

**Student Name :** Decker, Kalista N

*This instrument has been developed to assess a student's progress pertaining to field education learning objectives for baccalaureate level generalist social work practice. Each objective is divided into Target Activities that can be evaluated by a rating scale and field instructor comments. The first column is for students to evaluate themselves and the Instructor Rating column is for the Field Instructor to use in evaluating the student. This instrument should be completed at least twice a semester—at the mid-point and at the end of the placement. This evaluation should be discussed among the student, field instructor and the faculty field liaison.*

**INFORMATION**

**Evaluator\*** Lesley Gallier & Lindsey Hix

**Student** Kalista Decker

**Date\*** 04/11/2023

**Semester\*** Spring

**Hours Completed to Date\*** 436

**Agency\*** Appomattox DSS

**Faculty Liaison\*** Teresa Reynolds

**Field Instructor/Credentials\*** BSW

**FIELD COMPETENCY EVALUATION**

**Identifies as a professional social worker and conducts oneself accordingly.**

	Not Competent	Limited Competence	Emerging Competence	Competence	Superior Competence	Score/Comment
Advocates for client access to the services of social work.	1 ●	2 ●	3 ●	4 ●	5 ●	4
Practices personal reflection and self-correction to assure continual professional development.	1 ●	2 ●	3 ●	4 ●	5 ●	5
Understands and attends to professional roles and boundaries.	1 ●	2 ●	3 ●	4 ●	5 ●	5
Demonstrates professional demeanor in behavior (timeliness, availability, and responsibility), appearance and communication.	1 ●	2 ●	3 ●	4 ●	5 ●	5
Engages in professional developments opportunities that will establish a pattern of career-long learning.	1 ●	2 ●	3 ●	4 ●	5 ●	5
Uses supervision and consultation.	1 ●	2 ●	3 ●	4 ●	5 ●	5
Shows integrity in interactions with clients and professionals.	1 ●	2 ●	3 ●	4 ●	5 ●	4
					<b>Rubric Score</b>	33
					<b>Rubric Mean</b>	4.714

Please comment on student's strengths and areas where the student needs continued knowledge and skill development: Kalista identifies as a professional, communicates well, utilizes time management, and engages in professional development. She conducts herself accordingly and is an asset to the department.

**Applies social work ethical principles to guide professional practice.**

	Not Competent	Limited Competence	Emerging Competence	Competence	Superior Competence	Score/Comment
Recognizes and manages personal values in a way that allows professional values to guide practice.	1 ●	2 ●	3 ●	4 ●	5 ●	4
Makes ethical decisions by applying standards of the NASW Code of Ethics.	1 ●	2 ●	3 ●	4 ●	5 ●	4
Tolerates ambiguity in resolving ethical conflicts.	1 ●	2 ●	3 ●	4 ●	5 ●	4
Applies strategies of ethical reasoning to arrive at principled decisions.	1 ●	2 ●	3 ●	4 ●	5 ●	4
					<b>Rubric Score</b>	16
					<b>Rubric Mean</b>	4

Please comment on student's strengths and areas where the student needs continued knowledge and skill development:

**Applies critical thinking to inform and communicate professional judgments.**

	Not Competent	Limited Competence	Emerging Competence	Competence	Superior Competence	Score/Comment
Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom.	1 ●	2 ●	3 ●	4 ●	5 ●	4
Analyzes models of assessment, prevention, intervention, and evaluation.	1 ●	2 ●	3 ●	4 ●	5 ●	5
Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.	1 ●	2 ●	3 ●	4 ●	5 ●	5
					<b>Rubric Score</b>	14
					<b>Rubric Mean</b>	4.666

Please comment on student's strengths and areas where the student needs continued knowledge and skill development: Kalista applies critical thinking and does well with communication and uses professional judgement while at the office and in the field.

**Engages diversity and difference in practice.**

	Not Competent	Limited Competence	Emerging Competence	Competence	Superior Competence	Score/Comment
Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	1 ●	2 ●	3 ●	4 ●	5 ●	4
Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	1 ●	2 ●	3 ●	4 ●	5 ●	4
Recognizes and communicates their understanding of the importance of difference in shaping life experiences.	1 ●	2 ●	3 ●	4 ●	5 ●	5
Views self as a learner and engages those with whom he/she works as informants.	1 ●	2 ●	3 ●	4 ●	5 ●	5
					<b>Rubric Score</b>	18
					<b>Rubric Mean</b>	4.5

Please comment on student's strengths and areas where the student needs continued knowledge and skill development:

**Advances human rights and social and economic justice.**

	Not Competent	Limited Competence	Emerging Competence	Competence	Superior Competence	Score/Comment
Understands the forms and mechanisms of oppression and discrimination.	1 ●	2 ●	3 ●	4 ●	5 ●	4
Advocates for human rights and social and economic justice.	1 ●	2 ●	3 ●	4 ●	5 ●	5
Engages in practices that advance social and economic justice.	1 ●	2 ●	3 ●	4 ●	5 ●	4
					<b>Rubric Score</b>	13
					<b>Rubric Mean</b>	4.333

Please comment on student's strengths and areas where the student needs continued knowledge and skill development:

**Engages in research-informed practice and practice-informed research.**

	Not Competent	Limited Competence	Emerging Competence	Competence	Superior Competence	Score/Comment
Uses practice experience to inform scientific inquiry.	1 ●	2 ●	3 ●	4 ●	5 ●	4
Uses research evidence to inform practice.	1 ●	2 ●	3 ●	4 ●	5 ●	4
					<b>Rubric Score</b>	8
					<b>Rubric Mean</b>	4

Please comment on student's strengths and areas where the student needs continued knowledge and skill development: Kalista has been able to create and develop many different projects throughout her time at the department. She has created a home visit tool for the department and has helped develop a community event with Child Abuse Prevention Month.

**Applies knowledge of human behavior and the social environment.**

	Not Competent	Limited Competence	Emerging Competence	Competence	Superior Competence	Score/Comment
Utilizes conceptual frameworks to guide the processes of assessment, intervention and evaluation.	1 ●	2 ●	3 ●	4 ●	5 ●	5
Critiques and applies knowledge to understand person and environment.	1 ●	2 ●	3 ●	4 ●	5 ●	5
					<b>Rubric Score</b>	10
					<b>Rubric Mean</b>	5

Please comment on student's strengths and areas where the student needs continued knowledge and skill development: Kalista has been working with staff at the department to learn intake and help determine validity on child protective service reports.

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

	Not Competent	Limited Competence	Emerging Competence	Competence	Superior Competence	Score/Comment
Analyzes, formulates, and advocates for policies that advance social well-being.	1 ●	2 ●	3 ●	4 ●	5 ●	5
Collaborates with colleagues and clients for effective policy action.	1 ●	2 ●	3 ●	4 ●	5 ●	4
					<b>Rubric Score</b>	9
					<b>Rubric Mean</b>	4.5

Please comment on student's strengths and areas where the student needs continued knowledge and skill development:

**Responds to contexts that shape practice.**

	Not Competent	Limited Competence	Emerging Competence	Competence	Superior Competence	Score/Comment
Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	1 ●	2 ●	3 ●	4 ●	5 ●	4
Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	1 ●	2 ●	3 ●	4 ●	5 ●	5
					<b>Rubric Score</b>	9
					<b>Rubric Mean</b>	4.5

Please comment on student's strengths and areas where the student needs continued knowledge and skill development: Kalista created the Home Visit tool for the staff to use at the department that has changed the way the department completes visits. It has been a valuable tool for workers to utilize while in the field.

**Engages with individuals, families, groups, organizations and communities.**

	Not Competent	Limited Competence	Emerging Competence	Competence	Superior Competence	Score/Comment
Substantively and affectively prepares for action with individuals, families, groups, organizations and communities.	1 ●	2 ●	3 ●	4 ●	5 ●	5
Uses empathy and other interpersonal skills.	1 ●	2 ●	3 ●	4 ●	5 ●	5
Develops a mutually agreed-on focus of work and desired outcomes.	1 ●	2 ●	3 ●	4 ●	5 ●	5
					<b>Rubric Score</b>	15
					<b>Rubric Mean</b>	5

Please comment on student's strengths and areas where the student needs continued knowledge and skill development: Kalista has participated in Family Partnership Meetings, case staffing's, and FAPT. She has also been able to participate in court hearings in the county.

**Assesses individuals, families, groups, organizations and communities.**

	Not Competent	Limited Competence	Emerging Competence	Competence	Superior Competence	Score/Comment
Collects, organizes, and interprets client data.	1 ●	2 ●	3 ●	4 ●	5 ●	4
Assesses client strengths and limitations.	1 ●	2 ●	3 ●	4 ●	5 ●	5
Develops mutually agreed-on intervention goals and objectives.	1 ●	2 ●	3 ●	4 ●	5 ●	5
Selects appropriate intervention strategies.	1 ●	2 ●	3 ●	4 ●	5 ●	5
					<b>Rubric Score</b>	19
					<b>Rubric Mean</b>	4.75

Please comment on student's strengths and areas where the student needs continued knowledge and skill development: Kalista has assisted with developing a Home Study Custody Request Report for Appomattox Circuit Court.

**Intervenes with individuals, families, groups, organizations and communities.**

	Not Competent	Limited Competence	Emerging Competence	Competence	Superior Competence	Score/Comment
Initiates actions to achieve organizational goals.	1 ●	2 ●	3 ●	4 ●	5 ●	5
Implements prevention interventions that enhance client capacities.	1 ●	2 ●	3 ●	4 ●	5 ●	4
Helps clients resolve problems.	1 ●	2 ●	3 ●	4 ●	5 ●	5
Negotiates, mediates, and advocates for clients.	1 ●	2 ●	3 ●	4 ●	5 ●	4
Facilitates transitions and endings.	1 ●	2 ●	3 ●	4 ●	5 ●	4
					<b>Rubric Score</b>	22
					<b>Rubric Mean</b>	4.4

Please comment on student's strengths and areas where the student needs continued knowledge and skill development:

**Evaluates individuals, families, groups, organizations and communities.**

	Not Competent	Limited Competence	Emerging Competence	Competence	Superior Competence	Score/Comment
Critically analyzes, monitors, and evaluates interventions.	1 ●	2 ●	3 ●	4 ●	5 ●	5
					<b>Rubric Score</b>	5
					<b>Rubric Mean</b>	5

Please comment on student's strengths and areas where the student needs continued knowledge and skill development: Kalista has been a valuable asset to Appomattox DSS. She has developed many professional relationships in the office and in the community during her time at the department. It has been a joy to watch her grow and develop thought-out the spring semester. Kalista has come to be a part of our "DSS Family". Kalista will be missed by Appomattox DSS. We wish her nothing but the best in all her future endeavors.

**SIGNATURE**

Please type your name as an electronic signature

**Signature\*** Lesley Gallier & Lindsey Hix

**TOTAL**

**Total Score:** 191.0

**Total Mean:** 4.547

**GRADE**

**Total Score:** 191.0

**Grade:** A