

**Field Practicum I & II Course Syllabus
First-Year Practicum Assignments & Student Evaluation**

Student _____ Field Instructor _____

Agency _____ Practicum Coordinator _____

<u>Course</u>	<u>Semester</u>	<u>Forms Due</u>	<u>Date Submitted</u>		
Practicum 6511	Fall	_____	_____	Circle Recommended Grade:	Credit No Credit
Practicum 6512	Spring	_____	_____	Circle Recommended Grade:	Credit No Credit

Supervision Dates _____

Please list the dates of weekly supervision for this semester.

Social Work Practice: Yearly Minimum Required Practice Assignments			
Practice with:	Briefly Describe	Required	Completed to Date
Communities		1	
Organizations		1	
Groups		2	
Families		2	
Individuals		6	

Total Minimum Number of hours Required per First Year is 450

Hrs completed Fall Semester _____ Hrs completed Spring Semester _____ Total Hours Completed _____

Circle all methods of evaluation: Consultation Documentation Audio/Video Observation Supervision Additional Assignments

Persons Completing and Reviewing the Evaluation Form:

I, the Student, participated in this evaluation.

 Student Date Field Instructor Date Practicum Coordinator Date

Practicum Instructions for Evaluation and Grading (Page 1 of 2)

I. COURSE DESCRIPTION & GOALS

- A. Students in Field Practicum I & II apply theoretical knowledge and models of social work to agency practice. Students apply the generalist perspective to develop competence in micro, mezzo and macro areas of social work practice under the supervision of an approved field instructor. Students gain skills in maintaining working relationships, developing multi-dimensional assessments, differentially applying intervention strategies taking into account the unique attributes of each client system, and conducting appropriate evaluation of client interventions.
- B. This evaluation form has been developed to provide a uniform standard for evaluating student practicum performance across four content areas.
 - 1. Professionalism
 - 2. Relationship to practicum placement
 - 3. Practice skills
 - 4. Use of instruction
- C. Please refer to the MSW Field Practicum Manual, located within the MSW Program Handbook, for further information regarding MSW Field Education requirements and policies.

II. PROCEDURES

- A. Supervisory Process
 - 1. It is expected that the instructor and student will assess the student's performance. The instructor will provide evaluative feedback to assist the student's continuing educational progress. A minimum of one hour of uninterrupted face-to-face individual supervision is required weekly.
 - 2. If at any time during the semester problems and concerns arise, instructors and/or students are to contact the practicum coordinator for assistance in the problem solving process.
 - 3. It is expected that the instructor will utilize a variety of different ways to gain knowledge about the student's proficiency. Means of evaluation may include consultation, documentation, audio/video taping, observation, supervision and additional assignments.
- B. Evaluating Learning Objectives
 - 1. At the beginning of Fall Semester, the student and the Field Instructor will collaboratively identify appropriate learning objectives to be completed by the end of the semester.
 - 2. At the end of Fall semester, after the evaluation form has been completed, the Field Instructor and student should make copies of the evaluation form to use as a reference when completing the Spring Semester evaluation.
 - 3. At the beginning of Spring Semester, the student and Field Instructor will address the remaining learning objectives.
 - 4. It is expected that learning objectives met in the 1st semester be maintained throughout the 2nd semester.
- C. Grading
 - 1. The grade of credit is based upon whether the student completed the required number of clock hours and minimum required practice assignments and demonstrates competency in meeting the learning objectives at a level appropriate to a first year student. The level of competency may not be met for every objective by the end of the Fall semester. However, all competencies must be met by the end of Spring semester for the student to receive a grade of credit for that semester.

Practicum Instructions for Evaluation and Grading (Page 2 of 2)

2. The instructor and student will discuss the evaluation ratings, and sign the Grade Sheet for that Semester. The grade recommendation will be reported as Credit, Incomplete or No Credit.
3. The Practicum Coordinator will review the evaluations and make recommendations to the Director of Practicum for final grades.
4. When the Field Instructor has rated the student “3: Needs Improvement” or “4: Unsatisfactory” in a learning objective, these concerns must be noted in the Narrative Statement on the evaluation form along with an attached plan and a time frame for remediation.
5. Failure to meet expectations of the remediation plan, including assignments and time lines, may lead to a grade of “NC” (No Credit).
6. The MSW Field Education Director will assign the final grade.

III. TERMS

Family: “Family includes, but is not limited to, families by choice, single parents, multi-generational families, and traditional nuclear families.”

Cultural competence: “Cultural competence implies a heightened consciousness and analytical grasp of racism, sexism, ethnocentrism, class conflict, and cross-cultural and intra-cultural diversity. Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system or agency or among professionals and enable the system, agency, or professionals to work effectively in cross-cultural situations.” (National Association of Social Work, 1996, pp. 75 & 77).

Diversity: Diversity includes, but is not limited to, “groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin” (Council on Social Work Education, Curriculum Policy Statement, 1994, p. 140).

Methods of Evaluation:

- Consultation: Gaining feedback from other agency professionals regarding the student’s level of participation and skill development.
- Documentation: Review of the student’s record keeping and other forms of reporting.
- Video/audio: Review of the student’s taping of client/worker interaction.
- Observation: Direct observation and/or participation with the student in a social work activity.
- Supervision: Individual interaction with the student to enhance their learning, including discussion, role play, instruction, etc.
- Additional assignments: Review of the student’s process recording, reflective narratives, analysis of supplementary readings and other strategies utilized to develop and assess the student’s critical thinking skills.

* The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and the Center for Disability Services, 581-5020 (Voice of TDD) to make arrangements for accommodations.

All written information for this course can be made available in alternative format with prior notification.

First-Year Practicum Evaluation Form (Page 1 of 4)

Rating Scale for Learning Objectives

- 1 = Strong Performance
 2 = Acceptable Performance
 3 = Needs Improvement
 4 = Unsatisfactory

Topic Area: PROFESSIONALISM	1	2	3	4
1. Seeks information about and understands agency ethical guidelines, limits of confidentiality, and the NASW Code of Ethics.				
2. Adheres to the NASW Code of Ethics and demonstrates identification with the profession's values.				
3. Demonstrates understanding of the boundaries of the client/worker relationship.				
4. Respects, understands and advocates the client's rights to self-determination including the right to actively consent to, or refuse any of all aspects of intervention where legally appropriate.				
5. Demonstrates self-awareness by identifying and attempting to resolve ethical dilemmas should they arise.				
6. Recognizes and differentiates between personal and professional values.				
7. Utilizes other professional disciplines appropriately for the benefit of clients.				
8. Demonstrates an ability to identify and discuss issues using professional knowledge, values, and skills.				
9. Understands the importance of self-evaluation and life-long learning.				
Topic Area: RELATIONSHIP TO PRACTICUM SETTING	1	2	3	4
1. Critically assesses, implements and evaluates the agency mission, goals, policies, and procedures within ethical guidelines.				
2. Pursues knowledge about and utilizes agency programs and community resources.				
3. Demonstrates awareness of the programs of the agency in relationship to client and community needs.				
4. Recognizes the importance of safeguarding confidentiality within the practicum setting.				
5. Demonstrates ability to collaborate, consult, and coordinate with agency personnel.				
6. Actively participates in the Agency by seeking assignments and contributing ideas and suggestions.				
7. Understands the importance of time management and manages time effectively.				
8. Represents the setting and its programs in a professional manner.				
9. Contributes positively to agency climate and collegial relationships.				
10. Participates in opportunities to attend seminars and workshops and staff trainings.				
11. Terminates appropriately from agency staff, field instructor and clients.				

First-Year Practicum Evaluation Form (Page 2 of 4)

Rating Scale for Learning Objectives

- 1 = Strong Performance
- 2 = Acceptable Performance
- 3 = Needs Improvement
- 4 = Unsatisfactory

Topic Area: PRACTICE SKILLS - Client/Worker Relationship * The client may be an individual, family, group, organization, or community.	1	2	3	4
1. Demonstrates knowledge of the generalist perspective by maintaining a holistic viewpoint while empowering people to solve their problems and meet their needs.				
2. Understands the importance of culturally competent social work practice.				
3. Demonstrates sensitivity, respectfulness, and cultural competence in accordance with of the unique circumstances of each client including factors such as ethnicity, gender, race, culture, national origin, age, ability, socio-economic, class, religion, and sexual orientation.				
4. Relates to clients with genuineness, respect, and unconditional positive regard.				
5. Respects client self-determination.				
6. Demonstrates awareness of appropriate use of self-disclosure.				
7. Individualizes clients and client issues.				
8. Demonstrates an awareness of one's own biases and reactions to clients.				
9. Demonstrates ability to differentiate between process and content.				
10. Demonstrates process skills which are consistent throughout assessment, interventions, and termination.				
Topic Area: PRACTICE SKILLS - Assessment * The client may be an individual, family, group, organization, or community.	1	2	3	4
1. Understands the importance of the assessment process as the foundation for intervention.				
2. Identifies multi-dimensional factors and relevant systems in the assessment process, utilizing a lifespan perspective.				
3. Demonstrates knowledge of and ability to use appropriate assessment tools.				
4. Identifies specific client strengths and problems and appropriately communicates these to the client.				
5. Recognizes self-determination and individualization and uses client strengths in formulating goals.				
6. Independently documents relevant information gathered in the assessment process.				
7. Recognizes the relationships between funding sources, public policies and client systems.				

First-Year Practicum Evaluation Form (Page 3 of 4)

Rating Scale for Learning Objectives

- 1 = Strong Performance
- 2 = Acceptable Performance
- 3 = Needs Improvement
- 4 = Unsatisfactory

Topic Area: PRACTICE SKILLS - Intervention *The client may be an individual, family, group, organization, or community.	1	2	3	4
1. Involves clients in negotiating and developing goals.				
2. Demonstrates knowledge of individual, group, community, and organizational models and is able to articulate and select appropriate models for client populations.				
3. Applies intervention skills according to the unique circumstances of each client, including factors such as ethnicity, gender, race, national origin, culture, age, ability, socio-economics, class, religion, and sexual orientation.				
4. Utilizes relevant community resources to benefit the client.				
5. Assumes various social work roles (i.e., advocate, collaborator, researcher, administrator, planner, etc.) according to the needs of client(s).				
6. Utilizes a strengths approach in resolving client difficulties.				
7. Demonstrates competence in assisting clients to overcome barriers to change.				
8. Identifies the complexities of the intervention process and plans a variety of strategies.				
9. Demonstrates ability to revise intervention strategies based upon client's progress.				
10. Maintains involvement with clients as appropriate to their needs.				
11. Advocates for the equal participation of oppressed groups in society.				
12. Understands the role of primary prevention, normalization, social development and empowerment in working with client populations.				
13. Supports program development through collaboration, mediation, and/or networking.				
14. Identifies institutional and societal barriers to service delivery.				
Topic Area: PRACTICE SKILLS - Termination * The client may be an individual, family, group, organization, or community.	1	2	3	4
1. Discusses and plans termination with the client.				
2. Assesses client reactions appropriately and recognizes one's own reactions to termination.				

First-Year Practicum Evaluation Form (Page 4 of 4)

Rating Scale for Learning Objectives

- 1 = Strong Performance
- 2 = Acceptable Performance
- 3 = Needs Improvement
- 4 = Unsatisfactory

Topic Area: PRACTICE SKILLS - Evaluation *The client may be an individual, family, group, organization, or community.	1	2	3	4
1. Uses social research findings to inform the selection of practice assessment and interventions.				
2. Uses appropriate research methods and tools to evaluate client intervention effectiveness.				
3. Demonstrates the ability to evaluate client progress, including clients in the process.				
4. Appropriately documents client's progress toward goals.				
5. Maintains professional communication, records and reports in a timely manner.				
Topic Area: USE OF INSTRUCTION	1	2	3	4
1. Works collaboratively with the Field Instructor to enhance educational experiences by setting goals which reflect professional interests and needs.				
2. Sets appropriate priorities on materials to be brought into supervisory meetings.				
3. Accepts and uses constructive suggestions and takes initiative to make appropriate changes in behavior and attitudes to enhance effective practice.				
4. Demonstrates and articulates evidence of ongoing self-knowledge and self-awareness by enhancing personal strengths and diminishing weaknesses.				
5. Demonstrates creativity and initiative in identifying independent actions to enhance learning experiences.				
6. Consistently follows through on assignments with appropriate supervisory assistance.				
7. Identifies learning goals for the second year in collaboration with the Field Instructor.				

First-Year Practicum Narrative Statement: FIELD INSTRUCTOR

_____	_____	Fall Spring	_____
Student	Field Instructor	Semester (Circle One)	Date

To be completed by the Field Instructor - Please describe the following:

1. Student's relationship to the practicum setting _____

2. How the student has demonstrated professional growth _____

3. The student's educational goals for practicum _____

4. Student's strengths in practicum _____

5. Concerns regarding student's practicum progress _____

6. Additional Comments _____

First-Year Practicum Narrative Statement: STUDENT

_____	_____	Fall Spring	_____
Student	Clinical Instructor	Semester (Circle One)	Date

To be completed by the STUDENT - Please describe the following:

1. Ways in which the Field Instructor has facilitated your learning objectives _____

2. Ways in which the agency has facilitated your learning objectives _____

3. Ways in which the Field Instructor could improve ability to support your learning objectives _____

4. Ways in which the agency could improve ability to support your learning objectives _____

5. Additional Comments _____

