

## **Bachelor of Social Work (BSW) Student Performance Evaluation in Field Education**

This evaluation is designed to provide feedback to the student on the past semester's performance, provide a basis and recommendation for the semester grade, and keep the School of Social Work informed about student performance in the field. Your objective evaluation is helpful to the student and the School.

**Brief Program Description:** The **BSW Program** is designed to prepare students for entry-level generalist social work practice with individuals, groups, families, agencies and communities as "client systems." Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, educate and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development.

Major conceptual frameworks used include:

- Ecological systems;
- Theories of human behavior;
- Empowerment;
- Solution finding from a strengths perspective; and
- Practice with specific attention to populations of the Southwest.

The BSW field placement focuses on the establishment of professional identity, including:

- Integration of professional values and ethics;
- Relationship building skills;
- Strategies of empowerment practice;
- Promotion of social and economic justice;
- The context of the agency and community; and
- Awareness and responsiveness to the diversity of peoples of the Southwest.

**Procedures:** This evaluation form follows the same learning objectives as outlined in the student's learning contract.

1. Evaluate the student's performance within the context of the student's stated evaluation criteria documented on the learning contract.
2. The student and field instructor complete the performance evaluation form together in the electronic data management system.
3. Comments are required with an example of how each skill was demonstrated to support the performance score.
4. The field instructor completes the final copy of the evaluation form and saves it on the data management system.
6. The field liaison meets with the student and field instructor to review the performance evaluation and award the grade.
7. The liaison assures that all electronic signatures are completed on the data management system and reports the grade to the Field Education Office for posting.

---

**Student's Name:**

**ASU ID No.:**

**Semester/Year:**

**Circle Course No.:** SWU 412 **OR** SWU 414

**Field Agency:**

**Field Instructor:**

**Field Liaison:**

***Note: Please enter electronic signature on the last page of this evaluation form.***

The following content areas and expectations have been established for **BSW students**. **Below is the Rating Scale:**

1 Point	2 Points	3 Points	4 Points	N/A = 0 Points
Student consistently failed to engage in the learning process thus resulting in unacceptable performance.	Student occasionally demonstrated expected competency. Needs improvement.	Student consistently demonstrated competency expected for the BSW generalist level.	Student exceeded performance expectation for a BSW generalist student at this phase of professional development.	Student did not have the opportunity to implement assignment and will address in next semester. This rating is to be used for a maximum of <u>five items</u> .

### 1. Professional Values and Ethics: EPAS 2.1.2

*Check box by clicking with electronic cursor.*

Area of Competency	1	2	3	4
A. The student identifies, in practice situations, major values that both support and challenge his/her personal and professional practice of social work. Professional behavior is observed on a routine basis by field instructor and agency personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The student is able to integrate and apply NASW Code of Ethics as observed by field instructor and agency personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: (Note: Begin typing in gray box, which will expand as you type.)				

### 2. Professional Relationship Skills and Professional Roles: EPAS 2.1.1

*Check box by clicking with electronic cursor.*

Area of Competency	1	2	3	4
A. The student engages in appropriate and effective communication with communities, stakeholders, partnering agencies, clients, supervisors, staff and systems of all sizes, as observed by field instructor and agency personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The student is able to appropriately use supervision and consultation as noted by regular attendance at weekly supervision and completed weekly supervision forms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. The student demonstrates awareness of various professional roles necessary in generalist practice, e.g. advocate, broker, case manager, and community organizer, as demonstrated by on case management documentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: (Note: Begin typing in gray box, which will expand as you type.)				

### 3. Responsiveness to Multicultural Society: EPAS 2.1.4

*Check box by clicking with electronic cursor.*

Area of Competency	1	2	3	4
A. The student is observed by field instructor and agency personnel as being able to practice without discrimination and with respect, knowledge, and skills related to clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: (Note: Begin typing in gray box, which will expand as you type.)				

#### 4. Application of Theories of Human Behavior and Practice Frameworks: EPAS 2.1.7

Check box by clicking with electronic cursor.

Area of Competency	1	2	3	4	NA
A. The student is able to implement theoretical frameworks supported by empirical evidence to understand human behavior across the life span and the interaction among individuals, and between families, groups, organizations, and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: (Note: Begin typing in gray box, which will expand as you type.)					

#### 5. Promoting Social and Economic Justice: EPAS 2.1.5

Check box by clicking with electronic cursor.

Area of Competency	1	2	3	4	NA
A. The student recognizes the forms of oppression and discrimination and applies strategies of advocacy and social change to advance social and economic justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: (Note: Begin typing in gray box, which will expand as you type.)					

### GENERALIST SOCIAL WORK PRACTICE SKILLS

#### 6A. Engagement: EPAS 2.1.10(a)

Check box by clicking with electronic cursor.

Area of Competency	1	2	3	4
A. The student is able to recognize the role of culturally appropriate communication and information gathering as demonstrated by client engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The student is able to demonstrate skill in collecting data through the interview process as observed field instructor and/or agency personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. The student is able to demonstrate effective and appropriate recording skills and demonstrates adherence to professional standards of confidentiality in all forms of communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: (Note: Begin typing in gray box, which will expand as you type.)				

#### 6B. Assessment: EPAS 2.1.10(b)

Check box by clicking with electronic cursor.

Area of Competency	1	2	3	4
A. The student is able to formulate written multi-dimensional assessments based on appropriate socioeconomic, ethnic, and cultural factors, including strengths, as demonstrated by written documentation or direct observation by field instructor or agency personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: (Note: Begin typing in gray box, which will expand as you type.)				

**6C. Intervention, Transition and Termination: EPAS 2.1.10(c, d)***Check box by clicking with electronic cursor.*

Area of Competency	1	2	3	4	NA First Semester Only
A. The student is able to develop an intervention plan using an ecological systems framework that is culturally respectful, as demonstrated by written documentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The student is able to demonstrate knowledge of factors involved in client transition or termination as evidenced by complete and concise written documentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: (Note: Begin typing in gray box, which will expand as you type.)					

**6D. Evaluation: EPAS 2.1.10(d)***Check box by clicking with electronic cursor.*

Area of Competency	1	2	3	4	NA First Semester Only
A. The student is able to demonstrate the ability to evaluate the effectiveness of interventions with client systems, and to modify as indicated, based on observation and written documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The student is able to work with assigned clients to regularly review the effectiveness of their intervention plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: (Note: Begin typing in gray box, which will expand as you type.)					

**7. Community Analysis, Organizational Analysis and Macro Intervention Skills: EPAS 2.1.9***Check box by clicking with electronic cursor.*

Area of Competency	1	2	3	4	NA
A. The student will demonstrate an ability to identify community and organizational strengths and needs, and recommend change strategies relevant to the social services agency and populations being served.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: (Note: Begin typing in gray box, which will expand as you type.)					

**8. Social Policy: EPAS 2.1.8***Check box by clicking with electronic cursor.*

Area of Competency	1	2	3	4	NA First Semester Only
A. The student understands that policy affects service delivery and actively engages in policy practice as relevant to the field placement setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: (Note: Begin typing in gray box, which will expand as you type.)					

**9. Professional Research Skills: EPAS 2.1.6***Check box by clicking with electronic cursor.*

Area of Competency	1	2	3	4	NA First Semester Only
A. The student will demonstrate an ability to use current social work research to inform his/her practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: (Note: Begin typing in gray box, which will expand as you type.)					

**PROFESSIONAL GROWTH AND RENEWAL****10. Professional Development: EPAS 2.1.1***Check box by clicking with electronic cursor.*

Area of Competency	1	2	3	4
A. The student regularly utilizes strategies for promoting personal/professional balance, and self-care skills as evidenced through regular observation and weekly supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The student is able to articulate the importance of developing a learning plan for continuing professional education and best practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: (Note: Begin typing in gray box, which will expand as you type.)				

## **BSW Field Placement Grade**

**Recommended Grade:**

**Pass (Y):** Student met the BSW performance standards.

Field Instructor endorses that the student has demonstrated competency in their field placement.

**First Semester (SWU 412):** Student achieved a **minimum score of 2 on all items** on the student performance evaluation.

**OR**

**Second Semester (SWU 414):** Student achieved a **minimum score of 3 on all items** on the student performance evaluation.

**Failed (E):** Student did not meet the BSW performance standards.

**Additional Comments:**

**Field Instructor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Field Liaison's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_