

Junior Evaluation of student performance: Generalist social work practice

Augsburg College
Department of Social Work

JUNIOR FIELD INSTRUCTION
Generalist Social Work: Evaluation of Student Learning and Performance
2009-2010

Student _____

Agency _____

Field Instructor _____

Task supervisor (if applicable) _____

Faculty Liaison _____

Dates: Assessment #1: _____ Assessment #2 _____

I. Instructions

Evaluation is a critical part of a student's professional education. It provides an important opportunity for feedback, growth, discussion and educational planning. We appreciate your careful attention to completing this evaluation form.

For each evaluation period, please rate a student on every item by entering the number that corresponds to your assessment of the student's demonstrated performance in the space to the right of each item.

The ratings are as follows:

N/O = You or other supervisors have not observed behaviors demonstrating item of evaluation.

Intern:

1. = Below agency expectations for Junior social work student, (Student has engaged in behaviors infrequently and/or ineffectively)

3. = Meets agency expectations for Junior social work student. (Student has engaged in behaviors frequently and /or effectively)

5. = Exceeds agency expectations for Junior social work student. (Student has engaged in behaviors consistently and proficiently)

Objective 1. Knowledge of social work as a profession:

The student...	time one	time two
1) Comprehends differences between social workers and other human service professionals.	_____	_____
2) Uses language identifying self as preparing for the profession of social work.	_____	_____
3) Demonstrates understanding of ethical principles in the NASW and at least one other code of ethics	_____	_____
4) Can cite at least one example of how social work's professional history affects its current functioning	_____	_____

Objective 2. Working knowledge of the agency and its programs:

The student...	time one	time two
1) Is developing critical understanding of the agency's programs, policies, procedures, and personnel, including affirmative action and other diversity related policies.	_____	_____
2) Is familiar with agency's documentation and record keeping.	_____	_____
3) Understands the agency's role relative to community, state, federal, and international policies and laws.	_____	_____
4) Demonstrates familiarity with the client populations served by the agency.	_____	_____

Objective 3. Uses theories of human behavior and the social environment in a competent manner.

The student...	time one	time two
1) Identifies biological variables affecting human development.	_____	_____
2) Identifies psychological variables affecting human development.	_____	_____
3) Identifies social system variables affecting human development.	_____	_____

- | | | |
|---|-------|-------|
| 4) Demonstrates understanding of how human behavior develops and interacts with the environment. | _____ | _____ |
| 5) Shows knowledge of the diversity of human development including the influences of culture, gender, class, religion, sexual orientation, age, and disability. | _____ | _____ |

Objective 4. To use Augsburg’s generalist social work practice model demonstrating strengths perspective, cultural competency, and ethical reasoning in all phases of practice, and including both direct and policy practice, and local to global perspectives - Part I.

- | The student... | time one | time two |
|--|----------|----------|
| 1) Identifies and applies at least one model of social work assessment and intervention taught in Augsburg’s curriculum. | _____ | _____ |
| 2) Understands the steps in the problem solving strengths-based model. | _____ | _____ |
| 3) Demonstrates elements of culturally competent practice. | _____ | _____ |
| 4) Demonstrates at least one ethical decision-making process to assist in making ethically difficult choices. | _____ | _____ |
| 4) Identifies how both local and global perspectives apply to client service in the agency. | _____ | _____ |
| 5) Identifies how both direct and policy practice apply to client services in the agency. | _____ | _____ |

Objective 4. To use Augsburg’s generalist social work practice model demonstrating strengths perspective, cultural competency, and ethical reasoning in all phases of practice, and including both direct and policy practice, and local to global perspectives - Part II : focus on practice stages

- | The student... | time one | time two |
|---|----------|----------|
| <i>General</i> | | |
| 1) Maintains appropriate boundaries with clients. | _____ | _____ |
| 2) Provides services within the scope of her/his training. | _____ | _____ |
| 3) Demonstrates ability to express empathy towards clients. | _____ | _____ |

- 4) Demonstrates ability to express congruence between one's thoughts and feelings and physical presentation to others. _____
- 5) Demonstrates ability to listen in a thoughtful and non-judgmental manner. _____
- 6) Clarifies purpose and goal of the client/worker relationship. _____
- 7) Uses probes thoughtfully in working with clients. _____

Contact phase

- 1) Demonstrates ability to define task in ways that include multiple points of view. _____
- 2) Demonstrates ability to conduct a basic assessment. _____

Action phase

- 1) Demonstrates ability to collaborate with clients. _____
- 2) Demonstrates ability to identify different phases of helping process. _____

Practice Evaluation

- 1) Demonstrates ability to conduct ongoing evaluation of work. _____

Closure/termination

- 1) Ability to anticipate the point of termination. _____
- 2) Ability to support client during face to face termination. _____

Documentation

- 1) Demonstrates ability to document and accurately reflect services provided. _____
- 2) Demonstrates ability to document in a timely manner. _____
- 3) Demonstrates ability to use agency's evaluation procedures _____

Objective 5. Demonstrates professional behavior as a social work intern

The student...	time one	time two
1) Engages in the development and on-going evaluation of the learning agenda.	_____	_____
2) Seeks and responds non-defensively to feedback about professional performance.	_____	_____
3) Applies learning from field instruction conference to work with clients or on projects.	_____	_____
4) Seeks advice and counsel of field instructor when challenges arise.	_____	_____

Objective 6. Demonstrates increasing self-awareness and maturity in professional practice

The student...	time one	time two
1. Is becoming aware of future areas of skill development.	_____	_____
2. Demonstrates ability to identify personal strengths in the context of social work practice.	_____	_____
3. Demonstrates awareness of areas of conflict between own values and beliefs and the values and beliefs of others.	_____	_____
4. Identifies ethical dilemmas that arise in practice.	_____	_____

COMMENTS

SIGNATURES

Assessment #1:

Student _____ Date _____

Field Instructor _____ Date _____

Task Supervisor (if applicable) _____ Date _____

Faculty Liaison _____ Date _____

Assessment #2:

Student _____ Date _____

Field Instructor _____ Date _____

Task Supervisor (if applicable) _____ Date _____

Faculty Liaison _____ Date _____