

Community Organizing, Planning, & Development

Advanced Field Practicum Evaluation

This Evaluation Form is **ONLY** For:

1. Full time Program Students in Year #2
2. Accelerated Program Students in Year #2
3. Advanced Standing Program Students
4. OYR Program Time Frame II Students in **Second** Semester of field
5. Dual Degree/Bank Street Program Students in **Second** Semester of field

# STUDENTS:

Please complete the **STUDENT INFORMATION** section (page 2). Be sure to indicate your field advisor and their email address. Go to page 16 and complete the STUDENT SELF-EVALUATION. Once completed save the document using lname first initial evalF21 (ex: anyonej.evalF21) and send to your field instructor for completion.

# FIELD INSTRUCTORS:

Your student will send you the saved document with their information completed. Please complete your assessment of the student, save the document when completed, review with student, sign by typing in names (yours and student types theirs), save again. Submit by pressing the button on the webpage and entering the information requested. You will need to type in the student information as provided then upload the saved document.

**Student's First and Last Name:**

**Field Instructor (First and Last Name):**

**Field Practicum Agency:**

**Field Advisor (First and Last):**

**Field Advisor Email:**

ASSESSMENT SCALE   
Use the following scale to assess the student's performance in the ten core areas of social work competency identified by the Council on Social Work Education:

|  |  |  |
| --- | --- | --- |
| **5 (HC)** | The student is *fully able to perform* the practice behavior with a wide range of client types and situations without any direction needed. | **Highly Competent** |
| **4** | The student is able to perform the practice behavior *with many client types* and situations and with minimal direction needed. | **Consistently Competent** |
| **3 (C)** | The student is able to perform the practice behavior *with some client types* and situations and with some direction needed. | **Competent** |
| **2** | The student is *sometimes able to perform* the practice behavior when considerable direction is provided. | **Approaching Competency** |
| **1 (NC)** | The student is *not able to perform* the practice behavior at all. | **Not Competent** |
| **NR** | Use this rating if you had insufficient evidence to rate this competency. | **Not Rated** |
| **NO** | Use this rating if the student does not have the opportunity to perform the practice behavior. | **No Opportunity** |

At mid-year, although the student may already be competent in some areas, many areas may still be developing.

Even at graduation, it is unlikely that many students will be highly competent in all of the practice behaviors you are evaluating.

All ratings should be substantiated through specific examples.

2.1.1 PROFESSIONAL IDENTITY   
    
*The student identifies as a professional social worker and conducts self accordingly*. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.  
   
 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NR** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **NO** |
| 1.Demonstrate flexibility in assessing tactical choices and community members’ roles and responsibilities. |  |  |  |  |  |  |  |
| 2. Further enhance their comfort in their organizing role and those roles of community leaders in the process of co-creation of democratic strategy formation. |  |  |  |  |  |  |  |
| 3. Demonstrate commitment to and application of the values and ethics of the profession in practice. |  |  |  |  |  |  |  |

Provide at least one example of how the student has demonstrated competency in professional identity:

2.1.2 ETHICAL PRACTICE   
    
*The student applies social work ethical principles to guide professional practice.* Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.  
   
 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NR** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **NO** |
| 1. Understand and act upon core personal values so that become operational and concrete. |  |  |  |  |  |  |  |
| 2. Help other understand and work with the dilemmas between means and ends. |  |  |  |  |  |  |  |
| 3. Apply ethical standards, ethical laws, and ethical reasoning in promoting human rights and social justice in the assessment, intervention, and evaluation of organizational and community practice. |  |  |  |  |  |  |  |

Provide at least one example of how the student has demonstrated competency in ethical practice:

2.1.3 CRITICAL THINKING    
*The student applies critical thinking to inform and communicate professional judgments.* Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.  
   
 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NR** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **NO** |
| 1. Use logic, critical thinking, creativity, and synthesis of multiple frameworks and sources of information to make professional judgments regarding your own planning style and the style of your field placement agency. |  |  |  |  |  |  |  |
| 2. Collect and interpret information from multiple sources of data. |  |  |  |  |  |  |  |
| 3. Examine new models of assessment, prevention, intervention, and evaluation. |  |  |  |  |  |  |  |
| 4. Based on integration of multiple sources of knowledge, propose new models of assessment, prevention, intervention, and evaluation. |  |  |  |  |  |  |  |
| 5. Demonstrate capacity to effectively communicate findings with a broader audience. |  |  |  |  |  |  |  |
| 6. Think critically about practice approaches and decisions. |  |  |  |  |  |  |  |

Provide at least one example of how the student has demonstrated competency in critical thinking:

2.1.4 DIVERSITY AND DIFFERENCE IN PRACTICE   
    
*The student engages diversity and difference in practice.* Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.  
   
 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NR** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **NO** |
| 1. Engage with and ensure participation of diverse and marginalized community and organizational constituents by identifying and accommodating multilingual and non-literate needs, gender power dynamics, and access for disabilities in assessing, planning, and implementing. |  |  |  |  |  |  |  |

Provide at least one example of how the student has demonstrated competency in engaging diversity and difference in practice:

2.1.5 HUMAN RIGHTS AND SOCIAL ECONOMIC JUSTICE    
*The student advances human rights and social and economic justice.* Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.  
   
 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NR** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **NO** |
| 1. Critically assess how their COPD practice advances social and economic justice. |  |  |  |  |  |  |  |
| 2. Address the service needs of oppressed and vulnerable populations. |  |  |  |  |  |  |  |

Provide at least one example of how the student has demonstrated competency in advancing human rights and social and economic justice:

## 2.1.6 RESEARCH & PRACTICE

*The student engages in research-informed practice and practice-informed research.* Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.  
   
 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NR** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **NO** |
| 1. Utilize theories of community and organizational behavior and evidence-informed research to develop, implement, and evaluate a plan of action for community or organizational intervention in your field placement agency (or other setting). |  |  |  |  |  |  |  |
| 2. Synthesize practice experience to develop research agenda. |  |  |  |  |  |  |  |
| 3. Utilize research to inform practice. |  |  |  |  |  |  |  |

Provide at least one example of how the student has demonstrated competency in engaging in research-informed practice and practice-informed research:

**2.1.7 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT**   
    
*The student applies knowledge of human behavior and the social environment.* Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.  
   
 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NR** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **NO** |
| 1. Differentially apply conceptual frameworks to guide the processes of assessment, intervention, and evaluation. |  |  |  |  |  |  |  |

Provide at least one example of how the student has demonstrated competency in applying knowledge of human behavior and the social environment:

2.1.8 POLICY PRACTICE  
*The student engages in policy practice to advance social and economic well-being and to deliver effective social work services.* Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.   
  
 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NR** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **NO** |
| 1. Synthesize impact of COPD policy or policies to advance social well-being. |  |  |  |  |  |  |  |
| 2. Critically evaluate relevant city, state, and federal social policies and programs that govern service delivery. |  |  |  |  |  |  |  |

Provide at least one example of how the student has demonstrated competency in engaging in policy practice to advance social and economic well-being and to deliver effective social work service:

2.1.9 PRACTICE CONTEXT   
    
*The student responds to contexts that shape practice.*  
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.  
   
  
 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NR** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **NO** |
| 1. Contribute to the knowledge base of how context impacts practice. |  |  |  |  |  |  |  |

Provide at least one of how the student has demonstrated competency in responding to contexts that shape practice:

2.1.10(a-d) ENGAGEMENT, ASSESSMENT, INTERVENTION, EVALUATION   
    
*The student social worker (a) engages, (b) assesses, (c) intervenes, and (d) evaluates with individuals, families, groups, organizations, and communities.* Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.  
    
For the following questions, the term "client" refers to *individuals, families, groups, organizations, and communities as relevant to the method.*

2.1.10a ENGAGEMENT   
  
 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NR** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **NO** |
| 1. Differentially engage diverse individuals, families, and groups. |  |  |  |  |  |  |  |
| 2. Model leadership behaviors and beliefs in others’ capacities to lead. |  |  |  |  |  |  |  |
| 3. Develop capacities to discern and develop leadership with those who have less power and privilege. |  |  |  |  |  |  |  |
| 4. Engage with coalitions, their constituencies, and the organizations that comprise them to assess and analyze their capacities, strengths, strategies/tactics, needs, and outcomes, as well as to make recommendations to them for appropriate future actions. |  |  |  |  |  |  |  |

2.1.10b ASSESSMENT   
  
 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NR** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **NO** |
| 1. Demonstrate “respect and challenge” in decision-making in community groups. |  |  |  |  |  |  |  |
| 2. Practice “where the people are at plus one.” |  |  |  |  |  |  |  |

2.1.10c INTERVENTION   
  
  
 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NR** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **NO** |
| 1. Create agendas that are of interest to and involve all levels of membership. |  |  |  |  |  |  |  |
| 2. Run meetings as arenas for democratic leadership development. |  |  |  |  |  |  |  |

**2.1.10d EVALUATION**   
  
  
 *Assess the student's ability to:*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NR** | **1(NC)** | **2** | **3(C)** | **4** | **5(HC)** | **NO** |
| 1: Differentially evaluates practice effectiveness and modifies interventions accordingly or brings work to closure. |  |  |  |  |  |  |  |

**2.1.10(a-d)** Provide at least one or two examples of how the student evinces proficiency in engagement, assessment, intervention, and evaluation with individuals, families, groups, organizations, and communities:

## OVERALL STUDENT RATING

* Reminder: even at graduation, it is unlikely that many students will be highly competent in all of the practice behaviors you are evaluating.

Not Competent

Approaching Competency

Competent

Consistently Competent

Highly Competent

## STUDENT'S STRENGTHS/LIMITATIONS

## DIRECTIONS AND GOALS FOR STUDENT'S FUTURE LEARNING

STUDENT SELF EVALUATION   
  
**How would you rate your:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Unacceptable | | Needs Improvement | Achieves Standard | Exceeds Standard | Outstanding |
| 1. participation in the learning process? | |  |  |  |  |  |
| 2. growth in the development of professional values and ethics? | |  |  |  |  |  |
| 3. growth in the development of knowledge and skills for agency-based practice. | |  |  |  |  |  |
| 4. overall learning experience? | |  |  |  |  |  |

**COMMENTS**

SIGNATURES

By ***TYPING-IN YOUR FULL NAME*** you certify that the information in this evaluation is true and correct to the best of your knowledge and that all necessary parties have been informed of this evaluation.   
   
Students please also include your EMPL ID for verification. (The EMPL ID can be found on your Hunter ID card.)

**Field Instructor's Name:**

**Student's Name**:

**Student's EMPL ID:**