

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

I. PURPOSE

- A. This evaluation form has been developed to provide a uniform standard for evaluating student practicum performance across the following practice areas.
1. Professionalism
 2. Culturally competent practice.
 3. Practice skills
 4. Relationship to the Practicum Setting.
 5. Use of Instruction

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 field liaison 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. Individualized Learning Plan

1. At the beginning of the Practicum, the student and the field instructor will collaboratively develop a learning plan and identify appropriate learning objectives and experiences to be completed by the end of the semester.
2. The evaluation form is useful as a guide for developing agency experiences that will meet the practicum learning objectives.

C. Grading

1. Evaluation forms are completed twice during the practicum experience. The first form is completed at the midway point (225 clock hours) and the second form upon completion of hours and requirements.
2. 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 BSW student. All competencies must be met by the end of the practicum experience for the student to receive a grade of credit.
3. The instructor and student will discuss the evaluation ratings, and sign the Grade Sheet. The grade recommendation will be reported as Credit, Incomplete or No Credit.

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

3. 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.
4. Failure to meet expectations of the remediation plan, including assignments and time lines, may lead to a grade of “NC” (No Credit).
5. The Field Liaison 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.

* 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.

Practicum Evaluation Form (Page 1 of 3)

Rating Scale for Learning Objectives

- 1 = Strong Performance
- 2 = Meets Learning Objective
- 3 = Needs Improvement
- 4 = Unsatisfactory

Topic Area: Professionalism/Practice within the values and ethics of the social work profession.				
The Student:	1	2	3	4
1. Identifies and articulates their own personal values.				
2. Recognizes how one's own values have an impact on assessment and intervention.				
3. Adheres to the NASW Code of Ethics in social work practice.				
4. Identifies ethical dilemmas affecting social work practice and service to clients.				
5. Resolves ethical dilemmas using appropriate decision making processes.				
6. Practices without discrimination on the basis of age, culture, class, ethnicity, disability, gender, national origin, race, religion, or sexual orientation..				
7. Engages in continued professional growth and development.				
Topic Area: Culturally competent practice.				
The Student:	1	2	3	4
1. Recognizes diversity within and between groups.				
2. Works to ensure that agency services are culturally relevant and appropriate.				
3. Recognizes the forms and mechanisms of racism, oppression, and discrimination and their impact on client systems.				
4. Critically analyzes and applies culturally appropriate theories and knowledge about client system functioning within environmental contexts.				
Topic Area: Practice knowledge and skills. (Client/Worker Relationship, Assessment, Intervention, Termination, Evaluation)				
(*The client may be an individual, family, group, organization, or community.)				
The Student:	1	2	3	4
1. Develops a client/worker relationship that demonstrates genuineness, and respect.				
2. Applies the ecological perspective when engaging in assessment, planning and intervention.				
3. Uses practice knowledge and skills to promote alleviation of poverty, oppression and other forms of social and economic justice.				
4. Applies knowledge of economic, political and organizational systems to pursue agency policies consistent with social work values.				
5. Uses the planned changed/problem solving process with client systems of all sizes.				
6. Demonstrates knowledge and theories of individuals, families, groups, organizations and community development in assessment, planning and interventions.				

Practicum Evaluation Form (Page 2 of 3)

Rating Scale for Learning Objectives

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- 3 = Needs Improvement
- 4 = Unsatisfactory

Topic Area: Practice knowledge and skills. (*The client may be an individual, family, group, organization, or community.) The Student:	1	2	3	4
7. Uses communication skills appropriate to client systems, colleagues, and community members.				
8. Applies critical thinking skills to social work practice.				
9. Works collaboratively with professionals from other disciplines.				
10. Demonstrates professional use of self in social work practice.				
11. Utilizes a strengths perspective in assessments, planning and interventions.				
12. Recognizes the relationships between funding sources, public policies and client systems.				
13. Demonstrates an awareness of one's own biases and reactions to clients.				
14. Appropriately documents relevant information gathered in the assessment, planning, intervention and termination process.				
15. Articulates and documents objectives in clear and measurable terms so that results can be evaluated.				
16. Utilizes appropriate assessment, planning and 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.				
17. Employs appropriate social work roles with client systems to include advocate, case manager, broker, enabler, facilitator, mediator, educator and evaluator.				
18. Appropriately applies relevant research findings to social work practice.				
19. Employs evidence-based best practice when using professional knowledge and skills.				
20. Appropriately discusses and plans termination with the client.				
21. Assess the client reactions to termination and provides appropriate supports.				
22. Recognizes one's own reactions to termination.				
23. Evaluates their own practice effectiveness and shares findings appropriately.				

Practicum Evaluation Form (Page 3 of 3)

Rating Scale for Learning Objectives

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Topic Area: Relationship to the Practicum Setting. The Student:	1	2	3	4
1. Functions effectively within the structure of organizations. and across service delivery systems.				
2. Actively participates in the organization.				
3. Is familiar with the agency mission, goals, policies and procedures.				
4. Uses appropriate practice-relevant technologies within the context of organizational resources and facilities.				
5. Identifies and appropriately addresses institutional and societal barriers to service delivery.				
6. Supports program development through collaboration, mediation, and/or networking.				
Topic Area: Use of Instruction The Student:	1	2	3	4
1. Uses supervision and consultation appropriately to improve practice and enhance services to clients.				
2. Works collaboratively with the field instructor to enhance educational experiences by setting goals which reflect professional interests and needs.				
3. Follows through on assignments in a timely manner.				
4. Accepts and uses constructive feedback and takes initiative to make appropriate changes in behavior and attitudes to enhance effective practice.				
5. Analyzes historical and current trends in social welfare policy and service delivery.				

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Practicum Narrative Statement: FIELD INSTRUCTOR

Date _____

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

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 _____

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Practicum Narrative Statement: STUDENT

Date _____

_____	_____	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
Student	Field Instructor	Semester (Circle One)		

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 objective _____

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

5. Additional Comments _____

