

The Steve Hicks School of Social Work Office of Field Education will email an active and individualized online evaluation link to the student and field instructor at the beginning of each evaluation period.

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For more information, please contact: field-ta@austin.utexas.edu.

Evaluation for SW 645C/645D: Undergraduate Field Instruction

**SW 645C/645D
Evaluation for Undergraduate Field Instruction**

| | |
|--------------------------|-------------------------|
| Student: | Agency: |
| Field Instructor: | Faculty Liaison: |
| Semester/Year: | |

WORKLOAD DESCRIPTION

Briefly describe the student's direct practice, group work, and indirect/macro practice learning opportunities and work assignments during the internship.

DESCRIPTION OF SUPERVISION

Briefly describe the supervisory structure provided for the student.

PROGRESS ON LEARNING CONTRACT

Briefly describe the progress student has made toward educational contract objectives and goals.

Evaluation for Undergraduate Field Instruction

Course Description

Undergraduate Field Instruction is a twelve-credit course including supervised practice experience in a human service organization serving a variety of client populations. This course places emphasis on increased knowledge and skills for working with client systems, i.e. individuals, families group, organizations and communities. A major purpose of field education is to develop understanding of and beginning competence in the promotion of social and economic justice, the alleviation of critical social problems, and the enhancement of human well-being. Requirements include an educationally supervised practicum of 480 hours at the agency/ organization (40 hours/week) and attendance and participation in field seminars that are designed to integrate practice and theories related to human behavior, organizational and community dynamics and policy in the context of service planning and service delivery. Practice is a co-requisite for this course.

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Evaluation Instrument

This evaluation instrument addresses the minimum objectives for SW 645C/645D. These provide a guide for the evaluation of the student's performance and represent competencies to be achieved by the end of this course.

Ratings of each competency must be supported by content in the "Evidence to support rating" section. "Evidence to support rating" may also serve to highlight outstanding abilities. The "Strategies to increase competence" should include ways in which the specific competency can be further addressed.

On the scale provided after each competency, please indicate *level of performance* by placing an X at the most appropriate point along the continuum.

- AC Advanced Competence**
Consistently demonstrates advanced knowledge, values, skills, and cognitive and affective processes at the BSW level

- C Competence**
Consistently demonstrates knowledge, values, skills, and cognitive and affective processes at the BSW level

- EC Emerging Competence**
Demonstrates beginning knowledge, values, skills, and cognitive and affective processes at the BSW level

- IP Insufficient Progress**
Rarely demonstrates knowledge, values, skills, and cognitive and affective processes at the BSW level

Evaluation continues to be a critical component in professional development. Therefore, the student must participate in self-evaluation throughout the semester, and particularly at the midterm and ending phases of field instruction. If a student's performance is inadequate by mid-semester, a written plan for the remainder of the semester is essential. However, unless problems are encountered in this course, the midterm evaluation does not become part of the student's file. It can serve as an initial document to update and measure performance at the end of the placement.

The Faculty Liaison takes the written final evaluation prepared by the Field Instructor in collaboration with the student, evaluates any written work performed for the course, considers the quality of participation in field seminar, and assigns the grade at the end of the semester. Emphasis is placed upon quality and consistency of work, not quantity.

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Competencies

1. Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

| Outcome Measure | Mid | | End | |
|--|-----|-----|-----|-----|
| | FI | Std | FI | Std |
| a. Student makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. | | | | |
| b. Student uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations. | | | | |
| c. Student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication. | | | | |
| d. Student uses technology ethically and appropriately to facilitate practice outcomes. | | | | |
| e. Student uses supervision and consultation to guide professional judgment and behavior. | | | | |
| AC = Advanced Competence C = Competence EC = Emerging Competence IP = Insufficient Progress | | | | |

Evidence to support ratings for Competency 1:

Strategies to increase competence:

2. Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also

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understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

| Outcome Measure | Mid | | End | |
|--|-----|-----|-----|-----|
| | FI | Std | FI | Std |
| a. Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. | | | | |
| b. Student presents themselves as learners and engages clients and constituencies as experts of their own experiences. | | | | |
| c. Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. | | | | |
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Evidence to support ratings for Competency 2:

Strategies to increase competence:

3. Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

| Outcome Measure | Mid | | End | |
|---|-----|-----|-----|-----|
| | FI | Std | FI | Std |
| a. Student applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. | | | | |
| b. Student engages in practices that advance social, economic, and environmental justice. | | | | |
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Evidence to support ratings for Competency 3:

Strategies to increase competence:

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4. Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

| Outcome Measure | Mid | | End | |
|--|-----|-----|-----|-----|
| | FI | Std | FI | Std |
| a. Student uses practice experience and theory to inform scientific inquiry and research. | | | | |
| b. Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. | | | | |
| c. Student uses and translates research evidence to inform and improve practice, policy, and service delivery. | | | | |
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Evidence to support ratings for Competency 4:

Strategies to increase competence:

5. Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

| Outcome Measure | Mid | | End | |
|--|-----|-----|-----|-----|
| | FI | Std | FI | Std |
| a. Student identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. | | | | |
| b. Student assesses how social welfare and economic policies impact the delivery of and access to social services. | | | | |

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| | | | | |
|--|--|--|--|--|
| c. Student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. | | | | |
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Evidence to support ratings for Competency 5:

Strategies to increase competence:

6. Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

| Outcome Measure | Mid | | End | |
|---|-----|-----|-----|-----|
| | FI | Std | FI | Std |
| a. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. | | | | |
| b. Student uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. | | | | |
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Evidence to support ratings for Competency 6:

Strategies to increase competence:

7. Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.

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Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

| Outcome Measure | Mid | | End | |
|--|-----|-----|-----|-----|
| | FI | Std | FI | Std |
| a. Student collects and organizes data, and applies critical thinking to interpret information from clients and constituencies. | | | | |
| b. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. | | | | |
| c. Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. | | | | |
| d. Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. | | | | |
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Evidence to support ratings for Competency 7:

Strategies to increase competence:

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

| Outcome Measure | Mid | | End | |
|--|-----|-----|-----|-----|
| | FI | Std | FI | Std |
| a. Student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies. | | | | |

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| | | | | |
|--|--|--|--|--|
| b. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. | | | | |
| c. Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes. | | | | |
| d. Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies. | | | | |
| e. Student facilitates effective transitions and endings that advance mutually agreed-on goals. | | | | |
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Evidence to support ratings for Competency 8:

Strategies to increase competence:

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness

| Outcome Measure | Mid | | End | |
|---|-----|-----|-----|-----|
| | FI | Std | FI | Std |
| a. Student selects and uses appropriate methods for evaluation of outcomes. | | | | |
| b. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. | | | | |
| c. Student critically analyzes, monitors, and evaluates intervention and program processes and outcomes. | | | | |
| d. Student applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. | | | | |
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Evidence to support ratings for Competency 9:

Strategies to increase competence:

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PLEASE ADDRESS EACH OF THE FOLLOWING:

OUTSTANDING ABILITIES

AREAS WHERE GROWTH WAS MOST OBVIOUS

FUTURE LEARNING NEEDS AND RECOMMENDATIONS

STUDENT'S READING & SIGNATURE ARE REQUIRED

This is to certify that I have read and received a copy of this evaluation, that I understand I have the right to disagree in writing with this evaluation of my performance, and that such a statement will be appended to this evaluation.

Student's Signature _____ Date _____

Field Instructor's Signature _____ Date _____

Faculty Liaison's Signature _____ Date _____