

*The Steve Hicks School of Social Work Office of Practicum Education will email an active and individualized online evaluation link to the student and practicum instructor at the beginning of each evaluation period.
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SW 645C/645D

Evaluation for Undergraduate Practicum Instruction

| | |
|------------------------------|-------------------------|
| Student: | Agency: |
| Practicum 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 Practicum Instruction

Course Description

Undergraduate Practicum 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 practicum 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

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of human well-being. Requirements include an educationally supervised practicum of 440 hours at the agency/ organization and attendance and participation in practicum 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.

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 practicum 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 Practicum Instructor in collaboration with the student, evaluates any written work performed for the course, considers the quality of participation in practicum 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 policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

| Competency Behavior Outcome Measure | Mid | | End | |
|--|-----|-----|-----|-----|
| | FI | Std | FI | Std |
| a. Student makes ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context. | | | | |
| b. Student demonstrates professional behavior; appearance; and oral, written, and electronic communication. | | | | |
| c. Student uses technology ethically and appropriately to facilitate practice outcomes. | | | | |
| d. Student uses supervision and consultation to guide professional judgment and behavior. | | | | |
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Evidence to support ratings for Competency 1:

Strategies to increase competence:

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2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

| Competency Behavior Outcome Measure | Mid | | End | |
|---|-----|-----|-----|-----|
| | FI | Std | FI | Std |
| a. Student advocates for human rights at the individual, family, group, organizational, and community system levels. | | | | |
| b. Student engages in practices that advance human rights to promote social, racial, economic, and environmental justice. | | | | |
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Evidence to support ratings for Competency 2:

Strategies to increase competence:

3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

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| Competency Behavior Outcome Measure | Mid | | End | |
|--|-----|-----|-----|-----|
| | FI | Std | FI | Std |
| a. Student demonstrates anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels. | | | | |
| b. Student demonstrates cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences. | | | | |
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Evidence to support ratings for Competency 3:

Strategies to increase competence:

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

| Competency Behavior Outcome Measure | Mid | | End | |
|---|-----|-----|-----|-----|
| | FI | Std | FI | Std |
| a. Student applies research findings to inform and improve practice, policy, and programs. | | | | |
| b. Student identifies ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work. | | | | |
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Strategies to increase competence:

5. Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

| Competency Behavior Outcome Measure | Mid | | End | |
|---|-----|-----|-----|-----|
| | FI | Std | FI | Std |
| a. Student uses social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services. | | | | |
| b. 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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

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| Competency Behavior Outcome Measure | Mid | | End | |
|--|-----|------|-----|------|
| | FI | StdT | FI | StdT |
| a. Student applies knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies. | | | | |
| b. Student uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

| Competency Behavior Outcome Measure | Mid | | End | |
|---|-----|------|-----|------|
| | FI | StdT | FI | StdT |
| a. Student applies theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; | | | | |
| b. Student demonstrates respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan. | | | | |
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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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

| Competency Behavior Outcome Measure | Mid | | End | |
|--|-----|-----|-----|-----|
| | FI | Std | FI | Std |
| a. Student engages with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals. | | | | |
| b. Student incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies. | | | | |
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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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

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| Competency Behavior Outcome Measure | Mid | | End | |
|---|-----|-----|-----|-----|
| | FI | Std | FI | Std |
| a. Student selects and uses culturally responsive methods for evaluation of outcomes. | | | | |
| b. Student critically analyzes outcomes and applies evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities. | | | | |
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Evidence to support ratings for Competency 9:

Strategies to increase competence:

PLEASE ADDRESS EACH OF THE FOLLOWING:

OUTSTANDING ABILITIES

AREAS WHERE GROWTH WAS MOST OBVIOUS

FUTURE LEARNING NEEDS AND RECOMMENDATIONS

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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 _____

Practicum Instructor's Signature _____ Date _____

Faculty Liaison's Signature _____ Date _____