

The University of Memphis
Division of Social Work
School of Urban Affairs and Public Policy

Evaluation of Student Performance in Field Placement I

Student: _____ Term (Semester / year): _____
Agency/Institution: _____ Field Instructor: _____

This form is to be completed by the field instructor in consultation with the student toward the end of the first semester of field placement (or shortly before the midpoint of a block field placement). The student's signature indicates the student has seen the form and participated in the evaluation process. Students who have a major difference of opinion may attach a supplementary report to this evaluation.

Please indicate if a supplement is attached. _____ Yes _____ No

In addition to completing this form, the Field Instructor is to recommend a grade for the student regarding the student's performance in field placement this semester. The Director of Field Placement gives this recommendation strong consideration in assigning the student a final grade for the semester.

Field Instructor's recommended grade for this placement this semester: _____

The form should be submitted to the Director of Field Placement at the following address:

Director of Field Placement
The University of Memphis
Division of Social Work
119 McCord Hall
Memphis, TN 38152-3330

The Field Instructor also should keep a copy for the agency files and provide the student with a copy for the student's records.

Signatures:

Student: _____ Field Instructor: _____

Date: _____ Date: _____

Please give an overview of the student's activities in the placement, by completing the information below:

Student's total hours served in the field placement: _____

Number of formal field instruction supervisory sessions: _____

Direct practice clients served:

Estimate how many individual clients the student has served: _____

Estimate how many families the student has served: _____

Estimate how many groups the student has served: _____

Micro practice: The student participated in the following activities: (Check all that apply)

_____ Information and Referral

_____ Assessment

_____ Crisis intervention

_____ Brief intervention with clients

_____ Group intervention

_____ Case management

_____ Advocacy / resource development

_____ Practice evaluation / research

_____ Education

_____ Other (specify below)

Macro practice: The student participated in the following activities: (Check all that apply)

_____ Organizational /community assmt.

_____ Community organization and devpt.

_____ Community education and lobbying

_____ Policy and program development

_____ Policy and program evltn./research

_____ Resource development

_____ Fund raising

_____ Training/recruiting of clients or volunteers

_____ Agency task group / committee

_____ Interagency task group / committee

_____ Other (specify below)

Please list any workshops, conferences, or training that the student has attended during this evaluation period.

Please rate the student's demonstrated competency using the scale below.

4 = **Exceptional**: Student consistently demonstrates exceptional competency in this particular area.

3 = **Above Average**: Student demonstrates consistent growth and change; functions with better-than-average competence in this area.

2 = **Average**: Student's performance in this area fulfills minimum competency expectations.

1 = **Below Average**: Student's performance is uneven, at times showing adequate competence and at other times showing relatively low levels of competence. Sporadic performance.

0 = **Unsatisfactory**: Student's performance is unsatisfactory.

IE: **Insufficient Evidence**: Insufficient evidence to evaluate student's performance in this area.

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1. **The Organizational Context of Practice**

a. **Knowledge of the agency** – rate the extent to which your BSSW student is able to:

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. explain agency policies and procedures. | 4 | 3 | 2 | 1 | 0 | IE |
| 2. identify the services provided and state the limitations of services. | 4 | 3 | 2 | 1 | 0 | IE |
| 3. specify how the agency obtains its funding. | 4 | 3 | 2 | 1 | 0 | IE |
| 4. identify the hierarchical structure of the agency. | 4 | 3 | 2 | 1 | 0 | IE |
| 5. identify formal and informal channels of communication within the agency. | 4 | 3 | 2 | 1 | 0 | IE |

b. **Representing the agency** – rate the extent to which your BSSW student is able to:

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. represent the agency and its services accurately and positively to clients. | 4 | 3 | 2 | 1 | 0 | IE |
| 2. represent the agency and its services accurately and positively to the community. | 4 | 3 | 2 | 1 | 0 | IE |
| 3. give accurate information about eligibility for and availability of services. | 4 | 3 | 2 | 1 | 0 | IE |
| 4. help clients establish eligibility for services when appropriate. | 4 | 3 | 2 | 1 | 0 | IE |

2. The Community Context of Practice

a. **Awareness of the community needs and concerns** – rate the extent to which your BSSW student is able to:

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. identify and discuss the effects of socio-economic, cultural, ethnic, sex, and age differences upon the concerns of the clients with the agency's service area. | 4 | 3 | 2 | 1 | 0 | IE |
| 2. assess the social needs of that portion of the community which is of direct concern to the student. | 4 | 3 | 2 | 1 | 0 | IE |

b. **Assessment of existing social policy and programs** – rate the extent to which your BSSW student is able to:

- | | | | | | | |
|---|---|---|---|---|---|----|
| 1. identify and discuss the major social policies affecting the agency's clientele. | 4 | 3 | 2 | 1 | 0 | IE |
| 2. identify gaps in existing policies that affect the agency's target population. | 4 | 3 | 2 | 1 | 0 | IE |

c. **Knowledge and utilization of community resources** – rate the extent to which your BSSW student is able to:

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. identify formal and informal community resources that are relevant to the agency's work. | 4 | 3 | 2 | 1 | 0 | IE |
| 2. provide accurate information concerning eligibility for and availability of services provided by community resources. | 4 | 3 | 2 | 1 | 0 | IE |
| 3. using required procedures, link people to community resources with minimal assistance. | 4 | 3 | 2 | 1 | 0 | IE |
| 4. provide follow-up after referral with some of the evaluation process. | 4 | 3 | 2 | 1 | 0 | IE |

3. The Social Work Problem Solving Process

a. **Preparation for client contact** – rate the extent to which your BSSW student is able to:

- | | | | | | | |
|---|---|---|---|---|---|----|
| 1. identify, with some assistance, the concerns and issues which may be generated by the client. | 4 | 3 | 2 | 1 | 0 | IE |
| 2. demonstrate sensitivity to the impact of ethnic and cultural factors on the client's concerns, issues, and goals. | 4 | 3 | 2 | 1 | 0 | IE |
| 3. actively prepare for client contact according to agency protocol (knowledge of forms, procedures, and client records). | 4 | 3 | 2 | 1 | 0 | IE |

b. **Relationship Skills** – rate the extent to which your BSSW student is able to:

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. engage the client in the helping relationship. | 4 | 3 | 2 | 1 | 0 | IE |
| 2. maintain the helping relationship with the client throughout the contract period. | 4 | 3 | 2 | 1 | 0 | IE |
| 3. relate with empathy and respect to persons different from self (e.g. age, socio-economic status, disabilities, and sexual orientation). | 4 | 3 | 2 | 1 | 0 | IE |
| 4. demonstrate an understanding of and a sensitivity to the client’s cultural, ethnic, and value differences. | 4 | 3 | 2 | 1 | 0 | IE |

c. **Clarification of role and purpose** – rate the extent to which your BSSW student is able to:

- | | | | | | | |
|---|---|---|---|---|---|----|
| 1. clarify matters for the client in simple language, avoiding jargon. | 4 | 3 | 2 | 1 | 0 | IE |
| 2. clarify the social worker’s role in the helping process. | 4 | 3 | 2 | 1 | 0 | IE |
| 3. clarify the client’s role in the helping process. | 4 | 3 | 2 | 1 | 0 | IE |
| 4. convey professional competence and a positive attitude regarding outcomes. | 4 | 3 | 2 | 1 | 0 | IE |

d. **Interpersonal communication skills** – rate the extent to which your BSSW student demonstrates consistent ability to:

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. appropriately use eye contact, facial expressions, body posture and movement, verbal following, and voice quality with clients. | 4 | 3 | 2 | 1 | 0 | IE |
| 2. use open and closed questions correctly with clients. | 4 | 3 | 2 | 1 | 0 | IE |
| 3. paraphrase the client’s statements. | 4 | 3 | 2 | 1 | 0 | IE |
| 4. listen and identify the client’s feelings. | 4 | 3 | 2 | 1 | 0 | IE |
| 5. maintain a client-centered focus, avoiding unnecessary self disclosure. | 4 | 3 | 2 | 1 | 0 | IE |
| 6. summarize the major themes of the meeting. | 4 | 3 | 2 | 1 | 0 | IE |

e. **Information gathering and recording** – rate the extent to which your BSSW student is able to:

- | | | | | | | |
|---|---|---|---|---|---|----|
| 1. encourage specificity from the client. | 4 | 3 | 2 | 1 | 0 | IE |
| 2. identify client capabilities and assets. | 4 | 3 | 2 | 1 | 0 | IE |
| 3. obtain the information necessary for an adequate assessment. | 4 | 3 | 2 | 1 | 0 | IE |
| 4. provide well-written, accurate case records according to agency guidelines in a timely manner. | 4 | 3 | 2 | 1 | 0 | IE |

f. **Definition of the problem** – rate the extent to which your BSSW student is able to:

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. summarize verbally and/or in writing the essential characteristics of the presenting situation. | 4 | 3 | 2 | 1 | 0 | IE |
| 2. describe where, when, and how often the problem occurs. | 4 | 3 | 2 | 1 | 0 | IE |
| 3. identify the client system involved in the problem situation. | 4 | 3 | 2 | 1 | 0 | IE |
| 4. identify the target system involved in the problem situation. | 4 | 3 | 2 | 1 | 0 | IE |
| 5. determine, with supervisory assistance, whether other professionals, organizations, or persons should be identified as resources in the service plan. | 4 | 3 | 2 | 1 | 0 | IE |

g. **Analysis of the information collected** – rate the extent to which your BSSW student is able to:

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. identify differing perceptions of those involved in the problem situation. | 4 | 3 | 2 | 1 | 0 | IE |
| 2. identify relevant historical information. | 4 | 3 | 2 | 1 | 0 | IE |
| 3. identify social policies relevant to the situation. | 4 | 3 | 2 | 1 | 0 | IE |
| 4. describe intrapersonal and interpersonal factors relevant to the situation. | 4 | 3 | 2 | 1 | 0 | IE |
| 5. describe relevant characteristics of the physical and social environment. | 4 | 3 | 2 | 1 | 0 | IE |

h. **Contracting** – rate the extent to which your BSSW student, with minimal assistance, is able to:

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. identify the expectations of the client system, the worker, and the agency. | 4 | 3 | 2 | 1 | 0 | IE |
| 2. cooperatively establish goals for change with the client. | 4 | 3 | 2 | 1 | 0 | IE |
| 3. negotiate a contract that conveys respective obligations and responsibilities within a specific time frame. | 4 | 3 | 2 | 1 | 0 | IE |
| 4. state goals and objectives in clear and measurable terms to facilitate evaluation of results. | 4 | 3 | 2 | 1 | 0 | IE |

i. **Termination of service** – rate the extent to which your BSSW student, with minimal assistance, is able to:

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. formulate a plan for the termination process. | 4 | 3 | 2 | 1 | 0 | IE |
| 2. discuss termination issues with the client. | 4 | 3 | 2 | 1 | 0 | IE |
| 3. facilitate the client's transition from the helping experience. | 4 | 3 | 2 | 1 | 0 | IE |
| 4. encourage the client to evaluate the helping process. | 4 | 3 | 2 | 1 | 0 | IE |
| 5. develop a plan for follow-up services. | 4 | 3 | 2 | 1 | 0 | IE |

j. **Evaluation of the intervention** – rate the extent to which your BSSW student is able to:

- | | | | | | | |
|---|---|---|---|---|---|----|
| 1. evaluate the efficacy of the service plan. | 4 | 3 | 2 | 1 | 0 | IE |
| 2. evaluate the efficacy of his/her role(s) in the helping process. | 4 | 3 | 2 | 1 | 0 | IE |
| 3. identify the factors related to success or lack of success in the helping process. | 4 | 3 | 2 | 1 | 0 | IE |
| 4. engage in self-appraisal in the evaluation process. | 4 | 3 | 2 | 1 | 0 | IE |

4. The Professional Context of Practice

a. **Knowledge of the profession** – rate the extent to which your BSSW student is able to:

- | | | | | | | |
|---|---|---|---|---|---|----|
| 1. describe the various social work roles in his/her field placement setting. | 4 | 3 | 2 | 1 | 0 | IE |
| 2. articulate the specific differences between generalist and specialist social work practice in his/her field setting. | 4 | 3 | 2 | 1 | 0 | IE |
| 3. demonstrate initial knowledge and understanding of the client population and service delivery system. | 4 | 3 | 2 | 1 | 0 | IE |

b. **Handling of work expectations** – rate the extent to which your BSSW student is able to:

- | | | | | | | |
|---|---|---|---|---|---|----|
| 1. meet agency standards with regard to absences, appointments, meetings, deadlines, etc. | 4 | 3 | 2 | 1 | 0 | IE |
| 2. communicate effectively when using the telephone. | 4 | 3 | 2 | 1 | 0 | IE |
| 3. organize and use time effectively. | 4 | 3 | 2 | 1 | 0 | IE |
| 4. ask for help from other agency personnel to find needed information. | 4 | 3 | 2 | 1 | 0 | IE |
| 5. communicate effectively in writing (e.g. letters, reports, announcements). | 4 | 3 | 2 | 1 | 0 | IE |

c. **Use of supervision** – rate the extent to which your BSSW student is able to:

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. assume responsibility for the supervisory process by keeping scheduled appointments, bringing required materials, and initiating an agenda. | 4 | 3 | 2 | 1 | 0 | IE |
| 2. provide accurate and comprehensive reports to the supervisor about his/her field activities. | 4 | 3 | 2 | 1 | 0 | IE |
| 3. actively seek information / resources related to the placement setting. | 4 | 3 | 2 | 1 | 0 | IE |
| 4. engage in the self-evaluation process. | 4 | 3 | 2 | 1 | 0 | IE |
| 5. accept constructive feedback in a non-defensive manner. | 4 | 3 | 2 | 1 | 0 | IE |

d. **Integration of the professional role** – rate the extent to which your BSSW student is able to:

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. modify professional behavior based on feedback and increased self-awareness. | 4 | 3 | 2 | 1 | 0 | IE |
| 2. act in a reliable and responsible manner in dealing with clients and colleagues. | 4 | 3 | 2 | 1 | 0 | IE |
| 3. manage personal concerns in order to meet professional responsibilities. | 4 | 3 | 2 | 1 | 0 | IE |
| 4. maintain consistent professional boundaries with clients and colleagues. | 4 | 3 | 2 | 1 | 0 | IE |
| 5. demonstrate integration of theoretical knowledge and classroom learning with professional role. | 4 | 3 | 2 | 1 | 0 | IE |
| 6. practice in accordance with the values and ethics of the profession. | 4 | 3 | 2 | 1 | 0 | IE |
| 7. demonstrate critical and analytical skills in his/her practice. | 4 | 3 | 2 | 1 | 0 | IE |
| 8. demonstrate self-confidence in working with clients and staff. | 4 | 3 | 2 | 1 | 0 | IE |
| 9. demonstrate a commitment to continuing professional development. | 4 | 3 | 2 | 1 | 0 | IE |

Additional Evaluative Remarks or Supportive Evidence:

If you rated the student as exceptional in certain categories, please provide some specific examples / behaviors that led to this judgment.

If you rated the student as below average / unsatisfactory in certain categories, please provide some specific examples / behaviors that led to this judgment.

Given the unique strengths and weaknesses of this student, please identify future learning needs.