

**Advanced Field Practicum I & II Course Syllabus
Second-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 6521	Fall	_____	_____	Circle Recommended Grade:	Credit No Credit
Practicum 6522	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**		4	
Individuals**		8	

Total Minimum Number of hours Required per Second Year is 600

* A maximum of 200 practicum hours may be directed toward organizations or communities.

** A minimum of 400 practicum hours may be directed toward groups, families, and/or individuals.

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 Advanced Field Practicum I & II apply advanced roles, models and theories of social work within an agency placement that supports their second year domain of study. Under the supervision of an approved field instructor, students build upon the generalist perspective and increase skill in ethical, culturally competent, multi-modal social work practice. Students must have successfully completed all first year coursework, including field Practicum I & II, before beginning Advanced Field Practicum.
- 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 second 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.

Second-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 IN DOMAIN OF STUDY	1	2	3	4
1. Adheres to the NASW Code of Ethics and demonstrates identification with the profession's values.				
2. Respects and supports client self determination.				
3. Critically examines areas of potential conflict between personal, agency, client, and/or professional values.				
4. Uses professional knowledge, values, skills, and experiences as the basis for action.				
5. Assesses practice behavior and pursues additional study to improve practice skills and accountability.				
6. Appropriately engages in collaborative efforts with other staff members and allied professionals to further client and program goals and objectives.				
7. Demonstrates a commitment to self evaluation and lifelong learning.				
Topic Area: RELATIONSHIP TO PRACTICUM SETTING IN DOMAIN OF STUDY	1	2	3	4
1. Critically assesses, implements, and evaluates agency goals, values, policies and procedures with all aspects of agency assignments within ethical guidelines to improve quality of services to clients.				
2. Initiates and develops interpersonal and professional relationships with colleagues and other agency personnel.				
3. Understands the influence of the organizational environment upon both worker and client functioning.				
4. Evaluates and assesses the programs of the agency in relationship to consumer and community needs.				
5. Takes appropriate steps to safeguard confidentiality within the practicum setting.				
6. Organizes time effectively and productively.				
7. Represents and promotes the setting and its programs in a professional manner.				
8. Actively pursues opportunities to attend seminars, workshops, and staff training.				
9. Terminates appropriately from agency staff, field instructor and clients.				

Second-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 IN DOMAIN OF STUDY - Client/Worker Relationship * The client may be an individual, family, group, organization, or community.	1	2	3	4
1. Articulates and builds upon the generalist perspective in the context of agency practice within the student's chosen domain of study.				
2. Engages clients, including those distinguished by ethnicity, gender, race, national origin, culture, age, ability, socio-economics, class, religion, and sexual orientation in effective working relationships.				
3. Appropriately individualizes client and client issues in a culturally competent manner.				
4. Demonstrates awareness of the impact of one's personal style, biases, and reactions upon clients and makes adjustments as needed.				
5. Consistently perceives non-verbal clues and skillfully draws out and identifies emotions that hinder the helping process.				
6. Recognizes manifestations of inappropriate client reactions in the helping relationships and resolves them successfully.				
7. Responds to client aggressiveness, hostility, or criticism without defensiveness.				
8. Maintains focus and continuity with clients within and between meetings.				
Topic Area: PRACTICE SKILLS IN DOMAIN OF STUDY - Assessment * The client may be an individual, family, group, organization, or community.	1	2	3	4
1. Integrates assessment and relationship building skills.				
2. Utilizes multidimensional factors and relevant systems in the assessment process.				
3. Recognizes and focuses on strengths and personal resources as well as dysfunctional patterns.				
4. Involves clients in the mutual formulation of realistic and specific goals that flow from the assessment.				
5. Recognizes manifestations of inadequate motivation and ambivalence and demonstrates skill in enhancing motivation.				
6. Refines and modifies the assessment as new factors emerge during the course of working with the client.				
7. Understands the relationships between funding sources, public policies, and client systems.				

Second-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 IN DOMAIN OF STUDY - Intervention *The client may be an individual, family, group, organization, or community.	1	2	3	4
1. Clearly and specifically identifies client and worker roles and intervention approaches that will be followed.				
2. Mutually involves clients in negotiating contracts that specify goals, tasks, roles, intervention methods, time frames, and other relevant factors.				
3. Demonstrates understanding of relevant theories and is able to select them and prepare clients appropriately.				
4. Differentially 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.				
5. Differentiates between content and process and uses both effectively.				
6. Demonstrates knowledge of community resources and seeks to expand this knowledge and to engage relevant community resources.				
7. Assumes various social work roles (i.e., advocate, broker, mediator, counselor, collaborator, researcher, administrator, planner, etc.) according to the needs of client(s).				
8. Demonstrates skills in modifying dysfunctional interactions.				
9. Plans and develops interventions utilizing a variety of evidence based practice models and employing change-oriented strategies which meet client needs.				
10. Uses confrontation appropriately and skillfully, conveying helpful intent and safeguarding the client's self-esteem.				
11. Maintains involvement with clients for an optimal time.				
12. Assists clients to recognize and employ their strengths in resolving difficulties.				
13. Discerns barriers to change and works skillfully to overcome them.				
14. Advocates for and promotes the equal participation of oppressed groups in society.				
15. Promotes prevention, normalization, social development, and empowerment.				
16. Organizes and develops resources for program development through collaboration, mediation, and/or networking.				
17. Identifies strategies to address institutional and societal barriers to service delivery.				
18. Advocates to ensure that social services are culturally relevant and appropriate.				
19. Applies an understanding of local, national and global issues to client interventions.				

Second-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 IN DOMAIN OF STUDY - Termination * The client may be an individual, family, group, organization, or community.	1	2	3	4
1. Uses theory appropriately in preparing clients for termination.				
2. Skillfully discusses and plans for client termination.				
3. Skillfully manages termination reactions and plans change maintenance strategies with clients.				
Topic Area: PRACTICE SKILLS IN DOMAIN OF STUDY - Evaluation *The client may be an individual, family, group, organization, or community.	1	2	3	4
1. Evaluates the effectiveness of interventions employed and makes modifications as needed.				
2. Uses recording skillfully to reflect client's progress toward goals.				
3. Synthesizes and critiques results of research effectively.				
4. Applies relevant research findings to professional activities.				
5. Systematically reviews the results of activities in the change process, including clients in the process, to determine further courses of action.				
6. Maintains clear, accurate, and timely communications, records, and reports.				
Topic Area: USE OF INSTRUCTION IN DOMAIN OF STUDY	1	2	3	4
1. Assumes responsibility for bringing to the attention of the Field Instructor, perceived needs and interests, and works collaboratively to enhance one's educational experiences.				
2. Utilizes instruction to appropriately assess current professional skills and identify learning goals and objectives.				
3. Is open to constructive criticism and suggestions; demonstrates willingness and capacity to make appropriate changes in behavior and attitudes to enhance effective practice.				
4. Makes appropriate use of field instruction on a regular basis to develop knowledge, skills, and values for the optimal benefit of client systems.				
5. Articulates theoretical support for one's own viewpoints and reasoning.				
6. Utilizes collaboration with the Field Instructor in assessing the effectiveness of intervention strategies utilized.				
7. Consistently follows through on assignments with appropriate supervisory assistance.				

Second-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 _____

Second-Year Practicum Narrative Statement: STUDENT

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

