

SOWK 491 BSW FIELD PRACTICUM
FIELD INSTRUCTOR VERSION FINAL BSW FIELD EVALUATION FORM –
West Virginia University School of Social Work

THIS SECTION TO BE COMPLETED BY THE STUDENT:

Student: _____ **Final Evaluation?** ☐ (Check Box to Confirm)

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 the Final Evaluation upon completion of SW491 field requirements (it may also be used as a mid-term evaluation tool as well). 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: If mid-term evaluation completed, please use your mid-term evaluation to assist with measuring your student's progress at final evaluation. **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 could delay your 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. While the midterm evaluation offered a N/O (Not Observable) category, this does not appear on this final evaluation. Students are expected to have been provided learning activities for all practice behaviors, as specified in the learning contract.**

<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. <u>Attends</u> 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					
Please provide examples of your 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					
Please provide examples of your student's behavior that support above ratings:					
<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					

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individuals, families, groups organizations, communities, & colleagues					
4. Demonstrates effective <u>written</u> communication in working with individuals, families, groups, organizations, communities, & colleagues					

Please provide examples of your 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					

Please provide examples of your student's behavior that support above ratings:

<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					

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Please provide examples of your 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					
Please provide examples of your 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					
Please provide examples of your student’s behavior that support above ratings:					
<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					
Please provide examples of your student’s behavior that support above ratings:					

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<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. Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services					
Please provide examples of your student's behavior that support above ratings:					
<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					
Please provide examples of your 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					

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4. Selects appropriate intervention strategies					
Please provide examples of your student’s behavior that support above ratings:					
<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. Helps clients resolve problems					
4. Negotiates, mediates, and advocates for clients					
5. Facilitates transitions and endings					
Please provide examples of your 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					
Please provide examples of your 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, wrote final scores/comments AND reviewed with the Student)

*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