

School of Social Work, UM-St. Louis, BSW Program Field Experience
Agency Field Instructor's Final Evaluation
SW 4800 (rev. 4/2021)

Student's Name:

Student ID#:

Semester:

Year:

Agency Name:

Field Instructor's Name (Please print):

Phone:

Please complete the evaluation below by placing a check mark in the rating box that is appropriate for the student for each practice behavior identified. Please use the comment area to discuss ways in which the competency was met and identify any areas in which you believe the student is particularly strong or those areas that need improvement.

Competency 1: Demonstrate Ethical and Professional Behavior.					
	Unacceptable 0	Emerging 1	Developing 2	Proficient 3	Exemplary 4
	Performance is generally unacceptable; never meets competency	Inconsistently meets competency	Meets competency at expected level some of the time	Consistently meets competency	Consistently exceeds competency
Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses technology ethically and appropriately to facilitate practice outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses supervision and consultation to guide professional judgment and behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Competency 2: Engage Diversity and Difference in Practice.					
	Unacceptable 0	Emerging 1	Developing 2	Proficient 3	Exemplary 4
	Performance is generally unacceptable; never meets competency	Inconsistently meets competency	Meets competency at expected level some of the time	Consistently meets competency	Consistently exceeds competency
Presents themselves as learners and engage clients and constituencies as experts of their own experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.					
	Unacceptable 0	Emerging 1	Developing 2	Proficient 3	Exemplary 4
	Performance is generally unacceptable; never meets competency	Inconsistently meets competency	Meets competency at expected level some of the time	Consistently meets competency	Consistently exceeds competency
Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

	Unacceptable 0	Emerging 1	Developing 2	Proficient 3	Exemplary 4
	Performance is generally unacceptable; never meets competency	Inconsistently meets competency	Meets competency at expected level some of the time	Consistently meets competency	Consistently exceeds competency
Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

	Unacceptable 0	Emerging 1	Developing 2	Proficient 3	Exemplary 4
	Performance is generally unacceptable; never meets competency	Inconsistently meets competency	Meets competency at expected level some of the time	Consistently meets competency	Consistently exceeds competency
Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitates effective transitions and endings that advance mutually agreed-on goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

Please describe the student's primary strengths and areas for growth.

Strengths:

Growth Areas:

Are there ways in which the social work faculty could have been more helpful to the agency or the student during the course of the practicum?

Is your organization planning any changes (such as in staffing, programming, etc.) of which the University should be aware? Please describe.

Our benchmark for student proficiency on the competencies is an **overall score** of 2.5 or "proficient" on demonstration of the competencies. To calculate this score, add the score for each behavior and divide by 18 (the total number of behaviors). If the student's overall score is less than a 2.5, is it your opinion that this student should receive a passing grade for practicum? Why or why not?

Please place a check mark next to the number that reflects your response to the following questions.

How would you rank this student's effort in completing practicum tasks?

1. Consistent and outstanding
2. Consistent and above average
3. Consistent and average
4. Inconsistent and average
5. Inconsistent and below average

How would you rank this student's level of knowledge and skill compared to a typical BSW student?

1. Outstanding
2. Above average
3. Average
4. Below average
5. Poor

I have reviewed and approved the student's time sheet; the practicum hour requirement has been met.

Field Instructor

Date

By checking this box, I acknowledge that my typed signature is my official signature of record

Student

Date

By checking this box, I acknowledge that my typed signature is my official signature of record

Email forms to:

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