

**DOMINICAN UNIVERSITY
GRADUATE SCHOOL OF SOCIAL WORK
SWK 511: FIELD PRACTICUM I
Final Evaluation (Fall Semester)**

STUDENT _____

AGENCY _____

FIELD SUPERVISOR _____

TOTAL PRACTICUM HOURS COMPLETED _____

Level of Performance Rating Scale: The student's demonstration of knowledge, skills and values of social work practice during the first semester of his/her foundation level practicum are to be rated on the following five point criteria scale.

- (4) Opportunities for assessment have existed. The student has consistently demonstrated high level performance.
- (3) Opportunities for assessment have existed. The student's performance is acceptable. There is evidence of high level performance at times.
- (2) Opportunities for assessment have existed. The student's performance is acceptable.
- (1) Opportunities for assessment have existed. The student's performance is acceptable with some evidence of inadequacy at times.
- (0) Opportunities for assessment have existed. The student's performance is inadequate.
- (NA) Opportunities for assessment of performance have not existed or been so limited as to give no basis for assessment at this time.

FOUNDATION PRACTICUM LEARNING OBJECTIVES

RATINGS

1. There is evidence that the student knows and demonstrates social work ethics and values, and in particular, respects client rights to self-determination.

- a) The student’s interactions with clients enhance the clients’ independence, self-determination, and dignity. _____
- b) Student does not discriminate on the basis of cultural differences. _____
- c) Student understands confidentiality and acts accordingly. _____
- d) A non-judgmental attitude is demonstrated. _____

2. The student shows the capacity for assessing situations in relation to the social work goal of enhancing social functioning on multiple system levels.

- a) The student makes appropriate distinctions between client problems that require individual, family, group or larger system interventions. _____
- b) The student is able to act as an effective advocate for the client when it is required. _____

3. The student effectively uses the problem solving process with his/her assigned clients.

- a) The student observes and assesses clients in a manner that is inclusive of the economic, psychosocial, socio-cultural, political, and biological dimensions of human problems. _____
- b) The student is capable of identifying, gathering, and communicating information in a way that enhances understanding of client problems and client strengths. _____
- c) The student transforms the assessment of client problems to a comprehensive, focused, realistic and goal directed intervention plan. _____

4. The student shows a strong awareness of self and effectively uses his/her interpersonal skills to facilitate change in people, organizations and social systems; and is also aware of conditions, processes, and responses that either promote or inhibit change.

- a. The student knows how his/her attitudes, strengths and weaknesses serve to facilitate change in others or block that change, and is able to monitor the process in order to achieve appropriate goals. _____

FOUNDATION PRACTICUM LEARNING OBJECTIVES

RATINGS

- b. The student demonstrates the capacity for critical thinking. _____
- c. The student regularly uses self-evaluation and monitoring to develop appropriate professional behavior. _____
- d. The student recognizes and values similarities and differences between self and others. _____
- 5. The student has a working knowledge of organizational and community structure.**
- a. The student is sensitive to agency structure, policy, and routine operating procedures and dynamics in his/her professional activity. _____
- b. The student is knowledgeable of local, state, and national social welfare policy. _____
- c. The student is knowledgeable and understands the agency’s role within a network of services and is able to communicate that role to the other agencies in the network. _____
- d. The student recognizes both the resources and gaps in the agency and community systems and is able to mediate system interventions _____
- e. The student can accept limitations of the agency and appropriately advocate for change. _____
- 6. The student thinks critically and is able to evaluate his/her intervention efforts.**
- a. The student is able to articulate progress in goal achievement. _____
- b. The student recognizes and articulates the relationship between methods used and intended outcomes. _____
- c. The student can critically assess his/her own role in the intervention process. _____
- d. Student is able to identify evidence based practice through use of professional literature. _____
- 7. The student functions in a responsible professional fashion.**
- a. The student is dependable. _____
- b. The student is prompt in the completion of tasks. _____

FOUNDATION PRACTICUM LEARNING OBJECTIVES

RATINGS

- c. The student makes efficient use of time. _____
- d. The student has respectful interactions with staff. _____
- e. The student demonstrates the ability to function, as a “team player.” _____
- f. The student displays a willingness to make him/herself available to assist with agency tasks. _____

- 8. The student demonstrates acceptance of his/her role as a learner in the profession of social work.
 - a. The student articulates learning goals that are consistent with professional objectives, agency needs, and the student’s individual learning needs _____
 - b. The student can accept constructive criticism as a means of learning. _____
 - c. The student can manage disappointments. _____
 - d. The student demonstrates initiative in the role of learner and generates questions for supervision. _____
 - e. The student can recognize his/her strengths and acknowledge his/her gaps in learning. _____
 - f. The student and supervisor can recognize and articulate their individual differences and acknowledge the impact of those differences on the learning process. _____
 - g. The student can make appropriate use of resources other than the supervisor for learning. _____

Written Summary and Recommendations:

The field supervisor and student should work collaboratively on the Written Summary and Recommendations making sure that it is congruent with the Learning Agreement.

Please provide a brief statement on a separate sheet covering the following areas:

1. Summarize the types of assignments/tasks the student has been involved in during the semester.
2. Based on the Learning Agreement, what work remains to meet these objectives.
3. Describe the student’s use of supervision to meet the learning objectives and skill building required in the placement.

4. Describe the practice knowledge and skills that have been addressed/developed during this semester.
5. Please provide recommendations for student improvement. Discuss both the student's strengths and gaps in knowledge and skills that will need to be addressed for continued progress.

Overall Performance Rating

Based on the Level of the Performance Rating Scale and your Written Summary and Recommendations, please estimate the overall level of your student intern's performance of their field work based on the Grade Point Value Scale (middle column in the table below).

PERFORMANCE RATING (0 to 100): _____

Grade	Grade Point Value	Description
A	4.0 (96-100%)	Excellent
A-	3.67 (92-95%)	
B+	3.5 (88-91%)	
B	3.0 (84-87%)	Standard
B-	2.67 (80-83%)	
C+	2.5 (76-79%)	
C	2.0 (72-75%)	
C-	1.67 (68-71%)	
F	0 (below 68%)	

Please note: The above rating is for the field portion of the student's work in the Field Practicum class. The final grade for the course is a compilation based on this field evaluation and academic performance in the classroom-based portion of the course. The final grade is assigned by the Field Instructor.

Field Supervisor's Signature _____ Date: _____

Student's Validation of Evaluation: Student is to indicate below whether they agree or disagree with this Final Evaluation.

_____ read and agree

_____ read and disagree (student must discuss with field supervisor and student may write an addendum, which is to be included with this evaluation)

Student's Signature _____ Date: _____

Field Supervisor's Disposition Matrix Report to be used with the Midterm Evaluation and with the Final Evaluation

This document allows for identification of professional behavior concerns that can be addressed and resolved with the field supervisor and if need be with the addition of the field instructor/liaison. The goal is to provide early identification, intervention, remediation and resolution.

1. Please circle positives and/or negative indicators.
2. If negatives are circled please present a plan for remediation/resolution on the following page.

Student _____

CONCEPTUAL FRAMEWORK	DOMINICAN UNIVERSITY GENERAL OUTCOMES	KEY WORDS	POSITIVE INDICATORS	NEGATIVE INDICATORS
Serves as a role model for others	Is a role model for others	Role Model	Mentors appropriately, General positive attitude, Offers assistance	Closed attitude, Not helpful, Engages in inappropriate behavior
Engages in critical thinking	Uses organizational skills	Critical thinker, Self-evaluative, Organized, Analytical, Problem Solver, Flexible, Aware	Pans ahead, Plans based on needs of student rather than a rigid formula, Handles unexpected situations, Adjusts to situation, Creative	Without a plan, Rigid, Plagiarizes work of others, Lacks good judgment
Lifelong willingness to learn	Is committed to professional development	Willingness to learn, Values research, Current, Enthusiastic	Studies willingly and learns, Reads professional literature, Self-starter, Displays seriousness of purpose, Takes initiative	Unwilling or unable to take superiors' advice in relation to work, Easily discouraged

Enables others to achieve common goals, Strives to be a servant leader	Provides leadership within the context of ministry	Leader, Accepts role as advocate, Manager, Responsive	Cooperative, Confident, Responsive to others, Positive, Takes Initiative, Accepts constructive criticism, Patient, Has follow-through	Uncooperative, Unresponsive, Argumentative
Collaborates with others in the exercise of leadership	Collaborates	Collaborative, Courteous, Respectful	Uses social skills, Shows with-it-ness, Interacts appropriately and positively with others, Self-monitors behavior and emotions, Contributes to team efforts, Participates	Excessively shy, Lacking social skills, Lacks diplomacy
Understands the integral relationship between assiduous scholarship and moral responsibility	Makes ethical and moral decisions	Ethical, Responsible, Professional, Confidential, Dependable, Prepared, Honest	Professional appearance, Punctual, Turns in work on time, Does not let personal problems interfere, Assumes responsibility, Discrete	Arrives late, Leaves early, Misses meetings, Misses deadlines, Inappropriate dress, Indiscrete, Unprepared
Engages in respectful dialogue with others of varied and diverse perspectives	Responds generously to diverse needs	Respectful, Empathetic, Rapport, Tolerant	Develops rapport, Shows empathy, Sensitive, Open to others' views, Aware of social justice, Able to work with all	Unresponsive to others, Insensitive, Judgmental, Biased

