

**1ST YEAR MSW – SECOND SEMESTER OF FIELD PRACTICUM**

**SOWK 5340 - FINAL EVALUATION**

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**Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Field Consultant:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Agency Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Agency Instructor(s):**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**GUIDELINES FOR COMPLETION OF FINAL EVALUATION BY AGENCY INSTRUCTOR**

There are (9) Competency Sections. Students must demonstrate proficiency by meeting the practice behaviors within each Competency Section. Refer to the practice activities developed by the student in the learning contract to best determine if the practice behaviors have been met.

Using the rating scale below as a reference, circle the number that best describes the student’s proficiency level for each practice behavior. A rating of (N/O) No Opportunity, is used when there has been no opportunity to observe/demonstrate the practice behavior. Evaluation must be completed prior to the field consultant visit.

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| --- | --- | --- | --- | --- | --- |
| RATING SCALE FOR EACH PRACTICE BEHAVIOR | | | | | |
| **(N/O)**  **NO OPPORTUNITY** | **1 = F** | **2 = D** | **3 = C** | **4 = B** | **5 = A** |

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| --- | --- |
| **MSW PERFORMANCE RATING SCALE BASED ON THE (9) COMPETENCIES** | |
| **N/O** | **NO OPPORTUNITY TO MEET PERFORMANCE EXPECTATIONS** |
| **1 = F** | **DOES NOT MEET PERFORMANCE EXPECTATIONS** |
| **2 = D** | **MINIMALLY MEETS PERFORMANCE EXPECTATIONS** |
| **3 = C** | **INCONSISTENTLY MEETS PERFORMANCE EXPECTATIONS** |
| **4 = B** | **CONSISTENTLY MEETS PERFORMANCE EXPECTATIONS** |
| **5 = A** | **EXCEEDS PERFORMANCE EXPECTATIONS** |

On the signature page, provide a recommended grade for the student’s performance for the semester. **A grade that is lower than a ‘C’ is considered a failing grade.**

The final evaluation with original signatures must be submitted to the Field Consultant, who will then submit it to the Field Education Office with all required signatures. **Student must keep a copy of the final evaluation for their records.**

**COMPETENCY 1**

**Demonstrate Ethical & Professional Behavior**

Using the scale below, ***CIRCLE*** the rating that most accurately reflects the student’s mastery of each practice behavior.

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| --- | --- | --- | --- | --- | --- |
| RATING SCALE FOR EACH PRACTICE BEHAVIOR | | | | | |
| **(N/O)**  **NO OPPORTUNITY** | **1 = F** | **2 = D** | **3 = C** | **4 = B** | **5 = A** |

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| **PRACTICE BEHAVIORS** | **FINAL RATING** | **TOTAL** |
| Make ethical decisions by applying NASW Code of Ethics standards, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and other codes of ethics as appropriate to context. | N/O 1 2 3 4 5 |  |
| Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. | N/O 1 2 3 4 5 |  |
| Demonstrate professional demeanor in behavior; appearance, and oral, written and electronic communication. | N/O 1 2 3 4 5 |  |
| Use technology ethically and appropriately to facilitate practice outcomes. | N/O 1 2 3 4 5 |  |
| Use supervision and consultation to guide professional judgment and behavior. | N/O 1 2 3 4 5 |  |
| **TOTALS** | |  |

Please provide comments and a brief narrative for this competency. Also, include how the student was evaluated.

**Examples of evaluation methods**: process recordings, written reports, presentations, direct/indirect observation of student interactions, participation in practicum meetings with staff, and self-reflection in supervision.

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**COMPETENCY 2**

**Engage Diversity and Difference in Practice**

Using the scale below, ***CIRCLE*** the rating that most accurately reflects the student’s mastery of each practice behavior.

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| --- | --- | --- | --- | --- | --- |
| RATING SCALE FOR EACH PRACTICE BEHAVIOR | | | | | |
| **(N/O)**  **NO OPPORTUNITY** | **1 = F** | **2 = D** | **3 = C** | **4 = B** | **5 = A** |

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| **PRACTICE BEHAVIOR** | **FINAL RATING** | **TOTAL** |
| Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. | N/O 1 2 3 4 5 |  |
| Present themselves as learner and engage clients and constituencies as experts of their own experiences. | N/O 1 2 3 4 5 |  |
| Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. | N/O 1 2 3 4 5 |  |

Please provide comments and a brief narrative for this competency. Also, include how the student was evaluated.

**Examples of evaluation methods**: process recordings, written reports, presentations, direct/indirect observation of student interactions, participation in practicum meetings with staff, and self-reflection in supervision.

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**COMPETENCY 3**

**Advance Human Rights and Social, Economic, and Environmental Justice**

Using the scale below, ***CIRCLE*** the rating that most accurately reflects the student’s mastery of each practice behavior.

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| --- | --- | --- | --- | --- | --- |
| RATING SCALE FOR EACH PRACTICE BEHAVIOR | | | | | |
| **(N/O)**  **NO OPPORTUNITY** | **1 = F** | **2 = D** | **3 = C** | **4 = B** | **5 = A** |

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| **PRACTICE BEHAVIORS** | **FINAL RATING** | **TOTALS** |
| Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. | N/O 1 2 3 4 5 |  |
| Engage in practices that advance social, economic, and environmental justice. | N/O 1 2 3 4 5 |  |
| **TOTALS** | |  |

Please provide comments and a brief narrative for this competency. Also, include how the student was evaluated.

**Examples of evaluation methods**: process recordings, written reports, presentations, direct/indirect observation of student interactions, participation in practicum meetings with staff, and self-reflection in supervision.

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**COMPETENCY 4**

**Engage in Practice-informed research and research-informed Practice**

Using the scale below, ***CIRCLE*** the rating that most accurately reflects the student’s mastery of each practice behavior.

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| RATING SCALE FOR EACH PRACTICE BEHAVIOR | | | | | |
| **(N/O)**  **NO OPPORTUNITY** | **1 = F** | **2 = D** | **3 = C** | **4 = B** | **5 = A** |

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| **PRACTICE BEHAVIOR** | **FINAL RATING** | **TOTAL** |
| Use practice experience and theory to inform scientific enquiry and research. | N/O 1 2 3 4 5 |  |
| Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. | N/O 1 2 3 4 5 |  |
| Use and translate research evidence to inform and improve practice, policy, and service delivery. | N/O 1 2 3 4 5 |  |

Please provide comments and a brief narrative for this competency. Also, include how the student was evaluated.

**Examples of evaluation methods**: process recordings, written reports, presentations, direct/indirect observation of student interactions, participation in practicum meetings with staff, and self-reflection in supervision.

**COMPETENCY 5**

**Engage in Policy Practice**

Using the scale below, ***CIRCLE*** the rating that most accurately reflects the student’s mastery of each practice behavior.

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| RATING SCALE FOR EACH PRACTICE BEHAVIOR | | | | | |
| **(N/O)**  **NO OPPORTUNITY** | **1 = F** | **2 = D** | **3 = C** | **4 = B** | **5 = A** |

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| **PRACTICE BEHAVIOR** | **FINAL RATING** | **TOTAL** |
| Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. | N/O 1 2 3 4 5 |  |
| Assess how social welfare and economic policies impact the delivery of and access to social services. | N/O 1 2 3 4 5 |  |
| Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. | N/O 1 2 3 4 5 |  |

Please provide comments and a brief narrative for this competency. Also, include how the student was evaluated.

**Examples of evaluation methods**: process recordings, written reports, presentations, direct/indirect observation of student interactions, participation in practicum meetings with staff, and self-reflection in supervision.

**COMPETENCY 6**

**Engage with Individuals, Families, Groups, Organizations, and Communities**

Using the scale below, ***CIRCLE*** the rating that most accurately reflects the student’s mastery of each practice behavior.

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| --- | --- | --- | --- | --- | --- |
| RATING SCALE FOR EACH PRACTICE BEHAVIOR | | | | | |
| **(N/O)**  **NO OPPORTUNITY** | **1 = F** | **2 = D** | **3 = C** | **4 = B** | **5 = A** |

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| **PRACTICE BEHAVIOR** | **FINAL RATING** | **TOTAL** |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. | N/O 1 2 3 4 5 |  |
| Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. | N/O 1 2 3 4 5 |  |

Please provide comments and a brief narrative for this competency. Also, include how the student was evaluated.

**Examples of evaluation methods**: process recordings, written reports, presentations, direct/indirect observation of student interactions, participation in practicum meetings with staff, and self-reflection in supervision.

**COMPETENCY 7**

**Assess Individuals, Families, Groups, Organizations, and Communities**

Using the scale below, ***CIRCLE*** the rating that most accurately reflects the student’s mastery of each practice behavior.

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| --- | --- | --- | --- | --- | --- |
| RATING SCALE FOR EACH PRACTICE BEHAVIOR | | | | | |
| **(N/O)**  **NO OPPORTUNITY** | **1 = F** | **2 = D** | **3 = C** | **4 = B** | **5 = A** |

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| **PRACTICE BEHAVIOR** | **FINAL RATING** | **TOTAL** |
| Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. | N/O 1 2 3 4 5 |  |
| Apply knowledge of human behavior and the social environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. | N/O 1 2 3 4 5 |  |
| Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. | N/O 1 2 3 4 5 |  |
| Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. | N/O 1 2 3 4 5 |  |

Please provide comments and a brief narrative for this competency. Also, include how the student was evaluated.

**Examples of evaluation methods**: process recordings, written reports, presentations, direct/indirect observation of student interactions, participation in practicum meetings with staff, and self-reflection in supervision.

**COMPETENCY 8**

**Intervene with Individuals, Families, Groups, Organizations, and Communities**

Using the scale below, ***CIRCLE*** the rating that most accurately reflects the student’s mastery of each practice behavior.

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| --- | --- | --- | --- | --- | --- |
| RATING SCALE FOR EACH PRACTICE BEHAVIOR | | | | | |
| **(N/O)**  **NO OPPORTUNITY** | **1 = F** | **2 = D** | **3 = C** | **4 = B** | **5 = A** |

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| **PRACTICE BEHAVIOR** | **FINAL RATING** | **TOTAL** |
| Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. | N/O 1 2 3 4 5 |  |
| Apply knowledge of human behavior in the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. | N/O 1 2 3 4 5 |  |
| Use inter-professional collaborations as appropriate to achieve beneficial practice outcomes. | N/O 1 2 3 4 5 |  |
| Negotiate, mediate and advocate with and on behalf of diverse clients and constituencies. | N/O 1 2 3 4 5 |  |
| Facilitate effective transitions and endings that advance mutually agreed-on goals. | N/O 1 2 3 4 5 |  |

Please provide comments and a brief narrative for this competency. Also, include how the student was evaluated.

**Examples of evaluation methods**: process recordings, written reports, presentations, direct/indirect observation of student interactions, participation in practicum meetings with staff, and self-reflection in supervision.

**COMPETENCY 9**

**Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Using the scale below, ***CIRCLE*** the rating that most accurately reflects the student’s mastery of each practice behavior.

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| --- | --- | --- | --- | --- | --- |
| RATING SCALE FOR EACH PRACTICE BEHAVIOR | | | | | |
| **(N/O)**  **NO OPPORTUNITY** | **1 = F** | **2 = D** | **3 = C** | **4 = B** | **5 = A** |

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| **PRACTICE BEHAVIOR** | **FINAL RATING** | **TOTAL** |
| Select and use appropriate methods for evaluation of outcomes. | N/O 1 2 3 4 5 |  |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. | N/O 1 2 3 4 5 |  |
| Critically analyze, monitor, and evaluate intervention and program processes and outcomes. | N/O 1 2 3 4 5 |  |
| Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. | N/O 1 2 3 4 5 |  |

Please provide comments and a brief narrative for this competency. Also, include how the student was evaluated.

**Examples of evaluation methods**: process recordings, written reports, presentations, direct/indirect observation of student interactions, participation in practicum meetings with staff, and self-reflection in supervision.

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**GRADE COMPUTATION/SIGNATURE PAGE**

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Field Consultant:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Agency Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Agency Instructor(s):**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**GRADE COMPUTATION/SIGNATURE PAGE**

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| **Example of Final Grade Computation:**  **Step 1**: There are a total of **31** practice behaviors.  The student had an opportunity to meet  **27** of those practice behaviors. Multiply the  total amount of practice behaviors that were  met by 5. **(27 x 5 = 135)**  **Step 2:** Of the practice behaviors that were met,  how many points did the student earn? **117**  **Step 3:** To calculate the percent, divide points earned  (Step 2) **117** by points from (Step 1) **135**  which = **87 % = B.** | **Final Grade Computation:**  **Step 1:** There are a total of **31** practice behaviors.  The student had an opportunity to meet  \_\_\_\_ of those practice behaviors. Multiply the  total amount of practice behaviors that were  met by 5. **(\_\_\_\_\_ x 5 = \_\_\_\_\_)**  **Step 2:** Of the practice behaviors that were met,  how many points did the student earn? **\_\_\_\_\_\_**  **Step 3:** To calculate the percent, divide points earned  (Step 2) **\_\_\_\_\_\_**by points from (Step 1) **\_\_\_**  which is **\_\_\_\_ % = \_\_\_\_.** |

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| --- | --- | --- | --- |
| **90 – 100 = A** | **80 – 89 = B** | **70 – 79 = C** | **69 and below = F** |

Provide a statement to justify the grade. Identify the student’s major strengths and limitations and create a concrete plan for growth and development in the second semester.

Agency Instructor Signature: Date:

Co-Agency Instructor Signature (if applicable): Date:

**FIELD CONSULTANT SECTION**

Grade assigned: \_\_\_\_\_\_ (I) support \_\_\_\_\_\_ do not support \_\_\_\_\_\_the grade recommendation.

#### Comments:

Field Consultant Signature: Date:

##### **STUDENT SECTION**

(I) agree \_\_\_\_\_\_ disagree \_\_\_\_\_\_with the evaluation.

Comments:

Student Signature: Date:

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