



WEST CHESTER UNIVERSITY GRADUATE SOCIAL WORK DEPARTMENT

Confidentiality Statement

The information you provide to SWEAP is valuable to the social work program that sent you this survey and educators nationally. Your feedback informs program improvement efforts. SWEAP will only share information collected on this form with the Social Work education program sponsoring this assessment.

Clicking "Submit and Finalize" on this survey indicates that you consent to have your data collected. Your participation to improve SW education is appreciated and voluntary.

Thank You.

Assessment of Field Practicum Performance: Specialized Year

End-of-Semester Evaluation

Evaluation of student performance in field practicum is an assessment of practice competency. In accord with the 2015 Educational Policy and Accreditation Standards from the Council on Social Work Education, students are expected to develop and demonstrate competency in nine core practice areas.

The goal of this evaluation is to provide an opportunity for students and Field Instructors to reflect on and assess the development of these competencies. It is designed to be a collaborative process.

As you evaluate your student(s) please consider the our MSW Program's specialization, *Advanced Practice with Individuals, Families, and Communities*. The approach to advanced social work practice addresses well-being from a trauma-informed, recovery perspective grounded in human rights. Focusing on human rights as the key to social justice and sustainable wellness, social work practitioners regularly engage advocacy, policy and research. Our unique, simulation-based curriculum provides students opportunities to demonstrate competency in utilizing this approach as they prepare to respond to complex and contemporary issues in a range of interprofessional settings.

During the Specialization Year of the curriculum, students take three concurrent practice courses in the fall semester: one on Individuals, one on Families and one on Communities. This content is synthesized in an Integrative Seminar in the spring semester. Throughout the Specialization Year, students are also engaged in a field placement where they have opportunities to practice skills, demonstrate knowledge and values, and engage cognitive and affective processes.

We evaluate overall student competency in this specialized form of practice through observation of behaviors demonstrating nine distinct competencies.

To assure that students in all field settings are maintaining a focus on our three areas of specialization, we require students to identify three learning goals specific to Individuals, Families and Communities.

The Field Instructor rates the practice behaviors according to the following scale:

Student's Name

Which campus location does your student attend?

- | | |
|-----------------------|--------------|
| <input type="radio"/> | Philadelphia |
| <input type="radio"/> | West Chester |

Scale	Performance Measure	Description	Definition
5	Mastered Performance	The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.	Mastered: "somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.
4	Superior Performance	The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.	Superior: "surpasses competent in one or more ways." Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.
3	Competent Performance	The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.	Competent: "having enough skill or ability to do something well." Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.
2	Inadequate Performance	The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.	Inadequate: "failing to reach an expected or required level or standard." Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.
1	Lacking Performance	The intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.	Lacking: "missing, not present or available." Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.

#1: Demonstrate Ethical and Professional Behavior

Develop, manage, and maintain professional relationships with individuals, families, and communities from strengths-based, human rights, and social justice orientations	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance professional strengths and work to overcome limitations and challenges through a commitment to lifelong professional development, including supervision and consultation	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and use knowledge of relationship dynamics, including power differentials in work with individuals, families, and communities to support recovery and enhance resiliency	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply ethical reasoning to address dilemmas in work with individuals, families, and communities	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distinguish, appraise, and integrate multiple sources of knowledge to inform professional decisions in practice with individuals, families, and communities	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate professional decisions and outcomes to individuals, families, and communities and other professionals in effective written and oral format	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Comments:

#2: Engage Diversity and Difference in Practice

Utilize a range of engagement, assessment, and intervention strategies for individuals, families, and communities with unique identities	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage diversity and difference in practice to enhance inclusive, critical evaluation of practice strategies for individuals, families, and communities	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use knowledge of the effects of oppression, discrimination, and trauma on individuals, families, and communities to guide assessment, planning, intervention and advocacy often at the group and organizational levels	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Comments:

#3: Advance Human Rights and Social, Economic, and Environmental Justice

Implement change strategies to advance human rights and social, economic, and environmental justice for individuals, families, and communities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Promote human rights-based lens within social work practice settings	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Engage individuals, families and communities in addressing discriminatory policies	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Assess and develop mechanisms to address inequitable distribution of resources	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

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Comments:

#4: Engage in Practice-Informed Research and Research-Informed Practice

Evaluate, select, and utilize research-informed practices in assessment and intervention with individuals, families, and communities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Participate in the generation of social work practice knowledge through research and practice	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Commit to continual monitoring of practice effectiveness	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

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Comments:

#5: Engage in Policy Practice

Analyze, formulate and advocate for policies that advance social well-being of individuals, families, and communities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Develop plans to advance social policy change in collaboration with administrators, consumers, community partners and/or legislators to affect policies and practices that advance social and economic well-being of individuals, families, and communities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

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Comments:

#6: Engage with Individuals, Families, and Communities

Work collaboratively with individuals, families, and communities to establish goals and outcomes	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Identify and use knowledge of relationship dynamics, including power differentials, in work with diverse individuals, families and communities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

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Comments:

#7: Assess Individuals, Families, and Communities

Use research-informed and collaborative assessment strategies to arrive at an understanding of individual, family, and community strengths and limitations	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Assess readiness for change in individuals, families, and communities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Assess the strengths of individuals, families, and communities to enhance resiliency and recovery	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Assess interactions of individuals, families, and communities with their larger social contexts	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

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Comments:

#8: Intervene with Individuals, Families, and Communities

Critically evaluate and select best practices and research-informed interventions that enhance individuals', families', and communities' resiliency, support recovery, and build capacity	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Implement practice strategies for a range of presenting concerns including strengths based, trauma-informed, preventative and ecologically engaged interventions	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Facilitate transitions and endings of present services	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Work collaboratively with groups and organizations to affect systemic change that is sustainable and enhances social and economic well-being of individuals, families, and communities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

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Comments:

#9: Evaluate Practice with Individuals, Families, and Communities

Evaluate one's own practice effectiveness	1 ●	2 ●	3 ●	4 ●	5 ●
Use research knowledge and skills, and practice experiences to continuously improve service delivery to individuals, families, and communities	1 ●	2 ●	3 ●	4 ●	5 ●
Synthesize and differentially apply culturally relevant theories of human behavior to guide evaluation of work with individuals, families, and communities	1 ●	2 ●	3 ●	4 ●	5 ●

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Comments:

End-of-Semester: Overall Evaluation

Please check one of the following (BOXES CAN BE CHECKED ELECTRONICALLY):

- ☐ This student's practice behaviors have consistently met or exceeded expectations this semester in Field Practicum. S/he is prepared for the next stage of practice.
- ☐ This student's practice behaviors have not consistently met expectations this semester in Field Practicum. S/he may not be prepared for the next stage of practice.
- ☐ This student's practice behaviors did not meet expectations this semester in Field Practicum. S/he is not prepared for the next stage of practice.

Please elaborate in narrative form on your overall evaluation

Signatures

Student signature (optional)

By typing your name below, you are "signing" this assessment.

Field Instructor signature

By typing your name below, you are "signing" this assessment.

Save My Choices Above

Clicking "Submit and Finalize" on this survey indicates that you consent to have your data collected. Your participation to improve SW education is appreciated and voluntary.

Submit And Finalize My Responses Above