

Augsburg College
Department of Social Work
MSW Field Work III & IV – FAMILY PRACTICE

Evaluation of Student Performance

Student _____

Agency _____

Field Instructor _____

Faculty Liaison _____

Dates of Report _____ / _____

Student's typical weekly schedule _____

Instructions

Your careful attention to completing this evaluation form is very much appreciated. Evaluation is a critical part of a student's professional education. It provides an important opportunity for feedback, growth, discussion and educational planning.

For each of the following areas of competence, please indicate which level of performance the student has achieved (unsatisfactory, basic, proficient, or distinguished) by marking in the appropriate box. Each level of performance assumes competency in the previous level(s) of performance. For example, "proficient" assumes that the student has demonstrated competence at the basic level of performance. Likewise, "distinguished" assumes competence at both the basic and proficient levels of performance.

OBJECTIVES – Family Practice

1. Demonstrate knowledge and have the ability to apply a variety of theories and models across the phases of practice.
2. Identify and effectively respond to ethical issues in social work practice.
3. Demonstrate an appropriate use of self in all phases of practice.
4. Demonstrate effectiveness in the "student as learner" role.
5. Demonstrate effectiveness in "student as member of agency" role.
6. Demonstrate the ability to implement effective skills throughout the phases of practice, i.e., engagement, assessment, intervention, evaluation and termination.
7. Demonstrate Cultural Competence.

Objective 1: Demonstrate knowledge and have the ability to apply a variety of theories and models across the phases of practice.

Element	Level of Performance				Mid	End
	(1) Unsatisfactory	(2) Basic	(3) Proficient	(4) Distinguished		
Knowledge of theory	Student exhibits little interest in theoretical understanding of client cases. Understanding of theory is absent or incomplete.	Student exhibits interest in theoretical understanding of client cases. Student demonstrates the ability to apply appropriate HBSE and practice theory.	Student demonstrates the ability to integrate an appropriate and coherent HBSE and practice theory.	Students demonstrate the ability to integrate an appropriate and coherent HBSE and practice theories at a high level of understanding, e.g. are students able to apply theoretical concepts to an indepth explanation of a case situation.		
Application of practice model	Student exhibits little interest in identifying appropriate and coherent practice models.	Student identifies and applies appropriate practice model.	Student demonstrates the ability to apply an appropriate and coherent practice model. Student can evaluate their use of the model.	Student can apply and evaluate the chosen model and has the ability to modify the practice approach.		

Objective 2: Identify and effectively respond to ethical issues in social work practice.

Element	Level of Performance				Mid	End
	(1) Unsatisfactory	(2) Basic	(3) Proficient	(4) Distinguished		
Ethical dilemmas	Student cannot identify ethical dilemmas in practice.	Student can identify ethical dilemmas and presents them in supervision.	Student demonstrates an understanding of an ethical decision-making framework and can apply that framework to resolution of ethical dilemmas that arise in their practice.	Student demonstrates the ability to recognize subtle ethical issues arising in their practice. Student routinely uses one or more ethical decision-making frameworks to resolve ethical dilemmas that arise in their practice.		

Objective 3: Demonstrate an appropriate use of self in all phases of practice.

Element	Level of Performance				Mid	End
	(1) Unsatisfactory	(2) Basic	(3) Proficient	(4) Distinguished		
Knowledge of self, i.e. awareness of own values, beliefs and experiences	Student demonstrates a lack of self-awareness.	Student demonstrates awareness of their own values, beliefs and experiences.	Student demonstrates an awareness of the impact of self on work with clients.	Student routinely uses their awareness of self during interventions with clients.		
Use of self	Student lacks an understanding of the concept "use of self." Student fails to address use of self issues in supervision.	Student demonstrates an understanding of the concept "use of self." Student discusses use of self in supervision. Student refrains from inappropriate use of self-disclosure.	Student applies an understanding of use of self to their work with clients and routinely discusses it in supervision. Student demonstrates an understanding of the appropriate use of self-disclosure.	Student routinely uses their understanding of use of self during interventions with clients.		

Objective 4: Demonstrate effectiveness in the "student as learner" role.

Element	Level of Performance				Mid	End
	(1) Unsatisfactory	(2) Basic	(3) Proficient	(4) Distinguished		
Use of supervision	Does not plan supervision time. Irregular attendance. Assumes passive role.	Attends all scheduled supervision meetings and brings agenda items. Student relies on verbal reporting of client contact to present their practice in supervision.	Engaged in the supervision process. Brings in cases, questions for review and discussion. Integrates research findings and academic readings in discussion. Student uses opportunities for more direct observation of their practice, e.g. observation, audiotaping or videotaping.	Meets all other levels and periodically monitors progress of social work self through direct practice evaluation and reflections on use of self. Student uses opportunities for direct observation of their practice on a regular basis.		
Student's learning objectives	Fails to develop meaningful learning objectives. Does not integrate learning objectives into placement. Does not take leadership role in creating objectives.	Develop learning objectives which are used as guide for internship activities. Completes established learning objectives.	Develops and implements learning objectives that reflect not just micro practice learning but identifies mezzo and macro concerns in the setting. Completes learning established objectives in professional manner.	The ability to review and revise learning objectives given the dynamic nature of the internship and the opportunities for learning.		

Objective 5: Demonstrate effectiveness in "student as member of agency" role.

Element	Level of Performance				Mid	End
	(1) Unsatisfactory	(2) Basic	(3) Proficient	(4) Distinguished		
Relationships with colleagues and peers	Does not engage with team. Acts in an unprofessional manner with colleagues and peers per the NASW Code of Ethics.	Familiar with team members and their roles. Participates in team activities delineated by the learning agenda and field instructor.	Engage in team activities. Respected member of team- e.g. offers opinion, insights. Lead some team activity e.g. case review	Leads team in activity. e.g. staffings. Brings up issues that could be seen as controversial in appropriate, respectful manner. Establishes self as competent team member even given student role. Opinions sought out by team members. Actively engages in team activity.		
Knowledge of the field agency and its programs	Unaware of field agency programs, culture, funding sources, mission, etc..	Aware of agency's mission, programs, culture, funding sources etc. Can explain agency information to clients.	Can identify and understand agency's larger context, i.e. familiarity with the systems that impact the agency's client population.	Demonstrate the ability to collaborate with representatives of systems that impact the agency's client population.		
Knowledge of policies affecting the field agency and its clientele	Unaware of policy, rules, and legislation that regulate the field agency and its clientele	Knowledge of pertinent legislation, policies, rules and regulations that affect agency's clientele	Can apply the knowledge in ways that enhance client functioning.	Participate in practice activities to effect change at the macro level.		

Objective 6: Demonstrate the ability to implement effective skills throughout the phases of practice, i.e., engagement, assessment, intervention, evaluation and termination.

Element	Level of Performance				Mid	End
	(1) Unsatisfactory	(2) Basic	(3) Proficient	(4) Distinguished		
Engagement skills	Cannot demonstrate effective engagement skills most of the time	Can identify appropriate skills in this phase of practice. Can demonstrate basic engagement skills with clients is effective in the use of these skills.	Reflects knowledge base in demonstration of skills as well as can identify rationale for use of specific skill.	Integrates research & readings in their understanding of skills. Can apply skills coherent with identified theory and model. Can consistently evaluate effectiveness of chosen approach.		
Assessment skills	Cannot demonstrate effective assessment skills most of the time.	Can identify appropriate skills in this phase of practice. Can demonstrate basic assessment skills with clients. Is effective in the use of these skills.	Reflects knowledge base in demonstration of skills as well as can identify rationale for use of specific skill.	Integrates research & readings in their understanding of skills. Can apply skills coherent with identified theory and model. Can consistently evaluate effectiveness of chosen approach.		
Goal-setting and contracting skills	Cannot demonstrate effective goal setting and contracting skills most of the time.	Can identify appropriate skills in this phase of practice. Can demonstrate basic goal setting and contracting skills with clients. Is effective in the use of these skills.	Reflects knowledge base in demonstration of skills as well as can identify rationale for use of specific skill.	Integrates research & readings in their understanding of skills. Can apply skills coherent with identified theory and model. Can consistently evaluate effectiveness of chosen approach.		

Intervention skills	Cannot demonstrate effective intervention skills most of the time.	Can identify appropriate skills in this phase of practice. Can demonstrate intervention skills with clients. Is effective in the use of these skills.	Reflects knowledge base in demonstration of skills as well as can identify rationale for use of specific skill.	Integrates research & readings in their understanding of skills. Can apply skills coherent with identified theory and model. Can consistently evaluate effectiveness of chosen approach.		
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Element	(1) Unsatisfactory	(2) Basic	(3) Proficient	(4) Distinguished	Mid	End
Evaluation skills	Cannot demonstrate effective evaluation skills most of the time.	Can identify appropriate skills in this phase of practice. Can demonstrate evaluation skills. Is effective in the use of these skills.	Reflects knowledge base in demonstration of skills as well as can identify rationale for use of specific skill.	Integrates research & readings in their understanding of skills. Can apply skills coherent with identified theory and model. Can consistently evaluate effectiveness of chosen approach.		
Termination skills	Cannot demonstrate effective termination skills most of the time.	Can identify appropriate skills in this phase of practice. Can demonstrate termination skills with clients. Is effective in the use of these skills.	Reflects knowledge base in demonstration of skills as well as can identify rationale for use of specific skill.	Integrates research & readings in their understanding of skills. Can apply skills coherent with identified theory and model. Can consistently evaluate effectiveness of chosen approach.		

Objective 7: Demonstrate Cultural Competence.

Element	Level of Performance				Mid	Er
	(1) Unsatisfactory	(2) Basic	(3) Proficient	(4) Distinguished		
Awareness of own culture	Student is unfamiliar with own cultural background & demonstrates little or no awareness of the relationship between their own culture and client outcomes.	Demonstrates some knowledge of own cultural background and acknowledges that background can have an impact on social work practice and client success.	Demonstrate thorough understanding of own personal cultural background and clearly describe specific examples of how background impacts social work practice.	Demonstrates ongoing exploration of her/his personal culture and actively seeks out input from cultural guides to assist in understanding the impact of her/his personal culture on practice.		
Knowledge of Clients' cultures	Demonstrates little knowledge of clients' cultures and fails to make connections between cultural influences and clients' performance.	Displays a general understanding of clients' cultural backgrounds and can occasionally describe examples of cultural influences on clients' behaviors and success.	Displays accurate knowledge of the diverse cultures of clients served and consistently demonstrates understanding of the cultural influences on clients' behavior and success.	Regularly incorporates accurate knowledge of clients' cultures into the selection of theory, model and strategies used by the social worker.		
Patterns of cultural interaction	Demonstrates little interest or ability to seek alternative strategies based on the diverse cultures of the clients.	Acknowledges the importance of creating alternative strategies based on the culture of the clients, but finds it difficult to describe concrete instances of having done so.	Accurately describes a few instances when her/his cultural assumptions and expectations have helped or hindered the success of clients from different cultures.	Can consistently describe and regularly implements alternative interaction strategies based on accurate knowledge of clients' cultures.		

OVERALL EVALUATION: STUDENT AS PRACTITIONER

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MID-TERM

Please indicate your overall evaluation of the student as practitioner by circling the word below that best describes the student. In your comments, please consider unique student characteristics, special student strengths or particular difficulties as a practitioner, and any unusual circumstances.

Poor

Marginal

Satisfactory

Very Good

Exceptional

Comments:

**OVERALL EVALUATION: STUDENT AS PRACTITIONER
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END-TERM

Please indicate your overall evaluation of the student as practitioner by circling the word below that best describes the student. In your comments, please consider unique student characteristics, special student strengths or particular difficulties as a practitioner, and any unusual circumstances.

Poor

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Satisfactory

Very Good

Exceptional

Comments:

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MID-TERM

Additional Comments:

I recommend the following grade:

Pass
 No Credit

Field Instructor Signature Date

Student Signature Date

Field Faculty Signature Date

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END-TERM

Additional Comments:

I verify that the student has completed 480 hours:

Yes

No

I recommend the following grade:

Pass

No Credit

Field Instructor Signature _____ Date _____

Student Signature _____ Date _____

Field Faculty Signature _____ Date _____