

SOCIAL WORK DEPARTMENT, UW-OSHKOSH  
Applied Generalist Practice I and II  
Final Evaluation Form

Student \_\_\_\_\_ Semester \_\_\_\_\_

Agency \_\_\_\_\_

Agency Field Instructor \_\_\_\_\_

Applied Generalist Practice is a two-semester course sequence in which the major objective is competence as a generalist social work practitioner. In the first semester, the student's level of progress toward competence is the standard for evaluation. Supervisory impressions and feedback are invaluable to the student's development toward this goal. In the second semester, the student is expected to achieve autonomy and competence at the beginning level of professional social work practice. The Department of Social Work defines generalist social work practice as:

The generalist approach to social work practice, supported by concepts drawn from social systems theory and utilizing an ecosystems perspective, is attentive to both person and environment and their interactions. Generalist practice is based on research-guided knowledge and uses a planned change process to determine the level or levels of intervention - individual, family, group, organization and/or community - appropriate to addressing the issues presented. It recognizes the profession's dual purpose and responsibility to influence social as well as individual change. Particular attention is given to work with diverse populations incorporating ideologies of democracy, humanism and social justice. Overarching and influencing the generalist approach are the values and ethics of the profession.

The final evaluation form is both a progress and summative evaluation tool. It lists the headings of the four major sections of goals identified on the Student Learning Contract (SLC). The grade (Pass/Fail) is assigned by the Faculty Field Instructor. The field agency practicum accounts for 60% and the seminar for 40%. The Agency Field Instructor is asked to complete the evaluation form by:

- 1) **ranking the student's skill using the criteria below, and**
- 2) **commenting upon the student's strengths as well as areas that need attention.**

4 = Outstanding	Demonstrates functioning which consistently meets and exceeds performance standards on all the indicators listed for meeting a learning goal in the SLC. Sustains a very high level of proficiency in professional role performance with minimal supervisory instruction.
3 = Exceeds Standards	Demonstrates progress toward meeting performance standards on most, if not all, of the indicators listed for meeting a learning goal in the SLC. Reaches a very satisfactory level of proficiency in professional role performance, and effectively applies what is learned from supervisory instruction.
2 = Meets Standards	Demonstrates progress toward meeting performance standards on most indicators listed for meeting a learning goal in the SLC. May require some additional instruction but appears to take responsibility for learning and without being a serious threat to professional role requirements.
1 = Needs Improvement	Demonstrates functioning somewhat below expected performance standards on one or more indicators listed for meeting a learning goal in the SLC. Performance is inconsistent or unreliable in one or more of the indicators. Requires closer monitoring and remedial instruction. Proficiency needs to improve in order to minimally meet the professional performance standard for the respective learning goal. Performance may be a potential threat to professional role requirements.
0 = Does Not Meet Standards	Demonstrates functioning well below expected performance standards on more than one indicator listed for meeting a learning goal in the SLC. Performance is consistently unreliable and unresponsive to supervisory instruction. Performance is at risk with respect to carrying out professional role requirements. Consequently, there is serious concern about the student's performance.

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- 4 = Outstanding
  - 3 = Exceeds Standards
  - 2 = Meets Standards
  - 1 = Needs Improvement
  - 0 = Does Not Meet

A. Agency and Community Practice Skills

- \_\_\_\_\_ Demonstrates understanding of the agency's historical purpose and present mission.
- \_\_\_\_\_ Demonstrates understanding of relationships among agency, societal problems and social welfare institutions.
- \_\_\_\_\_ Demonstrates understanding of formal and informal policies, procedures, and decision making processes on client and agency functioning.

Student strengths:

Learning needs:

B. Interpersonal Practice Skills

- \_\_\_\_\_ Demonstrates the ability to form and maintain relationships with individuals, families, groups, organizations and communities.
- \_\_\_\_\_ Effectively engages clients who are in crisis.
- \_\_\_\_\_ Demonstrates the ability to listen effectively, elicit accurate information and assist clients in problem solving throughout interventions with individuals, families, groups, organizations and communities.
- \_\_\_\_\_ Demonstrates the ability to request and provide relevant evaluation and feedback about professional practice skills, intervention effectiveness and attainment of program goals.
- \_\_\_\_\_ Demonstrates developing self awareness.
- \_\_\_\_\_ Demonstrates the ability to effectively advocate for self and others.
- \_\_\_\_\_ Demonstrates understanding of social justice and sensitivity to special populations through interaction with clients and colleagues.

Student strengths:

Learning needs:

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- 4 = Outstanding
  - 3 = Exceeds Standards
  - 2 = Meets Standards
  - 1 = Needs Improvement
  - 0 = Does Not Meet

C. Assessment, Intervention, and Evaluative Practice Skills

- \_\_\_\_\_ Demonstrates verbally and in written form the ability to conduct assessments, develop plans and implement problem solving interventions with individuals, families, groups, organizations and communities.
- \_\_\_\_\_ Identifies and assesses situations where relationships between and among people need to be initiated, improved, restored, protected or terminated.
- \_\_\_\_\_ Utilizes a systematic framework for carrying out assessment with all system sizes.
- \_\_\_\_\_ Utilizes and selects appropriate professional role (educator, broker, enabler, mediator, advocate, etc.) consistent with the needs of the practicum setting.
- \_\_\_\_\_ Involves client system and others throughout the intervention process.
- \_\_\_\_\_ Demonstrates understanding of uniqueness and differences within cultural and ethnic groups.
- \_\_\_\_\_ Demonstrates knowledge of the generalist perspective to social work practice and appropriately applies theoretical models guiding practice.
- \_\_\_\_\_ Effectively evaluates practice.
- \_\_\_\_\_ Demonstrates the ability to utilize research skills including the application of critical thinking, inductive and deductive logic, objective analysis and scientific method in evaluating agency services and other's research.
- \_\_\_\_\_ Demonstrates an understanding of how the selective use of data and methodology can promote discrimination and oppression of persons and groups.
- \_\_\_\_\_ Understands how objective data may influence social welfare policy and how it may be used to promote equitable distribution of resources, access to services and opportunities, or the potential of research in furthering social justice.

Student strengths:

Learning needs:

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- 4 = Outstanding
  - 3 = Exceeds Standards
  - 2 = Meets Standards
  - 1 = Needs Improvement
  - 0 = Does Not Meet

D. Development of Professional Practice Roles

- \_\_\_\_\_ Relates to individuals, families and groups with empathy
- \_\_\_\_\_ Maintains client confidentiality as appropriate
- \_\_\_\_\_ Supports client self-determination and empowerment
- \_\_\_\_\_ Integrates social work knowledge, values and ethics into generalist practice
- \_\_\_\_\_ Speaks and writes effectively
- \_\_\_\_\_ Utilizes supervision effectively
- \_\_\_\_\_ Organizes and manages time well
- \_\_\_\_\_ Learns from mistakes and carries learning over to new situations
- \_\_\_\_\_ Adheres to agency policies
- \_\_\_\_\_ Works autonomously and collaboratively when appropriate
- \_\_\_\_\_ Develops and maintains collegial relationships
- \_\_\_\_\_ Develops a specialized knowledge base related to the practice agency

Student strengths:

Learning needs:

STUDENT SUMMARY COMMENTS:

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This final evaluation has been reviewed with me and a copy has been provided to me.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

AGENCY FIELD INSTRUCTOR SUMMARY COMMENTS:

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Agency Field Instructor Signature

\_\_\_\_\_  
Date

FACULTY FIELD INSTRUCTOR SUMMARY COMMENTS:

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\_\_\_\_\_  
Faculty Field Instructor Signature

\_\_\_\_\_  
Date

Final Grade: \_\_\_\_\_ **NOTE on Grade Equivalency:** A "Pass" grade is equivalent to a "B" grade for graduate school purposes.  
Approved 4/6/04 by Social Work Department Faculty.