION FIELD INSTRUCTION LEARNING OBJECTIVES  
**Field Practicum IV: Leadership, Administration, and Advocacy**

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