

**2ND YEAR MSW LEADERSHIP & ADMINISTRATION**

**SECOND SEMESTER OF FIELD PRACTICUM**

**SOWK 6340 - FINAL EVALUATION**

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

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

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

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

**GUIDELINES FOR COMPLETION OF FINAL EVALUATIONS 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 at mid-term and at final evaluation. 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 field consultant visit.

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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** |
| Demonstrates the highest standard of personal and professional conduct by (i) consistently treating others with dignity and respect, (ii) being receptive to feedback and suggestions, (iii) engaging in self-reflection and correction, (iv) regulating emotions, and (v) conducting oneself in an appropriate, professional, mature and responsible manner. | N/O 1 2 3 4 5 |  |
| Establishes and maintains professional roles, boundaries, behaviors and communication through the effective use of supervision, in a manner consistent with advanced macro practice. | N/O 1 2 3 4 5 |  |
| Examines and proposes policies at the agency, local, state, tribal and federal levels that enhance the social and economic wellbeing of organizations and communities of the Southwest. | N/O 1 2 3 4 5 |  |
| Applies statutory and administrative law and the NASW Code of Ethics to the resolution of practice dilemmas in agency and community settings. | N/O 1 2 3 4 5 |  |
| Consults with agency team-members, managers, and community stakeholders to promote legal, ethical and culturally competent practice at the organizational and community level. | N/O 1 2 3 4 5 |  |
| **TOTAL** | |  |

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 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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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** |
| Establishes effective and collaborative working relationships with members of diverse groups and communities, especially identified vulnerable populations. | N/O 1 2 3 4 5 |  |
| Recognizes and addresses the ways organizations and political systems may marginalize or exclude particular groups. | N/O 1 2 3 4 5 |  |
| Implements methods of organizational, community and policy assessment and intervention that are culturally and regionally appropriate for socially, politically, and economically vulnerable populations. | N/O 1 2 3 4 5 |  |
| **TOTAL** | |  |

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 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** | **TOTAL** |
| Promotes community engagement and advocates for social inclusion and social cohesion, with a specific focus on vulnerable communities. | N/O 1 2 3 4 5 |  |
| Engages in advocacy to prevent and reduce discrimination in policies and services at local, state, tribal and national governmental levels and within social service organizations and systems. | 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.

**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** |

|  |  |  |
| --- | --- | --- |
| **PRACTICE BEHAVIORS** | **FINAL RATING** | **TOTAL** |
| Uses agency and government practice experience, existing research knowledge, and identified strengths and needs of the populations of New Mexico and the Southwest to generate research questions. | N/O 1 2 3 4 5 |  |
| Conducts culturally competent, regionally appropriate, and ethical research to identify population and community strengths, challenges, resources, and needs and to evaluate agency services, social policies, and their outcomes. | N/O 1 2 3 4 5 |  |
| Applies research-derived knowledge to decision-making in agency and government settings. | 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.

**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 BEHAVIORS** | **FINAL RATING** | **TOTAL** |
| Advocates to advance social justice and social and economic well-being and to deliver effective health and social services, within both agency and government settings. | N/O 1 2 3 4 5 |  |
| Effectively communicates analysis of social needs and of federal, state, local, and tribal government policies, programs, budgets, and structures to stakeholders and decision-makers. | N/O 1 2 3 4 5 |  |
| Engages in community outreach, planning, and development, including promoting the growth of community agency programs, and community intervention. | N/O 1 2 3 4 5 |  |
| **TOTAL** | |  |

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** |
| Collaborates with private and public health and human service leaders to develop programs and enhance service effectiveness and efficiency. | N/O 1 2 3 4 5 |  |
| Engages and partners with communities, agencies, and governments to promote social welfare and social justice, in a culturally and regionally appropriate manner. | N/O 1 2 3 4 5 |  |
| **TOTAL** | |  |

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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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** |
| Assesses and applies best practices for community needs assessment, with particular attention to social, political, economic, and other environmental factors. | N/O 1 2 3 4 5 |  |
| Develops and monitors budgets for nonprofit and government organizations in order to determine community and organizational capacity. | N/O 1 2 3 4 5 |  |
| Identifies existing resources and alternative sources of funding, including grants, donations, and agency and government appropriations. | N/O 1 2 3 4 5 |  |
| Completes grant applications for resources that will be used to assess and respond to the needs of vulnerable populations. | N/O 1 2 3 4 5 |  |
| Assesses communities and organizations using culturally competent tools and techniques. | N/O 1 2 3 4 5 |  |
| **TOTAL** | |  |

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** |

|  |  |  |
| --- | --- | --- |
| **PRACTICE BEHAVIOR** | **FINAL RATING** | **TOTAL** |
| Implements community based interventions using theory and evidence based techniques to promote the wellbeing of vulnerable individuals, families, groups, organizations, and communities. | N/O 1 2 3 4 5 |  |
| Develops program and community intervention plans using a HBSE framework. | N/O 1 2 3 4 5 |  |
| Administers public and private human services using evidence based management theories and techniques to promote the wellbeing of employees and maintain high quality standards of practice. | N/O 1 2 3 4 5 |  |
| Applies effective and efficient intervention techniques that are selected in consultation with community members and are culturally appropriate. | 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.

**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** |
| Uses culturally and regionally competent research methods to evaluate the implementation and effectiveness of social policy and interventions and social work programs and organizations . | N/O 1 2 3 4 5 |  |
| Communicates research results in a format appropriate to the community, agency, or federal, state, local or tribal government entity evaluated. | N/O 1 2 3 4 5 |  |
| Recommends and makes programmatic and policy improvements based on evaluation results. | N/O 1 2 3 4 5 |  |
| **TOTAL** | |  |

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.

**FINAL GRADE COMPUTATION/SIGNATURE PAGE**

|  |  |
| --- | --- |
| **Example of Final Grade Computation:**  **Step 1**: There are a total of **30** practice behaviors.  The student had an opportunity to meet  **30** of those practice behaviors. Multiply the  total amount of practice behaviors that were  met by 5. **(30 x 5 = 150)**  **Step 2:** Of the practice behaviors that were met,  how many points did the student earn? **134**  **Step 3:** To calculate the percent, divide points earned  (Step 2) **134** by points from (Step 1) **150**  which = **90 %.**    Based on the scale below, **90%** = a grade  of **A** for the final semester grade. | **Final Grade Computation:**  **Step 1:** There are a total of **30** 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 **\_\_\_\_ %.**  Based on the scale below, **\_\_\_\_\_%** = a grade  of **\_\_\_\_** for the final semester grade. |

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

**AGENCY INSTRUCTOR SECTION**

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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