EASTERN CONNECTICUT STATE UNIVERSITY

Social Work Program Junior Field Placement Learning Evaluation| Revised 2014

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| Eastern Connecticut State University Social Work Program | |
| Mission  The Social Work Program of Eastern Connecticut State University prepares bachelor-level generalist social work professionals who competently and effectively advance social justice and human rights. Ready for professional practice and graduate study upon graduation, our students promote human well-being by employing practice skills that are grounded in social work’s body of knowledge and professional values. Students are ready to serve diverse client populations especially those most vulnerable and oppressed. The Social Work Program improves the lives of people of the region and state by increasing the number of effective social work practitioners who serve our residents. | Goals   1. Provide a learning environment that challenges and supports   students to create a social work identity that is a synthesis of self and professional role   1. Educate skillful practitioners who are guided by social work knowledge and values 2. Develop and inspire social work students to become empowered professionals who are advocates and agents for social justice and human rights. |
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| Student Name | Field Instructor(s) Name |
| Agency Name | Program Name |
| Agency Address | Spring Mid-semester Final Year |
| *The following signatures indicate all parties’ receipt of the evaluation* | |
| Field Instructor Signature| Date | Student Signature | Date |

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| *Brief description of key activities* |
| Goal of the Project |
| Outreach /Engagement Activities |
| Fundraising Activities |
| Educational Campaign |

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| ***Evaluation Standards*** |
| ***All placements apply Eastern Connecticut State University Social Work Program standards to their unique settings. These are guidelines for field instructors in determining the adequacy of the performance of the BSW intern at various stages of the internship. Note that the expectations for performance increase throughout the two semesters. Students must continue to improve their skills and knowledge in order to achieve minimum expected competence. Minimum practice competency in stared \* items is essential to receive a passing grade in the field semester. If students do not achieve minimum standards in these areas, they may receive a grade lower than C for the seminar.*** |
| ***Instructions*** |
| *For each item, please check the column that best describes the student’s performance in relation to the standards set for each evaluation period. Minimum practice competency in stared \* items is essential to receive a passing grade in the field semester. For any rating at (1) or (3) please justify your ranking in the comments section.* |

| Competencies must be demonstrated in at least 75% of behaviors **Rating**  **1 needs additional assistance – does not meet standards**  **2 meets standards**  **3 performs above standards**  **Practice Competency and Behaviors** | **1** | **2** | **3** | **Comments** |
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| 1. **Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities** |  |  |  |  |
| 1. **Understands the agency setting.**   *The student demonstrates an understanding of the implications of the agency’s mission and polices on the work they are doing with their client systems, as evidence in their discussion during supervision and the adherence to agency policies.* |  |  |  |  |
| 1. **Understands the community**   *The student demonstrates an understanding of the community, its culture, demographics, power structure, and other characteristics, and uses that understanding to guide the interventions as evidence in the discussions during supervision and assessment paper.* |  |  |  |  |
| 1. **Demonstrates ability to engage client system and maintain the relationship.**   *The student demonstrates with increasing consistency abilities to construct accurate empathic responses to clients, demonstrates active listening skills, pays attention to both verbal and non-verbal cues, discussion in supervision and other documentation.* |  |  |  |  |
| 1. **Demonstrates ability to assess client needs including attention to unique client strengths.**   *The student is able to identify with increasing frequency and independence the multiple dimensions of the client system’s personal and environmental strengths, resources, risks and threats as evidenced in the assessment paper. The student uses with decreasing frequency superficial generalizations and a focus on deficits.* |  |  |  |  |
| 1. **Demonstrates ability to contract with the client system**   *The student is able with increasing frequency to contract with the client system, mutually construct a direction for the work, and demonstrate a purpose for each contact that is sensitive to the needs of the client system and the overall direction as evidenced in the proposal paper, and discussions during supervision where preparation for meetings are discussed.* |  |  |  |  |
| 1. **Ability to develop and implement knowledge based intervention plans.**   *The student is able with increasing frequency and independence to develop intervention strategies that are purposeful, creative, responsive, reflective, and supported by the literature. The student demonstrates the ability to identify the reason behind their choices as evidenced in their proposal paper and discussions.* |  |  |  |  |
| 1. **Ability to perform generalist social work roles as appropriate: enabler, broker, activist, advocate, researcher.**   *The student is able to distinguish between roles during discussion, shows and understanding of when the role is appropriate and how to fulfill it.* |  |  |  |  |
| 1. **Ability to terminate effectively with client systems.**   *The student identifies the potential challenges brought about by the termination process, and sensitively acts to promote client welfare and is sure to thank those who were supporters of their collective action as evidenced in the supervision discussions.* |  |  |  |  |
| 1. **Demonstrates ability to evaluate practice.**   *The student demonstrates with increasing frequency and depth the ability to examine the effectiveness of his/her interventions and makes appropriate adjustments.* |  |  |  |  |
| 1. **Forms collaborative relationships with student colleagues and professionals.**   *The student is able to communicate effectively with fellow students and other professionals, demonstrate the ability to identify and engage effective problem solving when relational issues arise.* |  |  |  |  |
| 1. **Works effectively with and within tasks groups**   *The student demonstrates an understanding of the stages of the group development, and is able to use that knowledge to assist her/him in maintaining the focus and work of the group. The student is also able to demonstrate their ability to provide attention to both dimensions of the group process; the relationships and tasks, as evidenced during supervision* |  |  |  |  |
| 1. **Competency 2: Apply social work ethical principles to guide professional practice** |  |  |  |  |
| 1. **Demonstrates an understanding of appropriate boundaries.**   *Student is able to maintain appropriate boundaries evidenced by the student’s abilities to articulate her/his role to the client system, and to identify boundary challenges in the helping relationship. This is rated on the degree of guidance needed to demonstrate these behaviors.* |  |  |  |  |
| 1. **Knows and uses social work values and ethical principles in practice**   *The student is able to identify ethical standards relevant to decisions, acknowledge the client’s and personal values, and employs evidence to assess the harms and benefits of action. This is rated on the consistency with which the student demonstrates this behavior.* |  |  |  |  |
| **Competency 5: Advance human rights and social and economic justice** |  |  |  |  |
| 1. **Knows and uses social work values, ethics and human rights principles in practice.**   *The student identifies relevant social and economic justice principles within their practice domains and employs increasing assertiveness to inform others about these principles. The student identifies relevant human rights within their practice domain and employs increasing assertiveness to act to inform others about these rights* |  |  |  |  |
| **Competency 4: Engage diversity and difference in practice.** |  |  |  |  |
| 1. **Demonstrates respect for and understanding of clients and co-workers, including those different from themselves and especially for those from non-dominant groups**.   *The student is able to identify how various systems of power impact on the social context of the client system evidenced in their discussion of the client systems. The student is rated based on the frequency and independence in which they present this insight.* |  |  |  |  |
| 1. **Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.**   *The student is able to identify how various systems of power impact on the social context of the client system evidenced in their discussion of the client systems.* |  |  |  |  |
| 1. **Gain Sufficient self awareness about the influence of personal biases and values in working with diverse groups.**   *The student demonstrates increasing levels of self-awareness in regard to how their personal experiences and values influence the helping relationship. The student is a rated based on the frequency of and independence with which they present this information in their discussions of clients systems.* |  |  |  |  |
| 1. **Recognize and communicate their understanding of the importance of difference in shaping life experiences.**   *The student is able to demonstrate a conscious awareness that not everyone views the world as they do, and it able to make the connection between the life experience of the client system and ho the client may view a situation. This is rated based on the student’s ability to construct effective empathic responses.* |  |  |  |  |
| 1. **View themselves as learners and engage those with whom they work as informants.**   *The student demonstrates a healthy desire to understand more about the client systems refraining from making assumptions based on generalized information about the culture, class or other elements of the clients systems, as evidenced by the questions the student develops during supervision and the questions directed to the client system.* |  |  |  |  |
| Competency 1: Identify as a professional social worker and conduct oneself accordingly |  |  |  |  |
| 1. **Demonstrates appropriate level of maturity, emotional stability and judgment.**   *The student is able to demonstrate a level of self reflection and self awareness that affords them the ability to understand the experiences of others and how others might experience them with increasing frequency and depth.* |  |  |  |  |
| 1. **Demonstrates responsibility, punctuality, and reliable attendance**   *The student is consistently where they are supposed to be when they are supposed to be there.* |  |  |  |  |
| 1. **Professional appearance in relation to agency standards.**   *Student dresses appropriately for the role and setting, is conscious of own demeanor and communication style and is able to articulate the impact it has on the helping relationship. This is rated on the degree of guidance needed.* |  |  |  |  |
| 1. **Uses supervision and consultation effectively.**   *The student is prepared for supervision with an agenda, asks questions and is able to process and use feedback, The student seeks out consultation when appropriate, This rating is based on the supervisor’s perception of the consistency with which the student engages in this behavior, with an understanding that the discussions during supervision should reflect increasing understanding of the complexities involved in the student’s experiences.* |  |  |  |  |
| **Competency 3: Apply critical thinking to inform and communicate professional judgments**. |  |  |  |  |
| 1. **Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.**   *The student is able to identify the various sources of knowledge used to guide practice and support conclusions when discussing client systems and does so with increasing frequency. Students can state “How they know what they think they know” about the client system and from what evidence are they supporting their conclusions.* |  |  |  |  |
| 1. **Analyze models of assessment, prevention, intervention, and evaluation.**   *The student articulates qualities that support his/her client assessment, identifies missing information, and adequately defends her/his choice of an evidence-based intervention. Students are rated on their ability to demonstrate increasing depth and complexity in their analysis.* |  |  |  |  |
| 1. **Uses effective written, oral and non-verbal communication skills.**   *The student shows ability to orally communicate with clients and colleagues in a responsive way and to demonstrate reasoned conclusions evidenced in observation, process recordings and agency documentation.* |  |  |  |  |
| **Competency 6: Engage in research-informed practice and practice-informed research** |  |  |  |  |
| 1. **Use research evidence to inform practice.**   *The student is able to discuss with increasing frequency how to assess the effectiveness of her/his interventions and the student refers to the professional literature in the construction of assessments, interventions, and evaluation of her/his practice.* |  |  |  |  |
| **Competency 7: Apply knowledge of human behavior and the social environment**. |  |  |  |  |
| 1. **Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.**   *The student is able to identify with increasing frequency and independence the theoretical perspective he/she is applying in social work practice.* |  |  |  |  |
| 1. **Critique and apply knowledge to understand person and environment**.   *The student is able to construct an eco-map of client systems and employ relevant knowledge to evaluate client needs.* |  |  |  |  |
| **Competency 8: Engage in policy practice to advance social and economic well being** |  |  |  |  |
| 1. **Analyze, formulate, and advocate for policies that advance social well being**   *The student is able with increasing frequency and independence to describe and critique policies that impact on the client system and identify specific policy changes to promote social welfare* |  |  |  |  |
| 1. **Collaborate with colleagues and clients for effective policy action.**   *The student is able to identify and link with advocates and advocacy groups that promote changes in policies that impact on their client system*. |  |  |  |  |
| **Competency 9: Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice.** |  |  |  |  |
| 1. **Students are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts in the development of their collective actions.**   *With increasing frequency and independence the student actively seeks information, and demonstrate awareness of various social, economic, environmental, and technological changes and trends that impact their client system evidenced in their discussions in supervision and in their proposal and project summary papers.* |  |  |  |  |
| 1. **Recognize that the context of practice is dynamic, and use knowledge and skills to respond proactively**   *The student continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.* |  |  |  |  |