Augsburg College
Department of Social Work
MSW Field Work 3 & 4 – PDPA

Evaluation of Student Performance

Student _____   Agency _____

Field Instructor _____   Faculty Liaison _____

Dates of Report _____/_____   Student's typical weekly schedule _____

I. Instructions

Your careful attention to completing this evaluation form is very much appreciated. Evaluation is a critical part of a student's professional education. It provides an important opportunity for feedback, growth, discussion and educational planning.

For each of the following areas of competence, please indicate which level of performance the student has achieved (unsatisfactory, basic, proficient, or distinguished) by marking the appropriate number in the box to the right. Each level of performance assumes competency in the previous level(s) of performance. For example, "proficient" assumes that the student has demonstrated competence at the basic level of performance. Likewise, "distinguished" assumes competence at both the basic and proficient levels of performance.

OBJECTIVES – PROGRAM DEVELOPMENT, POLICY, AND ADMINISTRATION

The Program Development, Policy and Administration concentration prepares students who can:

1. Demonstrate an understanding of macro practice social work including: analysis, development, implementation, and evaluation of organizations, communities, and policies.

2. Demonstrate skills in macro practice social work including: program planning, implementation and evaluation; community organization; and policy practice.

3. Demonstrate an understanding and application of theories and principles of social and economic justice within macro practice social work.

4. Demonstrate an understanding of organizational theories, ethics and values, and the implications and application of these on the internal structure and operation of social service agencies.

5. Demonstrate an understanding of and ability to apply theories, ethics and values, strategies and methods for working effectively within the external environment including other service agencies, legislative and policy making bodies, regulatory and advocacy agencies, community organizations and the public.

6. Demonstrate an understanding of the problem-solving model, informed by the strengths, empowerment and social constructionist perspectives, and its application to macro practice social work.

7. Demonstrate an understanding of social, economic, health, political, demographic, educational, historical and legal systems as they impact upon macro practice social work within the local, national and global context.

8. Demonstrate an understanding of the theories of diversity, inequality and cultural competence in a global context, and their contribution to macro practice social work.

9. Demonstrate the professional use of self in the application of the values and ethical base of the social work profession in macro practice social work.

10. Demonstrate the understanding of theories, strategies and methods of effective leadership in organizations, communities and policy.

11. Demonstrate an understanding and application of conflict resolution theories, strategies and methods in macro practice social work.

12. Demonstrate cultural competency skills in macro practice social work.

13. Demonstrate advanced skills in program evaluation.

14. Demonstrate knowledge and ability to use supervision effectively in macro practice social work.

Objective 1: Demonstrate the ability to use theory related to program development, policy and administration.

Element	Level of Performance				Mid	End
	(1) **Unsatisfactory**	**(2)** **Basic**	**(3)** **Proficient**	**(4)** **Distinguished**		
Knowledge of theory re: strategies for intervention and change.	Student exhibits little interest in theoretical understanding of strategies for intervention and change within an agency. Understanding of theory is absent or incomplete.	Student exhibits interest in theoretical understanding for intervention and change within an agency. Student demonstrates the ability to apply appropriate theory.	Student demonstrates the ability to integrate an appropriate and coherent theory for intervention and change within an agency.	Student demonstrates the ability to integrate an appropriate and coherent theory for intervention and change within an agency at a high level of understanding, e.g. is student able to apply theoretical concepts to an in-depth explanation of a change scenario?		
Knowledge of theory re: client empowerment.	Student exhibits little interest in theories related to client empowerment.	Student exhibits interest in theoretical understanding for theories related to client empowerment. Student demonstrates the ability to apply appropriate theory.	Student demonstrates the ability to integrate an appropriate and coherent theory for intervention and change within an agency.	Student demonstrates the ability to integrate an appropriate and coherent theory for client empowerment within an agency at a high level of understanding, e.g. is student able to apply theoretical concepts to an in-depth explanation of client empowerment?		
Knowledge of theory re: social and economic justice	Student exhibits little interest in theories related to social and economic justice.	Student exhibits interest in theoretical understanding for theories related to social and economic justice. Student demonstrates the ability to apply appropriate theory.	Student demonstrates the ability to integrate an appropriate and coherent theory for intervention and change within an agency.	Student demonstrates the ability to integrate an appropriate and coherent theory for social and economic justice within an agency at a high level of understanding, e.g. is student able to apply theoretical concepts to an in-depth explanation of social and economic justice?		
Knowledge of theory re: process of developing and changing public policy.	Student exhibits little interest in theories related to public policy development and/or change.	Student exhibits interest in theoretical understanding related to public policy development or change. Student demonstrates the ability to apply appropriate theory.	Student demonstrates the ability to integrate an appropriate and coherent theory for developing or changing public policy within an agency.	Student demonstrates the ability to integrate an appropriate and coherent theory for developing or changing public policy within an agency at a high level of understanding, e.g., is student able to apply theoretical concepts to an in-depth explanation of public policy development and/or change?		

Objective 1: Demonstrate the ability to use theory related to program development, policy and administration. (continued)

Element	Level of Performance				Mid	End
	(1) Unsatisfactory	(2) Basic	(3) Proficient	(4) Distinguished		
Knowledge of theory re: program evaluation	Student exhibits little interest in theories related to program evaluation.	Student exhibits interest in theoretical understanding related to program evaluation. Student demonstrates the ability to apply appropriate theory.	Student demonstrates the ability to integrate an appropriate and coherent theory for program evaluation.	Student demonstrates the ability to integrate an appropriate and coherent theory for program evaluation within an agency at a high level of understanding, e.g., is student able to apply theoretical concepts to an in-depth explanation of program evaluation?		
Knowledge of theory re: leadership.	Student exhibits little interest in theories related to leadership.	Student exhibits interest in theoretical understanding related to leadership. Student demonstrates the ability to apply appropriate theory.	Student demonstrates the ability to integrate an appropriate and coherent theory for leadership within an agency.	Student demonstrates the ability to integrate an appropriate and coherent theory for leadership within an agency at a high level of understanding, e.g., is student able to apply theoretical concepts to an in-depth explanation of leadership?		
Knowledge of theory re: collaboration with the external environment.	Student exhibits little interest in theories related to collaboration.	Student exhibits interest in theoretical understanding related to collaboration with the external environment. Student demonstrates the ability to apply appropriate theory.	Student demonstrates the ability to integrate an appropriate and coherent theory for collaboration with the external environment within an agency.	Student demonstrates the ability to integrate an appropriate and coherent theory for collaboration with the external environment at a high level of understanding, e.g., is student able to apply theoretical concepts to an in-depth explanation of collaboration with the external environment?		
Knowledge of theory re: conflict resolution.	Student exhibits little interest in theories related to conflict resolution.	Student exhibits interest in theoretical understanding related to conflict resolution. Student demonstrates the ability to apply appropriate theory.	Student demonstrates the ability to integrate an appropriate and coherent theory for conflict resolution within an agency.	Student demonstrates the ability to integrate an appropriate and coherent theory for conflict resolution within an agency at a high level of understanding, e.g., is student able to apply theoretical concepts to an in-depth explanation of conflict resolution?		

Objective 2: Demonstrate the professional use of self in the application of the values and ethical base of the social work profession in macro practice social work.

Element	Level of Performance				Mid	End
	(1) Unsatisfactory	(2) Basic	(3) Proficient	(4) Distinguished		
Ethical dilemmas in practice.	Student cannot identify ethical dilemmas in <u>practice</u>.	Student can identify ethical dilemmas and presents them in supervision.	Student demonstrates an understanding of an ethical decision-making framework and can apply that framework to resolution of ethical dilemmas that arise in their practice.	Student demonstrates the ability to recognize subtle ethical issues arising in their practice. Student routinely uses one or more ethical decision-making frameworks to resolve ethical dilemmas that arise in their practice.		
Ethical dilemmas in organizations.	Student cannot identify ethical dilemmas in <u>organizations</u>.	Student can identify ethical dilemmas and presents them in supervision.	Student demonstrates an understanding of an ethical decision-making framework and can apply that framework to resolution of ethical dilemmas that arise within their agency or organization.	Student demonstrates the ability to recognize subtle ethical issues arising in their organization or agency. Student routinely uses one or more ethical decision-making frameworks to address ethical dilemmas that arise in their organization or agency.		
Knowledge of self, I.e. awareness of own values, beliefs and experiences	Student demonstrates a lack of self-awareness.	Student demonstrates awareness of their own values, beliefs and experiences.	Student demonstrates an awareness of the impact of self on work with clients and within agency.	Student routinely uses their awareness of self during interventions with clients, colleagues, supervisors and other stakeholders.		
Use of self	Student lacks an understanding of the concept "use of self." Student fails to address use of self issues in supervision.	Student demonstrates an understanding of the concept "use of self." Student discusses use of self in supervision. Student refrains from inappropriate use of self-disclosure.	Student applies an understanding of use of self to their work with clients and other stakeholders. Student routinely discusses it in supervision. Student demonstrates an understanding of the appropriate use of self-disclosure.	Student routinely uses their understanding of use of self during interventions with clients, colleagues, supervisors, and other stakeholders.		

Objective 3: Demonstrate knowledge and ability to use supervision effectively in macro practice social work.

Element	Level of Performance				Mid	End
	(1) **Unsatisfactory**	**(2)** **Basic**	**(3)** **Proficient**	**(4)** **Distinguished**		
Use of supervision	Does not plan supervision time. Irregular attendance. Assumes passive role.	Attends all scheduled supervision meetings and brings agenda items. Student relies on verbal reporting of macro practice activities to present their practice in supervision.	Engaged in the supervision process. Brings in scenarios, questions for review and discussion. Integrates research findings and academic readings in discussion. Student uses opportunities for more direct observation of their practice, e.g. observation.	Meets all other levels and periodically monitors progress of social work self through evaluation and reflections on use of self. Student uses opportunities for direct observation of their practice on a regular basis.		
Student's learning objectives	Fails to develop meaningful learning objectives. Does not integrate learning objectives into placement. Does not take leadership role in creating objectives.	Develop learning objectives which are used as guide for internship activities. Completes established learning objectives.	Develops and implements learning objectives that reflect mezzo and macro learning in the setting. Completes learning established objectives in professional manner.	The ability to review and revise learning objectives given the dynamic nature of the internship and the opportunities for learning.		

Objective 4: Demonstrate effectiveness in "student as member of agency" role.

Element	Level of Performance				Mid	End
	(1) **Unsatisfactory**	**(2)** **Basic**	**(3)** **Proficient**	**(4)** **Distinguished**		
Relationships with colleagues and peers	Does not engage with team. Acts in an unprofessional manner with colleagues and peers per the NASW Code of Ethics.	Familiar with team members and their roles. Participates in team activities delineated by the learning agenda and field instructor.	Engages in team activities. Respected member of team-e.g. offers opinion, insights. Leads some team activity e.g. case review.	Leads team in activity. Brings up issues that could be seen as controversial in appropriate, respectful manner. Establishes self as competent team member even given student role. Opinions sought out by team members. Actively engages in team activity.		
Knowledge of the field agency and its programs	Unaware of field agency programs, culture, funding sources, mission, etc..	Aware of agency's mission, programs, culture, funding sources etc. Can explain agency information to clients.	Can identify and understand agency's larger context, I.e. familiarity with the systems that impact the agency's client population.	Demonstrate the ability to collaborate with representatives of systems that impact the agency's client population.		
Knowledge of policies affecting the field agency and its clientele	Unaware of policy, rules, and legislation that regulate the field agency and its clientele.	Knowledge of pertinent legislation, policies, rules and regulations that affect agency's clientele.	Can apply the knowledge in ways that enhance client functioning.	Participate in practice activities to effect change at the macro level.		

Objective 5: Demonstrate the ability to implement effective skills in program development, policy and administration.

Element	Level of Performance				Mid	End
	(1) **Unsatisfactory**	**(2)** **Basic**	**(3)** **Proficient**	**(4)** **Distinguished**	**Mid**	**End**
In macro practice, able to apply problem-solving model	Cannot demonstrate effective problem-solving skills most of the time.	Can identify appropriate skills in this area of macro practice. Can demonstrate basic problem-solving skills.	Reflects knowledge base in demonstration of skills as well as can identify rationale for use of specific skill.	Integrates research & readings in their understanding of skills. Can apply skills coherent with problem-solving model.		
In program development, demonstrate the ability to utilize a variety of assessment processes effectively and appropriately.	Cannot demonstrate effective assessment skills most of the time.	Can identify appropriate skills in this area of macro practice. Can demonstrate basic assessment skills.	Reflects knowledge base in demonstration of skills as well as can identify rationale for use of specific skill.	Integrates research & readings in their understanding of skills. Can apply skills coherent with identified theory and model. Can consistently evaluate effectiveness of chosen approach.		
In policy development, demonstrate the ability to utilize a variety of assessment processes effectively and appropriately.	Cannot demonstrate effective assessment skills most of the time.	Can identify appropriate skills in this phase of practice. Can demonstrate basic assessment skills with clients. Is effective in the use of these skills.	Reflects knowledge base in demonstration of skills as well as can identify rationale for use of specific skill.	Integrates research & readings in their understanding of skills. Can apply skills coherent with identified theory and model. Can consistently evaluate effectiveness of chosen approach.		
Demonstrate advanced skills in conflict resolution.	Cannot demonstrate effective conflict resolution skills most of the time.	Can identify appropriate skills in this conflict resolution. Can demonstrate basic conflict resolution skills with colleagues. Is effective in the use of these skills.	Reflects knowledge base in demonstration of skills as well as can identify rationale for use of specific skill.	Integrates research & readings in their understanding of skills. Can apply skills coherent with identified theory and model. Can consistently evaluate effectiveness of chosen approach.		
Demonstrate advanced skills in leadership.	Cannot demonstrate effective leadership skills most of the time.	Can identify appropriate skills in this leadership. Can demonstrate leadership skills and is effective in the use of these skills.	Reflects knowledge base in demonstration of skills as well as can identify rationale for use of specific skill.	Integrates research & readings in their understanding of skills. Can apply skills coherent with identified theory and model. Can consistently evaluate effectiveness of chosen approach.		

Objective 5: Demonstrate the ability to implement effective skills in program development, policy and administration. (continued)

Element	Level of Performance				Mid	End
	(1) **Unsatisfactory**	**(2)** **Basic**	**(3)** **Proficient**	**(4)** **Distinguished**		
Demonstrate advanced skills in program evaluation.	Cannot demonstrate effective evaluation skills most of the time.	Can identify appropriate skills in this phase of macro practice. Can demonstrate evaluation skills. Is effective in the use of these skills.	Reflects knowledge base in demonstration of skills as well as can identify rationale for use of specific skill.	Integrates research & readings in their understanding of skills. Can apply skills coherent with identified theory and model. Can consistently evaluate effectiveness of chosen approach.		
Demonstrate advanced skills to work in groups within agency.	Cannot demonstrate effective group skills most of the time.	Can identify appropriate skills in work within groups. Can demonstrate skills with colleagues and is effective in the use of these skills.	Reflects knowledge base in demonstration of skills as well as can identify rationale for use of specific skill.	Integrates research & readings in their understanding of skills. Can apply skills coherent with identified theory and model. Can consistently evaluate effectiveness of chosen approach.		

Objective 6: Demonstrate cultural competency skills in macro practice social work.

Element	Level of Performance				Mid	End
	(1) Unsatisfactory	(2) Basic	(3) Proficient	(4) Distinguished		
Awareness of own culture	Student is unfamiliar with own cultural background & demonstrates little or no awareness of the relationship between their own culture and client outcomes and agency cultural competence.	Demonstrates some knowledge of own cultural background but unable to understand how his or her own culture affects client outcome or field agency's cultural competence.	Demonstrate thorough understanding of own personal cultural background and clearly describe specific examples of how background impacts social work practice with clients or agency.	Demonstrates ongoing exploration of her/his personal culture and actively seeks out input from cultural guides to assist in understanding the impact of her/his personal culture on practice with clients or to improve agency's cultural competence.		
Knowledge of clients' cultures	Demonstrates little knowledge of clients' cultures and fails to make connections between cultural influences and clients' performance.	Displays a general understanding of clients' cultural backgrounds and can occasionally describe examples of cultural influences on clients' behaviors and success.	Displays accurate knowledge of the diverse cultures of clients served and consistently demonstrates understanding of the cultural influences on clients' behavior and success.	Regularly incorporates accurate knowledge of clients' cultures into the selection of theory, model and strategies used by the social worker.		
Theory of diversity, culture and inequality	Student is unaware of theories of culture and does not recognize their importance.	Aware but unable to apply culture theory in social work.	Able to apply theories of culture in social work most of the time.	Able to synthesize use of culture theory to practice culturally competent social work.		
Use of law and policy that affects delivery of multicultural services, e.g., affirmative action, equal opportunity	Student is unaware of how law and policy affect multicultural service.	Is aware of but unable to apply law and policy affecting multicultural service.	Able to apply law and policy most of the time to understand and deliver multicultural service.	Student is able to utilize relevant law and policy to improve multicultural service across the agency.		
Institutions and culture	Student is unaware of how institutions reflect, assimilate, and perpetuate cultural attributes & inequality.	Aware but unable to understand how institutions reflect, assimilate and perpetuate cultural attributes and inequality.	Able to understand how institutions reflect, assimilate and perpetuate cultural attributes and inequality.	Able to utilize skills to influence how institutions reflect, assimilate and perpetuate cultural attributes to improve equality.		

OVERALL EVALUATION: STUDENT AS PRACTIONER
MSW FIELD WORK 3 & 4 – PDPA

<u>MID-TERM</u>

     Please indicate your overall evaluation of the student as practitioner by circling the word below that best describes the student. In your comments, please consider unique student characteristics, special student strengths or particular difficulties as a practitioner, and any unusual circumstances.

☐ **Poor**   ☐ **Marginal**   ☐ **Satisfactory**   ☐ **Very Good**   ☐ **Exceptional**

Comments: _____

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OVERALL EVALUATION: STUDENT AS PRACTIONER
MSW FIELD WORK 3 & 4 – PDPA

<u>END-TERM</u>

      Please indicate your overall evaluation of the student as practitioner by circling the word below that best describes the student. In your comments, please consider unique student characteristics, special student strengths or particular difficulties as a practitioner, and any unusual circumstances.

☐ **Poor**   ☐ **Marginal**   ☐ **Satisfactory**   ☐ **Very Good**   ☐ **Exceptional**

Comments:

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<u>MID-TERM</u>

<u>Additional Comments:</u>

I recommend the following grade:

_____ Pass
_____ No Credit

_____
Field Instructor Signature   Date

_____
Student Signature   Date

_____
Field Faculty Signature   Date

<u>END-TERM</u>

<u>Additional Comments:</u>

I verify that the student has completed 500 hours:

_____ Yes

_____ No

I recommend the following grade:

_____ Pass

_____ No Credit

_____

Field Instructor Signature   Date

_____

Student Signature   Date

_____

Field Faculty Signature   Date