UNIVERSITY OF OKLAHOMA
THE ANNE AND HENRY ZARROW SCHOOL OF SOCIAL WORK

SWK 5826 Practicum IV Field Education Contract and Student Evaluation

Student:	(Auto) Student Name
Field Instructor:	(Auto) Field Instructor
Practicum Site:	(Auto) Agency
Program/Unit:	[*Schedule Input: Program/Unit*]
Field Liaison:	[*Faculty Liaison Name*]
Semester/Year:	[*Schedule Input: Semester/year*]

Evaluation Instrument SWK 5826

The following evaluation instrument is built into the education contract. This design should assist field instructors as they provide students with ongoing feedback about their performance. When preceptors have been included in the plan for practicum supervision, their feedback must somehow be incorporated into this process.

Although feedback and evaluation are best as an ongoing dialogue, all placements have two (2) official grading periods, one for each course. In full time (block) placements, students receive two final grades for the practicum within one semester, one at mid-practicum and the other at the end of the practicum. In two semester placements, students receive final grades at the end of two consecutive semesters. All evaluations are referred to as the Final **Evaluation**.

At the end of each evaluation period the field instructor and student jointly review the student's performance within nine (9) competency areas in terms of the criteria specified in the field contract. The field instructor then assigns official **Evaluation Instrument ratings** for the practice tasks included under each competency. These ratings must be based on actual performance of the specified criteria, as opposed to anticipated progress during the remainder of the practicum. The field instructor provides a narrative description of "**evidence to support**" all final ratings. Student and instructor together can develop "**strategies to increase competence**," i.e. ways in which practice behaviors and ratings can be further improved. These strategies can actually be developed and recorded throughout the practicum. In this way, feedback and improvement planning can be structured into ongoing development of the education contract, and new ideas can be generated to offer the student the best possible chance to succeed in the practicum. When warranted (see Practicum Grading Policy in the Field Practicum Manual) strategies to increase competence must be developed more formally by the field instructor and faculty field liaison as a school-required **Performance Improvement Plan** and included in the **Evaluation of Student Performance** narrative which appears at the end of the Field Practicum Contract.

On the scale provided after each practice behavior, please indicate *level of performance* by selecting the appropriate value.

AC **Advanced Competence**
   Expertly demonstrates awareness, knowledge and skills as a social work intern.

C **Competence**
   Consistently demonstrates awareness, knowledge and skills as a social work intern.

EC **Emerging Competence**
Demonstrates beginning awareness, knowledge and skills as a social work intern.

IP **Insufficient Progress**
Rarely demonstrates awareness, knowledge and skills as a social work intern.

UP **Unacceptable Progress**
Never demonstrates awareness, knowledge and skills as a social work intern.

* The structure of this evaluation instrument and the rating scale were developed by the Office of Field Education at the University of Texas, Austin.

This section of the Contract includes competencies which establish guidelines for the student's professional approach to the practicum experience. It offers ways that a student may take advantage of the mentoring relationship in the practicum. And, it helps the student situate the practicum in a social services context and begin exploring what it means to be a professional social worker.

All social work students must be familiar with and are bound by the provisions of the University of Oklahoma Anne & Henry Zarrow School of Social Work Student Performance Policy. Included in this policy are standards for professional behavior which must be incorporated into and met this practicum.

A-2 DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR	Work Plans:	Evidence to support rating:
Behaviors: • Actively seek feedback and supervision, and engage in personal reflection and self-correction. • Practice with cultural humility that demonstrates recognition of and ability to utilize the principles included in the NASW Code of Ethics, evidence-based knowledge, and relevant legal and policy-related information. • Represents agency and/or organization in a professional manner in multiple contexts. • Demonstrates competency at an advanced level in verbal, written, and electronic communication in the process of managing professional duties, responsibilities, and appearance		
	Revisions:	**Strategies to increase competence:**

B-2 ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE	Work Plans:	Evidence to support rating:
Behaviors: • Recognize and manage personal and system-level biases as they affect the client-worker relationship within advanced integrative practice.		
• Critically appraises evidence based knowledge and local wisdom of diverse cultures and contexts to advanced integrative practice.		
• Demonstrate and display professional ease in role of learner.		
• Understand and articulate the power and strength of tribal service systems in OK.		
	Revisions:	**Strategies to increase competence:**

C-2 ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE	Work Plans:	Evidence to support rating:
Behaviors: • Apply knowledge, skills and ethics to promote social, economic and environmental justice. [▼] • Advocate for human rights across the micro-macro continuum. [▼] • Participate in improving services, resources, and opportunities for client systems. [▼]		
	Revisions:	**Strategies to increase competence:**

D-2 ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE	Work Plans:	Evidence to support rating:
Practice Behaviors: • Develop a literature review to intervene at the appropriate level (micro, mezzo, or macro). [▼] • Integrate practice and research knowledge for effective decision-making. [▼]		
	Revisions:	**Strategies to increase competence:**

E-2 ENGAGE IN POLICY PRACTICE	Work Plans:	Evidence to support rating:
Behaviors: • Engage in effective policy action with colleagues and clients when possible. [dropdown] • Analyze an organization's policies, procedures and resources to ensure best client service delivery. [dropdown] • Critically appraise recruitment, admissions and hiring, and retention efforts that ensure diverse representation in work force and leadership. [dropdown]		
	Revisions:	**Strategies to increase competence:**

F-2 ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES	Work Plans: ✎	Evidence to support rating: ✎
Behaviors: • Identify and implement trauma-informed and culturally appropriate strategies for engagement with clients and stakeholders. [▼] • Build mutual trust and honor client confidentiality throughout the engagement process with clients and stakeholders. [▼] • Demonstrate the ability to monitor, through time, the quality of engagement, and to differentially offer skills to maintain engagement for optimal client and stakeholder involvement. [▼]		
	Revisions: ✎	Strategies to increase competence: ✎

G-2 ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITUES	Work Plans:	Evidence to support rating:
Behaviors: • Conduct multidimensional assessments that incorporate strengths, assets, and trauma-informed perspective focused on understanding the client or stakeholders' environment and needs. [▼] • Develop, select and adapt assessment methods and tools that respond to dynamic needs of clients and stakeholders. [▼] • Integrate practice wisdom and evidence-informed practices in defining target populations and choosing appropriate interventions. [▼]		
	Revisions:	**Strategies to increase competence:**

H-2 INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES	Work Plans:	Evidence to support rating:
Behaviors: • Demonstrate the use of appropriate crisis intervention strategies. [▼] • Engage in collaborative practice to coordinate client and stakeholder interventions. [▼] • Deliver trauma-informed prevention and intervention practices that develop client and stakeholder capacity [▼] • Apply the most relevant, evidence-informed knowledge, while also appreciating and/or including indigenous and/or rural perspectives in the design, development, and deployment of interventions. [▼] • Engage in ethically responsive transitions and/or terminations. [▼]		
	Revisions:	**Strategies to increase competence:**

I-2 EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITES	Work Plans:	Evidence to support rating:
Behaviors: • Use the scientific method as a guide when designing culturally responsive methods for the evaluation of processes and outcomes. [▾] • Continuously seek, critically consume, and apply evaluation based evidence from the scholarly literature to inform and evaluate practice. [▾] • Apply ethical principles when evaluation is conducted to ensure the protection and dignity of individuals, families, groups, organizations, and communities. [▾] • Provide leadership in effecting sustainable changes in service delivery through the use of evaluation. [▾]		
• Collaborate with clients and stakeholders on evaluation of interventions and/or assessment of practice outcomes. [▾]	**Revisions:**	**Strategies to increase competence:**

Part 1 – WORKPLAN DEVELOPMENT COMPLETION SIGNATURES

Student: (*[Student Name]*): *Workplan Development*

Field Instructor: (*[Practicum Instructor Name]*): *Workplan Development*

Faculty Liaison: (*[Faculty Liaison Name]*): *Workplan Development*

EVALUATION OF STUDENT PERFORMANCE – SWK 5826

I.   The school is interested in measuring the impact of the work completed by practicum students. By this we mean, direct impacts this student has had on **individuals,** the **organization/agency,** and the **community**. Please take a moment to list the top three impacts you think this student has had in one or all of these domains. If you would provide a short narrative describing the specific nature of the impact, it would be very helpful.

Individuals (Examples include, but are not limited to the following: (Clients, staff, colleagues, community members, stakeholders, and/or elected officials):

Did the student directly lead/co-lead or take primary ownership over any of these activities involving individuals? If so, please explain (ex: student completed 10 successful intakes for new clients of the agency.)

Organization (Examples include, but are not limited to the following: Newly created or refined programs, generated professional agency reports, organizational assessment, fund development, policy and procedural changes, trainings and workshops).

Did the student directly lead/co-lead or take primary ownership over any of these activities involving the organization? If so, please explain (ex: student was the primary author on two agency reports involving assessment and program evaluation that were used to inform funding opportunities and strategic plans.)

Community and Broader Impact: (Examples include, but are not limited to the following: Policy advocacy, community inclusion and engagement, community events, neighborhood development efforts, voter registration, participation on community level coalitions, groups, boards, etc., trainings, workshops, and other events geared towards community participation)

Did the student directly lead/co-lead or take primary ownership over any of these activities involving communities and broader level systems? If so, please explain (Student registered 50 people to vote in ward 5 of Oklahoma City.)

II.   Summary of Student Achievement

III.   Student Strengths:

IV.   Student Limitations or Areas Identified for Additional Experience, including Performance Improvement Plans

V.   Student Comments

VI.   Faculty Liaison Comments

Grade Recommendation: [▼]
Before you make your grade recommendation, please review the practicum grading policy in the Field Practicum Manual.

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