

Evaluation of Student Performance in Clinical Practice

Student Name:

Semester: Fall Spring Summer

Agency:

Mid-term End of Semester

Field Instructor:

Date: _____

Field Consultant:

Total Hours For This Semester: _____

This form is used to evaluate the student's field practice performance in the clinical practicum. The evaluation is based on the objectives for the clinical concentration. The evaluation form should be completed at mid-term and at the end of each semester and be done jointly by the student and field instructor. The student is expected to successfully meet all objectives by the end of the academic year.

The completed and signed learning plan should be returned to the Senior Recorder, UT College of Social Work. The Senior Recorder will be responsible for obtaining the signature of the field consultant. The field instructor and the student should keep a copy for their records and for the purpose of reviews and revisions.

Knoxville - Return to
228 Henson Hall
Knoxville, TN 37996-3333

Memphis - Return to
711 Jefferson
Room W-607
Memphis, TN 38163

Nashville-Return to
193 Polk Ave, Suite E
Room 278
Nashville, TN 37210

Direct Practice Client Served: _____

Estimate how many individuals the student served: _____

Estimate how many families the student served: _____

Estimate how many groups the student served: _____

Check all the activities the student participated in during this report period.

- | | |
|---|---|
| <input type="checkbox"/> Intakes | <input type="checkbox"/> Advocacy |
| <input type="checkbox"/> Visited community agencies | <input type="checkbox"/> Resource development |
| <input type="checkbox"/> Presented case(s) to agency staff/team | <input type="checkbox"/> Developed educational materials for clients |
| <input type="checkbox"/> Attended staff meetings with administrative forces | <input type="checkbox"/> Developed public relation materials to market services |
| <input type="checkbox"/> Evaluated clinical practice | <input type="checkbox"/> Presentation to staff or community group |
| <input type="checkbox"/> Case management | <input type="checkbox"/> Completed psycho social assessments |

List any workshops, conferences or training that the student has attended during this evaluation period.

Students must have at least one hour of formal individual supervision per week. The number of weekly field instruction conferences held: _____

Goals and Objectives: (Rate the extent to which your student is able to)

Meets Objectives Progressing Toward Objectives Does Not Meet Objectives Not Initiated

1. Use advanced theoretical perspectives and interventions (e.g. cognitive behavior, psychodynamic, short-term, and small group interventions) in clinical social work practice across various client/client systems, particularly those from high risk/vulnerable groups and diverse populations, and service settings.

- | | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a. | Engage the client in assessing strengths, issues and problems and identifying the focus of treatment/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. | Include ethnic, societal and cultural characteristics; strengths and risks, and resources when assessing the needs of the client(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. | Identify the impact of policies, procedures, and funding sources on the client with particular sensitivity to issues of institutional oppression and social justice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. | Complete an in-depth assessment that incorporates inter-personal and intra-personal, social and environmental factors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. | Assist clients in developing and using strengths and resources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. | Communicate clearly, both verbally and in writing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Critically analyze practice approaches using empirical research and conducting practice evaluations in relation to client/client systems, interventions, and goals of service.

- | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. | Consider the client's strengths, abilities, issues and needs when evaluating potential interventions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. | Include issues of diversity and risk in the selection of practice approaches | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. | Use empirical research of direct practice to evaluate practice approaches | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. | Evaluate her/his ability and expertise to intervene with diverse client populations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. | Develop and maintain the therapeutic relationship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. | Identify transference/counter transference issues or others that impact the therapeutic relationship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Goals and Objectives: (Rate the extent to which your student is able to)		Meets Objectives	Progressing Toward Objectives	Does Not Meet Objectives	Not Initiated
3.	Design and implement effective ethical interventions and advocate for clients and client groups of varying backgrounds in a variety of practice settings				
a.	Engage the client in formulating treatment/interventions plans, including objectives, methods and measures of outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Design interventions that consider the client's strengths, abilities, resources, issues and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Use empirical research of direct practice in the selection of interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Design interventions that are responsive to the context and resources of the practice setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Use of resources available to the client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Advocate within and among service providers to insure that the client receives needed services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Implement interventions that include cognitive-behavioral, psycho-social-dynamic and/or short-term approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Lead small groups including task, therapeutic, psycho-educational and/or social support groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Evaluate his/her own practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Demonstrate ability to effectively use their professional selves in developing and managing ethical, clinical relationships with clients/client systems from a variety of cultural and socioeconomic backgrounds				
a.	Analyze the influence of culture, race and diversity for both the student and the client on the therapeutic relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Use supervision regarding diversity issues or value conflicts for professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Maintain relationships with clients including appropriate boundaries and the conscious use of self in the professional role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Identify and analyze ethical conflicts in practice utilizing the NASW Code of Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Address ethical and value conflicts in practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Goals and Objectives: (Rate the extent to which your student is able to)		Meets Objectives	Progressing Toward Objectives	Does Not Meet Objectives	Not Initiated
5.	Actively engage in developing his/her professional self				
a.	Meet agency/professional standards for attendance, appointments and meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Prepare for supervision conferences through reading, setting the agenda, and being prompt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Seek and initiate opportunities for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Follow through on commitments to clients and agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Interact with clients, colleagues, agency personnel and other professionals in an ethical and professional manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Assess strengths and limitations as a professional and use that awareness as tool for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Distinguish his/her own needs, experiences, and values from those of the client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Integrate new knowledge and/or suggestions given by field instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summarize the student's major strengths.

Summarize the areas for ongoing development:.

If there are areas of concern, specify the steps needed to address the concern.

Field Instructor

Student

Field Consultant

Date