



THE UNIVERSITY OF CHICAGO
SCHOOL OF SOCIAL SERVICE ADMINISTRATION

Core Quarterly Evaluation

Date: _____

Student: _____ Quarter: _____ Cumulative # Hours Completed: _____
(Expected total hours: FT: min. 480; EEP: 400)

Organization: _____

Field Instructor: _____ Task Supervisor: _____

SSA Field Consultant: _____

Field Work Assignment(s):

Briefly describe the nature of tasks in which the student has been engaged this quarter:

Assessment of Performance in the Field: At the end of each quarter (or date specified if EEP student), the student and field instructor should meet and discuss their perspectives on the student's progress in relation to the competencies and practice behaviors identified in the Learning Contract. The student is to be rated on a four point scale using the following criteria. Please ask the student to complete a self-assessment for each practice behavior and discuss as part of the periodic evaluation process. Complete narrative summary. Both the field instructor and student should sign the Field Instructor's Report and turn into the Field Consultant.

Rating Scale: It is assumed that expectations for student learning will increase over the three quarters and that performance is assessed for competency development appropriate for first-year master's students.

1. Minimal: Student not responding to field instruction/training opportunities despite problem solving efforts
2. Emerging: Can discuss concept with examples in supervision; has had limited opportunities to practice
3. Moderate: Student demonstrates skill with minimal guidance and takes initiative for learning
4. High: Consistently high level of competence

1. Identify as a professional social worker and conduct oneself accordingly.

Social workers:

• advocate for client access to the services of social work;	Student	<input type="text"/>	F.I.	<input type="text"/>
• practice personal reflection and self-correction to assure continual professional development;	Student	<input type="text"/>	F.I.	<input type="text"/>
• attend to professional roles and boundaries;	Student	<input type="text"/>	F.I.	<input type="text"/>
• demonstrate professional demeanor in behavior, appearance, and communication;	Student	<input type="text"/>	F.I.	<input type="text"/>
• engage in career-long learning; and	Student	<input type="text"/>	F.I.	<input type="text"/>
• use supervision and consultation.	Student	<input type="text"/>	F.I.	<input type="text"/>

Strategies to reinforce and increase competence:

2. Apply social work ethical principles to guide professional practice.

Social workers:

• recognize and manage personal values in a way that allows professional values to guide practice;	Student	<input type="text"/>	F.I.	<input type="text"/>
• make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;	Student	<input type="text"/>	F.I.	<input type="text"/>
• tolerate ambiguity in resolving ethical conflicts; and	Student	<input type="text"/>	F.I.	<input type="text"/>
• apply strategies of ethical reasoning to arrive at principled decisions.	Student	<input type="text"/>	F.I.	<input type="text"/>

Strategies to reinforce and increase competence:

3. Apply critical thinking to inform and communicate professional judgments.

Social workers:

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Student

F.I.

Student

F.I.

Student

F.I.

Strategies to reinforce and increase competence:

4. Engage diversity and difference in practice.

Social workers:

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Student

F.I.

Student

F.I.

Student

F.I.

Student

F.I.

Strategies to reinforce and increase competence:

5. Advance human rights and social and economic justice.

Social workers:

- | | | | | |
|---|----------------|----------------------|-------------|----------------------|
| • understand the forms and mechanisms of oppression and discrimination; | Student | <input type="text"/> | F.I. | <input type="text"/> |
| • advocate for human rights and social and economic justice; and | Student | <input type="text"/> | F.I. | <input type="text"/> |
| • engage in practices that advance social and economic justice. | Student | <input type="text"/> | F.I. | <input type="text"/> |
-

Strategies to reinforce and increase competence:

6. Engage in research-informed practice and practice-informed research.

Social workers:

- | | | | | |
|---|----------------|----------------------|-------------|----------------------|
| • use practice experience to inform scientific inquiry; and | Student | <input type="text"/> | F.I. | <input type="text"/> |
| • use research evidence to inform practice. | Student | <input type="text"/> | F.I. | <input type="text"/> |
-

Strategies to reinforce and increase competence:

7. Apply knowledge of human behavior and the social environment.

Social workers:

- | | | | | |
|---|----------------|----------------------|-------------|----------------------|
| • utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and | Student | <input type="text"/> | F.I. | <input type="text"/> |
| • critique and apply knowledge to understand person and environment. | Student | <input type="text"/> | F.I. | <input type="text"/> |
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Strategies to reinforce and increase competence:

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social workers:

- utilize an understanding of the policy environment to guide practices that advance social well-being.

Student

F.I.

Strategies to reinforce and increase competence:

9. Respond to contexts that shape practice.

Social workers:

- participate effectively in organization's change efforts; and
- demonstrates interest and initiative to promote meaningful changes in service delivery and quality.

Student

F.I.

Student

F.I.

Strategies to reinforce and increase competence:

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Engagement: Social workers:

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Student

F.I.

Student

F.I.

Student

F.I.

Strategies to reinforce and increase competence:

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (continued)

Assessment: Social workers:

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Student

F.I.

Student

F.I.

Student

F.I.

Student

F.I.

Strategies to reinforce and increase competence:

Intervention: Social workers:

- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Student

F.I.

Student

F.I.

Student

F.I.

Student

F.I.

Strategies to reinforce and increase competence:

Evaluation: Social workers:

- critically analyze, monitor, and evaluate interventions.

Student

F.I.

Strategies to reinforce and increase competence:

Evidence to Support Ratings and Summary Statement: What are student's primary areas of strength? What are areas that are in need of improvement? Please describe plan for learning next quarter:

Field Consultants routinely make one site visit per year with field instructor and student. Do you have additional need for a Field Consultant Visit? ☐ Yes ☐ No

Recommended Grade: ☐ Pass ☐ Marginal Pass "D" ☐ Fail

I have read the evaluation:

Student's Signature _____ Date _____

☐ Additional comments or reservations are attached

Field Instructor's Signature _____ Date _____

Field Consultant's Signature _____ Date _____