

University of Pennsylvania
School of Social Policy & Practice
3701 Locust Walk
Philadelphia, PA 19104-6214

FIELD PRACTICUM EVALUATION

FALL AND SPRING SEMESTERS OF FIELD WORK

ADVANCED YEAR—CLINICAL PRACTICE

DATE:

PROGRAM:

- TWO YEAR
- THREE YEAR
- DUAL DEGREE
- ADVANCED STANDING

SEMESTER: FALL
 SPRING

YEAR: 20

STUDENT:

AGENCY:

FIELD INSTRUCTOR:

TASK SUPERVISOR (if applicable):

PRACTICE PROFESSOR:

FIELD PRACTICUM EVALUATION GUIDELINES
FOUNDATION – ADVANCED CLINICAL – ADVANCED MACRO

1. Please provide a narrative describing the agency or service in which the student is placed (see “I” in outline below).
2. Please provide a narrative describing the student’s learning opportunities in the agency or service (see “II” in outline below).
3. Provide a rating for each item in the evaluation by *circling* the number that corresponds to your assessment of the student’s demonstrated performance.
4. Provide a narrative in the **Comments** section at the end of each category in order to individualize the student’s experience. *Use an additional page if necessary.*
5. Provide a **Summary** of the student’s field performance, including a description of the Student’s Major Strengths/Challenges and Directions and Goals for Student’s Future Learning.
6. Students are required to complete the final section of the evaluation entitled **Student Evaluation of the Field Learning Experience**.
7. Students and field instructors are required to sign the evaluation to indicate that they have both read it.
8. **Two copies of the evaluation should be sent to the Director of Field Placement.** The Field Placement office will send one copy to the student’s practice professor. The practice professor will provide a grade for the entire course, based both on the written evaluation of the student’s field performance and the student’s performance in class.
9. Please mail two signed copies to the Director of Field Placement. Because these reports are confidential and need to be signed, we request that they not be sent as e-mail attachments.

CODE SHEET FOR RATING SCALE

The standards below refer to the specific skill, understanding, and/or awareness described in Section III, "Student Performance."

0 UNACCEPTABLE

The item described is not understood and not practiced. The student has not yet developed this skill.

1 MARGINAL

The item described is understood but not yet achieved. The student grasps the idea and is beginning to recognize how it might be applied in a given practice situation.

2 SATISFACTORY

The item described is understood and applied in practice although performance is tentative and uneven.

3 GOOD

The item described is understood and performed competently but not consistently.

4 VERY GOOD

The item described is understood and is performed competently and consistently.

5 OUTSTANDING

The item described is performed with proficiency and consistent conscious application.

NOT APPLICABLE (N/A)

The item does not apply to the student's experience. The field instructor does not have evidence needed to make a judgment.

Please complete the following for the first semester evaluation. Second semester indicate specific changes or write N/C if there are no changes. If the space below is insufficient, use an additional page.

I. DESCRIPTION OF THE AGENCY. (Complete first semester; for second semester indicate specific changes or write N/C if there are no changes)

- A. Describe the agency's services, programs, and client population(s). Please note that the term "client" may refer to an individual, family, group, constituency, or entity with which the student is working.
- B. Describe any special circumstances or changes in the setting, staff, or client group that had an impact, either positive or negative, on student's learning.

II. STUDENT LEARNING OPPORTUNITIES.

- A. Summarize student assignments (cases, groups, committees) and additional educational experiences. Indicate:
 - 1. Number of assignments carried this term.
 - 2. Types of assignments (e.g., client age, gender, ethnicity, service needs, psychosocial problem areas).
- B. Other learning opportunities (e.g., conferences, seminars, special committee participation, etc.)

III. STUDENT PERFORMANCE. Evaluate the student's performance in the areas indicated according to this scale:

0 - Unacceptable	1 - Marginal	2 - Satisfactory	3 - Good	4 - Very Good	5 - Outstanding
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A. THE STUDENT AS LEARNER: By the end of this semester the student has demonstrated:

	0	1	2	3	4	5
the capacity to recognize learning style, needs, and goals in collaboration with the field instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
initiative in seeking instruction, support, and constructive criticism from the field instructor to enhance practice skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
initiative in the evaluation of own practice effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to think critically about practice approaches and decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
efficient management of workload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
clarity, coherence and persuasiveness in verbal and written communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
accountability in meeting expectations for documentation of practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
initiative in the use of recordings, assignments, and/or other learning tools to expand practice skills and knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
initiative in effectively using available learning opportunities and resources in the agency (e.g., in-service training, conferences, seminars and other staff)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the commitment to and responsibility for ongoing professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DESCRIBE THE STUDENT'S LEARNING STYLE. *Use an additional page if necessary.*

B. DEVELOPMENT OF PROFESSIONAL VALUES AND ETHICS

By the end of this semester the student has demonstrated:

	0	1	2	3	4	5
commitment to and application of profession values and ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
integration of personal values with professional values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to address the needs of oppressed and vulnerable populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to fulfill professional roles with clients, other professionals, and community members in an ethical and responsible manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to apply ethical values and principles to complex practice situations involving, for example, the duty to warn, child welfare reporting, and informed consent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to promote self-determination within the capacity and context of the client system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to reflect upon and resolve ethical dilemmas in practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DESCRIBE THE FOCUS OF THE STUDENT'S LEARNING ABOUT PROFESSIONAL VALUES AND ETHICS IN THIS SETTING. *Use an additional page if necessary.*

C. ABILITY TO ENGAGE IN CULTURALLY SENSITIVE PRACTICE WITH DIVERSE POPULATIONS

By the end of this semester the student has demonstrated:

	0	1	2	3	4	5
an understanding of clients' situations within the context of clients' cultural experiences and values (includes age, race, religion, sexual orientation, and socioeconomic status)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an understanding of the role of culture and race in the development of world views and cultural identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a recognition of the impact of culture on the worker-client relationship (includes both verbal and nonverbal communication)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an awareness of and comfort with clients having different values, perceptual styles, and belief systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an awareness of and willingness to examine his/her own cultural biases and understand his/her own limitations in cross-cultural practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
respect for the worth and dignity of individuals who vary in cultural, religious, or ethnic affiliation; race; sexual orientation; gender identity; socioeconomic status; age; physical characteristics; and social/emotional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the motivation to understand issues specific to diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an understanding of the impact of racism and discrimination on client functioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an understanding of the impact of social and institutional oppression on client populations, social policies and programs, and professional social work relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DESCRIBE THIS STUDENT'S WORK WITH DIVERSE POPULATIONS IN THIS SETTING. *Use an additional page if necessary.*

D. KNOWLEDGE AND SKILLS FOR ADVANCED PRACTICE

By the end of this semester the student has demonstrated:

	0	1	2	3	4	5
the ability to utilize knowledge of the agency's mission, funding, policies, and procedures in the service of clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to understand how relevant city, state, and federal social policies and programs govern service delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
initiative in advocating for clients/constituencies for needed services or benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to critically evaluate the agency's strengths and limitations in meeting client and community needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
capacity to represent the agency in a professional manner to clients, colleagues, and other members of the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to gather facts, analyze problems, and plan interventions based on a comprehensive assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sound judgment in behavior with clients/constituencies, staff, community members, and collateral contacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
increased self-awareness and professional use of self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to work under pressure, in crisis situations or emergencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to carry out a range of social work roles and use different intervention approaches to meeting the needs of clients, communities, and/or organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to engage in collaborative work with agency staff, other professionals, and the broader community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to evaluate and modify effectiveness of interventions in or strategies for practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to engage client systems in the process of termination, including methods for maintaining gains and access to needed resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to plan, conduct and utilize research to inform social work practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS: *Use an additional page if necessary.*

NA - Not applicable 3 - Good	0 - Unacceptable 4 - Very Good	1 - Marginal 5 - Outstanding	2 - Satisfactory
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E. KNOWLEDGE AND SKILLS FOR CLINICAL PRACTICE WITH INDIVIDUALS AND FAMILIES

By the end of this semester the student has demonstrated:

	NA	0	1	2	3	4	5
differential use of self in engaging a variety of client systems in professional helping relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to formulate assessments based on an understanding of the presenting problem and its biopsychosocial components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to apply a range of theories and models of therapeutic interventions (e.g., psychodynamic, family systems, and cognitive-behavioral perspectives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to incorporate and use family approaches in assessment and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to apply the principles of differential assessment of individuals, families, couples, and groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to establish and implement contracts with clients specifying goals and terms of the work to be done and the responsibilities of all participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to reflect on and effectively use one's self throughout the intervention process (beginnings, middles, and ends)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to recognize affective content, underlying messages and themes embedded in the client's presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to utilize a range of intervention skills in relation to time frames and goals for practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to conduct assessments for and intervene with populations at risk (e.g., suicidal, vulnerable to domestic violence, homeless, frail older adult)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to recognize and monitor his/her own emotional reactions to clients and their situations in order to maximize the effectiveness of his/her practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an understanding of the meaning of loss to clients' lives and the ability to facilitate grief work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS: *Use an additional page if necessary.*

NA - Not applicable 3 – Good	0 – Unacceptable 4 - Very Good	1 – Marginal 5 - Outstanding	2 – Satisfactory
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F. KNOWLEDGE AND SKILLS FOR CLINICAL PRACTICE WITH GROUPS

By the end of this semester the student has demonstrated:

	NA	0	1	2	3	4	5
initiative in determining and establishing groups to meet diverse client needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
skill in recruitment, screening, and group formation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to contract around the stated purpose and mutual goals of a particular group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
skill in facilitating movement through the stages of group development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sensitivity to the needs and roles of individuals in groups and the impact of group dynamics on individual behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to facilitate group problem-solving and decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to negotiate the co-leadership role in groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to maintain group cohesion while dealing with disruptive behaviors or challenges to group process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to reflect on the content and process of the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS: *Use an additional page if necessary.*

IV. SUMMARY. Considering the student’s overall performance, please describe the following:

STUDENT’S MAJOR STRENGTHS AND CHALLENGES:

ACHIEVEMENT OF LEARNING OBJECTIVES AS REFLECTED IN STUDENT’S LEARNING CONTRACT:

DIRECTIONS & GOALS FOR STUDENT’S FUTURE LEARNING:

OVERALL EVALUATION OF STUDENT’S FIELD PERFORMANCE:

- Satisfactory** **Marginal*** **Unsatisfactory**

*Marginal is considered a “borderline pass” for student’s performance in the field. It indicates that the student is having difficulty meeting the learning objectives in his/her field experience.

STUDENT EVALUATION OF THE FIELD LEARNING EXPERIENCE

How would you rate your use of supervision for your own learning?

0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
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How would you rate your growth in the development of professional values and ethics?

0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
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How would you rate your growth in the development of knowledge and skills for agency-based practice?

0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
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To help the SP2 Field Placement Office maintain the most current and useful information for students in the online Field Resource Guide, please describe various learning opportunities in the agency:

COMMENTS: *Use an additional page if necessary.*

Instructor's signature:

Date

Student's signature

Date

Please return two copies of the evaluation to:

**Ms. Anne Weiss
Director of Field Education
University of Pennsylvania
School of Social Policy & Practice
3701 Locust Walk
Philadelphia, PA 19104-6214**