

**SOUTHERN CONNECTICUT STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK**

**FIELD INSTRUCTION EVALUATION FORM
SECOND YEAR MSW STUDENTS**

SOCIAL SERVICE MANAGEMENT

NAME OF STUDENT: _____

FIELD INSTRUCTION AGENCY: _____

FIELD INSTRUCTOR: _____

FACULTY ADVISOR: _____

PERIOD COVERED FROM: _____ TO: _____

FALL SEMESTER: _____ SPRING SEMESTER: _____

I. DESCRIPTION OF BASIC AGENCY SERVICE:

II. DESCRIPTION OF LEARNING ASSIGNMENTS (Place the corresponding outcome number after each assignment):

PROFESSIONAL SOCIAL WORK EVALUATION

The student of the social service management concentration will be prepared during the first year for the foundations of generalist social work practice with individuals, families, small groups, communities and organizations. Preparation for a broad range of professional roles, tasks, and processes will be emphasized.

The focus of the second year will be preparation for advanced practice with an emphasis on social service management. The practicum will emphasize demonstrated generalist competence at a more sophisticated level and specialist expertise in social service management interventions with individuals, groups and families. Students are trained in a wide variety of macro intervention strategies and methodologies that are designed to relieve distress among individuals and to improve the functioning of agencies and organizations.

Attention is given to continued rapid social change, racism, sexism, and the pervasive social and economic problems, which have accelerated the distress within families.

GATEKEEPER ROLE OF FACULTY AND AGENCY FIELD INSTRUCTORS

Graduate education requires continuous evaluation of the student. This evaluation includes not only periodic objective evaluations such as grades, performance on examinations, and acceptance of thesis or projects, but also subjective appraisal by faculty of the student's progress and potential.

Continuation in a graduate program is contingent upon positive on-going faculty evaluation of the graduate student's grades, professional or scholarly attributes, and performance in real or simulated professional situations. A student may be suspended or dismissed from a graduate program for deficiencies in any of the foregoing.

The student will need to demonstrate congruence with the values and ethics of the profession, and an understanding of one's own feelings and attitudes about individuals of different cultures, races, genders, sexual orientation and ages. The student must also be able to identify facets of one's own behavior and values, which must be modified to achieve respect for and acceptance of persons whose culture and lifestyle are different from one's own.

II. EVALUATION OF GENERALIST SKILLS:

Second year social service management students are expected to have both a generalist and specialist skill repertoire. Students by the end of the year's field practicum should be applying most skills in practice at a "4" or "5" level. While the scale includes a rating of "6" only to indicate the full range of skill levels, ratings of "6" are not required or expected.

The Field Instructor is asked to rate the student's demonstration of skill in each area on the following scale:

never	partial	once	occasional	frequent	integrated	n/a
1	2	3	4	5	6	0

- 1 NEVER OR NOT ACHIEVED – The student has not yet developed this competency. It is neither understood nor practiced.
- 2 PARTIAL OR UNDERSTOOD BUT NOT ACHIEVED – The student grasps the idea and is beginning to recognize how it might have been applied in a given situation.
- 3 ACHIEVED AT LEAST ONCE – The student demonstrated the competency at least once. Performance is uneven and there is need for time and practice.
- 4 OCCASIONALLY DEMONSTRATED – The competency is applied but there are frequent gaps.
- 5 FREQUENTLY DEMONSTRATED – The competency is used consciously and can be applied as appropriate.
- 6 INTEGRATED – The competency is an integrated part of the student's perspective and is used spontaneously.
- 0 NOT APPLICABLE – The field instructor does not have evidence needed to make this judgment. The student may or may not have developed this competency.

THE FOLLOWING ARE GENERALIST OR FOUNDATION PRACTICE COMPETENCIES WHICH SHOULD HAVE BEEN DEMONSTRATED BY THE END OF THE FIRST YEAR:

never	partial	once	occasional	frequent	integrated	n/a
1	2	3	4	5	6	0

- __1. Knowledge of the **ecosystems perspective** and its application to understanding the interaction between the client system and the social and physical environment and how this interaction influences human growth and development (M6.9 and M6.11);
- __2. Knowledge of the contributions of biological, psychosocial, and sociological **models** to understanding how client systems function (M6.9 and M6.11);
- __3. Understanding of the **historical**, philosophical, and value base informing social work practice and social welfare (M6.5, M6.6, M6.7, M6.9, M.6.10, and M6.11);
- __4. Identification with the **values** and ethical base of the social work profession, specifically the NASW Code of Ethics (M6.5);
- __5. Knowledge of and ability to employ **problem-solving** methods in conducting both micro and macro practice interventions (M6.11);
- __6. Knowledge of the techniques for establishing the **helping alliance** and disciplined use of the self in direct practice with individuals, families, and small groups (M6.11);
- __7. Understanding of organizational dynamics and its application to assessing organizational functioning, as well as developing and implementing **social change** strategies (M6.11);
- __8. Understanding of and ability to apply the skills needed for successful inter and intra-agency professional **collaboration** (M6.11);
- __9. Knowledge of basic concepts of **community** and the techniques specific to developing community-level prevention and advocacy strategies (M6.11);
- __10. Understanding of the relevance of human **diversity** as reflected in race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age and national origin and how these influence the helping relationship for both the worker and the client system (M6.6 and M6.10 and M6.11);

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1	2	3	4	5	6	0

- __11. Knowledge of institutional racism, discrimination, prejudice, and sexism, as well as all forms of human oppression and their effect on the populations-at-risk and the distribution of available resources, social policy formation and **economic and social justice** (M6.6, M6.7 and M6.8);
- __12. Knowledge of the influence of historical, political, social, and economic contexts on national social welfare **policy processes** (M6.7, M6.8 and M6.10);
- __13. Knowledge of the ways in which social **policy impacts** service delivery and organizational structure (M6.9 and M6.10);
- __14. Knowledge of **scientific method** as one of the systematic approaches to inquiry and knowledge building (M6.12);
- __15. Knowledge of **practice and service delivery evaluation** methodologies (M6.12);
- __16. Understanding of her/his own needs for continuing professional development and the ability to use **supervision** proactively (M6.11).

GENERAL SOCIAL SERVICE MANAGEMENT COMPETENCIES

The student demonstrates the following professional social work behaviors in agency based social service management practice:

- __1. Recognize and resolve ethical and professional dilemmas.
- __2. Commitment to prevention at all levels.
- __3. Advocate for consumer rights and needs and the humane delivery of services.
- __4. Identify the needs of high-risk populations.
- __5. Commitment to client empowerment and self help.
- __6. Work toward planned change in service delivery systems.

never	partial	once	occasional	frequent	integrated	n/a
1	2	3	4	5	6	0

SOCIAL SERVICE MANAGEMENT SKILLS COMPETENCIES

The student will demonstrate the following skills competencies in practice:

- __1. Produce relevant “policy analyses” for the organization.
- __2. Implement policy and programs.
- __3. Conduct social work policy and program research and evaluation.
- __4. Complete a planning document that incorporates strategic planning concepts.
- __5. Analyze some aspect of the agency’s budget.
- __6. Develop or improve an agency’s “management information system.”
- __7. Exhibit leadership ability.
- __8. Exhibit management and supervisory ability.

SOCIAL SERVICE MANAGEMENT COMPETENCIES

The student demonstrates the following analytic and interactional behavior in social service management interventions:

- __1. Design and implement program and/or service needs assessments.
- __2. Engage in decision making related to the selection and use of a range of interventions with different size client systems.
- __3. Write and communicate clearly the intervention strategies that are most relevant to the agency or community.
- __4. Document agency progress towards achieving its goals and objectives and develop new strategies for increasing the likelihood of attaining agency goals and objectives.
- __5. Design and implement change strategies to help the organization or agency to better understand its organizational development.

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1	2	3	4	5	6	0

- __6. Actively engage in the implementation of agency policies and programs.
- __7. Identify, develop and use resources within and outside the organizational system.
- __8. Evaluate your own effectiveness as a social work practitioner.
- __9. Understand and respect the role and function of each staff member.
- __10. Work with interdisciplinary teams to prevent, ameliorate, or solve problems impeding both the organizational development and the organization's treatment of clients.
- __11. Mediate in a dispute to resolve differences and find a solution satisfactory to all sides.
- __12. Supervise volunteers, paraprofessionals and social work interns.
- __13. Practice ethically (abide by the NASW Code of Ethics).
- __14. Define best strategies for specific target populations and systems, i.e., children and families, the aged, and health care.

COMPETENCIES RELATED TO THE PROFESSIONAL CONTEXT OF PRACTICE

The student will demonstrate the following professional behaviors and attitudes in agency-based practice:

- __1. Make effective and efficient use of supervision.
- __2. Assumes responsibility for assignments.
- __3. Plan, organizes and completes tasks in a timely fashion.
- __4. Prepares for staff/project conferences and meetings.
- __5. Foster collaborative professional relationships.
- __6. Show commitment to professional values, social and economic justice.
- __7. Represent the role and function of the agency.

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1	2	3	4	5	6	0

- __8. Distinguish the different roles and responsibilities of administrators, staff, and interns.
- __9. Meet agency expectations related to projects and accountability.
- __10. Identify and sort out inter-organizational (outside agency) relationships.
- __11. Use the NASW Code of Ethics to guide practice.
- __12. Use self-awareness and recognize own biases in working with people who are different than self.
- __13. Advances the mission and values of social welfare and social work.
- __14. Demonstrates the ability to take initiative toward increasing knowledge and skills relevant to performance demands.

INTEGRATED SOCIAL SERVICE MANAGEMENT COMPETENCIES

The student will demonstrate the following Social Service Management competencies:

- __1. The ability to establish professional helping relationships with clients **at-risk** and who may differ in social class, race/ethnicity, religion, age, gender, or sexual orientation (M6.6 and M6.8).
- __2. An awareness of the dynamics of socio-cultural **diversity**, and of discrimination and/or oppression based on those differences, and their implications for instituting an effective helping process (M6.6, M6.8, M6.9 and M6.11).
- __3. A degree of professional self-awareness that allows for the **ethical**, creative and effective use of self at any phase of the helping process with diverse client populations in various settings (M6.5, M6.6, M6.8 and M6.11).
- __4. An ability to identify organizational impediments to effective social work practice and to influence and change agency **policies** and procedures (M6.10).
- __5. An ability to identify gaps or barriers in social policies that impede effective social work practice or **economic and social justice** and to modify or to initiate policies (M6.5.3, M6.7 and M6.10).

never	partial	once	occasional	frequent	integrated	n/a
1	2	3	4	5	6	0

- __6. An ability to assess her/his own needs for continuing **professional development**, to use supervision proactively, and to seek out opportunities for continuing education and development.
- __7. An ability to employ a wide variety of macro intervention strategies and methodologies that are designed to relieve distress among individuals and to improve the functioning of agencies and organizations (M6.4).
- __8. An understanding of the procedures necessary for knowledgeable decision-making in program development and design (M6.10).
- __9. The successful application of policy development and planning skills to “real world” conditions (M6.10).
- __10. An ability to assess the adequacy of policy in relation to human needs (M6.10).
- __11. An ability to use planned action to develop and change policy (M6.7, M6.10).
- __12. An appreciation of the complexities involved in entering into an organizational system for purposes of conducting evaluative research (M6.12).
- __13. An ability to apply research-based knowledge and skills in the helping process and to **evaluate** one’s own practice and the programs of one’s agency (M6.10, M6.11 and M6.12).
- __14. An ability to apply the methodology of the evaluation process in social work to social service settings (M6.10, M6.11 and M6.12).
- __15. An ability to apply the evaluation process as a tool for decision making (M6.10, M6.11 and M6.12).
- __16. An ability to use community resources creatively (M6.5.3).
- __17. An ability to work effectively with diverse individuals and cultural situations (M6.5.5).

V. THIS STUDENT HAS PERFORMED IN THE FIELD PRACTICUM FOR THE SEMESTER AT THE FOLLOWING LEVEL:

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MARGINAL

SATISFACTORY

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SIGNATURE OF FIELD INSTRUCTOR _____ DATE: _____

SIGNATURE OF STUDENT: _____ DATE: _____

TO THE STUDENT: Your signature indicates that you have read this evaluation. In the event you do not agree with any aspect of this judgment of your performance by your instructor, append a statement describing your specific disagreements and reasons for them.