



# WEBER STATE UNIVERSITY

## Department of Social Work and Gerontology

### Field Evaluation of Student for Practicum SW 4860 and SW 4861 Course Syllabus

Student Name: \_\_\_\_\_ Phone/Cell: \_\_\_\_\_

Dates Covered: \_\_\_\_\_ to \_\_\_\_\_

Agency Name: \_\_\_\_\_

Agency Address: \_\_\_\_\_ City/State: \_\_\_\_\_ Zip: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_ Phone/Cell: \_\_\_\_\_

<u>Course</u>	<u>Semester</u>	<u>Date Submitted</u>
Practicum 4860	Fall Spring Summer	_____
Practicum 4861	Fall Spring Summer	_____

**Supervision Dates: Please list the dates of weekly supervision for this semester:**

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Social Work Generalist Practice Expectations			
Practice with:	Briefly Describe	Required	Completed Date
Community Organization		1	
Administrative Project		1	
Educational Groups		2	
Families		4	
Individuals Case Management		6	

**USE OF THIS FORM:**

This evaluation form is to be completed at the completion of the student field placement. It is important that evaluation of the student be a shared process. It is our expectation that not all categories will be rated at a 5 especially the first semester as students are in their initial training and will not be able to meet or exceed in their initial training process. An average or better score is expected in order for the student to enter the next phase of their training. In the event the student is below average, it is the field supervisors responsibility to provide the student the necessary feedback and scoring to their level of competence.

**RATING SCALE:**

Please rate the student behaviors in accomplishing the selected activity to fulfill program/practicum outcomes. **ALL CATEGORIES ARE APPROPRIATE FOR AN EVALUATION FROM A GENERALIST PERSPECTIVE THAT CHARACTERIZE THE FRAMEWORK OF THE SOCIAL WORK PROGRAM AT WEBER STATE UNIVERSITY.**

	<b>GRADE</b>
0..... no basis for judgment at this time	No Score
1..... behavior below standard and/or expectation (way below average)	E
2..... behavior present, in minimum degree (below average)	D
3..... behavior present, to some degree (average)	C
4..... behavior present to the degree expected (above average)	B
5..... behavior present beyond degree expected (exceeds average)	A

<b>SOCIAL WORK PROGRAM OBJECTIVES AND STUDENT RATING SCALE</b>							
<b>COURSE OBJECTIVE 1</b>		<b>RATING</b>					
Apply critical thinking skills within the context of professional social work practice.							
<b>STUDENT TASKS</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>A</b>	<b>Assesses practice behavior and pursues additional study to improve practice skills and accountability.</b>						
<b>B</b>	<b>Articulates and builds upon the generalist perspective in the context of agency practice within the student’s chosen domain of study.</b>						
<b>C</b>	<b>Understands the influence of the organizational environment upon both worker and client functioning.</b>						
<b>D</b>	<b>Uses professional knowledge, values, skills, and experiences as the basis for action.</b>						

<b>COURSE OBJECTIVE 2</b>		RATING					
Understand the value base of the profession and its ethical standards and principles, and practice accordingly.							
STUDENT TASKS		0	1	2	3	4	5
A	<b>Adheres to the NASW Code of Ethics and demonstrates identification with the professions' values.</b>						
B	<b>Respects and supports client right to self-determination.</b>						
C	<b>Critically examines areas of potential conflict between personal, agency, client and/or professional values.</b>						
D	<b>Takes appropriate steps to safeguard confidentiality within the practicum setting.</b>						
<b>COURSE OBJECTIVE 3</b>		RATING					
Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.							
STUDENT TASKS		0	1	2	3	4	5
A	<b>Engages clients, including those distinguished by ethnicity, gender, race, national origin, culture, age, ability, socio-economic, class, religion, and sexual orientation in effective working relationships.</b>						
B	<b>Appropriately individualizes client and client issues in a culturally competent manner</b>						
C	<b>Demonstrates awareness of the impact of one's own personal style, biases, and reactions upon clients and make adjustments as needed.</b>						
D	<b>Advocates to ensure that social services are culturally relevant and appropriate.</b>						
<b>COURSE OBJECTIVE 4</b>		RATING					
Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.							
STUDENT TASKS		0	1	2	3	4	5
A	<b>Advocates for and promotes the equal participation of oppressed groups in society.</b>						

B	<b>Promotes prevention, normalization, social development, and empowerment.</b>						
C	<b>Identifies strategies to address institutional and societal barriers to service delivery.</b>						
<b>COURSE OBJECTIVE 5</b>		<b>RATING</b>					
Understand and interpret the history of the social work profession and its contemporary structures and issues.							
<b>STUDENT TASKS</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
A	<b>Applies an understanding of local, national, and global issues to client intervention.</b>						
B	<b>Evaluates the agency history and associates the history of social work to the agencies service delivery system.</b>						
<b>COURSE OBJECTIVE 6</b>		<b>RATINGS</b>					
Apply the knowledge and skills of generalist social work practice with systems of all sizes.							
<b>STUDENT TASKS</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
A	<b>Clearly and specifically identifies client and worker roles and intervention approaches that will be followed.</b>						
B	<b>Mutually involves clients in negotiating contracts that specify goals, tasks, roles, intervention methods, time frames and other relevant factors</b>						
C	<b>Demonstrates knowledge of community resources and seeks to expand this knowledge and to engage relevant community resources.</b>						
D	<b>Assumes various social work roles (broker, advocate, mediator, counselor, collaborator, researcher, administrator, planner, etc.) according to the needs of the client.</b>						
<b>COURSE OBJECTIVE 7</b>		<b>RATINGS</b>					
Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.							
<b>STUDENT TASKS</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
A	<b>Demonstrates understanding of relevant theories and is able</b>						

	<b>to select them and prepare clients appropriately.</b>						
B	<b>Recognizes and focuses on strengths and personal resources as well as dysfunctional patterns.</b>						
C	<b>Plans and develops interventions utilizing a variety of evidence based practice models and employing change-oriented strategies which meet client needs.</b>						
D	<b>Recognizes manifestation of inadequate motivation and ambivalence and demonstrates skill in enhancing motivation.</b>						
<b>COURSE OBJECTIVE 8</b>		<b>RATINGS</b>					
Analyze, formulate, and influence social policies.							
STUDENT TASKS		0	1	2	3	4	5
A	<b>Articulates the understanding of relevant state and federal policies applicable to the population that is being served.</b>						
B	<b>Demonstrates awareness of the impact of social policy on the agency (ie through funding, hiring, services provided, etc).</b>						
C	<b>Demonstrates basic knowledge of social policy and service system context in which the agency operates.</b>						
D	<b>Demonstrates awareness of how change in social policy effect the client, worker, agency, and community.</b>						
<b>COURSE OBJECTIVE 9</b>		<b>RATINGS</b>					
Evaluate research studies, apply research finding to practice, and evaluate their own practice interventions.							
STUDENT TASKS		0	1	2	3	4	5
A	<b>Evaluates the effectiveness of interventions employed and makes modifications as needed.</b>						
B	<b>Synthesizes and critiques results of research effectively</b>						
C	<b>Applies relevant research findings to professional activities.</b>						
<b>COURSE OBJECTIVE 10</b>		<b>RATINGS</b>					
Use communication skills differentially across populations, colleagues, and communities.							
STUDENT TASKS		0	1	2	3	4	5
A	<b>Consistently perceives non-verbal cues and skillfully draws</b>						

	<b>out and identifies emotions and hinder the helping process.</b>						
B	<b>Responds to client aggressiveness, hostility, or criticism without defensiveness.</b>						
C	<b>Maintains focus and continuity with clients within and between meetings.</b>						
D	<b>Initiates and develops interpersonal and professional relationships with colleagues and other agency personnel.</b>						
<b>COURSE OBJECTIVE 11</b>		RATINGS					
Use supervision and consultation appropriate to social work practice.							
STUDENT TASKS		0	1	2	3	4	5
A	<b>Assumes responsibility for bringing to the attention of the field instructor perceived needs and interests, and works collaboratively to enhance one's educational experiences.</b>						
B	<b>Makes appropriate use of field instruction on a regular basis to develop knowledge, skills, and values for the optimal benefit of client systems.</b>						
C	<b>Under supervision, evaluates practice related to the Laws and Ethics of Social Work</b>						
D	<b>Consistently follow through on assignments with appropriate supervisory assistance.</b>						
<b>COURSE OBJECTIVE 12</b>		RATINGS					
Function within the structure of organizations and service delivery systems and seek necessary organizational change.							
STUDENT TASKS		0	1	2	3	4	5
A	<b>Utilizes instruction to appropriately assess current professional skills and identify learning goals and objectives on a micro, mezzo, and macro level of practice.</b>						
B	<b>Utilizes instruction to appropriately assess current professional skills and identify learning goals and objectives in the areas of community organization and administrative change.</b>						
C	<b>Organizes and develops resources for program development through collaboration, mediation, and/or networking</b>						
D	<b>Attends staff meetings and evaluates the function of each provider in the service delivery system.</b>						



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**Field Supervisor Narrative Statement**

- 1. Comment on the progress or how the student has demonstrated personal growth?**
- 2. What are the student's strengths in the practicum setting.**
- 3. Concerns regarding student's practicum progress?**
- 4. What are your suggestions for the student in order to improve professional competence?**
- 5. Additional comments?**



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**Students Narrative Statement**

- 1. Comment on your progress or what have been your areas of personal growth?**
- 2. What have been your strengths in the practicum setting?**
- 3. What concerns do you have regarding your field placement in completing the micro, mezzo, macro, administrative, or community organization requirements?**
- 4. What suggestions do you have for your field supervisor to assist you and other field placement students that utilize this agency for their field practicum?**
- 5. Additional comments?**



**Signatures:**

Student \_\_\_\_\_ Date \_\_\_\_\_

Field Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Field Coordinator \_\_\_\_\_ Date \_\_\_\_\_