

Introduction



Several instruments are used to evaluate different dimensions of the student's performance in field instruction. Each of these components and their inter-relationships are explicated in the following section.

Components of Evaluation and Grade Determination



1. Student Field Instruction Plan

The three phases of the student's field instruction plan are reviewed and assessed to determine if the student met the stated performance objectives. The faculty liaison will be consulted by the Coordinator of Field Instruction to determine how closely the student fulfilled the middle phase of the plan, which outlines the specific generalist tasks to be accomplished during the course of the semester.

2. Evaluation of Student Performance

The agency field instructor completes two evaluations on the student. During the block placement, a mid-term and a final evaluation is submitted during the semester. The final evaluation is a continuum with certain skills listed as attainable at the end of the block placement. The student's performance is rated based on a five point rating scale.

The final evaluation assesses the student's progress toward generalist professional practice in three areas: the student as a learner, professional and a practitioner. Supervision, value awareness, agency knowledge and skills, communication skills and the use of problem solving skills are all covered under these areas. The skills are applicable to individuals, groups, organizations and the community. Additionally, it is broken down into three sections. The student as the learner, professional and practitioner.

These evaluation instruments are reviewed by the student and agency field instructor prior to submitting the forms to the Coordinator of Field Instruction. If the student disagrees with the evaluation, he or she should specify the areas of dissension in writing, sign it, and attach as an addendum to the evaluation form.

3. Weekly Field Conference

The field instruction student and faculty liaison meet on a weekly basis to discuss the student's field activities, concerns, growth and development, attainment of generalist practice skills, ethical and value dilemmas, setting status, quality of field supervision, and related issues. If the faculty liaison is unavailable to meet with the student on a weekly basis, the Coordinator of Field Instruction will arrange weekly field instruction meetings.

4. Weekly Log

Student activity is monitored through written reports. The student prepares a summary of events that have taken place as he/she interacts with individuals, groups, organizations and communities. He/she may also make a presentation in a seminar meeting on the techniques used by the student to achieve the desired goals of the field instruction plan. (See Appendix)

5. The Seminar Component of SWK 407

The seminar permits field instruction students in different settings to share and benefit from their numerous and varied learning experiences. The seminar is held every week for two hours to evaluate, discuss, and interpret group's learning needs. Once certain learning needs are identified, a student agreement is reached as to the resources needed in the seminar to fill in gaps in learning or enhance opportunities for enrichment. Students work in small sub-committees on various activities, such as planning lectures from social work professionals in the North Alabama region, gaining computer literacy skills, arranging to share significant field experiences with each other, maintaining a method of distributing information on professional conferences, workshops and seminars in the local community and the region, arranging to attend local, regional and national conferences, and improving interpersonal and relationship building skills.

6. Grade Determination

The following criteria are used for assigning field instruction grades:

- Adhering to and updating the field instruction plan in a timely manner. The plan must be completely filled out with all appropriate signatures.
- Completing all assigned field instruction seminar projects within specified guidelines and time period.
- Demonstrating an appropriate level of effectiveness in the field as measured by the field evaluations.
- Demonstrating personal and professional growth and development.
- Maintaining an ongoing schedule of weekly field liaison meetings with faculty liaison.

The student is expected to participate in the evaluation of the field experience by identifying areas, in which she or he requires specific learning experiences, and initiating and/or participating in discussions of how to best address particular educational needs. Learning needs can be added to the field instruction plan.

In addition, the student completes an evaluation of the placement and agency field instructor.

All written evaluations and other pertinent information, regarding the student's performance in field instruction, are made available to the student in accordance with Public Law 93-380, the Family Educational Rights and Privacy Act of 1974, Buckley Amendment.

Students receiving a failing grade in practicum are referred to the BSW Program faculty for an assessment conference. If the decision is made to not terminate the student from the Social Work Program enrollment, the student will be given a second opportunity to re-take the practicum course.

Students, who make a second "D" or "F" in the same Social Work course, including Field Instruction, will be required to meet with the Undergraduate Program faculty to arrange a referral to the University counselors for a career assessment and change of major plan. Students who demonstrate unethical behavior and/or unprofessional conduct, while practicing in an agency will meet with the Undergraduate Social Work faculty to assess the student's suitability for generalist practice.