

RUBRICS FOR EVALUATING THE COMPETENCY OF STUDENTS IN FIELD PRACTICUM IV: MACRO

This document was created from field instructor evaluations at the conclusion of Field Practicum IV: MACRO– Spring 2012. The project began by compiling a comprehensive list of all evidence to support the ratings given by field instructors. The Field Practicum Advisory Committee made decisions about the definition of competency for each competency area and what evidence belonged to which rating. Gabrielle Montoya, the Field Office Graduate Student, assisted with the review and final editing.

November, 2012

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Field Practicum IV: MACRO Evaluation Form

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A. PROFESSIONAL IDENTITY: Identify as a professional social worker who provides leadership in administration, community development, and advocacy.

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

Practice Tasks

1. Identify as a social worker in interdisciplinary relationships.
2. Serve as a representative of the social work profession during professional activities and events.
3. Develop a personal plan for career long learning in social work.

Evidence to support rating:

Strategies to increase competence:

B. VALUES AND ETHICS: Assume leadership in applying ethical principles to decision-making processes.

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

Practice Tasks

1. Use ethical principles to solve ethical dilemmas.
2. Demonstrate leadership in resolving dissonance between professional values and agency policies and procedures.

Evidence to support rating:

Strategies to increase competence:

C. CRITICAL THINKING: Use creative synthesis of knowledge for effective decision-making.

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

Practice Tasks

1. Distinguish, appraise, and integrate multiple sources of knowledge for effective decision-making.
2. Demonstrate effective oral and written communication in determining solutions to complex problems.

Evidence to support rating:

Strategies to increase competence:

D. DIVERSITY: Develop culturally competent skills for establishing and sustaining collaborations and advocacy efforts.

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

Practice Tasks

1. Recognize and combat isms, community stereotypes, and myths.
2. Develop knowledge about service availability and usage across different communities.
3. Utilize skill in working with diverse populations to create and sustain collaborations in responding to gaps in service.
4. Advocate for recruitment, admissions and hiring, and retention efforts that ensure diverse representation in work force and leadership.
5. Communicate information about diverse groups to other professionals.
6. Advocate for and participate in education and training programs that advance cultural competence.

Evidence to support rating:

Strategies to increase competence:

E. HUMAN RIGHTS AND SOCIAL JUSTICE: Advocate for human rights and social, economic, and political justice.

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

Practice Tasks

1. Develop and apply knowledge of empowerment strategies to administration and community development.
2. Develop and apply advocacy skills to advance justice for diverse populations.
3. Provide leadership for the advancement of basic human rights.

Evidence to support rating:

Strategies to increase competence:

F. RESEARCH: Use leadership, administration, community development, and advocacy experience to inform scientific inquiry.

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

Practice Tasks

1. Identify research questions that arise from practice experience.
2. Explore opportunities for collaborative research addressing these questions.
3. Evaluate effectiveness of one's own practice skills and make revisions as necessary.

Evidence to support rating:

Strategies to increase competence:

G. HBSE/THEORY: Demonstrate the ability to critique the effectiveness of theoretical approaches to leadership, administration, community development, and advocacy.

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

Practice Tasks

1. Evaluate the potential effectiveness of the theoretical framework(s) used for each intervention.
2. Determine which theories provide best practice for specific situations.
3. Identify the theoretical approach (s) that best fit yourself in utilizing various leadership models.

Evidence to support rating:

Strategies to increase competence:

H. SOCIAL POLICY: Demonstrate leadership in critiquing policy and advocating for policy change.

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

Practice Tasks

1. Identify changes needed to make policy more responsive to client needs.
2. Develop strategies to implement policy change
3. Develop and sustain collaborations for effective policy action.

Evidence to support rating:

Strategies to increase competence:

I. PROFESSIONAL CONTEXT: Demonstrate leadership in proactively shaping the organizational, community, governmental, and societal contexts of social work practice.

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

Practice Tasks

1. Identify changes needed to improve the quality of social services.
2. Develop strategies to implement the changes.
3. Develop and sustain collaborations to improve the delivery of social services.

Evidence to support rating:

Strategies to increase competence:

J. PRACTICE: Provide leadership to the analysis and implementation of evidenced-based interventions to achieve system goals.

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

Practice Tasks

1. Synthesize and apply a range of evidenced-based practice interventions that enhance agency and community capacity.
2. Demonstrate skills in critically analyzing, monitoring, and evaluating social work intervention outcomes and effectiveness.
3. Provide leadership in developing and advocating for policies and services that reflect evidenced-based interventions across diverse client populations.
4. Document consistently and accurately efforts and outcomes specific to the agency setting and agency requirements.

Evidence to support rating:

Strategies to increase competence:

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p>PROFESSIONAL IDENTITY:</p> <p>2.1.1 Identify as a professional social worker and conduct oneself accordingly.</p> <p><i>Practice Behavior:</i></p> <p>Identify as a professional social worker who provides leadership in administration, community development, and advocacy.</p> <p>Demonstrate increasing independence and accountability for professional behavior.</p>	<ul style="list-style-type: none"> Reluctant to identify as a Social Worker in interdisciplinary meetings. 	<ul style="list-style-type: none"> The student definitely understands the Social Work concepts, and speaks well about them. My concern is that the student did not take advantage of all that the placement had to offer so she could learn even more and take even more initiative. 	<ul style="list-style-type: none"> The student participated in departmental staff meetings, and other meetings, as appropriate, in order to gain an understanding of the services provided by this department and some other university departments and student organizations. The student met with students at CSD and advocated for accommodations and services for them. The student participated in community conferences and meetings. 	<ul style="list-style-type: none"> Represented the social work field while serving on an interdisciplinary conference planning committee. Worked to establish a conference theme and helped to identify appropriate conference topics and presenters. The student has spoken of her new identity as a social worker and has been observed in positive professional interactions with various disciplines involved. The student participated in numerous activities and served as a representative for the profession in activities that included: community presentations, training with the local health department, and conducting individual counseling. The student has a personal plan for his career and his goals to return to his home country and conduct social work. The student has worked with the Development Team, the Marketing Team, the Strategic Partnership Team and our Administration. She clearly represents a Social Work perspective in these meetings. Clearly identifies as a social worker in work with the American Leadership Forum 	<ul style="list-style-type: none"> Student was observed teaching the role of social work as the only social worker in a legal aid clinic to lawyers in a clinic. In an effort to improve professional networking skills the student interviewed three professionals in the community who currently work in the field of policy and advocacy. She led a discussion with them on the role a Social Worker might play in policy practice. She continued to attend monthly meetings of the HCPS Board of Directors, but also began attendance at other meetings of a similar nature. She also began attendance at monthly meetings of the HCPS Children’s Services committee. Throughout these activities, the student conducted herself with a high level of professional demeanor and courtesy establishing positive professional interdisciplinary relationships. She made good use of supervision to gain a greater understanding of her role in these interdisciplinary meetings. Student frequently would self-identify as a social worker when introducing himself during community events and coalition building. Student reported that response to self-identifying as a social worker was mostly a neutral response.

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
				<p>Convocation on Public Education (COPE) and All Kids Alliance (AKA).</p> <ul style="list-style-type: none"> • During field IV, the student continued to recognize her role as the social worker and continued to advocate for her clients and assist them in finding services and resources. As a worker in the PAL program she was called upon to serve as a representative of the social work profession during PAL activities and events. She continued her work as a PAL Specialist informing youth of PAL benefits, educating other staff about PAL and continually advocating for the youth TDFPS serves. • The student has exhibited a strong identity with the social work profession. She has represented NPC in numerous interdisciplinary planning efforts during the past semester. 	<p>Student is implementing plan for career long learning in social work, and currently taking study courses for the LMSW exam. Student also followed field instructor's recommendation to utilize Muslim Social Work email groups as a professional resource and networking tool.</p> <ul style="list-style-type: none"> • The student brought a social work perspective to our weekly team meetings. She asked questions and offered comments based on her knowledge of community issues, social needs and agency requests for service. She is a respected member of the group and her opinions are valued as a representative of the new generation of social workers/activists.

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p>VALUES AND ETHICS:</p> <p>2.1.2 Apply social work ethical principles to guide professional practice.</p> <p><i>Practice Behavior:</i></p> <p>Assume leadership in applying ethical principles to decision-making processes.</p>		<ul style="list-style-type: none"> The student did not allow her personal life to affect her work. The student and I brainstormed and discussed actual and potential ethical dilemmas. 	<ul style="list-style-type: none"> During conferences with the field instructor/supervisor the student was able to apply social work values and ethical standards to the practice of leadership, administration, community development, and advocacy. The student was able to point out ethical dilemmas and articulate the potential impact on value systems. The student was able to discern situations that could compromise ethical conduct. He was able to freely and articulately discuss these situations in meetings with the field instructor. 	<ul style="list-style-type: none"> The student has demonstrated her ability to utilize ethical principles to solve ethical dilemmas. As a student she has been placed in a position to observe poor casework skills throughout the agency. She has been able to articulate what should be done instead. She is a great advocate for “respect” of the client. The student demonstrated ethical awareness in the decision making process. The student identified an abuse reporting conflict in social work practice and agency policy and was able to use the conflict as a teachable moment with agency administrators. The student continued to use ethical principles to solve any ethical dilemmas she encountered. The student consistently works with clients whose lifestyles and personal choices differ from hers without regard. The student continues to effectively filter her values and beliefs so that she is not affected by them when making professional decisions. 	<ul style="list-style-type: none"> Throughout her placement the student took great interest in the consulting engagements and in considering how agencies were operating in comparison to best practices in the field and the role of agency staff leadership in guiding ethical agency operations. We reviewed nonprofit accounting practices and the importance of appropriate recording and accurate tracking of restricted grants in an agency budget. She assisted in finding best practices documentation and adapting it for NPC use in selected consulting engagements and in preparation of toolkits and other resource documents.

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Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p>CRITICAL THINKING:</p> <p>2.1.3 Apply critical thinking to inform and communicate professional judgments.</p> <p><i>Practice Behavior:</i></p> <p>Use creative synthesis of knowledge for effective decision-making.</p>	<ul style="list-style-type: none"> The student had a very busy spring semester: classes, preparing for graduation, conferences, and a new job. I have not felt her passion at the agency these past few weeks. While I understand her distractions, several important activities were left for colleagues while she attended her conference. She did ask for help when needed and called to check in. But in the final analysis, she did not assertively seek ways to solve her challenges on her own: attendance to the event, ordering the aprons, correcting cookbook errors. 	<ul style="list-style-type: none"> The student is able to think critically when challenged and asked to do so. 	<ul style="list-style-type: none"> The student was able to attend a Child protection meeting at Texas Children’s Hospital and was able to observe the partnership and multiple sources of information that are important for effective decision-making. The student has consistently demonstrated excellent and effective oral and written communication skills that will assist her in determining solutions to complex problems. 	<ul style="list-style-type: none"> Student consistently demonstrated critical thinking in research and tasks performed. The student utilized multiple resources and communication styles in presenting new program information to a group of persons with early stage Alzheimer’s disease. During supervision knowledge of community practice was explored, including: empowerment, ecological systems theory, and community practice model (mostly social action and coalitions). Student also demonstrated critical thinking skills of agency administration and provided recommendations of resource development/fundraising, budgets and board. The student continued to demonstrate effective critical thinking skills. She is able to gather data, look at possible solutions and make sound decisions regarding her work. The student demonstrated effective written and oral communication skills. Her work demonstrates a thorough critical thinking process that links practice with appropriate standards for proper documentation. The student demonstrated a careful, organized, and thorough evaluation of material presented. Her analysis consistently demonstrated a good understanding of the evaluation process. The student used critical thinking skills to evaluate in the program. Student assessed and helped identify the outcomes most useful to this program. 	<ul style="list-style-type: none"> In the coordination of the 2012 Board Fair, and in her work on the Shell Institute proposal and budget, the student demonstrated her critical thinking skills. She approached the Board Fair by examining results of the prior year fair, reviewing the schedule materials and evaluations, and making changes needed for continuous improvement of this annual event. The student used various bodies of knowledge including: literature review, evidence-based curriculums, and training, then she designed and wrote a new tool kit for HIPPA compliance; discussed policies with general public defending agency position.

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<p>DIVERSITY:</p> <p>2.1.4 Engage diversity and difference in practice.</p> <p><i>Practice Behavior:</i></p> <p>Develop culturally competent skills for establishing and sustaining collaborations and advocacy efforts.</p>	<ul style="list-style-type: none"> While the student can discuss these topics intelligently, she would have benefited from participating more in staff/peer events. She could have learned even more if she took more initiative. 	<ul style="list-style-type: none"> During supervision, the student demonstrated an understanding of diversity and how the dominant culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in various settings. The student demonstrated an understanding of interventions, and self-awareness and personal responsibility as an advocate to eliminate the influences of biases and values in working with diverse groups. 	<ul style="list-style-type: none"> The student is able to recognize that community stereotypes exist as well as do myths about various cultures. The student places importance on developing her knowledge about service availability across different communities. She has continued to develop her knowledge and skill in working with diverse population. She demonstrates resourcefulness as it related to gaining knowledge in this area. 	<ul style="list-style-type: none"> When it comes to the major isms, the student demonstrates skills in communicating and collaborating with diverse groups. She understands how actions and words can be oppressive and confronts these myths and stereotypes when found. Student worked in a multidisciplinary setting with multi-cultural populations and demonstrated a perceptive awareness of the importance of cultural competency in developing agency programs. Student considered needs of audience and carefully thought out the impact of content and delivery. The student was able to work with various and diverse groups. He understands and is sensitive to needs of the population. The student was able to identify potential biases and was aware of these biases in his presentations. The student used skills in recruitment and outreach activities to successfully help increase the number of persons involved with health promotion activities. The student continued to develop her knowledge about the services available in the community for the population she serves. She 	<ul style="list-style-type: none"> Student demonstrates the ability to work with cancer patients from different cultural and disability backgrounds. The student understands cancer related health disparities and how they relate to access to care and support. The student has identified gaps and completed a grant proposal to address and support Spanish speaking parents that have a child with cancer. The student facilitated a "Lunch and Learn" to parents in an inpatient setting. She was able to identify gaps in services and able to provide solutions to help fill those gaps. Student advocated for LGBT issues to be included in future UHGCSW Sexuality course. Student demonstrated leadership in revising sexual assault policy for UH to be LGBT inclusive and gender neutral; and increased Spanish language accessibility of advocacy materials. The student collaborated on project learning about the diversity of Houston, and the importance of diversity of ethnicity and thought on nonprofit boards. She presented information about the Houston nonprofit sector and how its changing demographics have influenced nonprofit development and philanthropic giving. The student skillfully fielded questions

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				<p>was able to demonstrate her skill as it relates to working with a diverse population by identifying service gaps for the youth she serves and advocating for the education of youth and for putting them in the workforce.</p> <ul style="list-style-type: none"> When the student met with clients she helped to provide them with a sense of normalcy, options and equal opportunities. She assisted these clients to ensure that they received equal educational opportunities and were not discriminated against by faculty. The student also informed clients of other available resources to assist them, both on campus and in the community. 	<p>at the end of the presentation.</p>

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<p>HUMAN RIGHTS & SOCIAL JUSTICE:</p> <p>2.1.5 Advance human rights and social and economic justice.</p> <p><i>Practice Behavior:</i></p> <p>Advocate for human rights and social, economic, and political justice.</p>	<ul style="list-style-type: none"> The student and I discussed some of the "oppressive" barriers our clients faced at the university both on an individual and systems level. 	<ul style="list-style-type: none"> While the student can discuss these topics intelligently, she would have benefited from participating more in staff/peer events. She met expectations, but could have learned even more if she took more initiative. The student's experience in his home country of Haiti made him sensitive to the needs of disadvantaged communities. The student continued to assess agency policies to ensure youth were treated fairly and obtained the services they are entitled or eligible to receive. 	<ul style="list-style-type: none"> Student demonstrated belief in social justice, human rights, and equality every day and demonstrated an understanding of advocacy and a desire to pursue that area as a possible career field. The student seems genuinely passionate about social justice issues, and walked the talk. Demonstrates knowledge of empowerment strategies, but did not employ them in time as an intern. The student interviewed unit members on how they distinguish between poverty and neglect when assessing families. She did this to better understand the need for respecting basic human rights as it relates to families encountered in the CPS system. In participating as a NPC representative in the One Voice Early Childhood workgroup she was able to participate in developing an advocacy agenda for the upcoming 2013 legislative session. 	<ul style="list-style-type: none"> The student also took an interest in the rights and roles of fathers in the CPS system. The student reviewed the policy of fathers in order to ensure she understood how to develop and apply advocacy skills for this population. The student is a strong and determined advocate for father's rights. She also is committed to learning more empowerment strategies. In her work with the HCPS Forms Committee, she was responsible for research into areas of client rights. She continued to work effectively with the Committee's facilitator between meetings and provided necessary information regarding current research, policy and procedure issues. She made several recommendations to incorporate these elements into a more standardized form & protocols for the agency. 	<ul style="list-style-type: none"> The student understands cancer related health disparities and how they relate to access to care and support. She traveled to Washington D.C to provide leadership to an advocacy effort for access to affordable chemotherapy. Student has researched legislation policies that affect diverse populations for our public education. She has a clear understanding of the dynamics of oppression. She has helped CIS to eliminate barriers to service for our students and their families. Student organized several programs for the Council for American Islamic Relations (CAIR). Student demonstrated knowledge of empowerment strategies when designing and implementing each program. A significant portion of the spring semester was focused on advocacy related learning experiences. The student was an active participant in a cross functional department work group that developed an advocacy workshop series, on issues and advocacy techniques at the local, state and federal level. She researched and developed an advocacy toolkit for workshop participants and increased her own knowledge and understanding of advocacy techniques in the process.

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<p>RESEARCH:</p> <p>2.1.6 Engage in research-informed practice and practice-informed research.</p> <p>Practice Behavior:</p> <p>Use leadership, administration, community development, and advocacy experience to inform scientific inquiry.</p>		<ul style="list-style-type: none"> • The student’s curiosity and interest in questions of access to services identified areas in need of study in order to provide more for inter-nation non-refugee immigrants here in the US. • Student participated in research based raining on effective HIV interventions. 	<ul style="list-style-type: none"> • Student generated research questions that informed program design. • The student seeks out answers to research and practice questions and offers ideas of how to put this into practice. • The student researched several topics and practice trends that were helpful to the department. He had some difficulty conceptualizing questions for future research. 	<ul style="list-style-type: none"> • Designed survey to assess clinic staff attitudes toward engaging clients in clinic advocacy. Received staff feedback and made corrections accordingly. Piloted survey prior to administration. The student is effective in gathering data and analyzing it to raise questions for future research, regarding diversity issues specifically as it relates to youth aging out of care. • The student developed questions for future research based on his participation in HIV/AIDS grantwriting. • The student has demonstrated critical thinking through related research articles that have been applicable to cancer patient, the health industry, and health policy. The student participated in clinical trials. This raised for her important questions for future research that would offer patients better cancer treatments. • The student excelled in his responsibilities to complete research for the agency. He analyzed data from our programs and presented his findings and provided recommendations. The 	<ul style="list-style-type: none"> • During her internship, the student conducted several literature searches related to projects associated with program improvement. This generated for her research questions which led her to conduct follow up interviews with agency staff with specialized knowledge in these areas. The student used the data she gathered to conduct program specific reviews into trends and service delivery patterns. The student then conducted an in-depth review of current practice in the area of logic models. Using this information she revised the current staff training, which was presented to staff. • The student researched our IMPACT system to review children and youths records to identify strengths/barriers to educational outcomes. The student developed a hypothesis about ways in which education outcomes were affected by strengths and barriers. Student reviewed the data in the IMPACT database system and proved a PowerPoint presentation of report findings and a follow-up questionnaire. • The student continued research on the prevalence of disproportionality in CPS and whether disproportionality units impact the imbalance using her assigned unit as her model. She has also continued to research reunification outcomes of her assigned unit by

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				<p>student developed questions for our program evaluations.</p>	<p>continuing to review unit stats and in discussions with her field supervisor. She has continued to utilize data from trainings and classes to create unit presentations on child trauma and Motivational Interviewing. During weekly meetings with field instructor, she has very clearly articulated her observations of field caseworkers and how her research of disproportionality assists her in assessing how this initiative impacts families.</p>

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<p>HBSE/Theory:</p> <p>2.1.7 Apply knowledge of human behavior and the social environment.</p> <p><i>Practice Behavior:</i></p> <p>Demonstrate the ability to critique the effectiveness of theoretical approaches to leadership, administration, community development, and advocacy.</p>	<ul style="list-style-type: none"> • The student enjoyed sitting in my office reflecting on meetings, interactions and observations she had. • Integration of leadership class learning and observations in practice. 	<ul style="list-style-type: none"> • The student soaks up learning about macro theories and seeing how they are put into use. She also allows them to influence her practice in positive ways. • The student has identified theories as it relates to our role in different settings. 	<ul style="list-style-type: none"> • Student showed an ability to determine which theories/practices apply to the situation at hand. • The student studied the theoretical frameworks used in HIV prevention activities, including: Community Promise and VOICES. He was able to articulate the theoretical approaches used in each of the interventions. • Able to identify and apply the theoretical frameworks from program design, grant writing and administrative practice. 	<ul style="list-style-type: none"> • The student has researched Systems Theory and how a nonprofit is run and the importance of each employee's skills and place in the system. As new policies are developed, she has experienced training in order for team members to understand the theory behind the policies and implement them. She continues to evaluate and utilize Empowerment and Strengths Perspective theories in appropriate situations. • Student and Field Instructor frequently reviewed community practice theories to inform work at agency. During supervision student also would incorporate theories learned from the social work program on leadership. Evidence-based practices were explored during supervision. • The student has used her experiences to examine the theoretical framework used in each project. She identified empowerment and the systems theory of change as the frameworks most applicable to the consulting, advocacy and administrative assignments. She used her supervision to explore the implications of each of these theories as the projects progressed. 	<ul style="list-style-type: none"> • The student has continued to participate in quarterly PQI Leadership Team Meetings. At each of these meetings, she has been able to observe and discuss with this instructor relevant roles and responsibilities of participants, and the range of authority vested in each group in respect to the entire HCPS organizational structure. The student has appropriately utilized supervision time to discuss applicable management theories and has identified the theoretical approaches that she is most comfortable with. The student has used her experiences here at HCPS as examples of how they are implemented within an actual workplace environment.

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<p>SOCIAL POLICY:</p> <p>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p> <p><i>Practice Behavior:</i></p> <p>Demonstrate leadership in critiquing policy and advocating for policy change.</p>		<ul style="list-style-type: none"> • Student showed interest in policy issues but did not demonstrate initiative in providing leadership. • The student demonstrates an awareness of the impact of health policy as it relates to cancer patients and patients receiving quality care. She has attended committee meeting and workshops that address the issue of access to care and quality treatment to all patients. 	<ul style="list-style-type: none"> • The student has continued to review the Minimum Standards for Child Placing Agencies. This has been helpful for her to begin to learn how to identify changes needed to make policy more effective for clients. This strategy also helps her to develop skills in implementing policy change. She has also explored how these standards are maintained in the E0 unit by observing workers in the field and by reviewing case records. • Student consistently demonstrated an ability to view a social issue, break it down into its salient parts, and analyze it in a way that showed insight and thoughtfulness. The student expressed passion and interest in a career that addressed social change and/or advocacy. • The student provided input and suggested revisions to existing policies and procedures, and suggestions for conveying procedural steps to students in a more detailed, organized manner. 	<ul style="list-style-type: none"> • The student was able to discuss policies that affect clients, background of the policies, and implication and impact on the client. • The student recommended and developed advocacy cards to improve client response and comfort; observing the practice of securing existing favorable policies. • The student continued to demonstrate the ability to articulate parameters of policy to the youth she serves, specifically informing youth of their benefits, criteria for benefits, and changes in policy. The student always strives to voice concerns when policy does not seem responsive to the client. During this period of evaluation she continued to provide the youth on her workload with an overview of the agency services and the evolution of the program. • Developed advocacy tools - including policy brief, phone banking scripts, and form letter which will be disseminated throughout the agency and are available to national organizations. The student demonstrated leadership in developing an advocacy piece to be available to legislators; utilized opportunity to participate in ongoing advocacy. • Developing policy and program protocols in the law center clinic was a part of the student's role, and the student was able to articulate to the attorneys the rationale for needed policy and interventions. 	<ul style="list-style-type: none"> • Student demonstrated leadership at helping the agency develop ideas and policies for advocacy. Student was instrumental at helping implement a 2012 Election Plan for the agency. She was responsible for coordinating activities relating to increasing civic participation and community education of government affairs. • The student looked for ways to collaborate with staff to improve procedures. She demonstrated leadership in finalizing a procedure manual that is very detailed and complex. Throughout her work here she has been forthcoming with her ideas and ways to make things better for clients and staff.

Field Practicum IV – MACRO

Competency & Practice Behavior	Unacceptable Progress	Insufficient Progress	Emerging Competency	Competency	Advanced Competency
<p>PROFESSIONAL CONTEXT:</p> <p>2.1.9 Respond to contexts that shape practice.</p> <p><i>Practice Behavior:</i></p> <p>Demonstrate leadership in proactively shaping the organizational, community, governmental, and societal contexts of social work practice.</p>	<ul style="list-style-type: none"> Student requires consistent direction and guidance with regard to policy understanding and relevance of system realities. 	<ul style="list-style-type: none"> The student also attended a Harris Co, CPS Board meeting where she was able to observe collaboration between a state and county agency to improve service delivery. She also attended a Child Protection Meeting at Texas Children’s Hospital. During this time she was able to observe the collaboration that exists between the hospital and CPS. The student was able to work with other community entities and understands the value of collaborations. 	<ul style="list-style-type: none"> Student demonstrates increasing ability to connect policy analysis to agency goals and to relate to theories of social justice. Focus of supervision has been on student initiation of relationships with their staff and colleagues to develop collaborative view of service delivery. The student continued to attend other agency meetings such as the PQI Leadership Team, where she observed the dynamics between and among various HCPS programs and services. Combined, these experiences provided the student an opportunity to observe firsthand how organizational challenges are addressed and resolved within a broad context of both internal and external environments. During these opportunities, the student demonstrated a consistent and professional level of interest and engagement as appropriate for her role as a professional graduate level social work intern. Intern was able to effectively demonstrate leadership by proactively assisting in the development of plans to advocate for change in the delivery of agency services. 	<ul style="list-style-type: none"> Student consistently evaluates programs, policies, etc. and demonstrated an ability to develop ideas/strategies to implement policy change, usually addressing bigger, macro level issues. The student has observed collaboration to improve the delivery of social services. She has been a part of our organization's efforts to improve the quality of life for many children and their families. In her experience at Milby High School, she helped to develop the citizenship classes after assessing the need of these families to gain citizenship. This was collaboration between CIS and Naleo; with this project she had to work with both agencies to empower the students and their families. The student always seeks to improve our agency processes and suggests or develops creative problem solving strategies to do so. She utilizes community collaborations to inform these strategies. 	<ul style="list-style-type: none"> The student is actively identifying consistent limits to the educational system for homeless youth in reproductive health. She participated with community collaborations to expand the agency peer education model into other at-risk populations. She has identified options to increase the existing Spanish language peer education efforts that are being promoted locally.

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<p>PRACTICE:</p> <p>2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</p> <p><i>Practice Behavior:</i></p> <p>Provide leadership to the analysis and implementation of evidenced-based interventions to achieve system goals.</p>			<ul style="list-style-type: none"> • The student learned and applied evidence-based interventions, Community Promise and Voices. He was able to demonstrate skills in applying these social work interventions. • Able to identify and use evidence-based practice to design programs. • The student also prepared and conducted trainings for our clinical staff that were based on best practice methods. 	<ul style="list-style-type: none"> • Student showed an ability to critically analyze and evaluate the outcomes of Early State programs. Demonstrated the ability to synthesize information and apply evidence-based interventions in development of Early Stage program for persons with memory loss. • Student analyzed evaluation data and researched an evidence-based practice intervention specific to the Latino population. • The student has effectively demonstrated her skills as it relates to critical analysis, monitoring and evaluating evidence-based practice intervention with youth. 	<ul style="list-style-type: none"> • During her internship the student participated in a variety of quality improvement activities. During this period of time she demonstrated a positive trend of greater understanding and professional growth from these activities. The student demonstrated sufficient competency to begin conducting targeted case record reviews. The student conducted an extensive literature review of logic models, and provided a comparative analysis of identified practices with current practice. She presented her findings and made recommendations for change to supervisory and management staff.