



## **Evaluation Instrument\***

This evaluation instrument addresses the competencies and the practice behaviors associated with each competency for Field Practicum III MACRO Practice. It represents practice behaviors to be demonstrated by the end of the semester.

Ratings of each practice behavior must be supported by content in the “Evidence to support rating” section for that particular practice behavior. The “Strategies to increase competence” section should include ways in which the specific practice behavior can be further improved.

On the scale provided after each practice behavior, please indicate *level of performance* by placing an X in the appropriate box.

- UP Unacceptable Progress**  
**Never demonstrates awareness, knowledge and skills as a graduate social work intern**
- IP Insufficient Progress**  
**Rarely demonstrates awareness, knowledge and skills as a graduate social work intern**
- EC Emerging Competence**  
**Inconsistently demonstrates awareness, knowledge and skills as a graduate social work intern**
- C Competence**  
**Consistently demonstrates awareness, knowledge and skills as a graduate social work intern**
- AC Advanced Competence**  
**Expertly demonstrates awareness, knowledge and skills as a graduate social work intern**

## **Evaluation Process**

To evaluate the student’s social work practice competence, the field instructor and student jointly review the student’s performance in terms of the criteria specified in this evaluation instrument. Following their review and discussion, the field instructor completes this instrument. The student then reviews it and writes comments in the section indicated. If the student wishes, he or she may append an additional statement to the instrument. Finally, the field instructor and student both sign and date the instrument. The field instructor sends the instrument to the Office of Field Education. The Office of Field Education forwards the form to the faculty field liaison, who reviews and confirms the grade recommendation.

\* **The structure of this instrument and the rating scale were developed by the Office of Field Education at University of Texas at Austin. The content is specific to the field education program at the University of Houston Graduate College of Social Work.**

**A. PROFESSIONAL IDENTITY: Identify as a professional social worker in administration and community settings.**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Identify the components of social work practice that enhance administration and community development.
2. Advocate for client access to social work services.
3. Integrate advocacy for social justice into administration and community development.

**Evidence to support rating:**

**Strategies to increase competence:**

**B. VALUES AND ETHICS: Apply social work values and ethical standards to the practice of leadership, administration, community development, and advocacy.**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Manage personal values in a way that allows professional values to guide practice.
2. Recognize an ethical dilemma when it occurs in practice.
3. Articulate with field instructor how to remain effectively engaged in agency based practice when perceiving dissonance between professional values and agency policies and procedures.

**Evidence to support rating:**

**Strategies to increase competence:**

**C. CRITICAL THINKING: Apply critical thinking skills, logic, scientific inquiry and reasoned discernment to professional judgment in leadership, administration, community development, and advocacy.**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Identify multiple responses to system problems.
2. Evaluate the consequences of identified responses to system problems.
3. Use well reasoned conclusions and solutions, testing them against relevant criteria and standards.

**Evidence to support rating:**

**Strategies to increase competence:**

**D. DIVERSITY: Recognize and communicate the extent to which the dominant culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in the context of leadership, administration, community and advocacy.**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Demonstrate an understanding of the ways in which systems are impacted by privilege and power.
2. Apply this understanding to the development of interventions that reduce marginalization.
3. Gain sufficient self-awareness to eliminate the influences of personal biases and values in working with diverse groups.

**Evidence to support rating:**

**Strategies to increase competence:**

**E. HUMAN RIGHTS AND SOCIAL JUSTICE: Apply knowledge of oppression and engage in practices that advance social, economic, and political justice in working with diverse populations and organizations.**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Demonstrate understanding of the forms and mechanisms of oppression in administration and community development.
2. Assess agency and community practice for barriers to equal opportunity, access and treatment.

**Evidence to support rating:**

**Strategies to increase competence:**

**F. RESEARCH: Use research findings to inform leadership, administration, community development, and advocacy efforts.**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Identify research findings relevant to administration, community development, and advocacy efforts.
2. Utilize research findings to select effective system interventions.
3. Evaluate effectiveness of the selected system interventions.

**Evidence to support rating:**

**Strategies to increase competence:**

**G. HBSE/THEORY: Utilize multiple theories of leadership, administration, community development, and advocacy in the practice of social work.**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Articulate multiple theoretical frameworks used in administration and community development.
2. Evaluate the degree to which each framework is supported by research literature and outcome studies.
3. Select and apply the appropriate theoretical framework to guide system interventions.

**Evidence to support rating:**

**Strategies to increase competence:**

**H. SOCIAL POLICY: Analyze the implications of policy on human service organizations, community, governments and society.**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Demonstrate an ability to articulate the parameters of a specific policy on your role as an administrator or advocate.
2. Demonstrate an ability to articulate the impact of that policy on agency or community structures.
3. Analyze how that specific agency policy is derived from a broader social policy.

**Evidence to support rating:**

**Strategies to increase competence:**

**I. PROFESSIONAL CONTEXT: Recognize and respond to the evolving organizational, community, and societal contexts of social work practice.**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Demonstrate an awareness of how changing locales, populations, scientific and technological developments, organizational structures, and emerging societal trends impact social work practice.
2. Demonstrate an ability to be informed, resourceful, and proactive in responding to these changes.

**Evidence to support rating:**

**Strategies to increase competence:**

**J. PRACTICE: Demonstrate skills in planning, goal formulation, program development, implementation, monitoring, and evaluation.**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Demonstrate skills in effectively collecting, organizing, and interpreting data in preparation for action with organizations and communities.
2. Demonstrate use of interpersonal skills to develop and sustain collaborations of multiple constituency groups working toward system change.
3. Demonstrate successful completion of the beginning, middle, and termination phases of social work intervention.

**Evidence to support rating:**

**Strategies to increase competence:**

**K. PROFESSIONAL BEHAVIOR: Exhibit personal responsibility for professional behavior and for effective use of supervision in administration, community, and advocacy settings.**

UP	IP	EC	C	AC
<input type="checkbox"/>				

**Practice Tasks**

1. Be open to learning.
2. Communicate responsibly and sensitively and with respect toward colleagues, field instructors, administrators, staff, and clients.
3. Demonstrate a willingness and an ability to listen to others.
4. Work effectively with others, regardless of level of authority.
5. Show appearance and demeanor that are appropriate to the roles and settings encountered during the educational experiences.
6. Be punctual and consistent in keeping appointments with clients, colleagues, staff and community contacts.
7. Be punctual and consistent with meeting deadlines and with documentation.
8. Advocate for him/herself in a constructive manner and first use established channels for conflict resolution.
9. Demonstrate personal responsibility and accountability for one's own time and actions in relation to his or her work.
10. Shows a willingness to acknowledge constructive feedback or supervision.
11. Uses feedback or supervision to enhance professional development.

**Evidence to support rating:**

**Strategies to increase competence:**

SUMMARY OF STUDENT ACHIEVEMENT

**Field Practicum III: MACRO Practice**

I. Student's Strengths:

II. Student's Limitations or Areas Identified for Additional Experience

III. Student's Comments

Grade Recommendation: \_\_\_\_\_ Satisfactory \_\_\_\_\_ Unsatisfactory

\_\_\_\_\_  
Signature of Field Instructor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Faculty Liaison

\_\_\_\_\_  
Date