

FIELDWORK EVALUATION INSTRUMENT

This evaluation instrument assesses the behaviors associated with each competency, which students should demonstrate by the end of the fourth semester of the field practicum.

When rating each competency, please provide content (eg. descriptive examples or anecdotes) to support the rating you provide. Also, please include ways in which the student's performance can be further improved for each competency.

On the scale provided after each behavior, please indicate the student's *level of performance* at the end of the semester by placing an X in the appropriate box.

IP Insufficient Progress

Student does not meet the expectations of a student completing this course.

EC Emerging Competence

Student is beginning to meet the expectations of a student completing this course.

AC Approaching Competence

Student is approaching the expectations of a student completing this course

C Competent

Student meets the expectations of a student completing this course.

Evaluation Process

- The field instructor and student jointly review the student's performance in terms of the criteria specified in this evaluation instrument.
- Following their review and discussion, the field instructor completes this instrument. The student then reviews it and, if he or she wishes, writes comments in the section indicated.
- If the student wishes, he or she may append an additional statement to the instrument.
- Finally, the field instructor and student both sign and date the instrument.
Note: The student's signature does not indicate agreement, but rather that the evaluation has been read.
- The field instructor sends the completed evaluation to the faculty advisor, who reviews and signs the evaluation.
- The faculty advisor assigns the grade for the field practicum.

The Social Work Department at Lehman College appreciates your work with our students.

COMPETENCY I: Demonstrate ethical and professional behavior

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

<p>1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</p>	<table border="1"> <thead> <tr> <th>IP</th> <th>EC</th> <th>AC</th> <th>C</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<p>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p>	<table border="1"> <thead> <tr> <th>IP</th> <th>EC</th> <th>AC</th> <th>C</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<p>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p>	<table border="1"> <thead> <tr> <th>IP</th> <th>EC</th> <th>AC</th> <th>C</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<p>4. Use technology ethically and appropriately to facilitate practice outcomes.</p>	<table border="1"> <thead> <tr> <th>IP</th> <th>EC</th> <th>AC</th> <th>C</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<p>5. Use supervision and consultation to guide professional judgment and behavior.</p>	<table border="1"> <thead> <tr> <th>IP</th> <th>EC</th> <th>AC</th> <th>C</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Evidence to support rating and strategies to increase competence:

COMPETENCY II: Engage diversity and difference in practice

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	IP	EC	FC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY III: Advance human rights and social, economic, and environmental justice

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Engage in practices that advance social, economic, and environmental justice.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY IV: Engage in practice-informed research and research-informed practice

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

11. Use practice experience and theory to inform scientific inquiry and research.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Use and translate research evidence to inform and improve practice, policy and service delivery.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY V: Engage in policy practice

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Assess how social welfare and economic policies impact the delivery of and access to social services.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY VI: Engage with individuals, families, groups, organizations, and communities

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence to support rating and strategies to increase competence:

COMPETENCY VII: Assess individuals, families, groups, organizations, and communities

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence to support rating and strategies to increase competence:

COMPETENCY VIII: Intervene with individuals, families, groups, organizations, and communities

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Facilitate effective transitions and endings that advance mutually agreed-on goals.	IP	EC	AC	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence to support rating and strategies to increase competence:

COMPETENCY IX: Evaluate practice with individuals, families, groups, organizations, and communities

Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

28. Select and use appropriate methods for evaluation of outcomes.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	Spring Semester Only				
31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Spring Semester Only				

Evidence to support rating and strategies to increase competence:

COMPETENCY X: Demonstrate the ability to provide direct services to diverse client systems within complex urban environments

Key: Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

<p>32. Apply an understanding of the concept of intersectionality as it relates to national origin, religion, abilities, gender identity, sexual orientation, and poverty, among others, in order to provide services effectively.</p>	<table border="1"> <thead> <tr> <th data-bbox="1159 480 1230 533">IP</th> <th data-bbox="1230 480 1302 533">EC</th> <th data-bbox="1302 480 1373 533">AC</th> <th data-bbox="1373 480 1446 533">C</th> </tr> </thead> <tbody> <tr> <td data-bbox="1159 533 1230 594"><input type="checkbox"/></td> <td data-bbox="1230 533 1302 594"><input type="checkbox"/></td> <td data-bbox="1302 533 1373 594"><input type="checkbox"/></td> <td data-bbox="1373 533 1446 594"><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<p>33. Using the value of cultural humility, provide culturally sensitive services in urban settings.</p>	<table border="1"> <thead> <tr> <th data-bbox="1159 611 1230 663">IP</th> <th data-bbox="1230 611 1302 663">EC</th> <th data-bbox="1302 611 1373 663">AC</th> <th data-bbox="1373 611 1446 663">C</th> </tr> </thead> <tbody> <tr> <td data-bbox="1159 663 1230 724"><input type="checkbox"/></td> <td data-bbox="1230 663 1302 724"><input type="checkbox"/></td> <td data-bbox="1302 663 1373 724"><input type="checkbox"/></td> <td data-bbox="1373 663 1446 724"><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<p>34. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems.</p>	<table border="1"> <thead> <tr> <th data-bbox="1159 724 1230 777">IP</th> <th data-bbox="1230 724 1302 777">EC</th> <th data-bbox="1302 724 1373 777">AC</th> <th data-bbox="1373 724 1446 777">C</th> </tr> </thead> <tbody> <tr> <td data-bbox="1159 777 1230 837"><input type="checkbox"/></td> <td data-bbox="1230 777 1302 837"><input type="checkbox"/></td> <td data-bbox="1302 777 1373 837"><input type="checkbox"/></td> <td data-bbox="1373 777 1446 837"><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<p>35. Navigate complex social service delivery systems to secure effective resources for diverse client systems.</p>	<table border="1"> <thead> <tr> <th data-bbox="1159 837 1230 890">IP</th> <th data-bbox="1230 837 1302 890">EC</th> <th data-bbox="1302 837 1373 890">AC</th> <th data-bbox="1373 837 1446 890">C</th> </tr> </thead> <tbody> <tr> <td data-bbox="1159 890 1230 951"><input type="checkbox"/></td> <td data-bbox="1230 890 1302 951"><input type="checkbox"/></td> <td data-bbox="1302 890 1373 951"><input type="checkbox"/></td> <td data-bbox="1373 890 1446 951"><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IP	EC	AC	C						
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<p>36. Demonstrate the ability to challenge social, economic and environmental injustices when providing services to diverse client systems.</p>	<table border="1"> <thead> <tr> <th data-bbox="1159 951 1230 1003">IP</th> <th data-bbox="1230 951 1302 1003">EC</th> <th data-bbox="1302 951 1373 1003">AC</th> <th data-bbox="1373 951 1446 1003">C</th> </tr> </thead> <tbody> <tr> <td data-bbox="1159 1003 1230 1064"><input type="checkbox"/></td> <td data-bbox="1230 1003 1302 1064"><input type="checkbox"/></td> <td data-bbox="1302 1003 1373 1064"><input type="checkbox"/></td> <td data-bbox="1373 1003 1446 1064"><input type="checkbox"/></td> </tr> </tbody> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Evidence to support rating and strategies to increase competence:

COMPETENCY XI: Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings

Key: Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

37. Apply knowledge of theoretical approaches in order to effectively perform in a supervisory role in agency settings.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
38. . Use reflection and self-awareness in the supervisory role in order to manage the influence of personal biases and provide ethical supervision.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
39. Apply knowledge of multi-dimensional trauma-informed perspectives when providing services to diverse client systems.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
40. Model ethical decision-making for agency administration based on social work values and ethics.	IP	EC	AC	C	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evidence to support rating and strategies to increase competence:

COMPETENCY XII: Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments

Key: Key: IP = Insufficient Progress; EC = Emerging Competence; AC = Approaching Competence; C = Competent

Behaviors

<p>41. Demonstrate the ability to engage in the process of creating change related to promoting social, economic, and environmental justice within agencies, diverse urban environments, and the broader society.</p>	<table border="1"> <tr> <td>IP</td> <td>EC</td> <td>AC</td> <td>C</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IP	EC	AC	C						
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<p>42. Develop knowledge to seamlessly navigate the various levels of practice and assume multiple roles simultaneously, including direct practice worker, supervisor, administrator, member of community coalition and governing body, researcher, and policy practitioner.</p>	<table border="1"> <tr> <td>IP</td> <td>EC</td> <td>AC</td> <td>C</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IP	EC	AC	C						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<p>43. Use reflection and self-awareness to contemplate possible leadership roles to pursue.</p>	<table border="1"> <tr> <td>IP</td> <td>EC</td> <td>AC</td> <td>C</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	IP	EC	AC	C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IP	EC	AC	C						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Evidence to support rating and strategies to increase competence:

SUMMARY OF STUDENT ACHIEVEMENT

FALL SEMESTER

Please provide a summary of the student's performance in the field placement. Include an evaluation of the student's attendance, punctuality, timely submission of work and general professionalism plus the student's practice skills and work with clients.

I. Student's Strengths:

II. Student's Limitations or Areas Identified for Additional Experience:

III. Student's Comments:

Signature of Field Instructor

Date

Signature of Student

Date

Signature of Faculty Advisor

Date