

Evaluation of Student Performance in Foundation 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 first year field practicum. The evaluation is based on the objectives for the first year Foundation. 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: _____

Micro Practice: The student participated in the following activities: (Check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Information and referral | <input type="checkbox"/> Case management |
| <input type="checkbox"/> Assessment | <input type="checkbox"/> Advocacy/ resource development |
| <input type="checkbox"/> Crisis intervention | <input type="checkbox"/> Practice evaluation/ research |
| <input type="checkbox"/> Brief intervention with individuals/ families | <input type="checkbox"/> Education |
| <input type="checkbox"/> Group intervention | <input type="checkbox"/> Other (specify below) |
- _____
- _____

Macro Practice: The student participated in the following activities: (Check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Organizational and community assessment | <input type="checkbox"/> Resource development |
| <input type="checkbox"/> Community organization and development | <input type="checkbox"/> Fund raising |
| <input type="checkbox"/> Community education and lobbying | <input type="checkbox"/> Training/recruiting clients/volunteers /staff |
| <input type="checkbox"/> Policy & program development | <input type="checkbox"/> Agency task group/ committee |
| <input type="checkbox"/> Policy & program evaluation/ research | <input type="checkbox"/> Interagency task group/ committee |
| | <input type="checkbox"/> Other (specify below) |
- _____
- _____

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. Number of weekly supervision sessions to date: _____

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 an ecological framework to assess the reciprocally determined interaction of person and environment

- a. Engage the client, family, group, community and organization in identifying strengths, issues and problems
- b. Obtain sufficient information about biopsychosocial factors to understand system functioning including environmental conditions and issues of risk and resiliency
- c. Use specific frameworks, ecological and life-span perspectives, to assess system functioning
- d. Recognize the impact of factors such as race, ethnicity, gender, sexual orientation, socioeconomic status and social justice
- e. Articulate clearly, both verbally and in writing, the assessment of the client, family, group, community and/or organization

2. Use problem-solving skills to address client's personal, interpersonal, economic and environmental problems

- a. Listen carefully and identify content and affect of client, family, group and/or community
- b. Utilize listening, focusing, and responding skills to establish an environment of acceptance.
- c. Engage the client, family, group, community and/or organization in formulating intervention plans, including objectives, methods and measure of outcome.
- d. Identify and facilitate the utilization of resources, both formal and informal
- e. Formulate intervention plans that are responsive to client's racial and/or ethnic background, gender, sexual orientation and socioeconomic status

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. Demonstrate knowledge of social work research methods				
a. Locate research materials that apply to the client population and /or service delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Evaluate the implications of research for client population and/or service delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Apply basic research methodology in evaluating practice outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Engage in practice that empowers clients and client groups				
a. Describe to client or client group the organization's services, policies and procedures and how they affect service delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Engage clients in mutually defining strengths, problems, goals and actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Describe the agency's relationship to the community and the social delivery network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Support client, family, group, community and/or organization change efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Advocate for greater social and economic justice				
a. Identify the impact of policies, procedures, and funding sources on the client, family, group, community and/or organization with particular sensitivity to issues of oppression and social/ economic justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Support the client, family, group, community and/or organization in advocating for more humane and just services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Work cooperatively with peers and other professionals to advocate for clients and for more humane and just services	<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
6.	Apply the ethics and values of the profession to social work practice at all system levels				
a.	Demonstrate knowledge of values, principles and theories that guide effective interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Articulate and demonstrate the social work roles within the context of a multidisciplinary setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Identify ethical dilemmas, value issues and role conflicts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Use the NASW Code of Ethics to guide practice and resolve ethical dilemmas and conflicts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Establish and maintain appropriate boundaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	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 readings, 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 a tool for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Distinguish one's own needs, experiences and values from those of the client system	<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 Signature

Student Signature

Field Consultant Signature

Date_____

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