

FOUNDATION YEAR-Student Evaluation

I. Cover Sheet



Student Name _____

Home Phone _____

Work Phone _____

Cell Phone _____

Email _____

(Please Check)

Full-time

Part-time

Field Instructor _____

Work Phone _____ Cell Phone _____

Email _____

Agency _____

Site Address _____

Faculty Liaison _____

Phone Number _____

Email _____

Field Period (please check) Fall Semester Spring Semester Academic Year ____

Field Dates _____

The Evaluation is designed to measure outcomes in achieving program competencies. While there are many variables that contribute to outcomes, it is the quality and nature of the student's performance activity and professional development in demonstrating practice behaviors to achieve each foundation competency that are being measured. The student must be involved in this process. The field instructor and the student should be familiar with the Program competencies and field education practice behaviors for each learning area. The Evaluation measures where the student is relative to the student's growth and development in the relevant Program competency.

II. Program Competencies

Foundation Competencies and Practice Behaviors

Competency 2.1.1 – Identify as a professional social worker and conduct oneself accordingly

At the foundation level, advanced practitioners function as social work professionals who:

- Advocate for access to human services and resources;
- Engage in the professional use of self;
- Engage in career-long learning;
- Use supervision and consultation.

Competency 2.1.2 – Apply social work ethical principles to guide professional practice

At the foundation level, advanced practitioners engage in ethical decision making via applying NASW Code of Ethics and practice within the laws of the State of Ohio. They:

- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and related professional codes of ethics;
- Apply strategies of ethical reasoning to arrive at principled decisions;
- Recognize and integrate personal values in a way that allows professional values to guide practice.

Competency 2.1.3 – Apply critical thinking to inform and communicate professional judgments

At the foundation level, advanced practitioners can discern social work principles and interventions and apply critical thinking based on principles of logic and scientific reasoning. They:

- Evaluate and integrate multiple sources of knowledge, including research and practice-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;
- Demonstrate effective oral and written communication in work with individuals, families, groups, organizations, communities, and colleagues.

Competency 2.1.4 – Engage diversity and differences in practice

At the foundation level, advanced practitioners utilize critical consciousness to recognize and communicate their understanding of the importance of differences in shaping life experiences. They:

- Demonstrate a recognition of how social structure and cultural values may oppress, marginalize, and alienate some, while creating privilege and power for others;
- Demonstrate self-awareness of the influence of personal biases and values in working with diverse groups;
- Treat clients and consumers as teachers about the dimensions of diversity and themselves as learners;
- Recognize and communicate their understanding of the importance of difference in shaping life experiences.

Competency 2.1.5 – Advance human rights and social and economic justice

At the foundation level, advanced practitioners recognize how individuals are marginalized based on differences and work towards eliminating injustice. They:

- Demonstrate an understanding of the forms and mechanisms of oppression and discrimination;
- Advocate for human rights and social and economic justice;
- Engage in social work practice that advances social and economic justice.

Competency 2.1.6 – Engage in research-informed practice and practice informed research

At the foundation level, advanced practitioners understand the value of documentation that leads to evidence-based practice. They:

- Use practice experience to inform scientific inquiry, and use research evidence to inform practice.

Competency 2.1.7 – Apply knowledge of human behavior and the social environment

At the foundation level, advanced practitioners utilize theoretical concepts of development of individuals over the life span and understand the impact of life transitions, as well as the consequences of contexts in which client systems exist. They:

- Utilize conceptual frameworks of human behavior to guide processes of assessment, intervention, and evaluation, and critique and apply knowledge to understand persons-in-environment.

Competency 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services

At the foundation level, advanced practitioners understand how the federal, international, and specifically Ohio Revised Code governs the function of agency-based practice and engage in policy practice. They:

- Identify policy issues arising from practice and community settings;
- Analyze, formulate, and advocate for policies that advance social well-being;
- Collaborate with colleagues and clients for effective policy action.

Competency 2.1.9 – Respond to contexts that shape practice

At the foundation level, advanced practitioners develop an appreciation and understanding of the nature of and uniqueness of service delivery in urban, suburban, and rural areas. They:

- Continuously discover, appraise, and attend to changing locales, populations, and scientific and technological developments, and emerging societal trends to provide relevant services;
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

2.1.10 (a-d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

At the foundation level, advanced practitioners utilize a variety of strategies to engage, assess, intervene, and evaluate client systems in all cultural dimensions.

Competency 2.1.10(a) – Engage with individuals, families, groups, organizations, and communities

At the foundation level, advanced practitioners utilize knowledge, skills, and values to engage clients in an effective manner that creates and maintains clients' participation in the problem solving process. They:

- Prepare for interventions with individuals, families, groups, organizations, and communities;
- Identify and integrate professional social work skills such as relationship building, empathy, observation, communication, and other interpersonal skills;
- Develop a mutually agreed-on focus of work and desired outcomes.

Competency 2.1.10(b) – Assess with individuals, families, groups, organizations, and communities

At the foundation level, advanced practitioners utilize the problem solving process to facilitate the clients sharing appropriate information relative to their human condition. They:

- Collect, organize, and interpret client data;
- Assess client strengths and limitations;
- Develop mutually agreed-on intervention goals and objectives;
- Select appropriate intervention strategies.

Competency 2.1.10(c) – Intervene with individuals, families, groups, organizations, and communities

At the foundation level, advanced practitioners utilize unconditional positive regard in prevention and intervention with clients in a collaborative process. They:

- Initiate actions to achieve organizational goals;
- Implement prevention interventions that enhance client capacities;
- Help clients to develop problem solving skills and problem resolution;
- Negotiate, mediate, and advocate for clients;
- Facilitate clients' developing and maintaining adaptive behaviors;
- Facilitate transitions and endings.

Competency 2.1.10(d) – Evaluate with individuals, families, groups, organizations, and communities

At the foundation level, advanced practitioners build evidence-based practice through evaluating clients' goal attainment and the outcome of the intervention. They:

- Involve clients in the process of analyzing, monitoring, evaluating, and changing intervention strategies to facilitate the clients' attaining their goals.

III. Performance Dimension Scale

Instructions for Rating the Student's Competency Level

Rate the performance of this student's demonstration of practice behaviors that achieved the Program's core competencies. Each competency will be rated on a five point Likert Scale. Each level is defined with examples of the student's performance of the practice behaviors by checking the appropriate number.

A competent student integrates theory with agency mission, goals, policies and procedures that direct the service delivery system. The student is culturally competent and demonstrates a professional demeanor relevant to the agency expectations. The student works with supervision effectively and interacts with agency staff and clients appropriately.

The five rating levels are defined as follows:

RATING	LEVEL	GENERAL DEFINITION
5	Substantially Exceeds Expectations	<u>Outstanding</u> performance; work is consistently expert and consistently exceeds results expected to a substantial degree of a competent student.
4	Exceeds Expectations	<u>Superior</u> performance; most work is characterized by significant accomplishments, consistently performs at a level above that expected of a competent student.
3	Meets Expectations	<u>Solid</u> performance; consistently achieves the results expected of a competent student.
2	Below Expectations	<u>Marginal</u> performance; most work is getting done but not at a level expected of a competent student. Improvement is required.
1	Substantially Below Expectations	<u>Unacceptable</u> performance; work is consistently below standards expected of a competent student. Substantial improvement is required.
NO	No Opportunity	<u>No Opportunity</u> presented to evaluate student on competency.

IV. Practice Behaviors and Outcome Measures

DIRECT PRACTICE

Rate the student's level of performance in Direct Practice learning experiences utilizing the five-level Performance Dimension Scale. The student's demonstrated performance of the practice behaviors should be the basis for your assessment. The rating that most nearly represents the student's performance of practice behaviors is the level at which you should place the student.

Level of Performance

5	4	3	2	1	NO No Opportunity
Outstanding	Superior	Solid	Marginal	Unacceptable	

Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly

- ___ Student understood and was able to communicate to client systems his/her professional role in the agency.
- ___ Student appropriately accessed and utilized agency staff to accomplish assignments.
- ___ Student complied with agency protocol in advocating for client systems.

Competency 2.1.2—Apply social work ethical principles to guide professional practice

- ___ Student integrated social work values, ethics and purpose in direct practice.

Competency 2.1.3—Apply Critical thinking to inform and communicate professional judgments

- ___ Student utilized effective interpersonal verbal and non-verbal communication skills, such as active and reflective listening, paraphrasing, summarizing, clarifying, questioning; body language, eye contact, awareness of personal space.
- ___ Student utilized appropriate, clear, accurate, and correct written communication in agency documentation of accountability and correspondence.

Competency 2.1.4—Engage diversity and difference in practice

- ___ Student interacted with client systems in a manner that conveyed appreciation and respect for client diversity, dignity and worth through utilizing client system strengths and resources.
- ___ Student assessed the impact of discrimination and oppression on his/her client systems and collaborated with the client to restore, maintain and enhance resources, and social functioning.

Competency 2.1.5—Advance human rights and social and economic justice

- ___ Student advocated for the elimination of discrimination and oppression impacting his/her client systems and collaborated with the client to restore, maintain and enhance resources and social functioning.

_____ Student engaged in social work practice that advances social and economic justice for individuals, families, groups, and communities.

Competency 2.1.6 – Engage in research-informed practice and practice-informed research

_____ Student documented the student/client activity utilizing case/progress notes, meetings, and summary recordings in compliance with agency guidelines to inform scientific inquiry.

_____ Student utilized evidence-based practice that effectively informed his/her decision-making in assessment, intervention, and evaluation of client activities.

Competency 2.1.7 – Apply knowledge of human behavior and the social environment

_____ Student assessed intrapersonal components of clients over the life span and integrated universal human needs in the client’s environment for intervention and evaluation.

_____ Student consciously understood and utilized the context of the client’s environment that affected the problem solving process.

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

_____ Student effectively interacted with social workers and other disciplines on behalf of client systems.

_____ Student empowered clients to advocate for themselves.

Competency 2.1.9—Respond to contexts that shape practice

_____ Student utilized the changing social, economic, and political trends to inform service delivery systems.

_____ Student interacted with service populations (*i.e. urban, rural and suburban*) utilizing cultural factors and human dynamics to guide intervention, assessment, and evaluation.

Competency 2.1.10(a)-(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Competency 2.1.10(a) – Engage

_____ Student prepared for initial contact with client by ensuring that his/her knowledge, skills, and values were in sync with his/her preliminary understanding of the client’s human conditions.

_____ Student recognized ethical dilemmas that may exist in preparation for client interaction.

_____ Student demonstrated use of empathy, respect, and worth and dignity of the client to facilitate the client’s sharing his/her human condition.

_____ Student, in collaboration with clients, identified services to individuals, families, small groups, organizations, neighborhoods and/or communities in accordance with agency mission, goals, and quality assurance standards.

_____ Student disseminated pertinent information to clients and staff in compliance with agency protocol.

_____ Student linked client systems to appropriate resources based on client needs.

Competency 2.1.10(b)—Assessment

- ___ Student communicated with all client systems to obtain and analyze in-depth data to provide answers to issues, problems, needs, resources, client strengths and assets and to collaboratively involve the client system in determining intervention strategies and goals.
- ___ Student conducted interviews that enabled the client to share his/her human condition and participated in identifying his/her support systems that can be utilized to implement the planned change process.
- ___ Student worked with client to identify a course of action which recognized the achievement and/or barriers to successful outcomes.
- ___ Student assessed client systems and client change utilizing the person-in-environment perspective.

Competency 2.1.10(c)—Intervention

- ___ Student engaged the client in the development of an appropriate and a mutually agreed-on intervention plan.
- ___ Student implemented collaborative intervention strategies that enhanced client social functioning utilizing referral sources when indicated.
- ___ Student utilized the client's human condition to facilitate change through negotiation, mediation and advocacy.
- ___ Student sought supervision, consultation and literature review to work with the client's goal achievement.
- ___ Student facilitated the client's development and maintenance of adaptive functioning that provided stability within their environment.
- ___ Student facilitated communication between client systems and agency to mediate misunderstandings/disagreements.
- ___ Student utilized a collaborative problem solving process with client systems toward their empowerment to meet their needs.

Competency 2.1.10(d) – Evaluate with individuals, families, groups, organizations, and communities

- ___ Student monitored and evaluated intervention strategies in collaboration with client systems.
- ___ Student utilized research skills to ensure best practices of evidence-based intervention.
- ___ Student facilitated termination and separation of the client-worker relationship by assessing the evaluation results.
- ___ Student developed strategies for feedback on client's maintaining adaptive functioning.

**Please complete this section if your organization required additional practice behaviors/
outcome measures that are specific to the student and the agency.**

**Please comment on student's performance that contributed to the above 'direct practice'
ratings.**

SERVICE IMPACT

Rate the student's level of performance in Service Impact learning experiences utilizing the five-level Performance Dimension Scale. The student's demonstrated performance of the practice behaviors should be the basis for your assessment. The rating that most nearly represents the student's performance of practice behaviors is the level at which you should place the student.

Level of Performance

5 Outstanding	4 Superior	3 Solid	2 Marginal	1 Unacceptable	NO No Opportunity
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Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly

- Student interacted effectively with agency staff and administrators, community agencies and leaders to develop programs and enhance service delivery for identified client populations.
- Student effectively collaborated with community programs and agencies toward ongoing assessment and enhancement of community resources.

Competency 2.1.5—Advance human rights and social and economic justice

- Student engaged in advocacy on behalf of diverse and at risk populations toward social and economic justice, for example, legislative lobbying for services to protect vulnerable persons with chronic illness or disability.

Competency 2.1.6—Engage in research-informed practice and practice-informed research

- Student participated in activities toward program and service delivery development and enhancement.

Competency 2.1.7—Apply knowledge of human behavior and the social environment

- Student assessed agency services and programming within the context of agency mission, goals, accreditation standards, funding resources, and social policy and legislation.
- Student effectively collaborated with community programs and agencies toward ongoing assessment and enhancement of community resources.

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

- Student assessed agency services and programming within the context of agency mission, goals, accreditation standards, funding resources, and social policy and legislation.
- Student identified the strengths, limitations, gaps and duplications in agency programs and services.
- Student identified agency and community policies and procedures that impact work culture and client services, and positively contributed to policy and procedure change.

- Student engaged in advocacy on behalf of diverse and at risk populations toward social and economic justice, for example, legislative lobbying for services to protect vulnerable persons with chronic illness or disability.

Competency 2.1.9—Respond to contexts that shape practice

- Student identified the strengths, limitations, gaps and duplications in agency programs and services.
- Student participated in activities toward program and service delivery development and enhancement.
- Student interacted effectively with agency staff and administrators, community agencies and leaders to develop programs and enhance service delivery for identified client populations.
- Student effectively collaborated with community programs and agencies toward ongoing assessment and enhancement of community resources.
- Student identified agency and community policies and procedures that impact work culture and client services, and contributed to positive policy and procedure change.
- Student complied with agency protocol in advocating for the agency.

Competency 2.1.10(c)—Intervention

- Student complied with agency protocol in advocating for the agency.

Competency 2.1.10(d) – Evaluate with individuals, families, groups, organizations, and communities

- Student worked collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness;
- Student participated on work teams and committees to initiate changes in service delivery.

**Please complete this section if your organization required additional practice behaviors/
outcome measures that are specific to the student and the agency.**

**Please comment on student's performance that contributed to the above 'service impact'
ratings.**

PROFESSIONAL LEARNING

Rate the student’s level of performance in Professional Learning’ learning’ experiences utilizing the five-level Performance Dimension Scale. The student’s demonstrated performance of the practice behaviors should be the basis for your assessment. The rating that most nearly represents the student’s performance of practice behaviors is the level at which you should place the student.

Level of Performance

5 Outstanding	4 Superior	3 Solid	2 Marginal	1 Unacceptable	NO No Opportunity
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Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- ___ Student identified learning objectives and participated in the development of the Student Integrative Learning Contract.
- ___ Student discussed with field instructor assignments and tasks as avenues for professional growth.
- ___ Student made organized, complete, accurate and reflective case presentations.
- ___ Student interacted with other disciplines recognizing their mutual roles and expertise.
- ___ Student accepted and integrated into practice supervisory/consultative feedback.
- ___ Student took increasing responsibility for utilizing field instruction.
- ___ Student accepted accountability for his/her direct practice, service impact and professional learning.
- ___ Student took responsibility for accomplishing learning objectives and incremental assignments and tasks.
- ___ Student accurately documented his/her field performance in time/activity logs, field instruction notes, and agency records of accountability;
- ___ Student adhered to and utilized field setting policies and procedures.
- ___ Student functioned in accordance with professional social work values and ethics.
- ___ Student modified his/her practice and agency activities based on balanced self-evaluation.
- ___ Student applied classroom learning to direct practice, service impact and professional learning.
- ___ Student effectively used personal management skills, such as time, stress, and anger management.
- ___ Student effectively utilized agency experiences, positive or negative, as opportunities for development of professional self and learning.

Competency 2.1.2—Apply social work ethical principles to guide professional practice

- ___ Student distinguished personal values from professional social work values and ethics.
- ___ Student functioned in accordance with professional social work values and ethics.
- ___ Student used analytic skills to critique his/her own work, recognizing both strengths and limitations.

Competency 2.1.3—Apply critical thinking to inform and communicate professional judgments

- ___ Student identified learning objectives and participated in the development of the Student Integrative Learning Contract.
- ___ Student made organized, complete, accurate and reflective case presentations.
- ___ Student accepted accountability for his/her direct practice, service impact and professional learning.
- ___ Student accurately documented his/her field performance in time/activity logs, field instruction notes, and agency records of accountability.
- ___ Student used analytic skills to critique his/her own work, recognizing both strengths and limitations.
- ___ Student applied classroom learning to direct practice, service impact and professional learning.

Competency 2.1.4 – Engage diversity and differences in practice

- ___ Student recognized how social structure and cultural values may oppress, marginalize, and alienate some, while creating privilege and power for others.
- ___ Student demonstrated sufficient self-awareness of the influence of personal biases and values in working with diverse groups.
- ___ Student utilized insights to clients and consumers as areas of learning about the dimensions of diversity and themselves as learners.
- ___ Student recognized and communicated the importance of difference in shaping life experiences.

Competency 2.1.7—Apply knowledge of human behavior and the social environment

- ___ Student utilized the conceptual framework of the person in the environment in completing assessments and interventions.
- ___ Student evaluated the interactions with client systems in the planned change process to ensure that the clients understand their role and responsibilities in contributing to their environments.

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

- ___ Student adhered to and utilized field setting policies and procedures.

Competency 2.1.9—Respond to contexts that shape practice

- Student utilized technology as presented in the field setting and understood its implications for social work practice.

Competency 2.1.10(c)—Intervention

- Student adhered to and utilized field setting policies and procedures.

Competency 2.1.10(d)—Evaluation

- Student accepted and integrated into practice supervisory/consultative feedback.

**Please complete this section if your organization required additional practice behaviors/
outcome measures that are specific to the student and the agency.**

**Please comment on student's performance that contributed to the above 'professional
learning' ratings.**

V. Assessment and Signature Page

OVERALL ASSESSMENT

Areas of Strength:

Areas for Development:

Please comment on the student's overall professional practice and specific areas of expertise:

RECOMMENDED GRADE Satisfactory Fail

Field Instructor Comments: (Please use additional sheets as needed)

Student Comments: (Please use additional sheets as needed)

Required Signatures:

Field Instructor _____ Date _____

I have participated in and read this evaluation and **I agree** **I disagree** with its contents.

Student _____ Date _____

I have reviewed this evaluation and assign a grade of: **Satisfactory** **Fail**

Faculty Liaison _____ Date _____