

MACRO-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

Macro Competencies and Practice Behaviors

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

At the macro concentration level, advanced practitioners recognize and embrace the roles of administrators and community organizers in implementing service delivery systems, in designing staff development activities, and in engaging community groups in program design. They:

- Facilitate access to services for client systems with human service organizations and communities;
- Engage staff in career learning through staff training and orientation;
- Use staff supervision and consultation in staff development;
- Demonstrate self-awareness in analyzing the effectiveness of service delivery systems when working with diverse populations in the student's field placement and professional practice.

Competency 2.1.2 – Apply social work codes of ethics to social planning, administration, and supervision with client involvement and staff participation in decision-making

At the macro concentration level, advanced practitioners are aware of the value base of the profession, NASW codes of ethics, and rules and regulations in administrative practice and social planning. They:

- Distinguish how decisions are made with considerations of the political and organizational constraints and professional ethics and standards in HSOs;
- Recognize and manage personal and professional values in working with clients in community planning and administrative practice.

Competency 2.1.3 – Apply critical thinking to inform and communicate professional judgment.

At the macro concentration level, advanced practitioners analyze ways in which staff participation and client empowerment are encouraged in the decision-making of an agency. Practitioners in community planning examine ways in which individuals, families, groups, organizations, communities, and other professionals are encouraged to participate in community planning and advocacy. They:

- Demonstrate effective oral and written communication in working with groups, organizations, and communities and examining the ways colleagues and clients are involved in making decisions in organizations;
- Apply community organization and social planning theories in working with individuals, families, groups, organizations, communities, and other professionals.

Competency 2.1.4 – Engage diversity and differences in administrative practice and community organization

At the macro concentration level, advanced practitioners appreciate and understand that a client's/consumer's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers recognize the power and politics in administrative practices and community planning. They:

- Demonstrate an understanding of the importance of gender in leadership roles and styles in organization;
- Apply the value of diversity in society and promote competence in understanding the uniqueness of individuals within the environment;
- Promote the dignity and self-worth of staff, clients, and consumers in administrative practices, staff supervision, and community planning.

Competency 2.1.5 – Advance human rights and social and economic justice through client empowerment and staff participation in design of service delivery systems

At the macro concentration level, advanced practitioners incorporate social justice practices in organizations, institutions, and society to ensure that clients' and workers' basic human rights are observed. They:

- Utilize the power and politics as they relate to strategic planning;
- Assess strengths and weaknesses of the service delivery systems for clients/consumers;
- Advocate for staff participation and client inclusion in designing programs in HSOs;
- Engage clients/consumers in community planning practices that advance social and economic justice in grassroots level innovative programs.

Competency 2.1.6 – Apply studies in organization and leadership to administration and staff supervision

At the macro concentration level, advanced practitioners use administrative and supervisory experiences to inform research and use research findings to improve administrative practices, supervision, and design of social service delivery systems. They:

- Engage in analyzing intervention effectiveness of the organization in which students are placed and recommend changes based on management theories;
- Engage in analyzing organizational effectiveness with an emphasis on organizational theory;
- Provide a sound knowledge base of social planning, especially the assessment of community needs, rational decision-making, identification of alternatives, practical considerations and evaluation.

Competency 2.1.7 – Recognize how the human service organizations are being influenced by the political and economic environments

At the macro concentration level, advanced practitioners are knowledgeable about human behaviors in leadership and supervision in human service organizations and the ways social systems like schools, hospitals, and the courts promote or deter clients in maintaining or achieving economic and social well being. They:

- Apply organizational theory in understanding the ways in which services are coordinated and staff is supervised;
- Critique and apply policy changes in the environment as related to the adaptation of the organization in providing services to vulnerable populations;
- Utilize theories in power and politics in analyzing inter-organizational linkages.

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

At the macro concentration level, advanced practitioners engage colleagues and clients/consumers in administrative and social planning practices to advance social and economic well-being and to deliver effective social work services. They:

- Advocate for services to advance the economic and social well-being of clients based on analyses of the service delivery systems;
- Design an efficient service delivery system in order to better serve and to better reach out to the potential clients/consumers;
- Engage in the examination of clients'/consumers' difficulties in obtaining the needed services from HSOs.

Competency 2.1.9 – Respond to contexts that shape practice

At the macro concentration level, advanced practitioners continually design and refine ways to effectively deliver services to meet the changing needs of their clients and/or to adapt to policy changes that affect the operations of an organization. They:

- Continually discover, appraise, and attend to changing needs of clients and emerging societal trends to provide relevant services through community organizing and social planning;
- Provide leadership in promoting organizational adaptation to improve the quality of social services.

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

At the macro concentration level, advanced practitioners recognize the importance of engaging staff, community members and organizations, and clients in advocating for services or policy changes.

Competency 2.1.10(a) – Engage with individuals, families, groups, organizations, and communities

At the macro concentration level, advanced practitioners assess organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action. They:

- Engage in interventions for change in organizations and communities;
- Facilitate organizational and community change;
- Establish a relationship with organizations and communities;
- Negotiate mutually agreed-on strategies and desired outcomes.

Competency 2.1.10(b) – Assess with individuals, families, groups, organizations, and communities

At the macro concentration level, advanced practitioners assess organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action. They:

- Conduct needs assessment of organizations and communities including client/consumer strengths and weaknesses;
- Develop mutually agreed upon strategies to achieve goals and objectives for organization

and community change.

Competency 2.1.10(c) – Intervene with individuals, families, groups, organizations, and communities

At the macro concentration level, advanced practitioners intervene with and on behalf of organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action. They:

- Apply advanced knowledge and skills to achieve organizational and community goals;
- Utilize advocacy and change strategies that empower organizations and communities;
- Engage organizations and communities in integration of new innovations.

Competency 2.1.10(d) – Evaluate with individuals, families, groups, organizations, and communities

At the macro concentration level, advanced practitioners evaluate organizations, neighborhoods, communities, and large systems policies to assess outcomes of community interventions. They:

- Empower organizations and communities in the evaluation of interventions.

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

IV. Practice Behaviors and Outcome Measures

MACRO 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 macro 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 macro 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 interacted with client systems in a manner that conveyed appreciation and respect for client diversity, dignity and worth through utilizing client system strengths and resources.

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 neighborhoods, organizations, and communities.

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.

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

- Student analyzed policy in collaboration with client systems to identify client roles and self advocacy that affected social and economic justice.
- Student analyzed political, social, economic, and environmental trends to advocate for policy change.

Competency 2.1.9—Respond to contexts that shape practice

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

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

- Student analyzed and differentially applied a variety of theories, models, and practice approaches with organizations and communities.
- Student provided advanced assessment and intervention services for organizations and communities at risk, in accordance with agency mission, goals, and quality assurance standards.
- Student referred client systems to specialized resources appropriately based on client systems' needs.
- Student utilized collaborative differential interventions with client systems toward their empowerment to resolve problems.
- Student utilized differential assessment skills and collaboration with client systems in identifying client systems' roles in self-advocacy toward social and economic justice.

**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 'macro 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
------------------	---------------	------------	---------------	-------------------	----------------------

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 macro practice context.
- ___ Student conferred with supervision and consultation appropriately and stayed abreast of current changes in social work practice.
- ___ 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.

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 organizations, communities, and other large systems.

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 organizations, communities, and other large systems.

- ___ 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 macro practice and professional development.

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 systems' behavior.
- ___ Student reviewed, selected, and applied developmentally and culturally sensitive assessment, intervention, and evaluation models.
- ___ Student integrated knowledge of community and organizational development in context with environmental resources to understand the condition of a system.

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 organizations, communities, and other large systems.

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 gird relevant services.
- ___ Student functioned as a change agent to provide leadership and promote stability in quality service delivery that addresses 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.

Competency 2.1.10(c)—Intervention

- ___ Student enlisted the client system in the development of appropriate and mutually agreed-on intervention plan.
- ___ Student implemented collaborative intervention strategies that enhance client systems social functioning utilizing referral sources when indicated.
- ___ Student utilized the condition of a large system to facilitate change through negotiation, mediation, and advocacy.

- ___ Student conferred with supervision, consultation, and literature review to enhance the client systems' goal achievement.
- ___ Student facilitated the client system 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 system-worker relationship by assessing the goal attainment results and the client's readiness.
- ___ Student developed strategies for feedback on client system 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 _____