

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"/>
IP	EC	AC	C						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<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"/>
IP	EC	AC	C						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<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"/>
IP	EC	AC	C						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<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"/>
IP	EC	AC	C						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<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"/>
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 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

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

SPRING 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