

MICRO-Student Evaluation

I. Cover Sheet



Student Name _____
Home Phone _____
Work Phone _____
Cell Phone _____
Email _____

(Please Check)
 Full-time
 Part-time

Field Instructor _____
Work Phone _____ Cell Phone _____
Email _____
Agency _____
Site Address _____
Faculty Liaison _____
Phone Number _____
Email _____
Field Period (please check) Fall Semester Spring Semester Academic Year ____
Field Dates _____

The Evaluation is designed to measure outcomes in achieving program competencies. While there are many variables that contribute to outcomes, it is the quality and nature of the student's performance activity and professional development in demonstrating practice behaviors to achieve each foundation competency that are being measured. The student must be involved in this process. The field instructor and the student should be familiar with the Program competencies and field education practice behaviors for each learning area. The Evaluation measures where the student is relative to the student's growth and development in the relevant Program competency.

II. Program Competencies

Micro Competencies and Practice Behaviors

Competency 2.1.1 - Identify as a professional social worker and conduct oneself accordingly

At the micro concentration level, advanced practitioners recognize and embrace the unique role of social work in developing and implementing a variety of roles that contribute to the health and well-being of others. They understand social work frameworks and theories specific to individuals, families, and small groups. Advanced practitioners in small systems:

- Demonstrate the professional use of self and critical consciousness in multiple micro practice context;
- Seek supervision and consultation appropriately and stay abreast of changes in social work practice through life long learning;
- Communicate the purpose of social work practice with other professionals, clients and the community.

Competency 2.1.2 - Apply social work ethical principles to guide professional practice

At the micro concentration level, advanced practitioners are knowledgeable about ethical principles/issues specific to individuals, families and groups in context. Advanced practitioners in small systems:

- Apply the NASW Code of Ethics when making ethical decisions and resolving ethical dilemmas;
- Demonstrate and apply a professional understanding of personal and societal values in ethical decision-making with individuals, families, and groups.

Competency 2.1.3 - Apply critical thinking to inform and communicate professional judgments

At the micro concentration level, advanced practitioners analyze the efficacy of various models of prevention, assessment, intervention and evaluation specific to individuals, families and small groups. Because of the multi-disciplinary nature of the problems clients encounter, practitioners must be able to understand the contribution of multiple perspectives, and communicate effectively with both other disciplines and clients. Advanced practitioners in small systems:

- Demonstrate an understanding of and an ability to critically analyze a variety of theories and practice approaches in bringing about therapeutic change with individuals, families and small groups;
- Communicate orally and in writing when working with client systems and complete documentation effectively;
- Draw upon a variety of sources to obtain knowledge and skills based upon scientific inquiry.

Competency 2.1.4 - Engage diversity and difference in practice

At the micro concentration level, advanced practitioners promote and advocate for the inclusion of diversity in the development of social policy programs, benefits, services and practices for individuals, families and small groups. They are familiar with variations in the nature and course of difficulties clients encounter across the life span. Advanced practitioners in small

systems:

- Utilize knowledge and skills to address social structure and cultural values that may oppress, marginalize, and alienate some, while creating privilege and power for others;
- Demonstrate an understanding and valuing of one's own culture that influences personal biases and values that may create prejudices in working with diverse groups;
- Integrate effectively into practice knowledge and skills of differences and similarities, as well as dimensions of diversity.

Competency 2.1.5 - Advance human rights and social and economic justice

At the micro concentration level, advanced practitioners recognize barriers such as stigma, shame, stereotyping and discrimination that clients encounter in their access to and utilization of services that affect their quality of life. Advanced practitioners in small systems:

- Demonstrate abilities to promote strengths and competence in individuals, families and small groups;
- Empower clients to overcome oppression and appreciate social and economic justice by developing client awareness of theories of justice and strategies to promote human and civil rights;
- Advocate for social and economic justice on behalf of clients and to create social change.

Competency 2.1.6 - Engage in research-informed practice and practice-informed research

At the micro concentration level, advanced practitioners are knowledgeable about evidence-based prevention models, programs, policies, and interventions related to problems-in-living encountered by individuals, families and small groups. They understand how to evaluate their own practice. Advanced practitioners in small systems:

- Review practice research and select models appropriate to various client populations;
- Apply research methods and skills in the critical examination and evaluation of their own practice;
- Document practice experiences to provide data that reflects and builds upon evidence-based intervention.

Competency 2.1.7 - Apply knowledge of human behavior and the social environment

At the micro concentration level, advanced practitioners have an eclectic knowledge base of human behavior theories and apply theories to formulate assessments and engage clients in the planned changed process. They understand the interdependent relationship among systems of service delivery in relation to individual, family and group development. Advanced practitioners in small systems:

- Apply a biopsychosocial conceptual framework, to understand human conditions that affect client behavior;
- Review, select and apply developmentally and culturally competent assessment, intervention and evaluation models;
- Integrate knowledge of individual and family life span development in the context of the environment to understand the client's human condition.

Competency 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services

At the micro concentration level, advanced practitioners in small systems understand, appreciate, and engage colleagues and clients in advocating for policy to address human needs and optimize human functioning. Advanced practitioners in small systems:

- Stay current with political, economical, social, and environmental trends that create policies that may have a negative impact on client systems;
- Collaborate with stakeholders who engage in policy making that affect program designs, program funding and service delivery;
- Choose appropriate methods for advocating on behalf of individuals, families and small groups.

Competency 2.1.9 - Respond to contexts that shape practice

At the micro concentration level, advanced practitioners can complete environmental scans to understand the impact of changes in economic stability, deindustrialized communities, and shifting migration/immigration that affects the delivery of relevant services. Advanced practitioners in small systems:

- Respond effectively to the existing context that impact the nature of services with a continuum of care model that under gird relevant services;
- Act as change agents to provide leadership and promote stability in quality service delivery that address existing human needs;
- Advocate for health and mental health, and promote resiliency factors that may contribute to the reduction of risk and vulnerability.

Competency 2.1.10 – (a-d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

At the micro concentration level, advanced practitioners utilize the planned changed process that engages clients in a professional helping relationship and collaborate with them to gain knowledge and skills in developing assessments and interventions that facilitate the achievement of goals and evaluate the effectiveness of client services.

Competency 2.1.10(a) Engagement

At the micro concentration level, advanced practitioners prepare for client intervention by becoming knowledgeable of commonalities of client problem situations, cultural factors, review evidence-based practice while seeking necessary supervision and consultation. Advanced practitioners in small systems:

- Prepare for initial client contact by integrating their knowledge, skills and values with their preliminary understanding of the client’s human conditions;
- Develop an awareness of ethical dilemmas that may exist in preparation for client interaction;
- Identify with the client’s anxiety inherent in initial interaction and purposefully use the professional self to demonstrate empathy, respect for worth and dignity of the client to facilitate the client’s sharing his/her human condition.

Competency 2.1.10(b) – Assessment

At the micro concentration level, advanced practitioners use knowledge, empathy and other interpersonal skills to communicate effectively with all client systems. Advanced practitioners in small systems:

- Communicate effectively with all client systems to obtain and analyze in-depth data to provide answers to issues, problems, needs, resources, client strengths and assets and collaboratively involve the client system in determining intervention strategies and goals;
- Conduct a developmental interview that enables the client to share his/her human condition and participate in determining the effectiveness of their support network that can be utilized to implement the planned change process;
- Determine collaboratively a course of action which identifies those achievements and/or barriers to successful outcomes.

Competency 2.1.10(c) - Intervention

At the micro concentration level, advanced practitioners utilize knowledge, skills, and values to select and apply appropriate intervention models. Advanced practitioners in small systems:

- Enlist the client in the development of appropriate and mutually agreed-on intervention plan;
- Implement collaborative intervention strategies that enhance client social functioning utilizing referral sources when indicated;
- Utilize the client's human condition to facilitate change through negotiation, mediation and advocacy;
- Seek supervision, consultation and literature review to enhance the client's goal achievement;
- Facilitate the client in developing and maintaining adaptive behaviors that provide stability within their environment.

Competency 2.1.10(d) - Evaluation

At the micro concentration level, advanced practitioners utilize evidence-based practice to assess goal achievement of individuals, families, and small groups. Advanced practitioners in small systems:

- Monitor and evaluate interventions in collaboration with client systems;
- Utilize research skills to ensure best practices of evidence-based intervention;
- Facilitate termination and separation of the client-worker relationship by assessing the goal attainment results, and the client's readiness;
- Develop strategies for feedback on client's maintaining adaptive functioning;
- Work collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness.

III. Performance Dimension Scale

Instructions for Rating the Student's Competency Level

Rate the performance of this student's demonstration of practice behaviors that achieved the Program's core competencies. Each competency will be rated on a five point Likert Scale. Each level is defined with examples of the student's performance of the practice behaviors by checking the appropriate number.

A competent student integrates theory with agency mission, goals, policies and procedures that direct the service delivery system. The student is culturally competent and demonstrates a professional demeanor relevant to the agency expectations. The student works with supervision effectively and interacts with agency staff and clients appropriately.

The five rating levels are defined as follows:

RATING	LEVEL	GENERAL DEFINITION
5	Substantially Exceeds Expectations	<u>Outstanding</u> performance; work is consistently expert and consistently exceeds results expected to a substantial degree of a competent student.
4	Exceeds Expectations	<u>Superior</u> performance; most work is characterized by significant accomplishments, consistently performs at a level above that expected of a competent student.
3	Meets Expectations	<u>Solid</u> performance; consistently achieves the results expected of a competent student.
2	Below Expectations	<u>Marginal</u> performance; most work is getting done but not at a level expected of a competent student. Improvement is required.
1	Substantially Below Expectations	<u>Unacceptable</u> performance; work is consistently below standards expected of a competent student. Substantial improvement is required.
NO	No Opportunity	<u>No Opportunity</u> presented to evaluate student on competency.

IV. Practice Behaviors and Outcome Measures

MICRO PRACTICE

Rate the student’s level of performance in Direct Practice learning experiences utilizing the five-level Performance Dimension Scale. The student’s demonstrated performance of the practice behaviors should be the basis for your assessment. The rating that most nearly represents the student’s performance of practice behaviors is the level at which you should place the student.

Level of Performance

5	4	3	2	1	NO No Opportunity
Outstanding	Superior	Solid	Marginal	Unacceptable	

Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly

- Student understood and accurately communicated to client systems his/her professional role in the agency.
- Student utilized effective interpersonal skills in interactions with client systems, staff, and other professionals.
- Student appropriately initiated consultation with agency staff to accomplish micro practice assignments.

Competency 2.1.2—Apply social work ethical principles to guide professional practice

- Student identified ethical issues and dilemmas and applied an ethical decision making process in accordance with the NASW Code of Ethics.

Competency 2.1.3—Apply Critical thinking to inform and communicate professional judgments

- Student utilized collaborative differential interventions with client systems toward their empowerment to resolve problems.
- Student appropriately initiated consultation with agency staff to accomplish micro practice assignments.
- Student utilized appropriate, clear, accurate, and correct written communication in agency records of accountability and correspondence.

Competency 2.1.4—Engage diversity and difference in practice

- Student engaged client systems with appreciation and respect for differences and applied NASW Code of Ethics in context with the client’s human condition.
- Student assessed the impact of discrimination and oppression on client systems and collaborated with systems to enhance resources and social functioning.

Competency 2.1.5—Advance human rights and social and economic justice

- ___ Student utilized differential assessment skills and collaboration with client systems in identifying client role in self-advocacy toward social and economic justice.
- ___ Student differentially assessed the impact of discrimination and oppression on his/her client systems and collaborated with the client to restore, maintain and enhance resources and social functioning.

Competency 2.1.6—Engage in research-informed practice and practice-informed research

- ___ Student analyzed and differentially applied a variety of theories, models and practice approaches with individuals, families, and small groups.

Competency 2.1.7—Apply knowledge of human behavior and the social environment

- ___ Student utilized the person-in-environment perspective in advanced assessment, intervention, termination, and evaluation with client systems.
- ___ Student utilized differential assessment skills and collaboration with client systems in identifying client's role in self-advocacy toward social and economic justice.

Competency 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services

- ___ Student was able to negotiate with institutional systems to advocate for policy changes that will have an effective impact on service delivery to individuals, families and small groups.

Competency 2.1.9—Respond to contexts that shape practice

- ___ Student utilized effective assessments, interventions, knowledge and skills that address the impact of social, economic, political and environmental trends that affect client systems.
- ___ Student effectively advocated for the health and mental health of client systems and promoted resiliency factors that may contribute to the reduction of risk and vulnerability.

Competency 2.1.10(a)-(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

A – Engagement

- ___ Student prepared for interaction with clients by reading client information and utilizing supervision to clarify and understand cultural factors and similar human dynamics.
- ___ Student demonstrated the code of ethics, such as empathy, worth and dignity of the person and unconditional positive regard.
- ___ Student demonstrated an ability to develop a mutually agreed-on focus of work and desired outcome.

B – Assessment

- ___ Student demonstrated the capacity to enable client to share necessary and appropriate data to collaboratively problem solve and determine goals.
- ___ Students respectfully integrated client strengths and limitations to utilize the planned change process.
- ___ Student in collaboration with the client system determined an intervention process in context with the dynamics of the client situation.

C— Intervention

- ___ Student enlisted the client and collaborated with collateral sources in developing appropriate and mutually agreed-on intervention plan.
- ___ Student implemented collaborative intervention strategies that enhanced client social functioning, integrating referral resources when indicated.
- ___ Student utilized the client's human condition to facilitate change through negotiation, mediation, and advocacy.

D—Evaluation

- ___ Student monitored and evaluated interventions in collaboration with client systems.
- ___ Student utilized research skills to ensure best practices of evidence-based intervention.
- ___ Student facilitated termination and separation of the client-worker relationship by assessing the goal attainment results and the client's readiness.
- ___ Student developed strategies for feedback on client's maintaining adaptive functioning.

**Please complete this section if your organization required additional practice behaviors/
outcome measures that are specific to the student and the agency.**

**Please comment on student's performance that contributed to the above 'micro practice'
ratings.**

PROFESSIONAL DEVELOPMENT

Rate the student's level of performance in Professional Development experiences utilizing the five-level Performance Dimension Scale. The student's incremental task activity as defined in the Student Integrative Learning Contract should be the basis for your assessment. Your focus will be on the student's performance of incremental tasks. The rating that most nearly represents the student's performance in completing incremental tasks that achieve the practice behaviors/outcome measures is the level at which you should place the student.

Level of Performance

5 Outstanding	4 Superior	3 Solid	2 Marginal	1 Unacceptable	NO No Opportunity
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Micro Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- ___ Student demonstrated the professional use of self and critical consciousness in multiple micro practice context.
- ___ Student conferred with supervision and consultation appropriately and stayed abreast of current changes in social work practice through lifelong learning.
- ___ Student communicated the purpose of social work practice with other professionals, clients and the community.
- ___ Student discussed with field instructor assignments and tasks as avenues for professional growth
- ___ Student took increasing responsibility for utilizing field instruction.
- ___ Student took responsibility for accomplishing learning objectives and incremental assignments and tasks.
- ___ Student accurately documented his/her field performance in time/activity logs, field instruction notes, and agency records of accountability.
- ___ Student modified his/her practice and agency activities based on balanced self-evaluation.

Micro Competency 2.1.2—Apply social work ethical principles to guide professional practice

- ___ Student applied the NASW Code of Ethics when making ethical decisions and resolving ethical dilemmas.
- ___ Student demonstrated a professional understanding of personal and societal values in ethical decision-making with individuals, families and groups.

Micro Competency 2.1.3—Apply critical thinking to inform and communicate professional judgments

- ___ Student demonstrated an understanding of and an ability to critically analyze a variety of theories and practice approaches in bringing about therapeutic change with individuals, families and small groups.
- ___ Student communicated orally and in writing when working with client systems and completed documentation effectively.

- ___ Student sought a variety of sources to obtain knowledge and skills based upon scientific inquiry.
- ___ Student used analytical skills to critique his/her own practice, recognizing both strengths and limitations.
- ___ Student applied theoretical concepts to micro practice and professional development.

Micro Competency 2.1.7—Apply knowledge of human behavior and the social environment

- ___ Student applied a biopsychosocial conceptual framework, to understand human conditions that affect client behavior.
- ___ Student reviewed, selected, and applied developmentally and culturally sensitive assessment, intervention, and evaluation models.
- ___ Student integrated knowledge of individual and family life span development in context with environmental resources to understand the client’s human condition.

Micro Competency 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services

- ___ Student stayed abreast of current political, economical, social, and environmental trends that create policies that may have a negative impact on client systems.
- ___ Student collaborated with stakeholders who engage in policy making that affect program designs, program funding, and service delivery.
- ___ Student chose appropriate methods for advocating on behalf of individuals, families, and small groups.

Micro Competency 2.1.9—Respond to contexts that shape practice

- ___ Student responded effectively to the existing context that impact the nature of services with a continuum of care model that under girds relevant services.
- ___ Student functioned as a change agent to provide leadership and promote stability in quality service delivery that address existing human needs.
- ___ Student advocated for quality health and mental health, and promoted resiliency factors that may contribute to the reduction of risk and vulnerability.

Micro Competency 2.1.10(c)—Intervention

- ___ Student enlisted the client in the development of appropriate and mutually agreed-on intervention plan.
- ___ Student implemented collaborative intervention strategies that enhance client social functioning utilizing referral sources when indicated.
- ___ Student utilized the client’s human condition to facilitate change through negotiation, mediation, and advocacy.
- ___ Student conferred with supervision, consultation, and literature review to enhance the client’s goal achievement.
- ___ Student facilitated the client in developing and maintaining adaptive behaviors that provide stability within their environment.

Competency 2.1.10(d)—Evaluation

- _____ Student monitored and evaluated interventions in collaboration with client systems.
- _____ Student utilized research skills to ensure best practices of evidence-based interventions.
- _____ Student facilitated termination and separation of the client-worker relationship by assessing the goal attainment results and the client's readiness.
- _____ Student developed strategies for feedback on client's maintaining adaptive functioning.
- _____ Student worked collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness.

**Please complete this section if your organization required additional practice behaviors/
outcome measures that are specific to the student and the agency.**

**Please comment on student's performance that contributed to the above 'professional
development' ratings.**

V. Assessment and Signature Page

OVERALL ASSESSMENT

Areas of Strength:

Areas for Development:

Please comment on the student's overall professional practice and specific areas of expertise:

RECOMMENDED GRADE Satisfactory Fail

Field Instructor Comments: (Please use additional sheets as needed)

Student Comments: (Please use additional sheets as needed)

Required Signatures:

Field Instructor _____ Date _____

I have participated in and read this evaluation and **I agree** **I disagree** with its contents.

Student _____ Date _____

I have reviewed this evaluation and assign a grade of: **Satisfactory** **Fail**

Faculty Liaison _____ Date _____