

**Hunter College School of Social Work
City University of New York**

**FIELD PRACTICUM EVALUATION
for**

- ◆ Full time Program Students in Year #2
- ◆ Accelerated Program Students in Year #2
- ◆ Advanced Standing Program Students
- ◆ OYR Program Time Frame II Students in Second Semester
- ◆ Dual Degree/Bank Street Program Students in Second Semester

Student's Name: _____

Field Instructor: _____

Field Practicum Agency: _____

Faculty Advisor: _____

CHECK ALL THAT APPLY TO STUDENT:

FIRST SEMESTER

SECOND SEMESTER

TWO YEAR PROGRAM

ACCELERATED PROGRAM

OYR TIME FRAME II

OYR TIME FRAME II – Accelerated

BANK STREET DUAL DEGREE

ADVANCED STANDING

CPIF CLINICAL PRACTICE WITH INDIVIDUALS & FAMILIES

GW GROUPWORK

COPD COMMUNITY ORGANIZATION, PLANNING & DEVELOPMENT

OML ORGANIZATIONAL MANAGEMENT & LEADERSHIP

FIELD PRACTICUM EVALUATION GUIDELINES

- 1 Please provide a narrative describing the student's learning opportunities in the agency (below).
- 2 Provide a rating for each item in the evaluation by **circling** (or underlining) the number that corresponds to your assessment of the student's demonstrated competence in core and advanced practice behaviors.
- 3 Rate student performance in **A, B, and C** including the section for the student's major method and additional methods, if applicable.
- 4 Provide an **Overall Rating** for the student's performance, as indicated, at the end of each category. The overall rating for section **C** is found after the sections on each of the major methods.
- 5 **Comments Sections:** Please provide a brief description that demonstrates the student's competence in each area. Include examples from a recording, a discussion in a supervisory session, or a direct observation of the student.
- 6 Provide an **Overall Student Rating** of performance and a narrative describing Student's Major Strengths/Limitations and Directions and Goals for Future Learning.
- 7 Students are required to complete the final section of the evaluation entitled, **Student Evaluation of the Field Learning Experience**.
- 8 Students and field instructors are **required to sign the evaluation** to indicate that they have both read it.
- 9 **Two copies of the evaluation should be sent to the Office of Field Education.** The Field Office will send one copy to the advisor. The advisor will provide a grade for the field practicum based, in large part, on the written evaluation.
- 10 Any evaluation of student performance that does not **achieve the standard (3)** or above in the overall rating must be discussed with the faculty advisor immediately.

Note: *In order for students to receive a grade of credit, they must earn a rating (3) or above in the "Overall Student Rating" at the end of the evaluation.*

STUDENT LEARNING OPPORTUNITIES: Describe agency services, and summarize student assignments and additional educational experiences. Please note that the term 'client' may refer to an individual, family, group, constituency, or entity with which the student is working. *Use an additional page if necessary.*

0 No significant opportunity	2 Needs improvement	4 Exceeds Standard
1 Unacceptable	3 Achieves Standard	5 Outstanding Performance

A. DEVELOPMENT OF PROFESSIONAL VALUES AND ETHICS
By the end of the semester the student demonstrates:

commitment to and application of the values and ethics of the profession in practice	0	1	2	3	4	5
integration of personal values with professional values	0	1	2	3	4	5
ability to individualize clients who vary in cultural, religious, or ethnic affiliation; race; sexual orientation; gender identity; socioeconomic status; age; physical characteristics; and social/emotional development	0	1	2	3	4	5
ability to address the service needs of oppressed and vulnerable populations	0	1	2	3	4	5
initiative in monitoring own values and biases and their potential impact on social work practice with diverse populations	0	1	2	3	4	5
ability to fulfill service roles with clients, other professionals, and community members in an ethical and responsible manner	0	1	2	3	4	5
ability to apply ethical values and principles to complex practice situations involving, for example, the duty to warn, child welfare reporting, and informed consent	0	1	2	3	4	5
ability to promote self-determination within the capacity and context of the client system	0	1	2	3	4	5
ability to reflect upon and resolve ethical dilemmas in practice	0	1	2	3	4	5

SUMMARY FOR DEVELOPMENT OF PROFESSIONAL VALUES AND ETHICS (Please circle a rating for the student's overall performance in this category.)

1	2	3	4	5
----------	----------	----------	----------	----------

COMMENTS: Please provide a brief description that demonstrates the student's competency in this area, including examples from a recording, a discussion in a supervisory session, or a direct observation of the student:

0 No significant opportunity	2 Needs improvement	4 Exceeds Standard
1 Unacceptable	3 Achieves Standard	5 Outstanding Performance

B. THE STUDENT AS LEARNER

By the end of the semester the student demonstrates:

capacity to recognize learning patterns, needs, and goals in collaboration with the field instructor	0	1	2	3	4	5
initiative in seeking instruction, support, and constructive criticism from the field instructor to enhance practice skills	0	1	2	3	4	5
initiative in the evaluation of own practice effectiveness	0	1	2	3	4	5
selective application of theoretical concepts to practice	0	1	2	3	4	5
ability to think critically about practice approaches and decisions	0	1	2	3	4	5
efficient management of workload	0	1	2	3	4	5
clarity, coherence and persuasiveness in verbal and written communication	0	1	2	3	4	5
accountability in meeting expectations for documentation of practice	0	1	2	3	4	5
initiative in choice and use of recordings, assignments, and other learning tools to expand practice skills and knowledge	0	1	2	3	4	5
initiative in effectively using available learning opportunities and resources in the agency (e.g. in-service training, conferences, seminars and other staff)	0	1	2	3	4	5
commitment to and responsibility for ongoing professional development	0	1	2	3	4	5

SUMMARY FOR STUDENT AS LEARNER (Please circle a rating for the student’s overall performance in this category.)

1	2	3	4	5
----------	----------	----------	----------	----------

COMMENTS: Please provide a brief description that demonstrates the student’s competency in this area, including examples from a recording, a discussion in a supervisory session, or a direct observation of the student:

0 No significant opportunity	2 Needs improvement	4 Exceeds Standard
1 Unacceptable	3 Achieves Standard	5 Outstanding Performance

C. KNOWLEDGE AND SKILLS FOR AGENCY-BASED PRACTICE
By the end of the semester the student demonstrates:

ability to utilize knowledge of the agency's mission, funding, policies and procedures in the service of clients	0	1	2	3	4	5
skill in working with a range of client populations and in a variety of community contexts	0	1	2	3	4	5
ability to critically evaluate relevant city, state, and federal social policies and programs that govern service delivery	0	1	2	3	4	5
initiative in advocating for clients/constituencies for needed services or benefits	0	1	2	3	4	5
ability to critically evaluate own and agency's strengths and limitations in meeting client and community needs	0	1	2	3	4	5
capacity to effectively represent the agency in a professional manner to clients, colleagues, and other members of the community	0	1	2	3	4	5
ability to consciously apply concepts and theories to practice	0	1	2	3	4	5
ability to gather facts, analyze problems, and plan interventions based on a comprehensive assessment	0	1	2	3	4	5
the ability to assess the biological, psychological, social, spiritual and environmental factors that influence human development and behavior	0	1	2	3	4	5
incorporation into practice of the ways in which social and institutional oppression impacts on client populations, social policies and programs, and professional social work relationships	0	1	2	3	4	5
the ability to individualize practice with respect to differences and similarities associated with culture, ethnicity, religion, race, class, sexual orientation, age, gender, and physical and mental abilities	0	1	2	3	4	5
sound judgment in behavior with clients/constituencies, staff, and collaterals contacts	0	1	2	3	4	5
self-awareness and professional use of self	0	1	2	3	4	5
ability to carry out a range of social work roles and use differential approaches to meeting client needs	0	1	2	3	4	5
ability to engage in collaborative work with agency staff, other professionals, and the broader community	0	1	2	3	4	5
ability to evaluate and modify effectiveness of interventions in practice	0	1	2	3	4	5

0 No significant opportunity	2 Needs improvement	4 Exceeds Standard
1 Unacceptable	3 Achieves Standard	5 Outstanding Performance

C. KNOWLEDGE AND SKILLS FOR AGENCY-BASED PRACTICE (continued)
By the end of the semester the student demonstrates:

ability to engage client systems in the process of termination, including methods for maintaining gains and access to needed resources	0	1	2	3	4	5
ability to plan, conduct and utilize research to inform social work practice	0	1	2	3	4	5
ability to utilize information technology (e.g. computerized records, management information systems, word processing)	0	1	2	3	4	5

Rate performance only in the methods in which the student has practice opportunities:

1. CLINICAL PRACTICE WITH INDIVIDUAL AND FAMILIES
By the end of the semester the student demonstrates:

differential use of self in engaging a variety of client systems in professional helping relationships	0	1	2	3	4	5
ability to formulate dynamic assessments based on an understanding of the presenting problem and its biopsychosocial components	0	1	2	3	4	5
ability to apply a range of theories and models of therapeutic interventions (e.g. psychodynamic, family systems, and cognitive-behavioral perspectives)	0	1	2	3	4	5
ability to apply family-centered approaches in assessment and intervention	0	1	2	3	4	5
ability to apply the principles of differential assessment of individuals, families, pairs, and groups	0	1	2	3	4	5
ability to establish and implement contracts with clients specifying goals and terms of the work to be done and the responsibilities of all participants	0	1	2	3	4	5
ability to reflect on use of self throughout the casework process (beginnings, middles, and ends)	0	1	2	3	4	5
ability to recognize affective content, underlying messages and themes embedded in the client's presentation	0	1	2	3	4	5
ability to utilize a range of interventive skills in relation to time frames and goals for practice	0	1	2	3	4	5

Please provide a brief description that demonstrates the student's competency in this area, including examples from a recording, a discussion in a supervisory session, or a direct observation of the student:

0 No significant opportunity	2 Needs improvement	4 Exceeds Standard
1 Unacceptable	3 Achieves Standard	5 Outstanding Performance

2. GROUP WORK
By the end of the semester the student demonstrates:

ability to utilize a range of models of group work practice	0	1	2	3	4	5
initiative in determining and establishing groups to meet diverse client needs	0	1	2	3	4	5
skill in recruitment and group formation	0	1	2	3	4	5
ability to contract around the stated purpose and mutual goals of a particular group	0	1	2	3	4	5
skill in facilitating movement through the stages of group development	0	1	2	3	4	5
sensitivity to the needs and roles of individuals in groups and the impact of group dynamics on individual behavior	0	1	2	3	4	5
ability to facilitate group problem-solving and decision-making	0	1	2	3	4	5
ability to negotiate the co-leadership role in groups	0	1	2	3	4	5
ability to maintain group cohesion while dealing with disruptive behaviors or challenges to group process	0	1	2	3	4	5

Please provide a brief description that demonstrates the student's competency in this area, including examples from a recording, a discussion in a supervisory session, or a direct observation of the student:

3. COMMUNITY ORGANIZATION, PLANNING AND DEVELOPMENT
By the end of the semester the student demonstrates:

ability to utilize a range of models of community organization and planning	0	1	2	3	4	5
ability to utilize major organizing roles, strategies, and tactics	0	1	2	3	4	5
ability to influence the political process, e.g., engaging in lobbying, advocacy, and educational campaigns	0	1	2	3	4	5
ability to assess agency and community needs and develop programs to address needs	0	1	2	3	4	5
tactical flexibility and creativity in developing strategies for action	0	1	2	3	4	5
ability to identify and constructively use conflict	0	1	2	3	4	5

0 No significant opportunity	2 Needs improvement	4 Exceeds Standard
1 Unacceptable	3 Achieves Standard	5 Outstanding Performance

COMMUNITY ORGANIZATION, PLANNING AND DEVELOPMENT (continued)

By the end of the semester the student demonstrates

skill in delegating, coordinating and fostering leadership	0	1	2	3	4	5
initiative in planning meetings, programs, conferences, and demonstrations and implementing stages of the planning process	0	1	2	3	4	5
ability to participate in and/or lead formal/informal coalitions and collaborations	0	1	2	3	4	5

Please provide a brief description that demonstrates the student's competency in this area, including examples from a recording, a discussion in a supervisory session, or a direct observation of the student:

4. ORGANIZATIONAL MANAGEMENT AND LEADERSHIP
By the end of the semester the student demonstrates:

appropriate use of self in relation to the agency's organizational structure and individual staff functions	0	1	2	3	4	5
effective communication and handling of conflicts	0	1	2	3	4	5
ability to initiate and maintain systems for implementing ideas	0	1	2	3	4	5
skill in assessing available information, including budgets, for planning	0	1	2	3	4	5
initiative in analyzing and designing program components	0	1	2	3	4	5
skill in utilizing management information technology	0	1	2	3	4	5
capacity to coordinate activities, develop leadership, and delegate tasks in working with staff, committees, or coalitions	0	1	2	3	4	5
ability to overcome staff or organizational resistance to task completion	0	1	2	3	4	5
ability to monitor and evaluate outcomes and determine alternative strategies	0	1	2	3	4	5
capacity to strategically utilize self and a variety of leadership styles to mobilize others	0	1	2	3	4	5

Please provide a brief description that demonstrates the student's competency in this area, including examples from a recording, a discussion in a supervisory session, or a direct observation of the student:

0 No significant opportunity	2 Needs improvement	4 Exceeds Standard
1 Unacceptable	3 Achieves Standard	5 Outstanding Performance

STUDENT EVALUATION OF THE FIELD LEARNING EXPERIENCE

How would you rate your participation in the learning process?

1	2	3	4	5
---	---	---	---	---

How would your rate your growth in the development of professional values and ethics?

1	2	3	4	5
---	---	---	---	---

How would your rate your growth in the development of knowledge and skills for agency-based practice?

1	2	3	4	5
---	---	---	---	---

How would you rate your overall learning experience?

1	2	3	4	5
---	---	---	---	---

COMMENTS: Use an additional page if necessary

Instructor's signature _____ Date: _____

Student's signature _____ Date: _____

PLEASE RETURN THE ORIGINAL AND ONE COPY (2 COPIES TOTAL) OF THE EVALUATION TO:

**Office of Field Education
 Hunter College School of Social Work
 129 East 79th Street
 New York, NY 10075**