

SOWK 682 COSA TRACK
ADVANCED PLACEMENT FIELD EVALUATION FORM – STUDENT 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 **YOUR** 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> <p>N/O = No opportunity to observe in this setting</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. Attends to professional roles and boundaries					
4. Demonstrates professional demeanor in behavior, appearance, and communication					
5. Engages in career-long learning					
6. Uses supervision and consultation					
7. Demonstrates management and coordination skills which reflect advanced practice methods					
8. 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. Articulates how factors such as political and ethical climate, funding, and organizational structure influence service delivery systems					
Please provide examples of student's behavior that support above ratings:					

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5 = Consistently exceeds basic requirements of practice behavior
 N/O = No opportunity to observe in this setting

<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 organizational, community, or policy 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. Uses differences from a strengths perspective in organizational, community, and political strategies					
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. Interacts with organizational, community, and/or political constituencies in a culturally competent manner with special attention to rural values					
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. Monitors the implementation of community and organizational policy as it relates to the effective delivery of services to clients					
4. Actively seeks knowledge regarding current federal, state, and local policy relevant to the context of service					
5. Organizes and implements community dialogues to promote awareness of social problems, as well as the development of solutions					
6. Practices active citizenship					
7. 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. Advocates for equitable access to resources for rural populations					
5. Identifies and address service gaps in rural contexts					
6. Addresses ethical dilemmas in the climate, funding, and organization 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>2.1.10 (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 effective working relationships in macro contexts					
5. Practices techniques/strategies that promote and sustain collaborative organizational and community 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 COSA 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> the use of prevention models to address macro client problems					
4. Helps clients resolve problems					
5. Negotiates, mediates, and advocates for clients					
6. Facilitates transitions and endings					
7. Selects, utilizes, and adapts appropriate COSA practice strategies					
8. Demonstrates a developing theoretical framework appropriate to different community, organizational, and political 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 COSA practice model(s) as applied in a specific organizational, community, or political 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 your current/existing skills, approaches, attitudes, be improved?):

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

*Student Signature/Date

(indicates you completed this final evaluation form rating yourself on behaviors listed)