**Dominican University**

**Graduate School of Social Work**

7900 E. Division St.

Priory Campus

River Forest, IL 60305

**SWK 611/651: FIELD WORK GOALS AND PERFORMANCE EVALUATION**

**Military Concentration**

 **Semester I (611, December) Semester II (651, April)**

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| --- | --- |
| **Student:** | **Field Instructor:** |
| **Agency:** | **Field Faculty:** |

**Please read these instructions before proceeding further. They contain essential information about completing this evaluation.**

**Directions for completing the Learning Agreement and Performance evaluation:**

This form is turned in four times to the DU Field Instructor (at the beginning and end of each semester) and is a joint process between the Student, the Field Instructor and the DU Field Faculty. The DU Field Faculty is available for consultation about completing this agreement.

**Learning Agreement Process**

* The student and Field Instructor should review this form and set expectations of skill achievement of practice behaviors in the first semester and indicators of attainment of the practice behaviors in the second semester.
* The form should be completed **within the first three weeks of each semester** (Fall and Spring).
* Specific Activities to demonstrate the chosen Practice Behaviors must be added in the section following each competency. A single internship activity in this section may demonstrate more than one practice behavior, but it should be clearly indicated which practice behavior is being met by which activity (e.g. Student will complete psychosocial assessments with incoming clients 10.3, 10.4, 10.6)
* The completed form will serve as a Learning Agreement and **must be submitted to the Field Faculty by Session 4**
* Any listed Practice Behaviors not covered in Semester I, must be addressed in Semester II.

Evaluations are to be a joint process between the Student, the Field Faculty, and the Field Instructor.

The 10 Goals that are specified in this evaluation form reflect our military concentration and are based on the competencies established by our national accrediting organization (the Council on Social Work Education). Under each goal/competency statement are several practice behaviors that we ask that you rate according to the following criteria

Please use the following scale when assessing student's progress:

5 = The student has excelled in this area

4 = The student is functioning above expectations for students in this area

3 = The student has met the expectations for students in this area

2 = The student has not as yet met the expectations in this area, but there is hope that the student will meet the expectations in the near future

1 = The student has not met the expectations in this area, and there is not much hope that the student will meet the expectations in this area in the near future

N/A = Not applicable as the student has not had the opportunity to demonstrate competence in this area

Space for comments is provided after each competency. Feedback for each competency is required, with particular attention to noting student growth and areas for further growth. Such feedback contributes to the student's learning and provides objective justification for the score given.

The goal of this evaluation is to provide essential information about the student’s performance in the field placement. These practice behaviors measure the student’s skill in providing services in the family centered, globally focused concentration. Students with these skills will be able to work with widely diverse families and ethnic, cultural and social backgrounds. In the course of their work with families, they will be able to use internationally defined concepts of social justice and human rights to ensure that families can meet the challenges facing them. This evaluation will be integrated into the field faculty’s calculation of the student’s grade in field.

This form and instructions are adapted from Zastrow, C.H. (2012). *Social work with groups: A comprehensive workbook.* (8th Ed.). Belmont, CA: Brooks/Cole, pp. 65-71

**Competency #1: Student identifies as a professional social worker and conducts himself/herself accordingly.**

Social Workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

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| **1.1:** Engage in lifelong learning, supervision, and consultation to enhance knowledge and skills needed to work effectively with service members, veterans, their families, and their communities.  |  |  |  |  |  |
| **1.2**: Practice self-reflection and continue to address personal biases and stereotypes to build knowledge and dispel myths regarding service members, veterans, their families, and their communities.  |  |  |  |  |  |
| **1.3:** Demonstrate professional demeanor that reflects awareness of and respect for military and veteran cultures.  |  |  |  |  |  |
| **1.4**: Recognize boundary and integration issues between military and veteran cultures and social work values and ethics.  |  |  |  |  |  |

**Student and Field Instructor should list the activities that the Field Instructor will use to measure the student’s achievement by the end of the semester:**

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| **Describe how student achieved the competency in their performance of the activities:**  |

**Competency #2: Student applies social work ethical principles to guide his or her professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

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| --- | --- | --- | --- | --- | --- |
|  | 5 | 4 | 3 | 2 | 1 |
| **2.1:** Employ strategies of ethical reasoning in an environment that may have policy and value conflicts with social work service delivery, personal values, and professional ethics.  |  |  |  |  |  |
| **2.2:** Identify the military culture’s emphasis on mission readiness, support of service, honor, and cohesion and how it influences social work service delivery at the micro, mezzo, and macro levels.  |  |  |  |  |  |
| **2.3**: Recognize and manage appropriate professional boundaries within the military and veteran context.  |  |  |  |  |  |

**Student and Field Instructor should list the activities that the Field Instructor will use to measure the student’s achievement by the end of the semester:**

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| **Describe how student achieved the competency in their performance of the activities:**  |

**Competency # 3:Student applies critical thinking to inform and communicate professional judgments.**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

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| **3.1:** Analyze the unique relationships among the client, the family, and military, and various veterans’ organizations.  |  |  |  |  |  |
| **3.2:** Use professional judgment to meet the needs of all involved clients.  |  |  |  |  |  |
| **3.3**: Analyze appropriate models of assessment, prevention, intervention, and evaluation within the context of military social work.  |  |  |  |  |  |
| **3.4:** Demonstrate effective oral and written communication using established DoD/VA professional standards and practices. |  |  |  |  |  |

**Student and Field Instructor should list the activities that the Field Instructor will use to measure the student’s achievement by the end of the semester:**

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| **Describe how student achieved the competency in their performance of the activities:**  |

**Competency # 4: Student engages diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experience may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

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|  | 5 | 4 | 3 | 2 | 1 |
| **4.1:** Manage potential conflicts between diverse identities within and among individuals and the military and veterans’ organizations.  |  |  |  |  |  |
| **4.2:** Manage potential conflicts between personal feelings/expression and collective/institutional responsibility.  |  |  |  |  |  |
| **4.3:** Recognize the potential risk and protective factors among diverse populations and communities that may be the result of military service. |  |  |  |  |  |
| **4.4:** Communicate with a culturally responsive approach that includes service members with varying statuses including active duty/retired, guard/reserves, combat/garrison, and so forth. |  |  |  |  |  |

**Student and Field Instructor should list the activities that the Field Instructor will use to measure the student’s achievement by the end of the semester:**

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| **Describe how student achieved the competency in their performance of the activities:**  |

**Competency # 5: Student advances human rights and social and economic justice**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

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|  | 5 | 4 | 3 | 2 | 1 |
| **5.1:** Identify and analyze conflictual responses and potential consequences to conflicts between basic human rights and military life and duty experience.  |  |  |  |  |  |
| **5.2:** Advocate at multiple levels for service parity and reduction of service disparities for the diverse service member populations.  |  |  |  |  |  |
| **5.3:** Identify the needs of military and veteran individuals, families, and communities to civilian providers and workplace management |  |  |  |  |  |
| **5.4:** Teach skills to promote self-sufficiency, self-advocacy, and empowerment within the context of practice and culture. |  |  |  |  |  |

**Student and Field Instructor should list the activities that the Field Instructor will use to measure the student’s achievement by the end of the semester:**

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| **Describe how student achieved the competency in their performance of the activities:**  |

**Competency # 6: Student engages in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidenced-based interventions, evaluation their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

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|  | 5 | 4 | 3 | 2 | 1 |
| **6.1:** Locate, evaluate, and analyze current research literature related to military social work.  |  |  |  |  |  |
| **6.2:** Evaluate research to practice with service members, veterans, families, and their communities.  |  |  |  |  |  |
| **6.3:** Analyze models of assessment, prevention, intervention, and evaluation within the context of military social work. |  |  |  |  |  |
| **6.4:** Apply different literature and evidence-informed and evidence-based practices in the provision of services across the DoD/VA continuum of care and services. |  |  |  |  |  |

**Student and Field Instructor should list the activities that the Field Instructor will use to measure the student’s achievement by the end of the semester:**

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| **Describe how student achieved the competency in their performance of the activities:**  |

**Competency # 7: Student applies knowledge of human behavior and the social environment**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

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|  | 5 | 4 | 3 | 2 | 1 |
| **7.1:** Recognize and assess social support systems and socioeconomic resources specific to service members, veterans, their families, and their communities.  |  |  |  |  |  |
| **7.2:** Recognize the impact of military transitions and stressful life events throughout the family’s life course.  |  |  |  |  |  |
| **7.3:** Identify issues related to losses, stressors, changes, and transitons over the life cycle of services members, veterans, their families, and their communities in designing interventions. |  |  |  |  |  |
| **7.4:** Demonstrate the ability to critically appraise the impact of the social environment on the overall well-being of service members, veterans, their families, and their communities. |  |  |  |  |  |

**Student and Field Instructor should list the activities that the Field Instructor will use to measure the student’s achievement by the end of the semester:**

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| **Describe how student achieved the competency in their performance of the activities:**  |

**Competency # 8: Student engages in policy practice to advance social and economic well-begin to deliver effective social work services**

Social worker practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

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| --- | --- | --- | --- | --- | --- |
|  | 5 | 4 | 3 | 2 | 1 |
| **8.1:** Communicate effectively with various veterans’ service organizations to provide effective social work services and accurate benefits, entitlements, and services information to clients, their family members, and their communities.  |  |  |  |  |  |
| **8.2:** Apply knowledge to the Uniform Code of Military Justice.  |  |  |  |  |  |
| **8.3:** Use social policy analysis as a basis for action and advocacy with the chain of command and within federal agencies. |  |  |  |  |  |
| **8.4: Respond to civilian and governmental inquiries (e.g. congressional inquiry).**  |  |  |  |  |  |

**Student and Field Instructor should list the activities that the Field Instructor will use to measure the student’s achievement by the end of the semester:**

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| **Describe how student achieved the competency in their performance of the activities:**  |

**Competency # 9: Student responds to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

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|  | 5 | 4 | 3 | 2 | 1 |
| **9.1:** Assess service systems’ history, friends, and innovations in social work practice with service members, veterans, their families, and/or their communities.  |  |  |  |  |  |
| **9.2:** Apply knowledge of practice within the military context to the development of evaluations, prevention plans, and treatment strategies.  |  |  |  |  |  |
| **9.3:** Use information technologies and organizational analysis techniques for outreach, planning multiyear projections, for service delivery to service members and the veteran populations as well as their families and their communities. |  |  |  |  |  |

**Student and Field Instructor should list the activities that the Field Instructor will use to measure the student’s achievement by the end of the semester:**

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| **Describe how student achieved the competency in their performance of the activities:**  |

**Competency # 10: Student engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

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| **Engagement (A)** | 5 | 4 | 3 | 2 | 1 |
| **10(a).1:** Recognize the unique issues and culture presented by the service member, veteran, and/or family member client.  |  |  |  |  |  |
| **10(a).2:** Establish a culturally responsive therapeutic relationship that addresses the unique issues associated with confidentiality and reporting requirements within a military context.  |  |  |  |  |  |
| **10(a).3:** Explain the nature, limits, rights, and responsibilities of the client who seeks services.  |  |  |  |  |  |
| **10(a).4:** Explain the stigma, risks, and benefits of seeking or not seeking services.  |  |  |  |  |  |
| **10(a).5:** Engage with military leadership, the unit, veteran service organizations, and/or family members.  |  |  |  |  |  |
| **10(a).6:** Demonstrate a knowledge base related to risk and protective factors associated with deployment, military service, and other aspects of life and role transitions that service members and veterans experience.  |  |  |  |  |  |
| **10(a).7:** Demonstrate knowledge related to health and mental health illnesses, injuries, and outcomes for service members, veterans, their families and their communities.  |  |  |  |  |  |
| **Assessment (B)** | 5 | 4 | 3 | 2 | 1 |
| **10(b).1:** Select and modify appropriate multisystemic intervention strategies based on continuous clinical assessment of military or veteran issues.  |  |  |  |  |  |
| **10(b).2:** Use differential and multiaxial diagnoses that take into consideration signature injuries as well as other military related illnesses and injuries.  |  |  |  |  |  |
| **10(b).3:** Use empathy, cultural responsiveness, and other interpersonal skills in completing an assessment.  |  |  |  |  |  |
| **10(b).4:** Assess coping strategies to reinforce and improve adaptation to life situations and transitions while also empathizing ways of coping with readjustment from military to civilian life.  |  |  |  |  |  |
| **Intervention (C)** | 5 | 4 | 3 | 2 | 1 |
| **10(c).1:** Use a range of appropriate clinical and preventive interventions for various injuries, diagnoses, and psychosocial concerns identified in the assessment, including crisis intervention and advocacy strategies as needed.  |  |  |  |  |  |
| **10(c).2:** Engage clients in ongoing monitoring and evaluation of practice processes and outcomes.  |  |  |  |  |  |
| **10(c).3:** Demonstrate the capacity to reflect on one’s own responses (e.g. affect and world views) that influence the progress in and the completion of treatment.  |  |  |  |  |  |

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| **Evaluation (D)** | 5 | 4 | 3 | 2 | 1 |
| **10(d).1**: Use clinical and program evaluation of the process and/or outcomes to develop best practice interventions and programs for a range of bio-psycho-social-spiritual conditions.  |  |  |  |  |  |
| **10(d).2**: Evaluate practice to determine the effectiveness of the applied intervention on military/veteran issues.  |  |  |  |  |  |

**Student and Field Instructor should list the activities that the Field Instructor will use to measure the student’s achievement by the end of the semester:**

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| --- |
| **Describe how student achieved the competency in their performance of the activities:**  |

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| --- |
| **SEMESTER I Overall Evaluation:** |

|  |
| --- |
| Please check one of the following at the Semester I evaluation. At the Semester II evaluation do NOT complete this section. |
|  | This student is exceeding expectations in field placement  |
|  | This student is performing above expectations in the field placement (move to second row) |
|  | This student is meeting the expectations of a field placement student |
|  | This student is functioning somewhat below the expectations of a field placement student. There is a question whether this student will be ready for beginning level social work practice by the end of placement. |
|  | This student is functioning below the expectations of a field placement student. There is considerable concern that this student will not be ready for beginning level social work practice by the end of placement. This student should perhaps be encouraged to pursue another major. |
|  |  |

**Summary:**

Please complete an overall assessment of the student, with particular attention to their growth and areas for further growth in the next semester:

This section is to be completed at the end of the first semester of the Student's Field Placement (December).

P**lease complete the following statistical information (estimate if exact numbers are not available):**

|  |  |
| --- | --- |
| Number of hours in placement |  |
| Number of supervisory hours |  |

 **Yes No**

|  |  |  |
| --- | --- | --- |
| Individual cases carried during semester |  |  |
| Direct client contacts |  |  |
| Groups shadowed  |  |  |
| Groups co-facilitated or facilitated during semester |  |  |
| Families (including couples) carried during semester |  |  |
| Collateral contacts |  |  |
| Elderly client contacts |  |  |
| Referrals to community resources |  |  |
| Psychosocial assessments completed |  |  |
| **SEMESTER II Overall Evaluation** |

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| Please check one of the following at the Semester II evaluation. ***At the Semester I evaluation do NOT complete this section.*** |
|  | This student has excelled in skill development of nearly all the practice behaviors.  |
|  | This student has demonstrated above expectations in skill development of nearly all the practice behaviors.  |
|  | This student has met the expectations of the development of skill of the practice behavior.  |
|  | This student has not met some of the expectations in skill development of the practice behaviors.  |
|  | There is serious doubt about the student’s ability to demonstrate skill in the practice behaviors.  |

**Summary:**

Please complete an overall assessment of the student, with particular attention to their growth over the academic year and growth areas for continued development as a professional social worker:

**This section is to be completed at the end of the second semester of the Student's Field Placement (April).**

P**lease complete the following statistical information (estimate if exact numbers are not available):**

|  |  |
| --- | --- |
| Number of hours in placement |  |
| Number of supervisory hours |  |

 **Yes No**

|  |  |  |
| --- | --- | --- |
| Individual cases carried during semester |  |  |
| Direct client contacts |  |  |
| Groups shadowed  |  |  |
| Groups co-facilitated or facilitated during semester |  |  |
| Families (including couples) carried during semester |  |  |
| Collateral contacts |  |  |
| Elderly client contacts |  |  |
| Referrals to community resources |  |  |
| Psychosocial assessments completed |  |  |

Please sign and submit this form four times: after the Fall Semester I Learning Agreement Meeting (week 4), the Semester I Evaluation Meeting (week 14), the Spring Semester II Learning Agreement Meeting (week 3) and the Semester II Evaluation Meeting (week 14).

 Field Instructor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My Field Instructor has discussed this evaluation with me and I have received a copy. My agreement or disagreement follows below:

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| --- | --- |
|  | I agree with the evaluation. |
|  | I do not agree with the evaluation for the reasons stated below. |

**Comments:**

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Dated: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Faculty Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dated: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Faculty Comments: