UNIVERSITY OF ARKANSAS AT MONTICELLO
DEPARTMENT OF SOCIAL WORK

Field Practicum Student Evaluation

Student __________________________________ Semester ________________________

Agency ________________________________________________________________

Field Instructor ____________________________ Date ________________________

_____ Student Self-Evaluation  _____ Midterm Evaluation  _____ Final Evaluation
This form is designed for the assessment of the student’s performances in the Field Practicum and readiness for entry level generalist social work practice. The uniqueness of the field education setting, client population, and student are considered in reviewing ratings for reporting student progress. Students are expected to make progress in each of the skill areas listed on this form. Achievement in each of the performances areas will be rated using the following scale:

1  = Unacceptable: Student has serious problems regarding one or more practice behaviors and has failed to meet or requires exceptional effort to meet expectations.

2  = Needs Improvement: Student has some difficulty in comprehending and/or demonstrating one or more of the required practice behaviors.

3  = Meets Expectations: Student comprehends the required practice behaviors and demonstrates the minimum skills required of a social work student.

4  = Exceeds Expectations: Student demonstrates comprehension and application of one or more required practice behaviors and demonstrates job/skill performance that surpasses what one would expect of a student.

5  = Outstanding: Student demonstrates exceptional comprehension and application of required practice behaviors and demonstrates exceptional job/skill performance.

N/A = Not Applicable: Student has not had opportunity to meet

If a rating of 3 or below is given, the Field Instructor should provide a comprehensive explanation as well as recommendations for improvement in the “comments” section.

The Field Instructor will evaluate the student’s level of achievement and place the appropriate rating on the space indicated. There are two evaluations for each semester; the first at midterm, and the second at the end of each semester. Please note it is acceptable and expected for some practice behaviors to be marked “N/A” during the first field practicum (fall semester). However, by the end of the field practicum (spring semester) students should have had an opportunity to complete all practice behaviors and a rating of “N/A” should not occur. It is expected that the Field Instructor and student will discuss the evaluation prior to the midterm and final site visit with the Social Work Field Education Director.
Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

1) Advocates for client access to the services of social work:

1_____ 2_____ 3_____ 4_____ 5_____ N/A_____  

2) Practices personal reflection and self-correction to assure continual professional development.

1_____ 2_____ 3_____ 4_____ 5_____ N/A_____  

3) Attends to professional roles and boundaries.

1_____ 2_____ 3_____ 4_____ 5_____ N/A_____  

4) Demonstrates professional demeanor in behavior, appearance, and communication.

1_____ 2_____ 3_____ 4_____ 5_____ N/A_____  

5) Engages in career-long (internship-long) learning.

1_____ 2_____ 3_____ 4_____ 5_____ N/A_____  

6) Uses supervision and consultation.

1_____ 2_____ 3_____ 4_____ 5_____ N/A_____  

Comments:

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Section Total____________________ Section Mean_____________________
Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

1) Recognizes and manages personal values in a way that allows professional values to guide practice.

1  2  3  4  5  N/A


1  2  3  4  5  N/A

3) Tolerates ambiguity in resolving ethical conflicts.

1  2  3  4  5  N/A

4) Applies strategies of ethical reasoning to arrive at principled decisions.

1  2  3  4  5  N/A

Comments:

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Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

1) Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom.

1____ 2____ 3____ 4____ 5____ N/A____

2) Analyzes models of assessment, prevention, intervention, and evaluation.

1____ 2____ 3____ 4____ 5____ N/A____

3) Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

1____ 2____ 3____ 4____ 5____ N/A____

Comments:

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Section Total_________________________  Section Mean_________________
Educational Policy 2.1.4—Engage diversity and difference in practice.

1) Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

1____ 2____ 3____ 4____ 5____ N/A____

2) Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

1____ 2____ 3____ 4____ 5____ N/A____

3) Recognizes and communicates their understanding of the importance of difference in shaping life experiences.

1____ 2____ 3____ 4____ 5____ N/A____

4) Views themselves as learners and engage those with whom they work as informants.

1____ 2____ 3____ 4____ 5____ N/A____

Comments:

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Section Total_________________________  Section Mean_________________________
Educational Policy 2.1.5—Advance human rights and social and economic justice.

1) Understands the forms and mechanisms of oppression and discrimination.
1_____ 2_____ 3_____ 4_____ 5_____ N/A_____

2) Advocates for human rights and social and economic justice.
1_____ 2_____ 3_____ 4_____ 5_____ N/A_____

3) Engages in practices that advance social and economic justice.
1_____ 2_____ 3_____ 4_____ 5_____ N/A_____

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Section Total_________________________  Section Mean_________________________
Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

1) Use practice experience to inform scientific inquiry.

1____ 2____ 3____ 4____ 5____  N/A____

2) Uses research evidence to inform practice (learning).

1____ 2____ 3____ 4____ 5____  N/A____

Comments:

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Section Total________________________  Section Mean________________________
Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

1) Utilizes conceptual frameworks to guide the processes of assessment, intervention, and Evaluation.

1_____ 2_____ 3_____ 4_____ 5_____ N/A____

2) Critiques and applies knowledge to understand person and environment.

1_____ 2_____ 3_____ 4_____ 5_____ N/A____

Comments:

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Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

1) Analyzes, formulates, and advocates for policies that advance social well-being.

1____ 2____ 3____ 4____ 5____ N/A____

2) Collaborates with colleagues and clients for effective policy action.

1____ 2____ 3____ 4____ 5____ N/A____

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Section Total____________________  Section Mean____________________
Educational Policy 2.1.9—Respond to contexts that shape practice.

1) Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

1____  2____  3____  4____  5____  N/A____

2) Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

1____  2____  3____  4____  5____  N/A____

Comments:

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Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Educational Policy 2.1.10(a)—Engagement

1) Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.

1____ 2____ 3____ 4____ 5____ N/A____

2) Uses empathy and other interpersonal skills.

1____ 2____ 3____ 4____ 5____ N/A____

3) Develops a mutually agreed-on focus of work and desired outcomes.

1____ 2____ 3____ 4____ 5____ N/A____

Comments:

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Educational Policy 2.1.10(b)—Assessment

1) Collects, organizes, and interprets client data.
1____ 2____ 3____ 4____ 5____ N/A____

2) Assesses client strengths and limitations.
1____ 2____ 3____ 4____ 5____ N/A____

3) Develops mutually agreed-on intervention goals and objectives.
1____ 2____ 3____ 4____ 5____ N/A____

4) Selects appropriate intervention strategies.
1____ 2____ 3____ 4____ 5____ N/A____

Comments:
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Section Total__________________________  Section Mean________________________
Educational Policy 2.1.10(c)—Intervention

1) Initiates actions to achieve organizational goals.
   1_____ 2_____ 3_____ 4_____ 5_____ N/A_____

2) Implements prevention interventions that enhance client capacities.
   1_____ 2_____ 3_____ 4_____ 5_____ N/A_____

3) Helps clients resolve problems.
   1_____ 2_____ 3_____ 4_____ 5_____ N/A_____

4) Negotiates, mediates, and advocates for clients.
   1_____ 2_____ 3_____ 4_____ 5_____ N/A_____

5) Facilitates transitions and endings.
   1_____ 2_____ 3_____ 4_____ 5_____ N/A_____

Comments:

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Section Total_________________________  Section Mean____________________
Educational Policy 2.1.10(d)—Evaluation

1) Social workers critically analyze, monitor, and evaluate interventions.

1____  2____  3____  4____  5____  N/A____  

Comments:

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1. Identify the student’s strengths and outstanding abilities.

2. Identify areas which need continued attention or improvement.
3. Other Comments:

SIGNATURES:

________________________________________________________________________ Date
Student Signature

________________________________________________________________________ Date
Agency Field Instructor Signature

________________________________________________________________________ Date
Social Work Field Education Director

Field Instructor Recommended Grade: ________________________________

Final Grade: ________________