

WURZWEILER SCHOOL OF SOCIAL WORK YESHIVA UNIVERSITY

EVALUATION OF STUDENT PERFORMANCE IN FIELD PLACEMENT

FALL _____ SPRING _____ YEAR _____

Face Sheet – FIRST YEAR

Name of Student _____
(last name) (first name)

Check all that apply: Placement at agency of employment: Yes___ No___ Block ___ Clergy _____

Agency _____

Address _____

Field Instructor Print) _____

Faculty Advisor _____

Period of time covered by evaluation:

a. Dates: From _____ To _____

b. Number of hours in field placement during this period _____

FIELD INSTRUCTOR RECOMMENDATION: PASS () FAIL () OTHER ()

FIELD INSTRUCTOR SIGNATURE: _____ DATE: _____

"I HAVE DISCUSSED AND READ THIS EVALUATION."

STUDENT SIGNATURE: _____ DATE: _____

Description of Student's Field Work Assignments:

1. Practice with Individuals

2. Practice with Families

3. Practice with Groups

4. Practice in Community Social Work

5. Other learning opportunities (meetings, professional development programs, etc.)

Wurzweiler School of Social Work Yeshiva University

EVALUATION OF STUDENT PERFORMANCE IN FIELD PLACEMENT - FIRST YEAR FOUNDATION PRACTICE

Refer to Field Manual for Criteria for Student Performance in Field Placement First Year, p. 20 – 49

STUDENT'S NAME _____

"This is an educational evaluation and is not to be used for employment purposes."

Using the scale below, please rate your student's field work performance in relation to field work skills acquisition and knowledge applying criteria for the first year. Use the space provided after each section to add additional information.

1= Poor	Student's performance is unacceptable
2= Fair	Student shows a beginning ability to use the skill expected for this level
3= Good	Student shows a consistent ability to use the skill expected for this level
4= Very Good	Student's shows skill acquisition beyond expectation for this level
5= Excellent	Student's skill acquisition is exceptional for this level
0=Not applicable	Student has not had the opportunity to learn this skill

PART 1: PRACTICE SKILLS IN BEGINNING PHASE

I. GENERIC PRE-ENGAGEMENT SKILLS

1. Seeks out and utilizes appropriate sources of data in order to access information about the client systems (Individual, family, group, community).

1	2	3	4	5	0
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2. Formulates understanding of how the agency's mission and structure may impact the client systems.

1	2	3	4	5	0
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3. Develops outreach skills related to identification of prospective client systems.

1	2	3	4	5	0
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4. Anticipates clients' feelings about seeking help and services using preparatory empathy to formulate an approach to a client system.

1	2	3	4	5	0
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5. Prepares for first meeting and demonstrates understanding of the worker's role in the formation of the helping relationship.

1	2	3	4	5	0
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6. Demonstrates basic self awareness and understanding of the potential impact differences and similarities may have on the helping relationship.

1	2	3	4	5	0
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7. Shows recognition of clients' issues of vulnerability and/or oppression in the preparatory process.

1	2	3	4	5	0
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(*www.yu.edu/Wurzweiler)

C. CONTRACTING SKILLS

- 1. Makes a clear statement of the purpose and nature of services being offered, defining services according to the boundary created by agency purpose.

1	2	3	4	5	0
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- 2. Demonstrates ability to engage in dialogue about the issues raised within the interactions with client systems, and differentially applies understanding to the specific system.

1	2	3	4	5	0
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- 3. Elicits from members of relevant systems their reactions or views about the services being offered, along with their identification of needs within these parameters.

1	2	3	4	5	0
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- 4. Utilizes the self differentially with regard to voluntary or involuntary clients, client capabilities, as well as within the parameters of the life cycle.

1	2	3	4	5	0
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- 5. Engages with the client system to design a cooperative work effort that identifies tasks and priorities flexibly as these emanate from the interactional process, not primarily as a function of the worker's agenda.

1	2	3	4	5	0
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- 6. Shows application of relevant practice theory to the situation with clients and utilizes self differentially within the framework of practice with individuals, families, groups, communities..

1	2	3	4	5	0
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Please write additional comments related to the student's contracting skills with a client system:

III. ASSESSMENT SKILLS - GENERIC

- 1. Demonstrates beginning ability to identify important factors in the client's situation which impact upon the client's functioning.

1	2	3	4	5	0
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- 2. Distinguishes from among factors those conditions which are environmental and primarily external to the client and those which are internal, including maladaptive patterns.

1	2	3	4	5	0
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- 3. Begins a differential application of theory about individuals, families, groups, communities to guide and enable the formulation of a systematic assessment.

1	2	3	4	5	0
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4. Develops a beginning ability to make quick assessments on the basis of limited knowledge of a situation in order to enable the alleviation of stress on a client system brought about by various factors (i.e. health and mental health crises, employment crisis, role and status change, change in financial or living situation, etc.).

1	2	3	4	5	0
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5. Appropriately applies assessment skills towards the timely or immediate intervention to acquire expert resources for the protection of clients from undue danger.

1	2	3	4	5	0
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7. Utilizes critical thinking to formulate a client assessment that enables development of an action plan to assist client.

1	2	3	4	5	0
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Please write additional comments related to the student's assessment skills with a client system:

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PART 2: PRACTICE SKILLS IN MIDDLE PHASE - INTERVENTION

I. PRACTICE SKILLS IN MIDDLE PHASE WITH INDIVIDUALS

1. Uses partializing, prioritizing, clarifying, summarizing, and focusing skills to enable forward movement.

1	2	3	4	5	0
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2. Provides encouragement and sustainment, and credits clients' positive efforts towards goal attainment.

1	2	3	4	5	0
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3. Lends a vision regarding the current work and provides hope.

1	2	3	4	5	0
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4. Utilizes universalizing and generalizing skills.

1	2	3	4	5	0
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5. Provides feedback about the interaction between worker and various systems.

1	2	3	4	5	0
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6. Conveys ability to listen empathically to a range of feelings and ideas.

1	2	3	4	5	0
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7. Displays recognition of the latent issues being expressed as these are drawn from relevant social work knowledge.

1	2	3	4	5	0
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8. Provides newer perspectives, knowledge, and ideas emanating from critical analyses of person problem situation.

1	2	3	4	5	0
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9. Offers concrete services, resource materials and programmatic aids to client, target and action systems based on integration of knowledge and values.

1	2	3	4	5	0
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10. Demonstrates an ability to utilize self assessment research skills that facilitate evaluation of the effectiveness of one's own practice.

1	2	3	4	5	0
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11. Integrates knowledge about people from diverse backgrounds in practice interventions with client system.

1	2	3	4	5	0
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12. Recognizes and deals with impact of oppression and stereotype on client system.

1	2	3	4	5	0
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Please write additional comments related to the student's middle phase intervention skills with a client:

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II. PRACTICE SKILLS IN MIDDLE PHASE with FAMILIES

1. Demonstrates ability to listen to clients' painful and difficult feelings without prematurely rushing to solutions.

1	2	3	4	5	0
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2. Shows ability to facilitate family communication among members in the context of painful feelings.

1	2	3	4	5	0
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3. Helps family members express feelings to each other.

1	2	3	4	5	0
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4. Shows ability to stay in the process with clients to facilitate problem solving and growth.

1	2	3	4	5	0
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5. Recognizes and deals with impact of oppression and stereotype on family members.

1	2	3	4	5	0
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Please write additional comments related to the student's middle phase intervention skills with families.

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III. PRACTICE SKILLS IN MIDDLE PHASE with GROUPS

1. Reaches for members' varied perceptions and feelings regarding group issues that were identified in the contracting phase. Elicits from members issues and concerns related to the group's defined goals.

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2. Uses the skill of identification to point out commonalities, obstacles and differences among members as they impact problem solving and support.

1	2	3	4	5	0
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3. Uses encouragement skills to foster members' initiative, openness and risk taking behavior as part of the growth process.

1	2	3	4	5	0
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4. Demonstrates knowledge and skill in developing and managing a democratic process.

1	2	3	4	5	0
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5. Teaches, facilitates and models group member skills, such as reaching for feelings, using feedback, and inviting full participation, that enhance the exchange of affect and build support and member growth.

1	2	3	4	5	0
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6. Shows a beginning ability to manage and use conflict as a helping tool.

1	2	3	4	5	0
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Please write additional comments related to the student's middle phase intervention skills with groups:

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IV. PRACTICE SKILLS IN MIDDLE PHASE in COMMUNITY SOCIAL WORK

1. Demonstrates ability to formulate and utilize strategies with action or target systems which have a long range focus. These include mediation, negotiation, advocacy and conflict containment

1	2	3	4	5	0
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2. Utilizes skills such as problem solving, redefinition of the problem, bargaining, educating and offering solutions that facilitate compromise and cooperation.

1	2	3	4	5	0
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3. Invites feedback from community members regarding their relationship with the worker in the worker role.

1	2	3	4	5	0
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4. Recognizes and works with impact of policy on client systems.

1	2	3	4	5	0
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5. Identifies potential conflict laden themes and issues and considers approaches.

1	2	3	4	5	0
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Please write additional comments related to the student's middle phase intervention skills in community organization:

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PART 3: PRACTICE SKILLS IN TERMINATION AND TRANSFER PHASE

- 1. Demonstrates awareness of one's own feelings as a worker about termination and issues that may impact the termination process, and uses field instruction accordingly.

1	2	3	4	5	0
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- 2. Demonstrates awareness of a range of feelings - anger, sadness, denial, guilt, acceptance - and vulnerabilities that client, target or action systems may have related to the termination process, recognizing latent aspects and behaviors in self and others related to termination.

1	2	3	4	5	0
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- 3. Uses ending skills with members of relevant systems, such as taking stock, identifying accomplishments and future work to be done, stopping or continuing service with another staff member and collaboratively planning for transfer in a timely manner.

1	2	3	4	5	0
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- 4. Develops individual plans for continuation of service or referral as needed.

1	2	3	4	5	0
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Please write additional comments related to the student's practice skills in termination phase:

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PART 4: STUDENT'S USE OF PROCESS RECORDINGS, FIELD INSTRUCTION, AND ROLE IN AGENCY

- 1. Meets the requirement of preparing a minimum of 2 process recordings per week utilizing the School's format and submitting these in a timely manner.

1	2	3	4	5	0
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- 2. Records significant data and developments in the process recording.

1	2	3	4	5	0
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- 3. Uses process recording critically and with self reflection for field instruction conferences.

1	2	3	4	5	0
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4. In process recording shows use of appropriate theories to inform practice.

1	2	3	4	5	0
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5. In supervision with field instructor, shows understanding of the educational and professional nature of the supervisory conference.

1	2	3	4	5	0
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6. Shows the ability to ask for, accept, and make constructive use of feedback and criticism by following through on plans of action and changes as suggested during supervisory conferences.

1	2	3	4	5	0
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7. Reports to field placement, to supervisory conferences and to client contacts on time.

1	2	3	4	5	0
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8. Completes agency forms, chart notes and summaries in a timely manner.

1	2	3	4	5	0
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9. Provides prompt and sufficient notification to all parties affected in the event of unavoidable absences.

1	2	3	4	5	0
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10. Relates to and works with agency staff on all levels--professional, clerical and maintenance--as these have a part in his or her responsibility.

1	2	3	4	5	0
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11. As an agency representative, observes principles of confidentiality.

1	2	3	4	5	0
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12. Participates in staff meetings and relates his or her assigned tasks to the total program of the agency by showing understanding of agency policy and purpose.

1	2	3	4	5	0
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13. Demonstrates a growing development of self awareness and self discipline as manifested in efficient and controlled performance.

1	2	3	4	5	0
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14. Shows acceptance of self as a member of a religious, ethnic and/or cultural group as well as the ability to accept and work with persons who differ.

1	2	3	4	5	0
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PART 5: PROFESSIONAL ETHICS

1. Identifies and practices the values of the social work profession in accordance with the NASW Code of Ethics.

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2. Identifies own values and their potential for impacting her or his own practice with a client system.

1	2	3	4	5	0
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3. Demonstrates awareness of ethical dilemmas and their implications for practice and seeks out supervision.

1	2	3	4	5	0
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PART 6: SUMMARY

Please include your overall assessment of the student’s field performance, educational needs, and recommendations for Second Year

**Return Evaluation to: Dr. Ronnie Glassman, Director of Field Instruction
c/o Winter Office – Ms. Frances Montas
OR
c/o Block Office – Ms. Cheryl Hamlett
Wurzweiler School of Social Work Yeshiva University
2495 Amsterdam Avenue, New York, NY 10033**