

*The Steve Hicks School of Social Work Office of Field Education will email an active and individualized online evaluation link to the student and field instructor at the beginning of each evaluation period.
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**SW 694R/394S:
Evaluation for Advanced Field Instruction (Graduate Final Field)
Administration and Policy Practice (APP) Concentration**

Student:	Agency:
Field Instructor:	Faculty Liaison:
Semester/Year:	

WORKLOAD DESCRIPTION

Briefly describe the student's direct practice, group work, and indirect/macro practice learning opportunities and work assignments during the internship.

DESCRIPTION OF SUPERVISION

Briefly describe the supervisory structure provided for the student.

PROGRESS ON LEARNING CONTRACT

Briefly describe the progress student has made toward educational contract objectives and goals.

Evaluation for Concentration in Administration and Policy Practice Social Work

Course Description

Building on Field Instruction I and II, this 9 credit hour course is a 520 hour supervised practicum within an organization that provides macro social work services. The internship can be designed as a block of 520 hours for one semester or with approval, extended to two semesters for 260 hours each semester in the same agency. Advanced Integrative Capstone in Social Work Knowledge and Practice (APP) must be taken concurrently.

EPAS Competencies

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

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Evaluation Instrument

This evaluation instrument addresses the minimum objectives for SW 694R/394S. These provide a guide for the evaluation of the student's performance and represent competencies to be achieved by the end of this course.

Ratings of each competency must be supported by content in the "Evidence to support rating" section. "Evidence to support rating" may also serve to highlight outstanding abilities. The "Strategies to increase competence" should include ways in which the specific competency can be further addressed.

On the scale provided after each competency, please indicate level of performance by placing an X at the most appropriate point along the continuum.

- AC Advanced Competence**
Consistently demonstrates advanced knowledge, values, skills, and cognitive and affective processes as an emerging professional
- C Competence**
Consistently demonstrates knowledge, values, skills, and cognitive and affective processes as an emerging professional
- EC Emerging Competence**
Demonstrates beginning knowledge, values, skills, and cognitive and affective processes as an emerging professional
- IP Insufficient Progress**
Rarely demonstrates knowledge, values, skills, and cognitive and affective processes as an emerging professional

Evaluation continues to be a critical component in professional development. Therefore, the student must participate in self-evaluation throughout the semester, and particularly at the midterm and ending phases of field instruction. If a student's performance is inadequate by mid-semester, a written plan for the remainder of the semester is essential. However, unless problems are encountered in this course, the midterm evaluation does not become part of the student's file. It can serve as an initial document to update and measure performance at the end of the placement.

The Faculty Liaison takes the written final evaluation prepared by the Field Instructor in collaboration with the student, evaluates any written work performed for the course, considers the quality of participation in field seminar, and assigns the grade at the end of the semester. Emphasis is placed upon quality and consistency of work, not quantity.

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Competencies

1. Demonstrate Ethical and Professional Behavior

Practitioners in macro social work recognize the importance of professional conduct and personal/professional development for practicing in community and organizational settings. They adhere to the values and ethics advanced by NASW for professional conduct, engage in ethical decision-making in working with communities and organizations, and understand that work within complex systems can generate conflicting priorities and ambiguities that require professional value-based judgments. They comprehend the role and application of rights-based, anti-racist, and anti-oppressive lenses in social work practice in communities, organizations, and systems. They understand that their ethical practice is informed by principles of human rights and aim toward realizing social, racial, economic, and environmental justice in their practice at all levels.

Competency Behavior Outcome Measure	Mid		End	
	Stdnt	FI	Stdnt	FI
a. Student identifies as a social work professional, demonstrating appropriate communication skills, engaging ethically with technology, and articulating the social work role in all settings.				
b. Student critically examines personal values, attitudes, and expectations to enhance professional self-awareness and demonstrate competency in managing value differences and ethical dilemmas in practice, in accordance with the NASW Code of Ethics, relevant laws and regulations, and additional codes of ethics within the profession as appropriate to the practice setting.				
AC = Advanced Competence C = Competence EC = Emerging Competence IP = Insufficient Progress				

Evidence to support ratings for Competency 1:

Strategies to increase competence:

2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers in macro practice understand globally intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. They recognize oppression at all levels, including historical and manifestations locally, nationally, and globally. They evaluate, differentiate, and apply professional roles, functions, and strategies to address the needs of vulnerable populations, enhance human well-being, reduce social problems, and promote social, racial, environmental, and economic justice.

Competency Behavior Outcome Measure	Mid		End	
	Stdnt	FI	Stdnt	FI
a. Student advocates for human and civil rights individually and collectively.				
b. Student demonstrates understanding of indicators that show improved well-being for communities and organizations and, where possible, incorporate				

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evaluative measures of well-being that equitably integrate improvements in social, racial, economic, political, and environmental realms.				
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Evidence to support ratings for Competency 2:

Strategies to increase competence:

3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers in macro practice recognize the impact of diversity and intersectionality through multiple factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. They understand how these differences can influence oppression, poverty, marginalization, and alienation as well as privilege and power in communities, organizations, and complex systems. They analyze the needs, values, and strengths of diverse client systems and effectively support their power to act on their own behalf and/or collaborate with others to address personal, community and social problems.

Competency Behavior Outcome Measure	Mid		End	
	Std	FI	Std	FI
a. Student utilizes strengths inherent in differing life experiences and applies cultural humility to build inclusive communities and culturally responsive systems and organizations.				
b. Student applies critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values to engage with and ensure participation of diverse and historically under-resourced and underserved community and organizational constituents.				
c. Identify limitations to access to services caused by systemic inequities, gender power dynamics, and unequal access for people with disabilities in assessing, planning, and implementing interventions.				
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Evidence to support ratings for Competency 3:

Strategies to increase competence:

4. Engage In Practice-informed Research and Research-informed Practice

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Macro social workers utilize ethical, culturally informed, anti-racist, and anti-oppressive quantitative and qualitative research approaches to understand communities, organizations, and social, educational, economic, and political systems. Using evidence-informed practices, they identify and strive to eliminate inherent biases in design, analysis, and interpretation of research findings, including outcome evaluations, and include members of communities and organizations in the research process to improve well-being for all.

Competency Behavior Outcome Measure	Mid		End	
	Stdnt	FI	Stdnt	FI
a. Student applies research findings through an anti-racist and anti-oppressive lens in assessment and analysis of interventions at all levels.				
b. Student develops and utilizes best practices and evidence-informed research to create and implement interventions and evaluations at all levels.				
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Evidence to support ratings for Competency 4:

Strategies to increase competence:

5. Engage in Policy Practice

Social workers in macro practice recognize that political processes and policies affect the social, economic, and environmental well-being of individuals, families, communities, and organizations, as well as social work practice itself. They analyze and seek solutions for intended and unintended consequences of domestic and foreign policies by governments on human service organizations, programs, and under-resourced and under-served communities in their state, nation, and other countries, using rights-based, anti-oppressive, and anti-racist lenses.

Competency Behavior Outcome Measure	Mid		End	
	Stdnt	FI	Stdnt	FI
a. Student analyzes policies from historical, current, and global perspectives with particular focus on the role of social, economic, and political forces on policy formulation, and the implications for less powerful and oppressed groups.				
b. Student actively engages in the policy arena on behalf of individual, family, community, and organizational interests, working collaboratively to formulate policies on a variety of levels that improve the effectiveness of services and impact social, racial, economic, and environmental justice.				
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Evidence to support ratings for Competency 5:

Strategies to increase competence:

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6. Engage with Individuals, Families, Groups, Organizations, and Communities

Macro social workers engage with and on behalf of organizations and communities and the groups, families and individuals that are part of those macro systems. They value self-determination and promote active engagement of clients and constituencies through application of relational skills, including empathy, reflection, and interpersonal skills, seeking to advance the worth and dignity of clients in all engagement efforts.

Competency Behavior Outcome Measure	Mid		End	
	Stdnt	FI	Stdnt	FI
a. Student uses appropriate relational skills to engage with diverse communities, their constituencies, and the organizations that serve them.				
b. Student uses the principles of relationship building, inter-professional collaboration, and cultural humility to guide professional practice that cuts across multiple levels of practice.				
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Evidence to support ratings for Competency 6:

Strategies to increase competence:

7. Assess Individuals, Families, Groups, Organizations, and Communities

Macro social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. They apply multiple theories, culturally responsive assessment methods, and interprofessional conceptual frameworks to understand the social, economic, and political dimensions of social problems facing micro and macro systems.

Competency Behavior Outcome Measure	Mid		End	
	Stdnt	FI	Stdnt	FI
a. Student assesses the range of available information, applying self-reflection and understanding of how bias, power, privilege, and personal values and experiences may affect assessment processes and decision making.				
b. Student collaborates with groups and communities and the organizations that serve them to assess their capacities, strengths and needs, based on research, evidence, and practice strategies that will result in mutually agreed upon plans for programs and services to improve human wellbeing.				
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Evidence to support ratings for Competency 7:

Strategies to increase competence:

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

Macro social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. They plan with communities and organizations to apply interventions through a variety of models, methods, strategies, and tactics identified as appropriate to local, regional, national, and international contexts and needs for change.

Competency Behavior Outcome Measure	Mid		End	
	Stdnt	FI	Stdnt	FI
a. Student collaborates with other professionals to develop, critically choose, and implement culturally responsive, evidence-informed interventions that address client and constituency goals, expand opportunities, and enhance quality of life.				
b. Student advocates, negotiates, and mediates for and in support of the most inclusive intervention strategies to help all community members reach their full potential.				
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Evidence to support ratings for Competency 8:

Strategies to increase competence:

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Macro social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice. They involve community and organizational constituencies and use rigorous quantitative and qualitative evaluation methods using an anti-racist and anti-oppressive lens to evaluate interventions in order to recommend future actions.

Competency Behavior Outcome Measure	Mid		End	
	Stdnt	FI	Stdnt	FI
a. Student applies culturally responsive evaluation methods and interprofessional collaboration to develop and recommend program and/or policy changes that enhance practice outcomes.				

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b. Student uses participatory models to involve group, community, and organizational constituents in evaluating the effectiveness of interventions in order to recommend future actions.				
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Evidence to support ratings for Competency 9:

Strategies to increase competence:

PLEASE ADDRESS EACH OF THE FOLLOWING:

OUTSTANDING ABILITIES

AREAS WHERE GROWTH WAS MOST OBVIOUS

FUTURE LEARNING NEEDS AND RECOMMENDATIONS

STUDENT'S READING & SIGNATURE ARE REQUIRED

This is to certify that I have read and received a copy of this evaluation, that I understand I have the right to disagree in writing with this evaluation of my performance, and that such a statement will be appended to this evaluation.

Revised November 2023

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Student's Signature _____ Date _____

Field Instructor's Signature _____ Date _____

Faculty Liaison's Signature _____ Date _____