Program-Level Assessment Plan

Program: **Social Work**	Degree Level (e.g., UG or GR certificate, UG major, master's program, doctoral program): **Masters**
Department: **School of Social Work**	College/School: **College for Public Health and Social Justice**
Date (Month/Year): **September 13, 2021**	Primary Assessment Contact: **Kristi Richter**

Please note: The MSW program is accredited by the Council on Social Work Education (CSWE) and the assessment plan is organized in a way that aligns with the requirements of the organization.

#	**Social Work Competencies** These competencies are defined by the accrediting organization (Council for Social Work Education, CSWE).	**Curriculum Mapping** In which courses will faculty intentionally work to foster some level of student development toward the achievement of the competency? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).	**Assessment Methods**	
			Artifacts of Student Learning (What) 1. What artifacts of student learning will be used to determine if students have achieved this competency? 2. In which courses will these artifacts be collected?	**Evaluation Process (How)** 1. What process will be used to evaluate the artifacts, and by whom? 2. What tools(s) (e.g., a rubric) will be used in the process?
1	Use codes of ethics and human rights principles to guide practice with communities and organizations.	Measure 1: SWRK 5700: Values and Ethics (level of student development - introduced and developed)	Measure 1: Code of Ethics Exam Students will complete a 3-part written exam on the Code of Ethics. Students are expected to recall core social work values and ethical standards (Part I). Students will also answer multiple-choice questions related to knowledge and application of the code of ethics (Part II). Finally, students are asked to identify ethical dilemmas along with the related code standards using provided case scenarios, in addition to identifying what their actions would be to resolve the dilemma (Part III).	Measure 1: The Instructor will grade per the course assigned rubric and report those scores to MSW Program Director. The MSW Program Director will review the scores to assess what percentage of the students scored 80% on the overall competency. The program identified goal is 80% of students scoring 80% or higher overall. *The course artifact and rubric are attached at the end of this Assessment Plan. Assessment review Cycle:

		Measure 2: SWRK 5832 Community and Organization Practicum (level of student development - reinforced and achieved)	Measure 2: Community and Organization Field Final Evaluation. At the end of each semester, the student's practicum Learning Agreement will be used as a basis for assessing student learning and performance. Field Instructors should use their copy of the student's Learning Agreement to complete the Final Evaluation. Students are assessed on each competency behavior on a Likert scale from 1 to 5, with 5 being the highest. Students must achieve a combined mean score of 3 or higher on the final evaluation to pass the practicum.	Year 1 (2021): Clinical Year 2 (2022): Com/Org Year 3 (2023): ABA Year 4 (2023): Generalist Repeat Ongoing Measure 2: Field Instructors complete the Field Evaluation at the end of each semester and submit it to the Field Faculty Liaison for a final grade All final field evaluations are uploaded to a google drive and are compiled by the Director of Field Education, and then shared with the MSW Program Director for the purposes of committee review and improvement.
2	Demonstrate culturally competent practice with communities and organizations.	Measure 1: SWRK 5785 Organizational and Program Planning (level of student development - introduced and developed)	Measure 1: Organizational Overview	Measure 1: The Instructor will grade per the course assigned rubric and report those scores to MSW Program Director. The MSW Program Director will review the scores to assess what percentage of the students scored 80% on the overall competency. The program identified goal is 80% of students scoring 80% or higher overall. *The course artifact and rubric are attached at the end of this Assessment Plan. Assessment review Cycle: Year 1 (2021): Clinical Year 2 (2022): Com/Org Year 3 (2023): ABA Year 4 (2023): Generalist

				Repeat Ongoing
		Measure 2: SWRK 5841 Foundation Practicum (level of student development - reinforced and achieved)	Measure 2: Community & Organization Field Final Evaluation (see above)	Measure 2: Field Instructors complete the Field Evaluation at the end of each semester and submit it to the Field Faculty Liaison for a final grade All final field evaluations are uploaded to a google drive and are compiled by the Director of Field Education, and then shared with the MSW Program Director for the purposes of committee review and improvement.
3	Approach community and organizational planned change using theoretical frameworks and evidence-based practice models to organize and/or sustain advocacy and/or support networks.	Measure 1: SWRK 5721 Community Practice and Theory (level of student development - introduced and developed)	Measure 1: Participation in a Community Practice Effort	Measure 1: The Instructor will grade per the course assigned rubric and report those scores to MSW Program Director. The MSW Program Director will review the scores to assess what percentage of the students scored 80% on the overall competency. The program identified goal is 80% of students scoring 80% or higher overall. *The course artifact and rubric are attached at the end of this Assessment Plan. Assessment review Cycle: Year 1 (2021): Clinical Year 2 (2022): Com/Org Year 3 (2023): ABA Year 4 (2023): Generalist Repeat Ongoing
		Measure 2: SWRK 5841 Foundation Practicum (level of student development - reinforced and achieved)	Measure 2: Community & Organization Field Final Evaluation (see above)	Measure 2: Field Instructors complete the Field Evaluation at the end of each semester and submit it to the Field Faculty Liaison for a final grade All final field evaluations are uploaded to a google drive and are compiled

				by the Director of Field Education, and then shared with the MSW Program Director for the purposes of committee review and improvement.
4	Use research and professional expertise to improve practice with communities and organizations.	Measure 1: SWRK 5785 Organizational and Program Planning (level of student development - introduced and developed)	Measure 1: Statement of Need	Measure 1: The Instructor will grade per the course assigned rubric and report those scores to MSW Program Director. The MSW Program Director will review the scores to assess what percentage of the students scored 80% on the overall competency. The program identified goal is 80% of students scoring 80% or higher overall. *The course artifact and rubric are attached at the end of this Assessment Plan. Assessment review Cycle: Year 1 (2021): Clinical Year 2 (2022): Com/Org Year 3 (2023): ABA Year 4 (2023): Generalist Repeat Ongoing
		Measure 2: SWRK 5841 Foundation Practicum (level of student development - reinforced and achieved)	Measure 2: Community & Organization Field Final Evaluation (see above)	Measure 2: Field Instructors complete the Field Evaluation at the end of each semester and submit it to the Field Faculty Liaison for a final grade All final field evaluations are uploaded to a google drive and are compiled by the Director of Field Education, and then shared with the MSW Program Director for the purposes of committee review and improvement.

5	Provide leadership in a variety of roles in community and organizational practice.	Measure 1: SWRK 5707: Policy Practice (level of student development - introduced and developed)	Measure 1: Elevator Speech & Final Presentation	Measure 1: The Instructor will grade per the course assigned rubric and report those scores to MSW Program Director. The MSW Program Director will review the scores to assess what percentage of the students scored 80% on the overall competency. The program identified goal is 80% of students scoring 80% or higher overall. *The course artifact and rubric are attached at the end of this Assessment Plan. Assessment review Cycle: Year 1 (2021): Clinical Year 2 (2022): Com/Org Year 3 (2023): ABA Year 4 (2023): Generalist Repeat Ongoing
		Measure 2: SWRK 5841 Foundation Practicum (level of student development - reinforced and achieved)	Measure 2: Community & Organization Field Final Evaluation (see above)	Measure 2: Field Instructors complete the Field Evaluation at the end of each semester and submit it to the Field Faculty Liaison for a final grade All final field evaluations are uploaded to a google drive and are compiled by the Director of Field Education, and then shared with the MSW Program Director for the purposes of committee review and improvement.
6	Approach community and organizational planned change using theoretical frameworks and evidence-based practice models.	Measure 1: SWRK 5721 Community Practice and Theory (level of student development - introduced and developed)	Measure 1: Community Change Model Paper	Measure 1: The Instructor will grade per the course assigned rubric and report those scores to MSW Program Director. The MSW Program Director will review the scores to assess what percentage of the students scored 80% on the overall

				competency. The program identified goal is 80% of students scoring 80% or higher overall. *The course artifact and rubric are attached at the end of this Assessment Plan. Assessment review Cycle: Year 1 (2021): Clinical Year 2 (2022): Com/Org Year 3 (2023): ABA Year 4 (2023): Generalist Repeat Ongoing
		Measure 2: SWRK 5841 Foundation Practicum (level of student development - reinforced and achieved)	Measure 2: Community & Organization Field Final Evaluation (see above)	Measure 2: Field Instructors complete the Field Evaluation at the end of each semester and submit it to the Field Faculty Liaison for a final grade All final field evaluations are uploaded to a google drive and are compiled by the Director of Field Education, and then shared with the MSW Program Director for the purposes of committee review and improvement.
7	Approach community and organizational planned change using theoretical frameworks and evidence-based practice models to plan and/or conduct an assessment of community or organizational needs and strengths with stakeholders.	Measure 1: SWRK 5721 Community Practice and Theory (level of student development - introduced and developed)	Measure 1: Community Practice Assessment	Measure 1: The Instructor will grade per the course assigned rubric and report those scores to MSW Program Director. The MSW Program Director will review the scores to assess what percentage of the students scored 80% on the overall competency. The program identified goal is 80% of students scoring 80% or higher overall. *The course artifact and rubric are attached at the end of this Assessment Plan. Assessment review Cycle:

		Measure 2: SWRK 5841 Foundation Practicum (level of student development - reinforced and achieved)	Measure 2: Community & Organization Field Final Evaluation (see above)	Year 1 (2021): Clinical Year 2 (2022): Com/Org Year 3 (2023): ABA Year 4 (2023): Generalist Repeat Ongoing Measure 2: Field Instructors complete the Field Evaluation at the end of each semester and submit it to the Field Faculty Liaison for a final grade All final field evaluations are uploaded to a google drive and are compiled by the Director of Field Education, and then shared with the MSW Program Director for the purposes of committee review and improvement.
8	Approach community and organizational planned change using theoretical frameworks and evidence-based practice models to engage in community and organizational practice.	Measure 1: SWRK:5785 Organizational and Program Planning (level of student development - introduced and developed)	Measure 1: Project Plan, Logic Model, and Evaluation	Measure 1: The Instructor will grade per the course assigned rubric and report those scores to MSW Program Director. The MSW Program Director will review the scores to assess what percentage of the students scored 80% on the overall competency. The program identified goal is 80% of students scoring 80% or higher overall *The course artifact and rubric are attached at the end of this Assessment Plan. Assessment review Cycle: Year 1 (2021): Clinical Year 2 (2022): Com/Org Year 3 (2023): ABA Year 4 (2023): Generalist Repeat Ongoing

		Measure 2: SWRK 5841 Foundation Practicum (level of student development - reinforced and achieved)	Measure 2: Community & Organization Field Final Evaluation (see above)	Measure 2: Field Instructors complete the Field Evaluation at the end of each semester and submit it to the Field Faculty Liaison for a final grade All final field evaluations are uploaded to a google drive and are compiled by the Director of Field Education, and then shared with the MSW Program Director for the purposes of committee review and improvement.
9	Use research and professional expertise to evaluate practice with communities and organizations.	Measure 1: SWRK 5787: Research for Evidence-Informed Research (level of student development - introduced and developed)	Measure 1: Final Community Program Evaluation Assignment	Measure 1: The Instructor will grade according to the course assigned rubric and report those scores to MSW Program Director. The MSW Program Director will review the scores to assess what percentage of the students scored 80% on the overall competency. The program identified goal is 80% of students scoring 80% or higher overall. *The course artifact and rubric are attached at the end of this Assessment Plan. Assessment review Cycle: Year 1 (2021): Clinical Year 2 (2022): Com/Org Year 3 (2023): ABA Year 4 (2023): Generalist Repeat Ongoing
		Measure 2: SWRK 5841 Foundation Practicum	Measure 2: Community & Organization Field Final Evaluation (see above)	Measure 2: Field Instructors complete the Field Evaluation at the end of each semester and submit it to the Field Faculty Liaison for

		(level of student development - reinforced and achieved)		a final grade All final field evaluations are uploaded to a google drive and are compiled by the Director of Field Education, and then shared with the MSW Program Director for the purposes of committee review and improvement.

Additional Questions

1. On what schedule/cycle will program faculty assess each of the above-noted program learning outcomes (CSWE competencies)?

   Data on all nine MSW learning outcomes will be collected every semester through designated course assignments and field evaluations. Although all data collected may be discussed by the MSW Program Committee upon commencement of the Fall semester/ new academic year (August/September), each year the MSW Program committee will examine and explicitly review/discuss all nine (9) program learning outcomes for one of the three (3) concentrations or generalist curricular areas. In the table, above, we have identified the proposed cycle - which will repeat every four years (see last column of table). We plan to conduct an in-depth review of the Program Learning Outcomes (PLOs) for the Clinical concentration in AY 2020/2021, Community & Organizations in AY 2021/2022, Applied Behavior Analysis in AY 2022/2023, and Generalist in AY 2023/2024. This annual, in-depth review and our discussions will focus on what appears to be going well (i.e., students performing consistently well in the designated courses and field) and what does not (i.e., students consistently underperforming in designated courses and field.) We will also utilize the annually collected data to inform our eight (8) year cycle review as mandated by our accrediting, body the Council on Social Work Education (CSWE).

   In the spirit of assessment, not only are we looking at the student learning outcomes but also how we are measuring those outcomes. We will discuss if this is the most efficient way to assess. The MSW Program committee plans to discuss and consider the potential advantages and disadvantages of moving away from the course embedded assignments approach to a master measure as our undergraduate (BSSW) program has done in the recent past. If the MSW Program votes to adopt a new assessment approach for AY 2022/2023 we will resubmit an updated assessment plan.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

   The Faculty teaching in the MSW Program were engaged in contributing to the development of this plan through their involvement and active participation on the MSW Program Committee and/or Concentration Sub-Committees that meet monthly throughout the fall and spring semesters.

3. On what schedule /cycle will faculty review and, if needed, modify this assessment plant?

The MSW Program Committee commits to an ongoing review of this plan and will use each year's assessment data to inform the direction of our program and its assessment (or re-assessment if we find results indicating that MSW students have difficulty in obtaining one/more assessed competencies at our designated benchmark).

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.

Appendix I

4.0.1 Assessment Measures
MSW Community and Organization Specialization Competencies
Measure 2 - Course Embedded Measures

Competency 1: Use Codes of Ethics and Human Rights Principles to Guide Practice with Communities and Organizations.

Personal Ethical Decision-Making Model and Presentation
Scoring Guide

Student: _____

Assignment Components	Points Possible	Points Earned	Comments
Written Component			
Discuss and describe components of the model	20		
Provides explanation for overall organization of model	10		
Explains your choices for what to include/not include within model	10		
Provides citations for various portions of model pulled from other sources. (Professional behavior involves properly crediting sources)	10		
Provides discussion throughout related to fit with population of interest (clinical – individuals, families, groups; comm/org – communities, organizations) and field of practice	10		

Ethical documentation involves being able to effectively communicate your ideas in writing (this includes overall organization, word choice, spelling/grammar, etc)	10		
Oral Presentation/Activity (Orally communicating ideas effectively is an important component of professional behavior).			
Five-minute presentation of model	10		
Using model in class activity (application of models to case scenarios)	20		
TOTAL:	100		

Competency 1: Use Codes of Ethics and Human Rights Principles to Guide Practice with Communities and Organizations

Personal Ethical Decision-Making Model and Presentation

Personal Ethical Decision-Making Model and Presentation Criteria

Throughout this class you have had the opportunity to read, think about, and respond to ethical dilemmas. Each of you will approach ethical decision making in a different way. The last case scenario assignment asks you to put into a diagram and words how you approach an ethical dilemma, especially given the information in your text related to ethical decision making, in addition to incorporating your personal values, virtue, and background that seem to influence your ethical decision making. One of the points of this assignment is for you to explore your professional use of self.

Written assignment:

Each student will articulate his/her own 'model' of ethical decision-making. This model could contain the possible hierarchy of elements regarding ethical decisions and the influences that the student pulls from to make ethical decisions.

The paper should include:

(1) a one-page diagram of the ethical decision making model
(2) a narrative paper,
    a. *with references from class text or readings* that discusses the components of the model.
    b. This should also describe why you included the components you did and why you ordered them the way you did. How did you make these decisions and why?
    c. Finally, you need to provide discussion about how the model fits your population of interest (clinical – individuals, families, groups; comm/org – communities, organizations) and field of practice
    d. Remember that ethical documentation involves being able to effectively communicate your ideas in writing (this includes overall organization, word choice, spelling/grammar, etc)

In class:

(1) Students will give a 5 minute presentation of their model of ethical decision-making. At the time of the presentation students will show their diagram of the model.
(2) Students will have the opportunity to use and evaluate their decision making model on case examples in class while working as a group with other students.

Resources (not exhaustive):

- Various Codes of Ethics (including UN Declaration of Human Rights; International Federation of Social Worker document)
- Abramson, Knowing Oneself Ethically
- Canda Ch. 5 &6, spiritual perspectives
- Various Ethical Decision Making models
- Ethical theories and ethical principles
- Ethical and Religious Directives for Catholic Health Care Services
- Organizations, Administration, Communities considerations—Hardina, 2004, Berry, 2007

Additional NASW Standards for Practice http://www.socialworkers.org/practice/standards/index.asp (for example, standards across various practice settings—health care, child welfare, substance abuse, case management, school services, veterans, caregivers, palliative/end-of-life care, adolescents, long-term care, etc…)

Competency 2: Demonstrate Culturally Competent Practice with Communities and Organizations

Organizational Overview
Scoring Guide

Assignment Components	**Points Possible**	**Points Earned**	**Comments**
Written Component			
Identify organization/non-profit and research, including mission, vision, values	3		

Describe other programs, activities, population, and numbers served	3		
Diversity and inclusion initiatives	2		
Presentation	2		
Total Points	10		

Competency 2: Demonstrate Culturally Competent Practice with Communities and Organizations

Organizational Overview

Organizational Overview Criteria

Working in teams, your group will complete Sections A and B of the Missouri Common Grant Application Version 2 *using the User Guide Version 2 for guidance and completion.* These sections combined should not be more than two pages in length. In order to collect accurate and thorough information, teams should conduct interviews, visit the organization's website, read impact and annual reports, newsletters, etc. Additionally, you can review the organization's 990, found here: http://foundationcenter.org/find-funding/990-finder.

Section A: Organization Information

1. Brief summary of organization's history.

    a. Discuss the founding and development of the organization, and the organization's current mission statement. Explain the original issue and/or opportunity the organization was founded to address and how that may have changed over time.

2. Brief description of the organization's current programs, activities, number served annually, and recent accomplishments.

    a. Provide a brief description of the organization's current services. Include population and numbers served, as well as expected results. If this request is for a specific project, then describe that project in Section D; describe the organization's other projects here.

Section B: Diversity, Equity, and Inclusion

3. List any internal or external efforts your organization is currently undertaking to incorporate diversity, equity, and/or inclusion (DEI) into its policies and practices. Are there DEI initiatives your organization hopes to undertake?

4. How are the demographics of the community/clients your organization serves reflected in the composition of your staff, board, and/or volunteers? Are there ways that your organization strives to incorporate the perspective of the community/clients your organization serves?

Competency 3: Approach Community and Organizational Planned Change Using Logical, Scientific, and Theoretical Frameworks to Organize and/or Sustain Advocacy and/or Support Networks

Participation in a Community Practice Effort
Scoring Guides

Option 1

Assignment Components	Points Possible	Points Earned	Comments
Introduce the local effort	5		
Describe major content from first interaction/interview	5		
Describe specific practice effort and skills learned	10		
Total Points	20		

Option 2

Assignment Components	Points Possible	Points Earned	Comments
Introduce the local effort	5		
Describe local community practice effort	5		
Describe community practice theory and models used by the practice effort	10		

Total Points	20		

Competency 3: Approach Community and Organizational Planned Change Using Logical, Scientific, and Theoretical Frameworks to Organize and/or Sustain Advocacy and/or Support Networks

Participation in a Community Practice Effort Paper

Participation in a Community Practice Effort Paper Criteria (2 options)

Option 1

Participate in a community practice effort that organizes and/or sustains advocacy and/or support networks. Using this option, students engage in community practice with a local effort (with a range of 20-25 active service hours). Students may choose to directly engage in community practice efforts in the metropolitan St. Louis area. The instructor can assist to direct students to agencies/ individuals who are directly engaging in community practice of a particular type. This area must be different from an area in which the student has engaged as part of a practicum or prior work experience (i.e., must be new learning). Students can engage in a community practice effort by taking on a role that is stronger than observer/passive participant and involves new graduate-level learning for the student. To obtain permission to engage in work and learn about possibilities, students must interact and informally interview a community practice professional (by attending a meeting and/or interviewing with staff members and volunteering to accomplish a task). Examples of possible community practice tasks in which students could engage include (either assisting to or individually implementing a plan to) develop a membership recruiting plan and/or assist to execute a plan, develop leadership in resident/members, work with community organizing efforts, plan and facilitate meetings, research and speak publicly about an issue, conduct media outreach, assist a board/group to choose an issue and/or develop a strategy, and assist a group/board to set priorities. In short, students assist in the planning or implementation of a community practice activity as a volunteer short-term staff member.

Due to the length of time needed to engage in this option, students must arrange approval for this option by Class #5 by writing a brief proposal. Students must log hours and report activities completed in the community practice activity and turn it in at the end of the semester, with the signature of an individual associated with the effort attesting to the student effort. This option requires a five-six (5-6) page paper at the end that addresses the following areas:

Practice Effort Paper Outline

The chosen book used for this paper is a required reference for the paper, in addition to at least one other source (a total of two is required):

1. Introduce the local effort. (One-half to one full page)
2. Briefly describe the major content from your first interaction/informal interview with a professional member of the community practice effort. (one half to one full page)
3. Describe your (specific) practice effort, skills learned and outcome. (two pages)
4. Compare and contrast the local community practice effort with the national or international information that you wrote about in your first paper. What could the local effort do to become more evidence-based? Based on the information in your first paper, how might the local effort become more effective? (two pages)
5. Reflect on your experience. What motivated you to choose this area of practice? What attracts and repels you from this area of practice? Would you want to engage in this area of community practice? (one page)
6. Conclude (half page)

7. References

Option 2

Provide an analysis of the community practice of a particular local effort that organizes and/or sustains advocacy and/or support networks (10-12 pages).

Students may choose to engage in an analysis of a community practice effort as practiced by a particular agency/organization/coalition that organizes and/or sustains advocacy and/or support networks. The instructor can assist to direct students to agencies/ individuals who are directly engaging in community practice of a particular type (see grid below).

Students should do the following:

1. Interview at least one professional members of the practice effort;
2. Observe/attend at least one event/agency meeting/coalition meeting of the practice effort;
3. Gather printed information about the practice effort produced by the community effort;
4. Search media sources for historical accounts of the local community practice effort;
5. Seek to discover alternative viewpoints of the effectiveness and success of the community practice effort; and
6. Analyze the change effort compared to the national "best practices" about this practice area.

Practice Paper Outline

Students will analyze the community practice effort for particular elements and will include these elements in their paper. The outline of the paper is as follows:

1. Introduction to the local community practice effort. (one full page)
2. Detailed description about the local community practice effort, to include the information from the sources described above. What are the long-term goals, short-term objectives, and activities engaged in to achieve the long-term goals? What tactics are used? (two-three pages)
3. Description of the community practice theory and model(s) that the practice effort utilizes. Provide justification for your choice (two pages). Use the book you read for the previous Practice Effort paper as one of the references for this section.
4. Outcomes of the practice effort. What have been the successes and failures? (one page)
5. Compare and contrast the local community practice effort with the national or international information that you wrote about in your first paper. In this section, answer some of the following questions: What could the local effort do to become more evidence-based? What efforts is the local effort undertaking to become more effective? Based on the information in your first paper, how might the local effort become more effective? How might they utilize "best practices"? Could the practice effort better take advantage of national resources/opportunities? How could the practice effort become more culturally competent? Are there unresolved important ethical issues? In what ways do the characteristics and structures of the practice effort facilitate meeting or inhibiting the goal(s)? (four-five pages)
6. Conclusion (one page)

Competency 4: Use Research and Professional Expertise to Improve Practice with Communities and Organizations

Statement of Need
Scoring Guide

Assignment Components	Points Possible	Points Earned	Comments
Literature review is thorough, accurate, and timely, representing the needs of the client population	4		
Client strengths are highlighted, with an overview of how their strengths will improve practice	4		
Presentation	2		
Total Points	10		

Competency 4: Use Research and Professional Expertise to Improve Practice with Communities and Organizations

Statement of Need

Community/Client Needs and Strengths Criteria

This project consists of completing Section C of MCG 2.0 on community and client needs and strengths. This project will incorporate a literature review, citing scholarly, and peer-reviewed literature, demonstrating the need and addressing the issue your program plans to meet. Section 2 should be no more than 2 pages in length.

From the MCG User Guide 2.0: Section C is the place to highlight an organization's understanding of the need it is addressing through this specific project. This section also provides an opportunity for an organization to acknowledge some of the key strengths, capacities, and assets of their clients/community in need and re-imagine the outcomes of their work using an aspirational, strengths-based perspective.

1. What are the community/client needs or problems that will be addressed by this project? Why is this issue important?
2. Identify 3-5 strengths of the community/clients that your organization serves AND explain how those strengths might contribute to the success of this project.

Competency 5: Provide Leadership in a Variety of Roles in Community and Organizational Practice

Elevator Speech and Final Presentation
Scoring Guide

Student: _____

Assignment Components	Points Possible	Points Earned	Comments
Completeness: Introduction to community issue including Solution, Ask and Complete logic model.	3		
Depth of analysis: Ample detail included in all sections. Logic model is accurate.	6		
Organization: Material presented in a clear manner. Connections between sections is clear.	2		
Timing: Presentation is within time limit	2		
Leadership skills: Content is memorized, includes another person, eye contact is clear, smooth delivery, professional word choice, and professional demeanor and non-verbal behavior.	7		
Total Points	20		

In addition to the elevator speech, students will present the final version of their logic model to describe the overall effort underway to change their chosen policy. Students will present a PowerPoint or Prezi presentation (maximum10 minutes in length) to provide a comprehensive and concise summary of their chosen change effort. Students should highlight what they feel they are most of proud of and what was the toughest challenge.

Competency 5: Provide Leadership in a Variety of Roles in Community and Organizational Practice

Elevator Speech and Final Presentation Criteria

Using a bill that addresses a community social issue, students will demonstrate their leadership skills by preparing and giving a

3-minute (maximum) elevator speech about their topic. In addition, they will present the final version of their logic model to describe the community efforts underway to change your chosen policy.

Competency 6: Approach Community and Organizational Planned Change Using Logical, Scientific, and Theoretical Frameworks

Community Change Model Paper
Scoring Guide

Assignment Components	Points Possible	Points Earned	Comments
Introduction	1		
A description of the community planned change model or method (historical and current)	3		
Key principles guiding the implementation of the model or method	3		
Key capacity building skills associated with the successful application of the model or method	3		
Short description of a "case" (a specific program or initiative) that is NOT local (could be international)	3		
Evaluation data about the practice area (either of the case described above or in general about the method	3		
Future direction/prospects of this type of community practice	3		
Conclusion	1		

Depth of Analysis: Each section contains ample detail and discussion of requested information.	20		
Total Points	40		

Competency 6: Approach Community and Organizational Planned Change Using Logical, Scientific, and Theoretical Frameworks

Community Change Model Paper

Community Change Model Paper Criteria

Using the material from your chosen book and articles that are assigned and recommended for class on your particular topic (if any), research literature and "grey" literature (i.e., agency reports, news briefs, government reports, and other non-refereed sources), write a six to eight (6-8) page double-spaced paper about your chosen area of community practice. The following outline serves as a rough outline for your paper:

- Ø Introduction (required)
- Ø A description of the community change model or method (historical and current) (required)
- Ø Key principles guiding the implementation of the model or method (required)
- Ø Variations in the current use of the model or method (optional)
- Ø Key capacity building skills associated with the successful application of the model or method (required)
- Ø Short description of a "case" (a specific program or initiative) that is NOT local (could be international) (required)
- Ø Evaluation data about the practice area (either of the case described above or in general about the method) (required)
- Ø Examples of funding sources/mechanisms that support the model or method (foundations, public funds, etc.) (optional)
- Ø Future direction/prospects of this type of community practice (required)
- Ø Conclusion (required)
- Ø References (required)

References: In addition to liberally and specifically utilizing the chosen book(s) in the paper, students should have a minimum of five academic references. "Grey" literature and information from Internet websites are in addition to the five academic references. In the paper, it should be very apparent that you have thoroughly read your chosen book.

Competency 7: Approach Community and Organizational Planned Change Using Logical, Scientific, and Theoretical Frameworks to Plan and/or Conduct an Assessment of Community or Organizational Needs and Strengths with Stakeholders

Community Practice Assessment
Scoring Guide

Option 1

Assignment Components	Points Possible	Points Earned	Comments
Describe community planned change effort outcomes, including success and failures	5		
Compare/contrast effort with national/international efforts discussed in previous Practice Effort paper	10		
Conclusion	5		
Depth of Analysis: Each section contains ample detail and discussion of requested information.	35		
Total Points	55		

Option 2

Assignment Components	Points Possible	Points Earned	Comments
Describe community planned change effort outcomes, including successes and failures	5		
Compare/contrast effort with national/international efforts discussed in previous Practice Effort paper	10		
Paper: Conclusion	5		
Depth of Analysis: Each section contains ample detail and discussion of requested information.	35		
Total Points	55		

Competency 7: Approach Community and Organizational Planned Change Using Logical, Scientific, and Theoretical Frameworks to Plan and/or Conduct an Assessment of Community or Organizational Needs and Strengths with Stakeholders

Community Practice Assessment Paper

Community Practice Assessment Paper Criteria

Option 1

Participate in a community practice effort that organizes and/or sustains advocacy and/or support networks. Using this option, students engage in community practice with a local effort (with a range of 20-25 active service hours). Students may choose to directly engage in community practice efforts in the metropolitan St. Louis area. The instructor can assist to direct students to agencies/ individuals who are directly engaging in community practice of a particular type. This area must be different from an area in which the student has engaged as part of a practicum or prior work experience (i.e., must be new learning). Students can engage in a community practice effort by taking on a role that is stronger than observer/passive participant and involves new graduate-level learning for the student. To obtain permission to engage in work and learn about possibilities, students must interact and informally interview a community practice professional (by attending a meeting and/or interviewing with staff members and volunteering to accomplish a task). Examples of possible community practice tasks in which students could engage include (either assisting to or individually implementing a plan to) develop a membership recruiting plan and/or assist to execute a plan, develop leadership in resident/members, work with community organizing efforts, plan and facilitate meetings, research and speak publicly about an issue, conduct media outreach, assist a board/group to choose an issue and/or develop a strategy, and assist a group/board to set priorities. In short, students assist in the planning or implementation of a community practice activity as a volunteer short-term staff member.

Due to the length of time needed to engage in this option, students must arrange approval for this option by Class #5 by writing a brief proposal. Students must log hours and report activities completed in the community practice activity and turn it in at the end of the semester, with the signature of an individual associated with the effort attesting to the student effort. This option requires a five-six (5-6) page paper at the end that addresses the following areas:

Practice Paper Outline

1. The chosen book used for the previous Practice Effort paper is a required reference for the paper, in addition to at least one other source (a total of two is required):
2. Introduce the local effort. (One-half to one full page)
3. Briefly describe the major content from your first interaction/informal interview with a professional member of the community practice effort. (one half to one full page)
4. Describe your (specific) practice effort, skills learned and outcome. (two pages)
5. Compare and contrast the local community practice effort with the national or international information that you wrote about in your first paper. What could the local effort do to become more evidence-based? Based on the information in your first paper, how might the local effort become more effective? (two pages)
6. Reflect on your experience. What motivated you to choose this area of practice? What attracts and repels you from this area of practice? Would you want to engage in this area of community practice? (one page)
7. Conclude (half page)
8. References

Option 2

Provide an analysis of the community practice of a particular local effort (10-12 pages).
Students may choose to engage in an analysis of a community practice effort as practiced by a particular agency/organization/coalition. The instructor can assist to direct students to agencies/ individuals who are directly engaging in community practice of a particular type (see grid below).

Students should do the following:

1. Interview at least one professional members of the practice effort;
2. Observe/attend at least one event/agency meeting/coalition meeting of the practice effort;
3. Gather printed information about the practice effort produced by the community effort;
4. Search media sources for historical accounts of the local community practice effort;
5. Seek to discover alternative viewpoints of the effectiveness and success of the community practice effort; and
6. Analyze the change effort compared to the national "best practices" about this practice area.

Practice Paper Outline

Students will analyze the community practice effort for particular elements and will include these elements in their paper. The outline of the paper is as follows:

1. Introduction to the local community practice effort. (one full page)
2. Detailed description about the local community practice effort, to include the information from the sources described above. What are the long-term goals, short-term objectives, and activities engaged in to achieve the long-term goals? What tactics are used? (two-three pages)
3. Description of the community practice theory and model(s) that the practice effort utilizes. Provide justification for your choice (two pages). Use the book you read for the previous Practice Effort paper as one of the references for this section.
4. Outcomes of the practice effort. What have been the successes and failures? (one page)
5. Compare and contrast the local community practice effort with the national or international information that you wrote about in your first paper. In this section, answer some of the following questions: What could the local effort do to become more evidence-based? What efforts is the local effort undertaking to become more effective? Based on the information in your first paper, how might the local effort become more effective? How might they utilize "best practices"? Could the practice effort better take advantage of national resources/opportunities? How could the practice effort become more culturally competent? Are there unresolved important ethical issues? In what ways do the characteristics and structures of the practice effort facilitate meeting or inhibiting the goal(s)? (four-five pages)
6. Conclusion (one page)

Competency 8: Approach Community and Organizational Planned Change Using Theoretical Frameworks and Evidence-based Practice Models to Engage in Community and Organizational Practice

Scoring Guide

Project Plan, Logic Model, and Evaluation

Assignment Components	Points Possible	Points Earned	Comments
Proposed project plan including activities and interventions are evidenced-based	10		
Logic model outlines a clear theory of change	10		
Outcome statements are clear and measurable	3		

The evaluation plan is sound, strategic, aligned with your program goals, outcomes, and deliverables	5		
Presentation	2		
Total Points	30		

Competency 8: Approach Community and Organizational Planned Change Using Theoretical Frameworks and Evidence-based Practice Models to Engage in Community and Organizational Practice

Project Plan, Logic Model, and Evaluation

Project Plan, Logic Model, and Evaluation Criteria
Project 3 will consist of completing Section D of the MCG 2.0 along with a modified version of the Lutheran Foundation of Saint Louis's logic model template. This assignment forms the basis or foundation of your program that is designed to deal with the problem or condition you seek to address. It establishes the framework for all other components of the program planning process. In order to complete Section D, the team will need a thorough understanding of the organization and as such, interviews with key stakeholders are recommended and may be necessary in order to obtain accurate information. Be prepared to share your logic model in class. You can develop a PowerPoint and/or use handouts. Section D should be no more than five pages in length excluding the logic model which is typically one page.

SECTION D: Project Information

1. Describe who will be served by this grant. How many will be served?
2. What are your project goals?
3. What activities do you intend to engage in or provide to achieve the aforementioned goals? Please provide an in-depth description of the activities/services, including: 1) how much, 2) how often, 3) how long activities/services will be provided. For expanded project requests, distinguish between current and expanded activities/services.
4. What are the anticipated short-term and long-term measurable outcomes that would be achieved by this grant?
5. What is the timeline for implementing this grant?
6. What are the organization's most significant interactions with other organizations and initiatives? For project requests, address this question with respect to that project only. (e.g., who are the other partners, what is your past experience collaborating with each organization, what is their role in this project, and what is their expertise, etc.?)
7. What other agencies or projects are doing similar work in the region and how are you different?
8. Who are the key staff members, board members, and/or volunteers who will ensure the success of the project/organization and what are their qualifications?
9. What staff, board, or volunteer training and professional development needs are required to implement this project, if any? Please be specific (e.g. trainings on cultural competency, effective use of social media, or fundraising techniques).
10. How does this request fit within your organization's long-term goals? (We define long-term as the time-period beyond this grant). How does this project support your organization's implementation of its strategic plan?
11. What is your long-term funding plan once funding from this funder ends? (For project requests, address this question with respect to that project only).
12. Describe the extent to which your project/organization is based on evidence-based, best, or promising practices.

Logic Model

Using a modified version of the Lutheran Foundation's logic model template, teams will depict their theory of change and program plan in a diagram form. The logic model outlines the core components of your proposed program including inputs, activities, outputs, and outcomes.

**The template is available on blackboard and Lutheran Foundation of Saint Louis User Guide for reference and examples is

found here: http://www.lutheranfoundation.org/content/documents/UsersGuideREV10.2018.pdf.

PROJECT 4: Program Evaluation

Project 4 consists of completing Sections E and F of the MCG 2.0 along with the MCG 2.0 budget spreadsheet and an evaluation plan. Project 4 will detail how you will measure your outcomes, impact, and program effectiveness. Additionally, it will outline the costs associated with the project. Section E and F combined should be no more than two pages. The budget spreadsheet and evaluation plan should be one page each.

Section E: Program Evaluation

13. What tools and processes does your organization use to measure whether or not your program is achieving its goals and outcomes? Describe the measurement tools (e.g., intake sheets, participation checklists, pre/post surveys, client questionnaires follow-up surveys, co-design evaluation tools/co-collect data with your clients/community members, etc.).
14. How will the evaluation results be used to inform/strengthen future programming and organizational operations?

Evaluation Plan

Using a modified version of the Lutheran Foundation of Saint Louis's evaluation plan, teams will outline their evaluation narrative in a table format.

From the Lutheran Foundation of Saint Louis User Guide: The evaluation plan contains more detailed information about your proposed outcomes by outlining how you will measure the impact your program has had on the lives of those it serves. Please note, the outcome statements in your evaluation plan should be more specific and measurable statements related to the same outcomes identified in various sections of your logic model.

Each outcome statement specifies four components:

- How many participants will achieve the outcome (#)
- How many participants will be measured on the outcome ("of")
- What percentage of participants will achieve the outcome (%)
- Which participants are expected to achieve the outcome ("who")
- The outcome to be achieved ("will')
- The timeframe in which the outcome will be achieved ("by")

EXAMPLE:

- 90 of 100 (90%) primary caregivers who receive at least 10 sessions of therapy will demonstrate gains in knowledge of positive parenting skills in the first quarter (knowledge change).
- 90 of 100 (90%) primary caregivers who complete the program will demonstrate improved parenting behaviors quarterly (behavior change).
- 95 of 100 (95%) families who complete the program will be free of child abuse and neglect 6-months post discharge (condition change).

The evaluation plan consists of 1) the outcome statement, 2) the type of outcome, and 3) the evaluation method.

**The template is available on blackboard and Lutheran Foundation of Saint Louis User Guide for reference is found here: http://www.lutheranfoundation.org/content/documents/UsersGuideREV10.2018.pdf.

Section F: Budget and Budget Narrative Justification

You will prepare a budget and budget narrative for your program plan. Your program design forms the basis for your budget. You will identify the line items needed to cover all expenses associated with your programs and justify expenses, making a case for cost-effectiveness and cost-efficiency.

15. Complete the MCG budget template (NOTE: only required to complete "Amount Requested By Funder" in the expense category) and in Section F provide a description of each expense of the program/project budget requested by funder. Indicate whether this is a new expense for your project or if funding is being requested to cover a current/existing expense.

The criteria described here is different from what is stated on the MCG 2.0 application. Follow these guidelines.

Competency 9: Use Research and Professional Expertise to Evaluate Practice with Communities and Organizations

Final Program Evaluation Assignment
Scoring Guide

Student: _____

Assignment Components	Points Possible	Points Earned	Comments
Introduction & Purpose (Community Program Description Paper)	15		
Research Design	15		
Sampling	10		
Measures and Data Collection	20		
Ethical and Cultural Considerations	10		
Standards of Effective Evaluation	10		
Communication and Dissemination Plan	15		
Total Points	100		

Competency 9: Use Research and Professional Expertise to Evaluate Practice with Communities and Organizations

Final Community Program Evaluation Assignment

Community Program Evaluation Assignment Criteria

Students will develop a proposal for evaluating a program using one of four program evaluation designs. This is a two-part assignment to be done in stages, with the Program Evaluation paper building from and including the Program Description paper. Program evaluation is best done in collaboration; thus, this assignment will be completed with a group of 3-4 students. For both papers, you will submit a draft, receive feedback and be given the opportunity to revise and resubmit the paper to improve your score. Resubmission is optional, but highly recommended.

1. **Community Program Description Paper:** Understanding the social problem and the social program aimed at alleviating that problem within your organization is critical to evaluating the program. This assignment requires students to describe the population and problem being targeted, and the program at the agency designed to address that population and problem. It's best if this assignment is based on a program at your field placement. The requirements of the paper include:

1. Description of the population and problem using (3-5 pages):
    a. Census data- to frame the issue or problem or show the scope of the problem
    b. Administrative Agency Data- to document the demographic characteristics of the population served, the gaps

in service or trends in service

c. Literature review that includes peer-reviewed articles and websites to provide information about the population/issue/problem being addressed by the program, definitions of how the problem/issue is conceptualized

2. Description of the program you will evaluate (3-5 pages). The description should include:
   a. Program goals and objectives
   b. Theoretical underpinnings of the program
   c. A description about how the program works in the agency- provide a clear enough description of the activities that someone could replicate the program in another agency. Include description of stakeholders and context, expected outcomes, and potential (or known) unintended consequences of the program.
   d. Logic model

2. Community Program Evaluation Paper: Students will develop a program evaluation plan based on the program used for the program description paper. The program evaluation paper will include the program description paper and the following components:

1. Research/evaluation question(s)
2. Evaluation Methods- Evaluation design, Sampling, Measurement and data collection, data analysis plan
3. Ethical and cultural considerations
4. Standards for effective evaluation (utility, feasibility, propriety, and accuracy)
5. Limitations of your proposed evaluation plan
6. Communication and dissemination plan

Team Participation

Midway through the semester and at the end of the semester you will complete a confidential peer evaluation to assess the contribution of the other members of your team. In turn, you will be evaluated by each member of your team. You will be scored by your team members on a rubric that will address questions related to your participation, cooperation, and contribution.

Appendix II

Instructions for Completing the Final Evaluation SWRK 5833- 2nd Community-Org Concentration Practicum:

At the end of each semester, the Learning Agreement will be used as a basis for assessing student learning and performance. Field Instructors should use their copy of the Learning Agreement form to complete the Final Evaluation. Comments are encouraged.

I have reviewed and approved the Student's Practicum Hours Log.

(Prior to submitting this Final Evaluation you must review and approve the student's Practicum Hours Log.)

- Yes
- No

Field Instructor Last Name

Field Instructor First Name

Field Instructor Email

Agency Name

Student Last Name

Student First Name

Semester

Year

Competency 1

Use codes of ethics and human rights principles to guide practice with communities and organizations

Behavior 1.1

Relate social work values and ethics (e.g. social justice, self determination, democratic participation) in community and organization work.

	Quality of
Performance is generally unacceptable; rarely meets competency	●
Inconsistently meets competency	●
Meets competency at expected level most of the time	●
Consistently meets	●

Behavior 1.2

Engage in advocacy or community awareness activities that focus on eliminating the stigma, discrimination, and oppression faced by vulnerable populations.

	Quality of
Performance is generally unacceptable; rarely meets competency	●
Inconsistently meets competency	●
Meets competency at expected level most of the time	●
Consistently meets	●

Competency 2

Demonstrate culturally competent practice with communities and organizations.

Behavior 2.1
Demonstrate cultural competence and knowledge of populations served in community practice, organizational practice, or policy practice.

	Quality of
Performance is generally unacceptable; rarely meets competency	
Inconsistently meets competency	
Meets competency at expected level most of the time	
Consistently meets	

Competency 3

Approach community and organizational planned change using theoretical frameworks and evidence-based practice models to organize and/or sustain advocacy and/or support networks

Behavior 3.1
Participate in social planning activities such as strategic planning, advocacy campaigns, and/or community efforts.

	Quality of
Performance is generally unacceptable; rarely meets competency	
Inconsistently meets competency	
Meets competency at expected level most of the time	
Consistently meets	

Behavior 3.2

Participate in task groups, coalitions, task forces, committees, or neighborhood groups in order to enhance communities or organizations.

	Quality of
Performance is generally unacceptable; rarely meets competency	
Inconsistently	

	Quality of
Meets competency at expected level most of the time	
Consistently meets competency	

Competency 4

Use research and professional expertise to improve practice with communities and organizations

Practice Behavior 4.1

Identify and use research products (e.g. articles, books and clearinghouses) and professional expertise to improve practice with communities and organizations

	Quality of
Performance is generally unacceptable; rarely meets competency	
Inconsistently meets competency	
Meets competency at expected level most of the time	
Consistently meets	

Competency 5

Provide leadership in a variety of roles in community and organizational practice

Behavior 5.1

Demonstrate professional expertise through public speaking to a community group, board, or policy decision making body.

1. Performance is generally unacceptable; rarely meets competency	
2. Inconsistently meets competency	
3. Meets competency at expected level most of the time	
4. Consistently meets competency	
5. Consistently exhibits mastery of competency	

Behavior 5.2

Provide leadership in community, organizational, or policy practice for a project.

	Quality of
Performance is generally unacceptable; rarely meets competency	
Inconsistently meets competency	
Meets competency at expected level most of the time	
Consistently meets	

Competency 6

Approach community and organizational planned change using theoretical frameworks and evidence-based practice models

Behavior 6.1

Identify and apply theoretical frameworks that guide community and organizational practice.

	Quality of
Performance is generally unacceptable; rarely meets competency	
Inconsistently meets competency	
Meets competency at expected level most of the time	
Consistently meets	

Behavior 6.2
Understand and engage in community or organizational practice models that are evidence-based.

	Quality of
Performance is generally unacceptable; rarely meets competency	
Inconsistently meets competency	
Meets competency at expected level most of the time	
Consistently meets	

Competency 7

Approach community and organizational planned change using theoretical frameworks and evidence-based practice models to plan and/or conduct an assessment of community or organizational needs and strengths with stakeholders

Behavior 7.1
Participate in community or organizational needs and/or strengths assessment in order to enhance community or organization service delivery.

	Quality of
Performance is generally unacceptable; rarely meets competency	
Inconsistently meets competency	
Meets competency at expected level most of the time	
Consistently meets	

Competency 8

Approach community and organizational planned change using theoretical frameworks and evidence-based practice models to engage in community and organizational practice.

Behavior 8.1
Participate in community organizing or development.

	Quality of
Performance is generally unacceptable; rarely meets competency	
Inconsistently meets competency	
Meets competency at expected level most of the time	
Consistently meets	

Behavior 8.2
Participate in policy analysis, development, and practice within legislative or organizational bodies.

	Quality of
Performance is generally unacceptable; rarely meets competency	
Inconsistently meets competency	
Meets competency at expected level most of the time	
Consistently meets	

Behavior 8.3

Participate in resource development activities (e.g. fundraising or grantwriting) and understand budgeting and financial management process.

	Quality of
Performance is generally unacceptable; rarely meets competency	
Inconsistently meets competency	
Meets competency at expected level most of the time	
Consistently meets	

Competency 9

Use research and professional expertise to evaluate practice with communities and organizations

Behavior 9.1

Generate and/or use empirical research, secondary data, databases, geographic information system (GIS), professional expertise, and/or other forms of evidence in evaluation, and program development in communities or organizations

	Quality of
Performance is generally unacceptable; rarely meets competency	
Inconsistently meets competency	
Meets competency at expected level most of the time	
Consistently meets	

Professional Work Behaviors

(Completion Only)

1. Professional responsibility/interest in professional development

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4.Consistently meets competency	5. Consistently exhibits mastery of competency
	○ ○	○	○	○

2. Poise and self-control

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4.Consistently meets competency	5. Consistently exhibits mastery of competency
	○ ○	○	○	○

3. Assertiveness

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4.Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

4. Personal appearance related to agency standards

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4.Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

5. Plan and arrange work/self-motivated

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4.Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

6. Ability to assume responsibility for own learning

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4.Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

7. Understands and works within agency structure

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4.Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

8. Written and verbal communication

1.Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4.Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

9. Use of supervision

1. Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency
	○ ○	○	○	○

10. Appropriate use of technology (e.g., personal or agency computer or electronic devices)

1. Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency

○ ○ ○ ○ ○

Comments:
(Required)
Please provide a summary of performance including strength and areas for further growth

Field Instructor recommendation of Final Grade:
(Please mark this Evaluation as Satisfactory or Unsatisfactory)

- Satisfactory
- Unsatisfactory

Field Instructor will provide student with a copy of this Evaluation.

- Yes

Student's combined mean score of completion and quality is: _____

If the Combined Mean-Score is below a 3, please contact the student's Faculty Liaison