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**BSW Student Assessment**

**The School of Social Work Assessment Plan requires all Field Educators to keenly observe and assess the overall performance of each assigned student. This assessment helps the school to determine the extent to which the student has demonstrated mastery of Field Education Learning Objectives and overall program educational objectives. The Plan consists of three (3) sections; the Performance Summary Sheet (Section 1), the Field Education Learning Objectives (Section II), and the School of Social Work Educational Objectives (Section III).  
  
We recognize that there will be different paces and patterns to student learning, as well as the opportunities to learn practice skills enumerated in the objectives. When making educational assessments, Field Educators should recall that skills are learned selectively and develop over time so that students need to be assessed according to assignments and expectations for their level of training.**

**This assessment asks Field Educators to evaluate the quality of student performance.**

1. Student Name:
2. Course: (Please circle). 491 492
3. Agency:
4. County:
5. Field Educator:
6. Field Advisor:
7. Semester Year:
8. Date:
9. Hours of Placement:
10. Briefly describe the student’s assignments with individuals, families, groups, communities, and organizations. Describe the types of client systems and presenting problems and specific learning assignments, with particular attention to issues of diversity. Please describe other assignments if applicable.
11. Summarize student’s progress highlighting their strengths and struggles. Include information on student’s skills in providing services to individuals, families, groups,communities, and organizations and the ability to work with collaterals (use additional pages if necessary).
12. Overall Assessment: (Please circle one)

Exceeds Meets Does Not  
Expectations Expectations Meet Expectations

**Complete questions 13-15 only for students enrolled in SW 492 Field Education II**

1. If you had the opportunity, would you hire this student? (Please circle one)

Yes No

1. If yes, explain:
2. If no, explain:

**The student is able to:**

1. **I. Skills of Ethical Decision Making:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | *1  (Not Applicable)* | *2  (Failing Level)* | *3 (Below Expected Level)* | *4 (At Expected Level)* | *5 (Above Expected Level)* | *6  (Outstanding Level)* |
| 1. Recognize the salient legal and ethical dilemmas confronting social workers in practice with individuals, families, groups, communities, and organizations and seek appropriate consultation when necessary. |  |  |  |  |  |  |
| 2. Practice within the values and ethics of the social work profession as set forth in the NASW Code of Ethics. |  |  |  |  |  |  |
| 3. Practice with an understanding and respect for the positive value of diversity |  |  |  |  |  |  |
| 4. Identify relevant laws and professional standards in guiding professional communication and conduct. |  |  |  |  |  |  |
| 5. Recognize and reconcile the difference between personal and professional values, understanding the reality of professional and other sanctions. |  |  |  |  |  |  |

1. **When using Not Applicable, Please Explain:**
2. **I. Skills of Ethical Decision Making:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | *1  (Not Applicable)* | *2  (Failing Level)* | *3 (Below Expected Level)* | *4 (At Expected Level)* | *5 (Above Expected Level)* | *6  (Outstanding Level)* |
| 6. Recognize cultural beliefs found within the client system and identify generalist social work practice skills aimed at promoting the health and well-being of client systems. |  |  |  |  |  |  |
| 7. Articulate interpersonal obstacles between self and others, particularly as they are affected by differences such as class, age, race, ethnicity, religion, gender, sexual orientation, and physical or mental abilities. |  |  |  |  |  |  |
| 8. Distinguish clearly their own views and realities from those of others, and refrain from judging others based on these differences. |  |  |  |  |  |  |
| 9. Internalize social work practice principles and be able to generalize them to other situations. |  |  |  |  |  |  |
| 10. Meet the guidelines of an agency for record keeping and reporting in accordance with agency policy and principles of sound social work practice. |  |  |  |  |  |  |
| 11. Appreciate how the history of social welfare as an institution as well as the history, mission and philosophy of the social work profession affect contemporary practice situations. |  |  |  |  |  |  |
| 12. Utilize accepted principles of science to organize information and knowledge for an understanding of practice tasks. |  |  |  |  |  |  |

1. **When using Not Applicable, Please Explain:**
2. **III. Skills of Task Management:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | *1  (Not Applicable)* | *2  (Failing Level)* | *3 (Below Expected Level)* | *4 (At Expected Level)* | *5 (Above Expected Level)* | *6  (Outstanding Level)* |
| 13. Organize their schedules so that work is managed with timeliness and quality. |  |  |  |  |  |  |
| 14. Come to placement regularly and on time. |  |  |  |  |  |  |
| 15. Communicate in advance to all affected parties whenever there is an interruption of planned attendance or task completion. |  |  |  |  |  |  |
| 16. Assume responsibility for identifying appropriate alternatives when a change in plans is necessary. |  |  |  |  |  |  |
| 17. Recognize priorities among competing tasks and allocate time appropriately. |  |  |  |  |  |  |

1. **When using Not Applicable, Please Explain:**
2. **IV. Skills of Professional Behavior:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | *1  (Not Applicable)* | *2  (Failing Level)* | *3 (Below Expected Level)* | *4 (At Expected Level)* | *5 (Above Expected Level)* | *6  (Outstanding Level)* |
| 18. Identify appropriate personal conduct and professional boundaries in keeping with all applicable laws and professional standards. |  |  |  |  |  |  |
| 19. Ask for help and appropriately raise questions about the agency, their own practice skills and agency client systems especially those at risk due to gender, sexual orientation, age, race, culture, class, religion and physical or mental ability. |  |  |  |  |  |  |
| 20. Use criticism constructively and maintain a continuous self-reflective stance about ones’ self and one’s own practice. |  |  |  |  |  |  |
| 21. Understand one’s own practice strengths and weaknesses, and use this information in developing plans for professional development. |  |  |  |  |  |  |

1. **When using Not Applicable, Please Explain:**
2. **V. Skills of Professional Relationship:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | *1  (Not Applicable)* | *2  (Failing Level)* | *3 (Below Expected Level)* | *4 (At Expected Level)* | *5 (Above Expected Level)* | *6  (Outstanding Level)* |
| 22. Identify elements of professional role and function. |  |  |  |  |  |  |
| 23. Establish cooperative and respectful relationships with other agency professionals and staff. |  |  |  |  |  |  |
| 24. Raise questions and express opinions in appropriate ways and in appropriate forums, demonstrating respect for others. |  |  |  |  |  |  |
| 25. Demonstrate the ability to engage, maintain and appropriately terminate helping relationships with diverse client groups, colleagues, organizations and communities. |  |  |  |  |  |  |
| 26. Demonstrate knowledge about the effects of oppression and discrimination on individuals, families, groups, and communities. |  |  |  |  |  |  |
| 27. Recognize conflicts of interests and seek assistance for resolution. |  |  |  |  |  |  |

1. **When using Not Applicable, Please Explain:**
2. **VI. Skills of Communication**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | *1  (Not Applicable)* | *2  (Failing Level)* | *3 (Below Expected Level)* | *4 (At Expected Level)* | *5 (Above Expected Level)* | *6  (Outstanding Level)* |
| 28. Demonstrate an ability to tune in and engage a wide range of client systems demonstrating a knowledge of and sensitivity to differences. |  |  |  |  |  |  |
| 29. Identify latent content and emotions by observing non-verbal behavior and exploring that which is not verbalized by client systems. (“listening underneath words”). |  |  |  |  |  |  |
| 30. Effectively use process recordings to communicate their learning progress to the supervisor. |  |  |  |  |  |  |

1. **When using Not Applicable, Please Explain:**
2. **VII. Skills of Generalist Practice:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | *1  (Not Applicable)* | *2  (Failing Level)* | *3 (Below Expected Level)* | *4 (At Expected Level)* | *5 (Above Expected Level)* | *6  (Outstanding Level)* |
| 31. Demonstrate the ability to integrate practice theory in work with client systems of all sizes (individuals, families, groups, organizations, and communities). |  |  |  |  |  |  |
| 32. Integrate the purpose, function, and structure of their agency, and the service functions and roles of social workers in that setting. |  |  |  |  |  |  |
| 33. Demonstrate a developing awareness of social, political and economic justice for client systems of all sizes and a beginning ability to identify, promote, and advocate for client resources and opportunities. |  |  |  |  |  |  |
| 34. Use systematic assessment methods to evaluate one’s own practice. |  |  |  |  |  |  |
| 35. Demonstrate the ability to employ interventions with client systems of all sizes, based upon a strengths perspective. |  |  |  |  |  |  |
| 36. Demonstrate the ability to engage client systems of all sizes. |  |  |  |  |  |  |
| 37. Demonstrate a beginning ability to identify, access resources and opportunities, to redress injustice affecting client systems of all sizes. |  |  |  |  |  |  |
| 38. Demonstrate the ability to effectively collect and assess information in planning for service delivery to client systems of all sizes. |  |  |  |  |  |  |

1. **When using Not Applicable, Please Explain:**

**For 492 Field Education Assessment only**

**Please complete the assessment for students enrolled in SW 492.**

**Overall Assessment of Barry University’s School of Social Work BSW Educational Objectives.**

1. **To what extent does your student demonstrate the following capacities:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | *1  (Not Applicable)* | *2  (Failing Level)* | *3 (Below Expected Level)* | *4 (At Expected Level)* | *5 (Above Expected Level)* | *6  (Outstanding Level)* |
| 39. Apply critical thinking skills within the context of professional social work practice; |  |  |  |  |  |  |
| 40. Understand the value base of the profession and its ethical standards and principles, and practice accordingly; |  |  |  |  |  |  |
| 41. Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race religion, sex, and sexual orientation; |  |  |  |  |  |  |
| 42. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice; |  |  |  |  |  |  |
| 43. Understand and interpret the history of the social work profession and its contemporary structures and issues; |  |  |  |  |  |  |
| 44.. Demonstrate the ability to engage client systems of all sizes. |  |  |  |  |  |  |
| 45. Apply knowledge and skills of a generalist social work perspective to practice with systems of all sizes; |  |  |  |  |  |  |
| 46. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities; |  |  |  |  |  |  |
| 47. Analyze, formulate, and influence social policies; |  |  |  |  |  |  |
| 48. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions; |  |  |  |  |  |  |
| 49. Use communication skills differentially across client populations, colleagues, and communities; |  |  |  |  |  |  |
| 50. Use consultation and supervision appropriate to social work practice; |  |  |  |  |  |  |
| 51. Function within the structure of organizations and social service delivery systems and seek necessary organizational change. |  |  |  |  |  |  |

1. **When using Not Applicable, Please Explain:**

**Summary and Conclusion:**

1. **Summarize student’s progress this semester only, highlighting their strengths and struggles. Include information on student’s skills in providing services to individuals, families, groups, communities, and organizations and the ability to work with collaterals.**
2. **Semester Recommendation (Please indicate *Credit* or *No Credit* or *Incomplete*)**
3. **Student’s completion of this survey states the review and receipt of this Evaluation.  Any disagreements with evaluation content should be submitted to the Director of Field Education by separate Memorandum within one week of signature date.**

**Field Educator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SIGNATURE DATE**

**Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SIGNATURE DATE**

**Field Advisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SIGNATURE DATE**

**Field Education\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**ACCPETED UPLOADED**