



Department of Social Work
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**UNIVERSITY OF ARKANSAS AT MONTICELLO
DEPARTMENT OF SOCIAL WORK**

Field Practicum Student Evaluation

Student _____
(Print Full Name)

Agency _____
(Please Print)

Field Instructor: _____
(Please Print Name and Credentials)

Task Supervisor: _____
(Please Print Name and Credentials)

Date completed: _____

Semester: _____ **Academic Year:** _____

_____ **Student Self-Evaluation** _____ **Midterm Evaluation** _____ **Final Evaluation**



This Form is designed for the assessment of the student's performances in the field practicum and readiness for entry level generalist social work practice. The uniqueness of the field education setting, client population, and student are considered in reviewing ratings for reporting student progress. Students are expected to make progress in each of the skill areas listed on this form. Achievement in each of the performance areas will be rated using the following scale:

1 = Unacceptable: Student has serious problems regarding one or more practice behaviors and has failed to meet or requires exceptional effort to meet expectations.

2 = Needs Improvement: Student has some difficulty in comprehending and/or demonstrating one or more of the required practice behaviors.

3 = Meets Expectations: Student comprehends the required practice behaviors and demonstrates the minimum skills required of a social work student.

4 = Exceeds Expectations: Student demonstrates comprehension and application of the required practice behaviors and demonstrates job/skill performance that surpasses what one would expect of a student

5 = Outstanding: Student demonstrates exceptional comprehension and application of required practice behaviors and demonstrates exceptional job/skill performance.

N/A = Not Applicable: Student has not had opportunity to meet.

- ❖ If a rating of **3 or below** is given, the field instructor/task manager should provide a comprehensive explanation as well as recommendations for improvement in the "comments" section.
- ❖ The field instructor/task manager will evaluate the student's level of achievement and place the appropriate rating on the space indicated. There are two evaluations for each semester: the first at midterm and the second at the end of each semester.
- ❖ Please note it is acceptable and expected for some practice behaviors to be marked "N/A" during the first field practicum (fall semester). However, by the end of the field practicum (spring semester) students should have had an opportunity to complete all practice behaviors and a rating of "N/A" should not occur.
- ❖ It is expected and required that the field instructor and student will discuss the evaluation prior to the midterm and final site visit with the Field Education Director. ***Social work faculty will complete the Section Total and Section Mean blanks***



1	2	3	4	5
Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations	Outstanding

Educational Policy 2.1.1 – Demonstrates Ethical and Professional Behavior

1. 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.

1____ 2____ 3____ 4____ 5____ N/A____

2. Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

1____ 2____ 3____ 4____ 5____ N/A____

3. Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.

1____ 2____ 3____ 4____ 5____ N/A____

4. Uses technology ethically and appropriately to facilitate practice outcomes.

1____ 2____ 3____ 4____ 5____ N/A____

5. Uses supervision and consultation to guide professional judgment and behavior.

1____ 2____ 3____ 4____ 5____ N/A____

Comments:

Section Total _____

Section Mean _____

1	2	3	4	5
Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations	Outstanding

Educational Policy 2.1.2 – Engage Diversity and Difference in Practice

1. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro level

1____ 2____ 3____ 4____ 5____ N/A____

2. Presents themselves as learners and engage clients and constituencies as experts of their own experiences

1____ 2____ 3____ 4____ 5____ N/A____

3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

1____ 2____ 3____ 4____ 5____ N/A____

Comments:

Section Total _____

Section Mean _____

1	2	3	4	5
Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations	Outstanding

Educational Policy 2.1.3 – Advances Human Rights and Social, Economic, and Environmental Justice

1. Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

1____ 2____ 3____ 4____ 5____ N/A____

2. Engages in practices that advance social, economic, and environmental justice.

1____ 2____ 3____ 4____ 5____ N/A____

Comments: _____

Section Total _____

Section Mean _____

1	2	3	4	5
Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations	Outstanding

Educational Policy 2.1.4 – Engages in Practice-Informed Research and Research Informed Practice

1. Uses practice experience and theory to inform scientific inquiry and research.

1____ 2____ 3____ 4____ 5____ N/A____

2. Applies critical thinking to engage in analysis of quantitative research methods and research findings.

1____ 2____ 3____ 4____ 5____ N/A____

3. Uses and translates research evidence to inform and improve practice, policy, and service delivery.

1____ 2____ 3____ 4____ 5____ N/A____

Comments: _____

Section Total _____

Section Mean _____

1	2	3	4	5
Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations	Outstanding

Educational Policy 2.1.5 – Engages in Policy Practice

1. Identifies Social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

1____ 2____ 3____ 4____ 5____ N/A____

2. Assesses how social welfare and economic policies impact the delivery of and access to social services.

1____ 2____ 3____ 4____ 5____ N/A____

3. Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

1____ 2____ 3____ 4____ 5____ N/A____

Comments: _____

Section Total _____

Section Mean _____

1	2	3	4	5
Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations	Outstanding

Educational Policy 2.1.6 – Engages with Individuals, Families, Groups, Organizations, and Communities

1. Applies knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with client and constituencies.

1____ 2____ 3____ 4____ 5____ N/A____

2. Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

1____ 2____ 3____ 4____ 5____ N/A____

Comments: _____

Section Total _____

Section Mean _____

1	2	3	4	5
Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations	Outstanding

Educational Policy 2.1.7 – Assesses Individuals, Families, Groups, Organizations, and Communities

1. Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.

1____ 2____ 3____ 4____ 5____ N/A____

2. 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.

1____ 2____ 3____ 4____ 5____ N/A____

3. Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

1____ 2____ 3____ 4____ 5____ N/A____

4. Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

1____ 2____ 3____ 4____ 5____ N/A____

Comments: _____

Section Total _____

Section Mean _____

1	2	3	4	5
Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations	Outstanding

Educational Policy 2.1.8 – Intervene with Individuals, Families, Groups, Organizations, and Communities.

1. Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.

1____ 2____ 3____ 4____ 5____ N/A____

2. Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

1____ 2____ 3____ 4____ 5____ N/A____

3. Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.

1____ 2____ 3____ 4____ 5____ N/A____

Comments: _____

Section Total _____

Section Mean _____

1	2	3	4	5
Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations	Outstanding

Educational Policy – 2.1.9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

1. Selects and uses appropriate methods for evaluation of outcomes.

1____ 2____ 3____ 4____ 5____ N/A____

2. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

1____ 2____ 3____ 4____ 5____ N/A____

3. Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.

1____ 2____ 3____ 4____ 5____ N/A____

4. Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

1____ 2____ 3____ 4____ 5____ N/A____

Comments: _____

Section Total _____

Section Mean _____

1. Identify the student's strengths and outstanding abilities.
2. Identify areas which need continued attention or improvement.
3. Other Comments:

SIGNATURES:

Student Signature

Date

Agency Field Instructor

Date

Social Work Field Education Director

Date

Field Instructor Recommended Grade: _____

Final Grade: _____