

SOWK 682 DIRECT PRACTICE TRACK
ADVANCED PLACEMENT FIELD EVALUATION FORM – FIELD INSTRUCTOR VERSION
West Virginia University School of Social Work

Check one ____ Mid-Term ____ Final

Check one ____ Beckley ____ Charleston ____ Keyser ____ Martinsburg ____ Morgantown ____ Wheeling

THIS SECTION TO BE COMPLETED BY THE STUDENT:

Student: _____

Student 700 ID# _____

Phone: () _____ E-mail: _____

Field Instructor: _____

Task Supervisor: (if applicable) _____

Faculty Field Liaison _____ Beginning date of placement _____

Agency Field Setting: _____

Phone: () _____ Fax: () _____ E-Mail: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Directions: This form is used for both Mid-term (December) and Final (April) Evaluation. It is required that both student and field instructor complete the form separately, and both must be submitted to receive a final grade. The form completed by the field instructor will be relied on most heavily when determining the final grade. However, in cases of extreme discrepancy between responses, the student form may also be considered. Note: Keep a copy of the mid-term form for use as a comparison so that progress at final may be compared with it. **Final Grades will not be posted until both fully-signed, final evaluation forms are received by the Faculty Field Liaison. Failure to do so by the deadline assigned by the liaison could delay student's forward progress, and/or graduation.**

This evaluation is designed to measure the competencies and practice behaviors adopted by the School of Social Work. Please use the following rating scale (also listed at the top of each page) to evaluate the quality of the student's performance in relation to the specific criteria. **Remember to refer back to the learning contract for the individualized tasks designed to define the competencies and practice behaviors in your particular placement setting.**

- | |
|---|
| <p>1 = <u>Consistently fails</u> to meet basic requirements of practice behavior</p> <p>2 = <u>Inconsistently meets</u> basic requirements of practice behavior</p> <p>3 = <u>Consistently meets</u> basic requirements of practice behavior</p> <p>4 = <u>Occasionally exceeds</u> basic requirements of practice behavior</p> <p>5 = <u>Consistently exceeds</u> basic requirements of practice behavior</p> |
|---|

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<u>2.1.1 Identity as a Professional Social Worker</u>	1	2	3	4	5
1. Advocates for client access to the services of social work					
2. Practices personal reflection & self-correction to assure continual professional development					
3. <u>Attends</u> to professional roles and boundaries					
4. <u>Develops and maintains</u> professional roles and boundaries with particular consideration to rural settings					
5. Demonstrates professional demeanor in behavior, appearance, and communication					
6. Engages in career-long learning					
7. Uses supervision and consultation					
8. Commits to advocacy on behalf of clients with special attention to rural settings					
9. Represents the values and perspectives of the profession of Social Work in interdisciplinary settings					
Please provide examples of student's behavior that support above ratings:					
<u>2.1.2 Social Work Ethics and Values</u>	1	2	3	4	5
1. Recognizes & manages personal values in a way that allows professional values to guide practice					
2. Makes ethical decisions by applying standards of the NASW Code of Ethics					
3. Tolerates ambiguity in resolving ethical conflicts					
4. Applies strategies of ethical reasoning to arrive at principled decisions					
5. Identifies and appropriately manages ethical dilemmas unique to rural contexts utilizing the NASW Standards of Cultural Competency as appropriate					
Please provide examples of student's behavior that support above ratings:					

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<u>2.1.3 Critical Thinking</u>	1	2	3	4	5
1. Distinguishes, appraises, & integrates multiple sources of knowledge, including research-based knowledge and practice wisdom					
2. Analyzes models of assessment, prevention, intervention, and evaluation					
3. Demonstrates effective <u>oral</u> communication in working with individuals, families, groups organizations, communities, & colleagues					
4. Demonstrates effective <u>written</u> communication in working with individuals, families, groups organizations, communities, & colleagues					
5. Critically assesses available client data and seeks out additional sources of information when needed					
Please provide examples of student's behavior that support above ratings:					
<u>2.1.4 Diversity</u>	1	2	3	4	5
1. Recognizes the extent to which a culture's structures & values may oppress, marginalize, alienate, or create or enhance privilege & power					
2. Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups					
3. Recognizes & communicates understanding of the importance of difference in shaping life experiences					
4. Views themselves as learners and engages those with whom they work as informants					
5. Identifies heterogeneity within cultures <u>and</u> individualizes each new situation					
6. Develops professional competence in working with persons different from self especially as applies to diverse and marginalized groups					
7. Identifies and uses client/practitioner differences from a strengths perspective					
8. Assists clients to recognize and cope with the reality of living in multicultural contexts					
Please provide examples of student's behavior that support above ratings:					

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<u>2.1.5 Social and Economic Justice</u>	1	2	3	4	5
1. Understands the forms & mechanisms of oppression & discrimination					
2. Advocates for human rights & social and economic justice					
3. Engages in practices that advance social & economic justice					
4. Demonstrates an understanding of how the cultural context shapes the experience of difference, especially in rural areas					
Please provide examples of student's behavior that support above ratings:					
<u>2.1.6 Research</u>	1	2	3	4	5
1. Uses practice experience to inform scientific inquiry					
2. Evaluates (determines the value of) research studies					
3. Applies research evidence to practice situations					
4. Uses evaluation findings to inform and improve practice					
5. Uses evaluation findings to advance the knowledge base of the profession					
Please provide examples of student's behavior that support above ratings:					
<u>2.1.7 Human Behavior and the Social Environment</u>	1	2	3	4	5
1. Utilizes conceptual frameworks to guide the processes of assessment, intervention, & evaluation					
2. Critiques and applies knowledge to understand person and the environment					
3. Demonstrates an understanding of how personal, family, and cultural values and beliefs influence one's perception					
4. Demonstrates an understanding of how personal, family, and cultural values and beliefs impact client relationships					
Please provide examples of student's behavior that support above ratings:					

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<u>2.1.8 Policy</u>	1	2	3	4	5
1. Analyzes, formulates, & advocates for policies that advance social well-being					
2. Collaborates with colleagues & clients for effective policy action					
3. Actively seeks knowledge regarding current federal, state, and local policy relevant to the context of service					
4. Practices active citizenship					
5. Encourages others to practice active citizenship					
Please provide examples of student's behavior that support above ratings:					
<u>2.1.9 Context</u>	1	2	3	4	5
1. Continuously discovers, appraises & attends to changing locales, populations, scientific & technological developments, and emerging societal trends to provide relevant services					
2. Demonstrates the applicability of generalist practice to rural social work settings					
3. Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services					
4. Interacts with client systems in a culturally competent manner with special consideration of rural values					
5. Advocates for equitable access to resources for rural populations					
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<u>2.1.10 (a) Engagement</u>	1	2	3	4	5
1. Substantively & affectively prepares for action with individuals, families, groups, organizations, & communities					
2. Uses the following elements of positive helping relationships to engage clients:					
a. Empathy					
b. Warmth					
c. Genuineness					
d. Nonverbal communication skills					
e. Verbal communication skills					
3. Develops a mutually agreed-upon focus of work & desired outcomes					
4. Uses rapport building techniques appropriate to the context of contact/service in order to initiate an effective working relationship					
5. Practices techniques/strategies that promote and sustain collaborative relationships					
Please provide examples of student's behavior that support above ratings:					
<u>2.1.10 (b) Assessment</u>	1	2	3	4	5
1. Collects, organizes, & interprets client data					
2. Assesses client strengths & limitations					
3. Develops mutually agreed-on intervention goals & objectives					
4. Selects appropriate intervention strategies					
5. Develops and implements on-going assessment strategies consistent with Direct Practice model(s)					
Please provide examples of student's behavior that support above ratings:					

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<u>2.1.10 (c) Intervention</u>	1	2	3	4	5
1. Initiates actions to achieve organizational goals					
2. <u>Implements</u> prevention interventions that enhance client capacities					
3. <u>Advocates for</u> and utilizes prevention strategies when appropriate					
4. Helps clients resolve problems					
5. Negotiates, mediates, and advocates for clients					
6. Facilitates transitions and endings					
7. Selects, utilizes, and adapts appropriate Direct Practice interventions models					
8. Demonstrates a developing theoretical framework appropriate to different case situations					
Please provide examples of student's behavior that support above ratings:					
<u>2.1.10 (d) Evaluation</u>	1	2	3	4	5
1. Describes and analyzes an agency's efforts to evaluate services and programs					
2. Monitors client progress throughout intervention					
3. Evaluates the outcome of interventions in practice					
4. Designs and conducts an evaluation of client outcome(s) achieved through Direct Practice model(s) as applied in a specific case situation					
Please provide examples of student's behavior that support above ratings:					

EVALUATION SUMMARY (Be specific!)

Areas of Strength:

Areas Needing Improvement (i.e. how could current/existing skills, approaches, attitudes, be improved?):

Areas for Development (i.e. what experiential and/or instructional areas should student pursue?)

*Social Work Field Instructor Signature/Date
(indicates you completed the evaluation and wrote final scores and comments)

*Student Signature/Date
(indicates you have read the final evaluation and have discussed with field instructor)

*Task Supervisor Signature/Date
(indicates that you participated in the evaluation process and provided feedback as appropriate)

*Faculty Field Liaison Signature/Date (indicates you graded the field internship _____ Grade (P-Pass; F-Fail))

*Note: All appropriate signatures must be on Evaluation for Grade to be reported to Admissions & Records